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Colorado State College of Education  
Bulletins  
1933 - 35  
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**COLORADO STATE TEACHERS COLLEGE  
BULLETIN**



**SUMMER QUARTER  
ANNOUNCEMENT**

June 17—August 26  
(First Half Begins June 17—Second Half Begins July 24)  
1933

**GREELEY, COLORADO**

**SERIES XXXIII**

**NUMBER 1**

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**COLORADO STATE COLLEGE OF EDUCATION  
GREELEY, COLORADO**



# Colorado State Teachers College Bulletin

## Summer Quarter Announcement 1933

### THE QUARTER

June 17-August 26

First Half  
June 17-July 22

Second Half  
July 24-August 26

Entered as second class matter at the postoffice at Greeley, Colorado, under the act of August 14, 1912

Current numbers of any of the College Publications may be had on application to the President of the College, Greeley, Colorado

93537

## FEES

Incidental fee, paid by all, \$32.00 per quarter; \$16.00 for the half quarter. Additional to non-residents of Colorado, \$5.00 for the full quarter; \$2.50 for the half quarter.

Library fee, paid by all, \$2.00.

†Fees for less than a full program of sixteen hours:

1-2 quarter hours	\$ 5.00
3 quarter hours	7.50
4 quarter hours	10.00
5, 6, 7, 8 quarter hours	16.00
9 quarter hours (if taken during one-half)	16.00
9 quarter hours (if taken during whole quarter)	20.00
10-11 quarter hours	25.00
12, 13, 14, 15, 16 quarter hours	32.00
(Library fee of \$2.00 to be added to above.)	

### *Fees for Laboratory and Materials*

Art	
Art 2, 2a, 104a, 107, 107a	\$0.50
Art 113	* 1.00

### *Biology*

Biol. 13, 106, 114	\$1.00
Biol. 120, 122, 126, 225, 226	1.50
Biol. 224	3.00

### *Chemistry*

Chem. 1, 2, 110	\$2.00
Chem. 7, 7b, 114, 114b	\$2.00 or 4.00

### *Commercial Education*

Com. Ed. 11, 12 ..... \$1.00

### *Home Economics*

H. E. 25, 121 ..... \$3.50

### *Industrial Education*

Ind. Ed. 1, 2, 8a, 12, 19, 105, 107, 109a,  
118, 120 ..... \*2.00

Bookbinding, all courses ..... 1.00

### *Nursing Education*

A fee of \$25.00 is charged all students in the department of Nursing Education. This covers all courses and lectures for one half quarter. Students resident outside of Colorado are required to pay the additional fee of \$2.50 for a half quarter charged all non-resident students.

### *Physical Education*

P. E. 26, 27 (per half quarter) ..... \$2.00

Recreational Swimming

(Each Half Quarter) ..... 1.00

### *Science*

Science 1 ..... 1.00

Science 51 ..... 1.50

\*Fees are one-half the figures when courses are taken for half quarter.

†Fees based on total number of hours for the quarter.



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SUMMER QUARTER 1933

- DR. LEWIS M. TERMAN, Stanford University. Courses in Education.
- DR. BEN D. WOOD, Columbia University. Courses in Education.
- DR. ALONZO F. MYERS, New York University. Courses in Education.
- DR. S. R. POWERS, Teachers College, Columbia University. Courses in Biology.
- DR. CHARLES SWAIN THOMAS, Harvard University. Courses in English and Literature.
- DR. EARLE EUBANK, University of Cincinnati. Courses in Sociology.
- DR. WILLIAM TRUFANT FOSTER, Director of Pollak Foundation for Economic Research, Newton, Massachusetts. Lecturer.
- DR. PAUL H. CLYDE, University of Kentucky. Courses in History and Political Science.
- DR. EDWARD HOWARD GRIGGS, Croton-on-Hudson, New York. Lecturer.
- DR. LEVERETT S. LYON, The Brookings Institution, Washington, D. C. Courses in Commercial Education.
- DR. EVELYN NEWMAN, Rollins College, Winter Park, Florida. Courses in English and Sociology.
- DR. GEORGE EARLE RAIGUEL, Philadelphia. Lecturer.
- DR. ROLLO G. REYNOLDS, Teachers College, Columbia University. Courses in Education.
- DR. EVERETT SACKETT, Director of Research, Balboa Heights, Canal Zone. Courses in Education.
- DR. ELDA R. WALKER, University of Nebraska. Courses in Biology.
- MISS LILLIAN WEYL, Director of Art Education, Kansas City, Missouri. Courses in Art.
- MR. G. C. MANN, Director of Vocational Education, Berkeley, California. Courses in Industrial Education.
- DR. MERLE PRUNTY, Superintendent of Schools, Tulsa, Oklahoma. Courses in Education.

MISS AUGUSTA PATTON, Yale University School of Nursing. Courses in Nursing Education.

MISS ELMA A. NEAL, Assistant Superintendent of Schools, San Antonio, Texas. Courses in Education.

MR. CLARK M. FRASIER, Director of Training Schools, Cheney, Washington. Courses in Education.

DR. A. L. THRELKELD, Superintendent of Schools, Denver, Colorado. Courses in Education.

MR. ROY J. WASSON, Assistant Superintendent of Schools, Colorado Springs, Colorado. Courses in Education.

MR. BERNARD M. JOY, Denver, Colorado. Courses in Education.

MISS MABEL RUE, Indianapolis, Indiana. Courses in Nursing Education.

DR. LOWRY S. HOWARD, President Menlo School and Junior College.

# COLORADO STATE TEACHERS COLLEGE

Summer Quarter, 1933

Educating teachers for public school service is the mission of Colorado State Teachers College. Being supported by public taxation of all the property of the State of Colorado, this College aims first to prepare teachers for all the kinds of public schools maintained within the state of Colorado. This includes rural schools, kindergartens, primary, intermediate grades, upper grades, junior high schools, and senior high schools. This College also accepts the responsibility of preparing supervisors for rural schools, principals, superintendents, teachers of home economics, industrial arts, fine and applied arts, music, and commercial subjects, supervising teachers, and teachers in schools of nursing.

While the College is supported for the preparation of Colorado teachers, it welcomes students from any state or country and sends its teachers wherever they may be called. Students come to Colorado State Teachers College from many states, and its graduates go in large numbers into the neighboring states and in smaller numbers into distant states and countries.

The College recognizes as its plain duty and accepts as its sole function the education of teachers for every type of school at present supported by the state, to meet all the demands of the public school system, to forecast those improvements and reforms which the evolution of public systems of education is to bring about in the immediate future, and to equip teachers to be ready to serve in and direct the new schools which are in the process of being evolved.

## LOCATION

Teachers and students who have attended Colorado State Teachers College know of the beautiful campus and ideal location of the institution. For the benefit of others into whose hands this issue of the bulletin is sent, the following information is given:

The College campus covers sixty-five and a half acres. Greeley is a beautiful city, with 12,203 population. The streets are wide and great spreading trees on practically all of the streets in the city form continuous avenues of shade. Attractive homes and beautiful lawns add to the appearance of the city.

Greeley is located on the Union Pacific and the Colorado & Southern railways, fifty-two miles from Denver, and just thirty miles from the gateway to Rocky Mountain National (Estes) Park. The latter forms the playground each week-end for many students at Colorado State Teachers College.

The location of the College so close to the Rocky Mountains is in itself a distinct advantage. This, together with the altitude of the city—4,567 feet above sea level—makes an ideal location for summer study. Clear, dry air, sunny days, and cool nights, distinguish Greeley from other communities where the heat and humidity make work in the summertime almost unbearable. The cool air from the mountains sweeps over Greeley and the College campus, cooling the atmosphere and making the days pleasant, even in the middle of summer. Seldom does the night temperature go above 70 degrees, and 60 to 65 degrees at night is usual.

## RECREATION

Week-end excursions into the Rocky Mountains have become so popular and so much a part of the student life that the College has

extended these outing opportunities and has appointed a recreation director who will arrange trips and parties and assist students in their recreational activities.

Trips may be arranged to suit the conveniences of the students, if they will make their desires known. Through the arrangement with the Rocky Mountain Transportation Company students and faculty members of Colorado State Teachers College are given special round-trip rates.

Busses and autos leave the campus at frequent intervals on week-ends, thus affording ample opportunity for one or more individuals to go to the mountains practically when the spirit moves.

### LIVING ACCOMMODATIONS

**DORMITORIES FOR WOMEN**—The Dormitory Triangle provides accommodations for 114 women students. Each room is provided with two beds, and complete accommodations for two students. Because of the great demand in the summer for rooms for a half quarter only, the College has decided to rent dormitory rooms for either half or full quarter. These rooms cost from \$26.00 to \$28.00 for the whole quarter, or from \$16.00 to \$18.00 for either half-quarter. Students in the dormitories are required to furnish their own bed linen and towels.

Each student living in the College dormitories is expected to care for her room and to provide the following articles: Two pairs of sheets, 72" by 108" in size, for a single bed; three pillow cases of 42-inch tubing, three bath towels, three face towels, three wash cloths, two blankets, one quilted mattress protector 36" by 76". In addition to these, each student may bring her own sofa cushions, pictures, pennants, and other articles for decoration and personal comfort.

**DORMITORIES FOR MEN**—The College maintains two dormitories for men, opened in 1931. These buildings are very attractive and well-planned for the life of students. Both dormitories are equipped with dining rooms where substantial meals are served. The price for room and meals is \$70.00 for the summer quarter. Students who make application for accommodations in either of these dormitories must make a deposit of \$10.00 in advance. All rooms must be rented by the quarter. Deposit should be sent to the dean of men. The College furnishes all bed linen and one blanket.

In addition to the dormitories the College has on file the addresses of a large number of homes approved for accommodations for students. Students will find it more convenient in arranging for living accommodations by communicating with the offices of the dean of women and dean of men.

### SPECIAL COURSES OF LECTURES

**The College Assembly and Evening Lectures**—For over twenty years the College has conducted a series of lectures by the most eminent teachers and lecturers obtainable.

In addition to the evening lectures, students have an extended opportunity to hear outstanding teachers. There will be three lecture hours in the afternoons. Two of these will be devoted to unit courses, and the third to book reviews.

Following up the success of a few book review hours given first in the summer quarter of 1924-25, the College is continuing a book review hour, four days a week through the quarter. Members of the regular faculty, visiting teachers, and special lecturers will review the outstanding current books in literature, philosophy, religion, etc. The course of lectures is open to all without registration or extra fee. One may attend all the lectures regularly or drop in only occasionally when a book of special interest to him is being discussed. There is no credit for this course.



## EXTENSION DEPARTMENT

The College maintains an Extension Department to enable teachers in service to keep in touch with educational progress and to aid those teachers who have had less than standard preparation for their work to obtain a part of their professional education while teaching. For a full explanation of this work write for the Extension Bulletin. The general Catalog and Year Book explains the work of this department of the College in some detail.

Summer quarter students should understand clearly that work begun in residence and left incomplete cannot be completed through the Extension Department. Nor can unfinished work begun either in individual correspondence courses or in extension group courses be completed in residence courses.

## PLACEMENT BUREAU

The Placement Bureau of the College looks after obtaining positions for the graduates of the College. When superintendents and other school officials request the bureau to nominate a teacher for a vacancy the bureau will recommend the best teacher available for the place and the salary offered. Teachers applying for positions through the bureau will be recommended for the very best positions they are qualified by personality, education and experience to fill. The bureau will be open and active through the entire summer.

## CANDIDATES FOR CERTIFICATES AND DEGREES

Candidates for certificates and the Bachelor of Arts degree should follow the Year Book outlines of core, major, and minor requirements. Candidates for certificates and degrees who are entering for the first time, and those who have completed less than a year's credit at irregular intervals, should consult the registrar about the advisability of applying all such credit on the requirements of the 1931-1932 Year Book.

Even though mature students are permitted to enroll without formal classification, candidates for certificates and degrees should classify without delay.

Candidates for higher degrees should follow the Graduate School Catalog as well as the Year Book as a guide.

## STUDENT TEACHING

Opportunities for meeting requirements for laboratory courses in education are offered in the College Elementary and Secondary Schools. Through these courses the student may study new methods that save time and the effectiveness of new curricula and courses of study that are sound educationally. The sequence in which these courses are offered enables the student to learn to employ these methods and curricula by studying the learning done by children under the direction of excellent supervising teachers. The elementary courses providing for this are Ed. 55 and 56. More advanced laboratory work is offered in Ed. 58, 155, 156, and 157. Ed. 158 and 159 afford opportunity for laboratory study of the problems of supervision for students desiring work of this type.

In making assignments for student teaching, preference is given those students who must complete the work in order to meet graduation requirements. Students desiring assignments in Ed. 58, 155, 156, or 157 should make application to the director of student teaching before May 20 and should state whether they have completed Ed. 55 or 56 satisfactorily, give their major, and the grade or subject they wish to teach. *During the summer quarter of 1933 students with public school experience majoring at the elementary school level who must meet student teaching requirements for graduation should enroll for Ed. 155 rather than Ed. 58 or 156.*

The content of the work offered in the College Elementary and Secondary Schools is not entirely different from the elementary and secondary schools of the state, but is intended to reveal conditions as they are and should be. These schools strive to be leaders in the state in all that is sound educationally. Effort is made to maintain such standards of excellence that these schools will serve as a demonstration of good teaching under conditions as nearly normal as possible in all respects.

#### REQUIREMENTS IN STUDENT TEACHING

1. No student is eligible for student teaching whose college grades average below 2.5 prior to his application for student teaching. The required amount of student teaching for the two-year course shall be at least four quarter hours. No credit will be given for less than a full quarter of teaching.

2. As a prerequisite to one quarter of student teaching (Ed. 58) each student shall be required to spend one quarter in a systematic scheduled class in observation (Ed. 55 or 56) with the training teacher with whom he is to teach the following quarter.

3. Each student shall be required to pass satisfactorily an achievement test.

4. The required amount of student teaching in the senior college for the degree shall be at least four quarter hours taken in either the elementary school (Ed. 156) or the secondary school (Ed. 157) provided the teaching requirements in the junior college have been met. A total of eight quarter hours is required for the degree.

5. One additional quarter of student teaching may be elected in the junior college and one in the senior college.

6. Mature students with public school experience majoring at the elementary school level should enroll for Ed. 155 to meet student teaching requirements either for the certificate or for the degree.

7. Mature students majoring in fields other than the elementary school who submit required evidence of at least three years' satisfactory experience may substitute an advanced elective course in College for the required student teaching on the approval of the director of student teaching under the following conditions:

- a. A score above average on the classification test
- b. A score above average on the English exemption test
- c. A grade of "B" on the achievement test
- d. A scholastic standing of at least C (or 3 on the point scale) on work taken up to the time of application for exemption
- e. No exemption is allowed where students have changed their major and have had no teaching experience in their new field
- f. A formal application must be made for exemption prior to the quarter of graduation and filed with the secretary of the director of student teaching. *All students will be held for the requirements for exemption in effect at the time of application*

g. The course offered in substitution for student teaching must be enrolled for subsequent to the date of application for exemption; it must be elective beyond core and departmental requirements; it must be taken in residence at Colorado State Teachers College; it must be at the senior college or graduate level

## ENROLLMENT OF CHILDREN IN THE ELEMENTARY SCHOOL

The College Elementary School has found it impossible to enroll for summer work all children who make application. Advance registration is necessary for those who want to be assured of a place. It is quite essential that such applications be received by May 20. The following data must be furnished for each child for whom application for enrollment is made: 1, Name of child; 2, Date of birth; 3, School and grade attended during school year 1932-33; 4, Quality of work done in each subject during school year, 1932-33; 5, Reason for enrolling child in summer school; 6, Will child remain in school throughout the summer quarter; 7, Grade in which parent desires child to be enrolled during summer. A place will not be kept for any child beyond the opening day of the quarter except by special permission from the director.

The work of the summer school session is not planned for the purpose of enabling children to be promoted a half year or year; it is rather for the purpose of widening their experiences in directions in which they have already gone and in which their interests lead them or of fixing better in mind those phases of school work which are desirable.

In addition to the regular subjects of the curriculum, work is offered as extensively as possible in manual arts work, music, fine arts, swimming, and dancing. For certain of these classes a small fee is charged.

## FEES AND EXPENSES

**BOARD**—Students board in private houses. The average cost of board is \$5.50 per week.

**ROOMS**—There is an extensive list of approved houses, in the vicinity of the College, for students. With two students in a room the cost is from \$28 to \$30 a quarter for each student; for one student in the room the cost is from \$36 to \$45 per quarter. Student standard regulations are the same during the summer quarter as for the regular year, save that there are no zoning restrictions.

**COLLEGE FEES**—The state provides funds for the maintenance of the College for three quarters in the year. The summer quarter has the use of the College buildings and equipment, but it is necessary to draw financial support largely from student fees. Each student pays \$16.00 for a half quarter, or \$32.00 for the full quarter, plus a library fee of \$2.00. The library fee is paid by all students, whether they take either a half or full quarter. Students not citizens of Colorado pay an additional fee of \$5.00 for the full quarter or \$2.50 for a half quarter. All students matriculating are required to pay a \$5.00 fee. This is paid but once and at the time of matriculation. It covers all entrance costs such as photograph, classification test, English test, achievement test, teaching aptitude test, physical examination, and the necessary blanks in the registrar's office.

All students who expect to be in the College for the full quarter are expected to make out their programs of studies for the full time. The fees, however, may be paid in two parts, one half on June 17, and the other July 24.

**Books**—New books may be bought from the College bookroom.

## APPROXIMATE EXPENSE FOR FULL QUARTER

Here is a median of expense—neither the least possible nor the highest—and covers the principal items: students in the Nursing School pay a flat fee of \$25.00 for a half quarter and the non-residents of Colorado are required to pay in addition the non-resident fee of \$2.50 a half quarter; room \$36.00, board \$55.00, college fees \$32.00, library fee \$2.00, matriculation fee \$5.00, Books and Supplies \$10.00, total \$140.00.

## COURSES OF INSTRUCTION

## ART

(For detailed description of courses, see the Year Book)

Candidates for graduation should not take a required course for a half credit.

2. FINE ARTS METHODS FOR KINDERGARTEN-PRIMARY—First half or full quarter. Two or four hours. Fee 50 cents.
- 2a. FINE ARTS METHODS FOR INTERMEDIATE GRADES AND JUNIOR HIGH SCHOOL—First half or full quarter. Two or four hours. Fee 50 cents.
3. FREEHAND DRAWING I—First half or full quarter. Two or four hours.
4. DESIGN—First half or full quarter. Two or four hours.
5. WATER COLOR PAINTING—Either half or full quarter. Two or four hours.
16. COMPOSITION AND FREEHAND DRAWING—First half or full quarter. Two or four hours.  
Prerequisite—Art 3 or equivalent.
17. LETTERING I—Either half quarter. Two hours.
100. SUPERVISION OF ART EDUCATION—First half quarter. Two hours.
101. FIGURE DRAWING—First half quarter. Two hours.
104. DESIGN—First half or full quarter. Two or four hours.
- 104a. DESIGN IN TEXTILES—First half quarter. Two hours. Fee 50 cents.
105. WATER COLOR PAINTING—Either half or full quarter. Two or four hours.
106. TEACHING ART APPRECIATION—First half quarter. Two hours.
107. CRAFT PROCESSES AND DESIGN—First half or full quarter. Two or four hours. Fee 50 cents.
- 107a. DESIGN IN WEAVING—Either half or full quarter. Two or four hours. Fee 50 cents.
109. HISTORY OF ART—First half quarter. Two hours.
- 109a. HISTORY OF ART—Second half quarter. Two hours.
113. INDUSTRIAL ARTS METHODS FOR KINDERGARTEN-PRIMARY—Either half or full quarter. Two or four hours. Fee \$1.00.
114. INDUSTRIAL ARTS METHODS FOR INTERMEDIATE GRADES AND JUNIOR HIGH SCHOOL—First half or full quarter. Two or four hours.
116. ADVANCED FREE HAND DRAWING—Either half or full quarter. Two or four hours.
117. LETTERING II—First half quarter. Two hours.
118. STAGECRAFT AND PAGEANTRY—Second half quarter. Two hours.
120. OIL PAINTING—Second half quarter. Two hours.
121. MODELING—First half quarter. Two hours.
123. PRINT MAKING—Second half quarter. Two hours.

- 200. SUPERVISION OF ART EDUCATION—First half quarter. Two hours.
- 220. OIL PAINTING—Either half or full quarter. Two or four hours.
- 223. RESEARCH IN ART EDUCATION—Full quarter. Four hours.
- 224. RESEARCH IN ART EDUCATION—Full quarter. Four hours.
- 225. RESEARCH IN ART EDUCATION—Full quarter. Two hours.

## ATHLETICS AND PHYSICAL EDUCATION FOR MEN

(For detailed description of courses, see the Year Book)  
 Candidates for graduation should not take a required course for  
 a half credit.

- 164. SPEEDBALL COACHING—First half quarter. Four periods. Two hours.
- 2. SWIMMING—Either half quarter. One hour.
- 4. MAT WORK AND ELEMENTARY TUMBLING—First half quarter. One hour.
- 5. TENNIS—Either half quarter. Three periods. One hour.
- 50. FIRST AID—First half quarter. Two hours.
- 80. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION—First half quarter. Two hours.
- 120. THEORY OF PLAYS AND GAMES—First half quarter. Two hours.
- 125. PHYSIOLOGY OF EXERCISE—Full quarter. Four hours.
- 165. FOOTBALL COACHING—First half quarter. Four periods. Two hours.
- 166. BASKETBALL COACHING—First half quarter. Four Periods. Two hours.
- 172. OFFICIATING AND MANAGEMENT—First half quarter. Four periods. Two hours.
- 1. PERSONAL HYGIENE FOR MEN—Full quarter. Four hours.

Recreational Swimming is offered without credit four days a week at 5 o'clock for men who desire this form of recreation.

## COMMERCIAL EDUCATION

(For detailed description of courses, see the Year Book)  
 Candidates for graduation should not take a required course for  
 a half credit.

- 1. SHORTHAND I—First half or full quarter. Two or four hours.
- 2. SHORTHAND II—First half or full quarter. Two or four hours.
- 11. TYPEWRITING I—First half or full quarter. Two or four hours. Fee \$1.00.
- 12. TYPEWRITING II—First half or full quarter. Two or four hours. Fee \$1.00.
- 14. METHODS OF TEACHING SHORTHAND, TYPEWRITING, AND ALLIED SUBJECTS. Either half or full quarter. Two or four hours.
- 36. HANDWRITING METHODS—First half quarter. One hour.

53. SALESMANSHIP—First half or full quarter. Two or four hours.
- 101-201. APPLIED ECONOMICS—First half or full quarter. Two or four hours.
- 102-202. CURRENT ECONOMIC TRENDS—First half quarter. Two hours.
- 103-203. UNIT COURSE. FUNDAMENTAL ASPECTS OF THE SOCIAL ORDER—First half quarter. Two hours.
- Unit a. INDUSTRY IN THE SOCIAL ORDER. One hour.
- Unit b. TEACHING VOCATIONS FROM THE SOCIAL POINT OF VIEW—One hour.
- 104-204. EDUCATION FOR BUSINESS: A SURVEY OF PURPOSES AND INSTITUTIONS—First half quarter. Two hours.
- 105-205. THE TEACHING OF SHORTHAND TRANSCRIPTION—First half or full quarter. Two or four hours.
- 110-210. METHODS, MATERIAL, AND EQUIPMENT FOR TEACHING OFFICE APPLIANCES—First half quarter. Two hours.
144. COMMERCIAL LAW II—Second half quarter. Two hours.
- 150-250. ACCOUNTING I—Either half or full quarter. Two or four hours.
151. ACCOUNTING II—First half or full quarter. Two or four hours.
- 155-255. ECONOMICS OF RETAILING—First half or full quarter. Two or four hours.
213. ADMINISTRATION AND SUPERVISION OF COMMERCIAL EDUCATION—First half or full quarter. Two or four hours.
222. INDIVIDUAL STUDIES IN COMMERCIAL EDUCATION—Either half or full quarter. Two or four hours.
223. RESEARCH IN COMMERCIAL EDUCATION—Full quarter. Four hours.
224. RESEARCH IN COMMERCIAL EDUCATION—Full quarter. Four hours.
225. RESEARCH IN COMMERCIAL EDUCATION—Full quarter. Two hours.

## EDUCATION

(For detailed description of courses, see the Year Book)  
Candidates for graduation should not take a required course for a half credit.

### I. COURSES PRIMARILY FOR JUNIOR COLLEGE STUDENTS

1. INTRODUCTION TO EDUCATION—Full quarter. Four hours. Required of all first year students.
5. LANGUAGE ARTS IN THE PRIMARY GRADES (Formerly Ed. 3a)—Either half or full quarter. Two or four hours.
6. SOCIAL ARTS IN PRIMARY GRADES (Formerly Ed. 3b)—Either half or full quarter. Two or four hours.
7. KINDERGARTEN-PRIMARY METHODS (Formerly Ed. 3c)—First half quarter. Two hours.
8. LANGUAGE ARTS IN THE INTERMEDIATE GRADES (Formerly Ed. 4a)—Either half or full quarter. Two or four hours.
9. SOCIAL ARTS IN THE INTERMEDIATE GRADES (Formerly Ed. 4b)—Either half or full quarter. Two or four hours.

16. CAMP FIRE GIRLS' LEADERSHIP—Either half quarter. Two hours.
30. THE RURAL TEACHER'S PROBLEMS—Either half or full quarter. Two or four hours.
31. AGRICULTURE FOR TEACHERS IN RURAL ELEMENTARY SCHOOLS—Either half or full quarter. Two or four hours.
- 51-151. PARENT-TEACHER ORGANIZATION AND PRACTICE (Formerly Ed. 40)—First half quarter. Two hours.
55. PRE-TEACHING OBSERVATION IN THE ELEMENTARY SCHOOL (Formerly Ed. 2a).—Full quarter. Four hours.
- 56-156. PRE-TEACHING OBSERVATION IN THE SECONDARY SCHOOL (Formerly Ed. 2c)—Full quarter. Four hours.
58. STUDENT TEACHING IN THE ELEMENTARY AND SECONDARY SCHOOL—Full quarter. Hours according to schedule. An additional quarter may be taken as Ed. 58a.
65. THE JUNIOR HIGH SCHOOL (Formerly Ed. 113)—Either half or full quarter. Two or four hours.
76. PSYCHOLOGY OF LEARNING (Formerly Psych. 2b)—Full quarter. Four hours.
- 77-177. CHILD DEVELOPMENT (Formerly Psych. 3)—Either half or full quarter. Two or four hours.
80. RURAL SCHOOL MANAGEMENT AND METHODS (Formerly Ed. 23)—Either half or full quarter. Two or four hours.
82. RURAL EDUCATION AND COUNTRY LIFE—First half quarter. Two hours.
- II. COURSES PRIMARILY FOR SENIOR COLLEGE STUDENTS
- 100ah. UNIT COURSE—A CURRICULUM FOR A MODERN SCHOOL—One hour. (June 19-29)
- 100ai. UNIT COURSE—THE HORACE MANN PLAN FOR TEACHING CHILDREN—One hour. (June 19-29)
- 100aj. UNIT COURSE—CHARACTER EDUCATION—One hour. (July 10-20)
- 100ak. UNIT COURSE—THE MAKING OF THE CURRICULUM IN THE CITY SCHOOLS—One hour. (July 10-20)
- 100al. UNIT COURSE—EDUCATION FOR SOCIAL RECONSTRUCTION—Second half quarter. (August 4-24). One hour.
- 100am. UNIT COURSE—PSYCHOLOGY OF PERSONALITY—Second half quarter. (July 24-Aug. 3). One hour.
- 100an. UNIT COURSE—PSYCHOLOGY AND PEDAGOGY OF GENIUS—Second half quarter. (July 24-Aug. 3) One hour.
- 101-201. CURRICULUM SEMINAR—MAKING COURSES OF STUDIES IN THE SOCIAL SCIENCES—Either half or full quarter. Two or four hours.
105. SCHOOL DISCIPLINE (Formerly Ed. 117)—First half quarter. Two hours.
108. VISUAL AIDS IN EDUCATION (Formerly Ed. 130)—Either half or full quarter. Two or four hours.
110. IMPROVEMENT OF INSTRUCTION IN SPELLING AND READING (Formerly Ed. 158)—Either half or full quarter. Two or four hours.

111. IMPROVEMENT OF INSTRUCTION IN THE CONTENT SUBJECTS (Formerly Ed. 159)—Either half or full quarter. Two or four hours.

112. IMPROVEMENT OF INSTRUCTION IN HANDWRITING, COMPOSITION, AND ARITHMETIC (Formerly Ed. 160)—Either half or full quarter. Two or four hours.

113-213. TOOLS AND TECHNIQS OF SUPERVISION IN THE INTERMEDIATE GRADES (Formerly Ed. 108)—First half quarter. Two hours.

115. ORGANIZATION AND ADMINISTRATION OF THE ELEMENTARY SCHOOL Either half or full quarter. Two or four hours.

116-216. SECONDARY EDUCATION—Full quarter. Four hours.

117. EXTRA-CURRICULAR ACTIVITIES AND GUIDANCE (Formerly Ed. 110) Full quarter. Four hours.

117b. CITIZENSHIP EDUCATION IN THE INTERMEDIATE GRADES (Formerly Ed. 110b)—First half quarter. Two hours.

118. GUIDANCE WORK OF DEANS AND ADVISERS OF GIRLS (Formerly Ed. 140)—Either half or full quarter. Two or four hours.

126. TEACHERS' CLASSROOM TESTS (Formerly Psych. 108c)—Full quarter. Four hours.

128 MENTAL HYGIENE (Formerly Psych. 115)—First half quarter. Two hours.

130-230. RECENT DEVELOPMENTS IN RURAL LIFE—Either half or full quarter. Two or four hours.

131. SPECIAL METHODS—RURAL LIFE—Either half or full quarter. Two or four hours.

132. A RECREATIONAL PROGRAM FOR RURAL SCHOOLS—First half quarter. Two hours.

136. HISTORY OF EDUCATION IN THE UNITED STATES (Formerly Ed. 134)—Full quarter. Four hours.

140. PLATOON SCHOOL ORGANIZATION (Formerly Ed. 145)—First half quarter. Two hours.

141. ADMINISTRATION OF VILLAGE AND CONSOLIDATED SCHOOLS (Formerly Ed. 142)—Either half or full quarter. Two or four hours.

142-242. SCHOOL ADMINISTRATION (First Course)—Either half or full quarter. Two or four hours.

143-243. SCHOOL ADMINISTRATION (Second Course)—Either half or full quarter. Two or four hours.

146-246. TECHNIC OF MAKING THE SCHOOL CURRICULUM IN THE MAJOR FIELDS OF EXPERIENCE (Formerly Ed. 209)—Either half or full quarter. Two or four hours. (This course is the sequence of Ed. 145).

149. EDUCATION FOR LEISURE—First half quarter. Two hours.

155. ADVANCED OBSERVATION—Full quarter. Four hours.

156. ADVANCED STUDENT TEACHING IN THE ELEMENTARY SCHOOL (Formerly Ed. 102)—Full quarter. Four hours. An additional quarter may be taken as Ed. 156a.

157. STUDENT TEACHING IN THE SECONDARY SCHOOL (Formerly Ed. 103)—Full quarter. Four hours. An additional quarter may be taken as Ed. 157a.



158. STUDENT SUPERVISION IN THE ELEMENTARY SCHOOL (Formerly Ed. 102a)—Full quarter. Four hours.

159. STUDENT SUPERVISION IN THE SECONDARY SCHOOL (Formerly Ed. 103a)—Full quarter. Four hours. An additional quarter may be taken as Ed. 159a.

160. THE PRE-SCHOOL (Formerly Ed. 151)—Either half or full quarter. Two or four hours.

162. CREATIVE EDUCATION (Formerly Ed. 156)—First half quarter. Two hours.

166-266. HIGH SCHOOL ADMINISTRATION AND SUPERVISION (Formerly Ed. 216)—Either half or full quarter. Two or four hours.

175. ELEMENTARY STATISTICAL METHODS (Formerly Psych. 117)—Full quarter. Four hours.

190-290. ADMINISTRATION OF TEACHERS COLLEGES—Either half or full quarter. Two or four hours.

192-292. STUDENT TEACHING AND THE PROFESSIONAL EDUCATION OF TEACHERS—Second half quarter. Two hours.

193. PUBLIC RELATIONS AND ETHICS OF TEACHERS—First half quarter. Two hours.

195-295 PHILOSOPHY OF EDUCATION (Formerly Ed. 111)—Full quarter. Four hours.

197. TEACHING ENGLISH AND READING TO NON-ENGLISH SPEAKING CHILDREN.—First half quarter. Two hours.

### III. COURSES FOR GRADUATE STUDENTS AND QUALIFIED SENIOR COLLEGE STUDENTS WITH CONSENT OF THE INSTRUCTOR.

206. STUDIES IN PERSONALITY OF YOUNG CHILDREN—Either half or full quarter. Two or four hours.

210. IMPROVEMENT OF INSTRUCTION IN SPELLING AND READING—First advanced course in elementary education (Formerly Ed. 258)—Either half or full quarter. Two or four hours. Restricted to graduate students.

211. IMPROVEMENT OF INSTRUCTION IN THE CONTENT SUBJECTS—Second advanced course in elementary education (Formerly Ed. 259)—Either half or full quarter. Two or four hours. Restricted to graduate students.

212. IMPROVEMENT OF INSTRUCTION IN HANDWRITING, COMPOSITION, AND ARITHMETIC—Third advanced course in elementary education (Formerly Ed. 260)—Either half or full quarter. Two or four hours. Restricted to graduate students.

213. TOOLS AND TECHNIQS OF SUPERVISION IN THE INTERMEDIATE GRADES—First half quarter. Two hours.

215. EDUCATIONAL AND VOCATIONAL GUIDANCE—Either half or full quarter. Two or four hours.

219. PROBLEMS IN STUDY—Either half or full quarter. Two or four hours.

223. RESEARCH IN EDUCATION—Full quarter. Four hours.

224. RESEARCH IN EDUCATION—Full quarter. Four hours.

225. RESEARCH IN EDUCATION—Full quarter. Four hours.

227. EDUCATIONAL MEASUREMENTS IN THE ELEMENTARY GRADES AND JUNIOR HIGH SCHOOL—Either half or full quarter. Two or four hours.

229. MENTAL TESTS AND MEASUREMENTS (Formerly Psych. 107). Either half or full quarter. Two or four hours.

230. RECENT DEVELOPMENTS IN RURAL LIFE. Either half or full quarter. Two or four hours.

242. SCHOOL ADMINISTRATION (First Course)—Either half or full quarter. Two or four hours.

243. SCHOOL ADMINISTRATION (Second Course)—Either half or full quarter. Two or four hours.

266. HIGH SCHOOL ADMINISTRATION AND SUPERVISION (Formerly Ed. 216)—Either half or full quarter. Two or four hours.

275. ADVANCED STATISTICAL METHODS—Either half or full quarter. Two or four hours.

277. PSYCHOLOGY OF ADOLESCENCE (Formerly Psych. 103)—Either half or full quarter. Two or four hours.

280. GRAPHIC METHODS OF PRESENTING FACTS (Formerly Psych. 118)—Either half or full quarter. Two or four hours.

290. ADMINISTRATION OF TEACHERS COLLEGES—Either half or full quarter. Two or four hours.

292. TRAINING SCHOOL PROBLEMS—Second half quarter. Two hours.

295. PHILOSOPHY OF EDUCATION (Formerly Ed. 111). Full quarter. Four hours.

#### IV. FIELD STUDIES FOR THE PH.D. DEGREE.

322. RESEARCH PRELIMINARY TO FIELD STUDY. Required of candidates for the Doctor of Philosophy degree in their first residence summer quarter, preparatory to field study research.

323a. GRADUATE RESEARCH CREDIT FOR FIELD STUDY No. 1—Each course

323b. four hours—maximum twelve hours for Field Study No. 1.

323c.

324a. GRADUATE RESEARCH CREDIT FOR FIELD STUDY No. 2—Each course

324b. four hours—maximum twelve hours for Field Study No. 2.

324c.

325a. GRADUATE RESEARCH CREDIT FOR FIELD STUDY No. 3—Each course

325b. four hours—maximum twelve hours for Field Study No. 3.

325c.

## ENGLISH AND LITERATURE

(For detailed description of courses, see the Year Book)  
Candidates for graduation should not take a required course for only half credit.

12. ORAL EXPRESSION—Full quarter. Two hours.

13. STORY TELLING—Either half or full quarter. Two or four hours.

14. DRAMATIC ART—Full quarter. Four hours.

Prerequisite English 12.

15. ORAL INTERPRETATION OF LITERATURE—First half quarter. Two hours. Individual and chorus reading in poetry and poetic drama.

16. PHONETICS—First half quarter. Two hours.

17. VOICE TRAINING—Second half quarter. Two hours.

Open only to those who need individual instruction and assistance in overcoming voice or speech difficulties. Permission of the instructor required before a student may enroll in the course.

36. AMERICAN LITERATURE—Full quarter. Four hours.

38. A SURVEY OF ENGLISH LITERATURE—700-1625—Full quarter. Four hours.

39. A SURVEY OF ENGLISH LITERATURE—1625-1798—Full quarter. Four hours.

40. A SURVEY OF ENGLISH LITERATURE—1798-1900—Full quarter. Four hours.

41. OUTLINE OF LITERATURE—Full quarter. Four hours.

42. OUTLINE OF LITERATURE—300 A.D. to 1700 A.D. Full quarter. Four hours. (A continuation of Eng. 41.)

43. OUTLINE OF LITERATURE—General literature of the 19th Century. Full quarter. Four hours. (A continuation of Eng. 41 and 42.)

100a. JOURNALISM—Full quarter. Four hours.

109. ADVANCED COMPOSITION—Full quarter. Four hours.

110. ADVANCED COMPOSITION—Full quarter. Four hours.  
Prerequisite Eng. 109.

110a. CREATIVE WRITING—Either half or full quarter. Two or four hours.

Practice in writing the short story, the essay and the several forms of poetry.

111. THE ENGLISH LANGUAGE FOR TEACHERS—Either half or full quarter. Two or four hours.

112. CHILDREN'S THEATRE—Intermediate Grades. First half quarter. Two hours.

114. PLAY PRODUCTION—Full quarter. Four hours.

118. COACHING FOR DEBATE AND PUBLIC SPEAKING—Either half or full quarter. Two hours.

A course for high school teachers who have the responsibility of preparing individuals and teams for contests in debate, orations, and extempore speaking.

121. CHILDREN'S LITERATURE—Primary and Intermediate Grades. Full quarter. Four hours.

122. CHILDREN'S LITERATURE—Junior High School. Full quarter. Four hours.

125. ORAL ENGLISH IN THE HIGH SCHOOL—Second half quarter. Two hours.

126. THE TEACHING OF ENGLISH IN THE HIGH SCHOOL—Full quarter. Four hours.

126a. METHODS IN HIGH SCHOOL ENGLISH—First half quarter. (June 19-30.) One hour.

126b. NEW MOVEMENTS IN ENGLISH TEACHING—First half quarter. (June 19-30.) One hour.

133. THE RECENT NOVEL—Either half or full quarter. Two or four hours.

134. MODERN DRAMA—Either half or full quarter. Two or four hours.

140. LYRIC POETRY—Second half quarter. Two hours.

145. THE ROMANTIC MOVEMENT IN LITERATURE—Full quarter. Four hours.

149. SHAKESPEARE'S TRAGEDIES—Either half or full quarter. Two or four hours.

160. LITERATURE OF THE NEW TESTAMENT—Either half or full quarter. Two or four hours.

208. COMPARATIVE LITERATURE—Italian, Spanish and French. Full quarter. Four hours. (Formerly Eng. 109)

222. INDIVIDUAL STUDIES IN ENGLISH—Either half or full quarter. Two or four hours.

223. RESEARCH IN EDUCATION. PREPARATION FOR THESIS WRITING—Full quarter. Four hours.

224. RESEARCH IN ENGLISH THESIS WRITING—Full quarter. Four hours.

225. RESEARCH IN ENGLISH THESIS WRITING—Full quarter. Two hours.

## FOREIGN LANGUAGE

### FRENCH

1, 2, 3. ELEMENTARY FRENCH—Full quarter. Twelve hours.

This class meets twice daily five days a week and covers the entire first year of college French.

5. INTERMEDIATE FRENCH—Full quarter. Four hours.

### LATIN

105. ADVANCED LATIN—Full quarter. Four hours.

### SPANISH

1, 2, 3. ELEMENTARY SPANISH—Full quarter. Twelve hours.

This class meets twice daily five days a week and covers the entire first year of college Spanish.

106. ADVANCED SPANISH—Full quarter. Four hours.

## FOREIGN LANGUAGES

131. TEACHING OF ROMANCE LANGUAGES—Full quarter. Four hours.

### GERMAN

1. ELEMENTARY GERMAN—Full quarter. Four hours.

223. RESEARCH IN FOREIGN LANGUAGES—Full quarter. Four hours.

224. RESEARCH IN FOREIGN LANGUAGES—Full quarter. Four hours.

225. RESEARCH IN FOREIGN LANGUAGES—Full quarter. Two hours.

## GEOGRAPHY

(For detailed description of courses, see the Year Book)  
Candidates for graduation should not take a required course for  
a half credit.

- 7. ECONOMIC GEOGRAPHY—Either half or full quarter. Two or four hours.
- 10. METHODS AND MATERIALS IN GEOGRAPHY FOR THE ELEMENTARY GRADES—Full quarter. Four hours.
- 11. METHODS AND MATERIALS IN GEOGRAPHY FOR THE INTERMEDIATE GRADES—Full quarter. Four hours.  
(A continuation of Geog. 10)
- 15. METHODS AND MATERIALS FOR TEACHING JUNIOR HIGH SCHOOL GEOGRAPHY—Full quarter. Four hours.
- 50. HOME GEOGRAPHY—First half quarter. Two hours.
- 51. GEOGRAPHY OF THE ROCKY MOUNTAIN INDIAN—Second half quarter. Two hours.
- 130. ELEMENTARY GEOLOGY—Full quarter. Four hours.
- 155. GEOGRAPHY OF ASIA AND AUSTRALIA—Either half or full quarter. Two or four hours.
- 195. BASIS OF GEOGRAPHY—Either half or full quarter. Two or four hours.
- 197. INFLUENCE OF SOIL ON AMERICAN HISTORY—First half quarter. Two hours.
- 198. GEOGRAPHY OF FOODS—Second half quarter. Two hours.

## HISTORY AND POLITICAL SCIENCE

(For detailed description of courses, see the Year Book)  
Candidates for graduation should not take a required course for  
a half credit.

### HISTORY

- 2. DEVELOPMENT OF AMERICAN NATIONALITY, 1800-1865. Full quarter. Four hours.
- 6. MODERN EUROPEAN HISTORY—Full quarter. Four hours.
- 7-127. CONTEMPORARY PROBLEMS IN WORLD HISTORY—First half quarter. Two hours.
- 25. CONTRIBUTIONS OF THE ANCIENT AND MEDIEVAL WORLD TO MODERN CIVILIZATION. Full quarter. Four hours.
- 102. ANCIENT SOCIAL HISTORY—Either half or full quarter. Two or four hours.
- 104. THE WESTERN MOVEMENT IN AMERICAN HISTORY—Either half or full quarter. Two or four hours.
- 110. SOCIAL AND INDUSTRIAL HISTORY OF THE UNITED STATES. Full quarter. Four hours.
- 117. THE TEACHING OF HISTORY AND CIVICS IN JUNIOR AND SENIOR HIGH SCHOOLS—Full quarter. Four hours.

150a. THE CRISIS IN MANCHURIA—Unit course. Second half quarter. One hour.

150b. PROBLEMS OF THE PACIFIC—The relation of Chinese-Japanese conflict to other nations. Unit course. Second half quarter. One hour.

205. MEDIEVAL LIFE AND INSTITUTIONS—Either half or full quarter. Two or four hours.

209. SLAVERY, SECESSION, CIVIL WAR, AND RECONSTRUCTION, 1850-1870.—Either half or full quarter. Two or four hours.

211. THE INDUSTRIAL REVOLUTION AND ITS CONSEQUENCES—Either half or full quarter. Two or four hours.

221. HISTORY OF THE FAR EAST—Either half or full quarter. Two or four hours.

223. RESEARCH—Full quarter. Four hours.

224. RESEARCH—Full quarter. Four hours.

225. RESEARCH—Full quarter. Two hours.

#### POLITICAL SCIENCE

101. GOVERNMENT OF THE UNITED STATES—Full quarter. Four hours.

151. HISTORY OF THE FOREIGN POLICY OF THE UNITED STATES—Full quarter. Four hours.

152. INTERNATIONAL RELATIONS—Full quarter. Four hours.

#### HOME ECONOMICS

(For detailed description of courses, see the Year Book)

Majors are expected to take required courses for full credit. Courses are open to students of other departments.

3. CLOTHING DESIGN AND CONSTRUCTION—Either half or full quarter. Two or four hours.

10. HOUSEHOLD MANAGEMENT (Theory)—Either half quarter. Two hours.

110. HOUSEHOLD MANAGEMENT (Practice in cottage)—Either half quarter. Two hours.

Prerequisites H. E. 21, 22 and 10.

20. ELEMENTARY NUTRITION—Full quarter. Four hours.

25. COOKERY AND TABLE SERVICE FOR HOMEMAKERS—First half or full quarter. Two or four hours.

May be substituted for one of the required foods courses. Fee \$3.50.

107. HOME DECORATION—First half or full quarter. Two or four hours.

108. THE EDUCATION OF THE CONSUMER—Two or four hours. First half or full quarter.

121. EXPERIMENTAL COOKERY—Either half quarter. Two hours. Fee \$3.50.

125. CHILD CARE AND CHILD WELFARE—First half or full quarter. Two or four hours.

140. METHODS OF TEACHING HOME ECONOMICS—First half or full quarter. Two or four hours.

201, 202, or 203. TEXTILE ECONOMICS I, II, or III.—Full quarter. Four hours.

See home economics adviser before registering.

222. INDIVIDUAL STUDIES IN HOME ECONOMICS—First half or full quarter. Two or four hours.

223. RESEARCH IN HOME ECONOMICS—Full quarter. Four hours.

224. RESEARCH IN HOME ECONOMICS—Full quarter. Four hours.

225. RESEARCH IN HOME ECONOMICS—Full quarter. Two hours.

## INDUSTRIAL EDUCATION

### TENTATIVE SCHEDULE OF CLASSES FOR SUMMER QUARTER

1. CONSTRUCTIVE WOODWORKING I—Either half or full quarter. Two or four hours. Fee \$2.00.

2. CONSTRUCTIVE WOODWORKING II—Either half or full quarter. Two or four hours. Fee \$2.00.

8a. ART METAL I—Either half or full quarter. Two or four hours. Fee \$2.00.

11. PROJECTION, SHADE, AND SHADOW—Either half or full quarter. Two or four hours.

12. PRINCIPLES OF ARCHITECTURAL DRAWING I—Either half or full quarter. Two or four hours. Fee \$2.00.

19. WOODTURNING—Either half or full quarter. Two or four hours. Fee \$2.00.

31. ELEMENTS OF PRINTING I—Either half or full quarter. Two or four hours.

32. ELEMENTS OF PRINTING II—Either half or full quarter. Two or four hours.

33. PRINCIPLES OF PRINTING DESIGN—Either half or full quarter. Two or four hours.

34. THEORY AND PRACTICE OF TYPOGRAPHIC DESIGN—Either half or full quarter. Two or four hours.

41. ELEMENTARY BOOKBINDING AND LEATHERCRAFT—Either half or full quarter. Two or four hours. Fee \$1.00.

43. INTERMEDIATE BOOKBINDING AND LEATHERCRAFT—Either half or full quarter. Two or four hours. Fee \$1.00.

105. PRINCIPLES OF ARCHITECTURAL DRAWING III—Either half or full quarter. Two or four hours. Fee \$1.00.

107. WOODWORKING CLASS PROJECTS—Either half or full quarter. Two or four hours. Fee \$2.00.

109a. ART METAL AND JEWELRY I—Either half or full quarter. Two or four hours. Fee \$2.00.

111. SHEET METAL—Either half or full quarter. Two or four hours.

118. MACHINE DESIGN II—Either half or full quarter. Two or four hours. Fee \$2.00.

120. ADVANCED WOODTURNING—Either half or full quarter. Two or four hours. Fee \$2.00. On request.

126. HISTORY OF ARCHITECTURE—First half quarter. Two hours.

128-228. PROBLEMS OF VOCATIONAL AND INDUSTRIAL EDUCATION—First half quarter. Two hours.

129-229. PRINCIPLES OF INDUSTRIAL EDUCATION—First half quarter. Two hours.

132. ADVANCED THEORY AND PRACTICE IN PRINTING—Either half or full quarter. Two or four hours.

138. SUPERVISORY PRINTING—Either half or full quarter. Two or four hours. (On Request)

143. TEACHING OF BOOKBINDING—Either half or full quarter. Two or four hours. Fee \$2.00.

144. ADVANCED OVERVIEW IN BOOKBINDING AND LEATHERCRAFT—Either half or full quarter. Two or four hours. Fee \$1.00.

145. SHOP ACCOUNTING AND MATERIALS IN BOOKBINDING—Either half or full quarter. Two or four hours. Fee \$1.00.

203. SEMINAR IN INDUSTRIAL EDUCATION—Either half or full quarter. Two or four hours.

222. INDIVIDUAL STUDIES IN INDUSTRIAL EDUCATION—Either half or full quarter. Two or four hours.

224. RESEARCH IN INDUSTRIAL EDUCATION—Either half or full quarter. Two or four hours.

225. RESEARCH IN INDUSTRIAL EDUCATION—Either half or full quarter. Two or four hours.

## LIBRARY SCIENCE

(For detailed description of courses, see the Year Book)

Candidates for graduation should not take a required course for a half credit.

106. CHILDREN'S LITERATURE AND JUVENILE LIBRARY SERVICE—Full quarter. Four hours.

## MATHEMATICS

(For detailed description of courses, see the Year Book)

Candidates for graduation should not take a required course for a half credit.

1. COLLEGE ALGEBRA—Either half or full quarter. Two or four hours.

2. TRIGONOMETRY—Either half or full quarter. Two or four hours.

4. THE SLIDE RULE—First half quarter. Two hours.

8-158. SURVEYING—Either half or full quarter. Two or four hours.

9. ANALYTIC GEOMETRY—Either half or full quarter. Two or four hours.

101. DIFFERENTIAL CALCULUS—Either half or full quarter. Two or four hours.

102. INTEGRAL CALCULUS—Either half or full quarter. Two or four hours.

103. THEORY OF EQUATIONS—Either half or full quarter. Two or four hours.



104. THE TEACHING OF ARITHMETIC IN THE PRIMARY GRADES—First half quarter. Two hours.

105. THE TEACHING OF ARITHMETIC IN THE INTERMEDIATE GRADES—Second half quarter. Two hours.

106. DESCRIPTIVE ASTRONOMY—Either half or full quarter. Two or four hours.

108. TEACHING MATHEMATICS IN JUNIOR HIGH SCHOOL—Either half or full quarter. Two or four hours.

109. TEACHING OF ALGEBRA—Either half or full quarter. Two or four hours.

110. GEOMETRY FOR TEACHERS—Either half or full quarter. Two or four hours.

111. HISTORY OF MATHEMATICS—Second half quarter. Two hours.

223. RESEARCH IN MATHEMATICS—Full quarter. Four hours.

224. RESEARCH IN MATHEMATICS—Full quarter. Four hours.

225. RESEARCH IN MATHEMATICS—Full quarter. Two hours.

## MUSIC

(For detailed description of courses, see the Year Book)

Candidates for graduation should not take a required course for a half credit.

1a. RUDIMENTS AND METHODS—Four periods. Full quarter. Four hours.

1b. SIGHT SINGING—Four periods. Full quarter. Two hours.

1c. SIGHT SINGING—Four periods. Full quarter. Two hours.

1d. SIGHT SINGING—Four periods. Full quarter. Two hours.

3. HARMONY—Three periods. Full quarter. Three hours.  
Prerequisite Music 2.

4. HARMONY—Three periods. Full quarter. Three hours.

5. HARMONY—Three periods. Full quarter. Three hours.

10. METHODS FOR TEACHING MUSIC (Lower Grades)—Full quarter. Four hours.

Required. Music majors only. Prerequisites Music 1b, 1c.

11. METHODS OF TEACHING MUSIC (Upper grades)—Full quarter. Four hours.

21. MODERN HISTORY OF MUSIC—Three periods. Full quarter. Three hours.

Prerequisite, Music 20.

25. AN OUTLINE OF MUSIC—Four periods. Full quarter. Two hours.

30. INDIVIDUAL VOCAL LESSONS (By assignment)—One-half period. Full quarter. One hour.

31. INDIVIDUAL PIANO LESSONS (By assignment)—One-half period. Full quarter. One hour.

32. INDIVIDUAL VIOLIN LESSONS (By assignment)—One-half period. Full quarter. One hour.

33. INDIVIDUAL PIPE ORGAN LESSONS (By assignment)—One-half period. Full quarter. One hour.
34. CLASS PIANO METHODS (By assignment)—Either half quarter. One hour.
35. INDIVIDUAL LESSONS FOR BRASS AND REED INSTRUMENTS (By assignment)—One-half period. Full quarter. One hour.
36. INDIVIDUAL CELLO LESSONS (By assignment)—One-half period. Full quarter. One hour.
43. ADVANCED ORCHESTRA—Three periods. Full quarter. Two hours.
44. ADVANCED BAND—Full quarter. Daily. Two hours.
45. ORCHESTRAL INSTRUMENTS—Four periods. Full quarter. Two hours.
101. COLLEGE CHORUS—Two periods. Full quarter. One hour.
103. BEGINNING COUNTERPOINT—Four periods. First half quarter. Two hours.
104. ADVANCED COUNTERPOINT—Four periods. Second half quarter. Two hours.
105. BEGINNING INSTRUMENTATION—Four periods. First half quarter. Two hours.
106. ADVANCED INSTRUMENTATION—Four periods. Second half quarter. Two hours.
107. FORM ANALYSIS—Four periods. First half quarter. Two hours.
108. ADVANCED FORM ANALYSIS—Four periods. Second half quarter. Two hours.
- Continuation of Music 107. Required of music majors.
111. CONDUCTING (By assignment)—Four periods. Full quarter. Two hours.
114. METHODS IN CONDUCTING—Four periods. Full quarter. Two hours.
130. INDIVIDUAL VOCAL LESSONS AND METHODS (By assignment)—One-half period. Full quarter. One hour.
131. INDIVIDUAL PIANO LESSONS AND METHODS (By assignment)—One-half period. Full quarter. One hour.
132. INDIVIDUAL VIOLIN LESSONS AND METHODS (By assignment)—One-half period. Full quarter. One hour.
133. INDIVIDUAL PIPE ORGAN LESSONS AND METHODS (By assignment)—One-half period. Full quarter. One hour.
134. INDIVIDUAL CELLO LESSONS AND METHODS (By assignment)—One-half period. Full quarter. One hour.
223. RESEARCH IN MUSIC—Full quarter. Four hours.
224. RESEARCH IN MUSIC—Full quarter. Four hours.
225. RESEARCH IN MUSIC—Full quarter. Two hours.

## NURSING EDUCATION

(For detailed description of courses, see the Year Book)

Candidates for graduation should not take a required course for a half credit.

101. PRINCIPLES OF PUBLIC HEALTH NURSING—Full quarter. Four hours.
- 102a. PRINCIPLES OF TEACHING IN SCHOOLS OF NURSING—Double period—Either half quarter. Four hours.
- 102b. PRINCIPLES AND METHODS OF NURSING PROCEDURES—Double period—First half quarter. Three hours.

104. METHODS OF SUPERVISION AND CASE STUDY IN SCHOOLS OF NURSING—Double period—First half quarter. Four hours.

105. ADMINISTRATION IN SCHOOLS OF NURSING—Double period—First half. Four hours.

106. HOME HYGIENE AND CARE OF THE SICK—Double period—Full quarter. Four hours.

108. SCHOOL NURSING—Full quarter. Four hours.

## PHYSICAL EDUCATION AND ATHLETICS FOR WOMEN

(For detailed description of courses, see the Year Book)

Candidates for graduation should not take a required course for a half credit.

The courses offered during the summer are for those students majoring in this department. However, we offer a few general courses for those who wish an activity class during this quarter.

Those interested in getting a class on basketball coaching for girls should enroll in P. E. 129. This is open to all coaches of basketball as well as majors in physical education.

A deposit will be charged for all locker keys.

Those majoring or minoring in Physical Education may take P.E. 1 and P.E. 1a to take the place of P.E. 38.

### COURSES OFFERED TO THE GENERAL STUDENT

HYG. 1. PERSONAL HYGIENE FOR WOMEN—Four periods. Full quarter. Four hours.

HYG. 102. MATERIALS AND METHODS FOR TEACHING HEALTH—Four periods. First half quarter. Two hours.

Hyg. 1 is a prerequisite.

1. CLOG AND ATHLETIC DANCING—Three periods. Either half or full quarter. One-half or one hour.

1a. ADVANCED CLOG AND ATHLETIC DANCING—Three periods. First half or full quarter. One-half or one hour.

2. NATURAL DANCING—Three periods. Either half or full quarter. One-half or one hour.

5. FOLK DANCING—Three periods. Either half or full quarter. One-half or one hour.

11. PLAYS AND GAMES—Three periods. Either half or full quarter. One-half or one hour.

13. BEGINNING TENNIS—Three periods. Either half or full quarter. One-half or one hour.

19. GOLF—Three periods. Either half or full quarter. One-half or one hour.

A course offered to give a practical knowledge of the fundamental strokes of golf and an understanding of the playing rules. Students are required to furnish their own clubs.

26. BEGINNING SWIMMING—Four periods. Either half or full quarter. One hour. Fee \$2.00.

27. INTERMEDIATE SWIMMING—Four periods. Either half quarter. One hour. Fee \$2.00.

50. THEORY OF PLAYGROUND ORGANIZATION—Four periods. Full quarter. Two hours.

## COURSES PRIMARILY FOR MAJORS

120. ANATOMY—Four periods. Full quarter. Four hours.
129. COACHING METHODS—Four periods. Full quarter. Two hours.
132. THEORY OF INDIVIDUAL GYMNASTICS—Four periods. Full quarter. Four hours.
135. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION—Four periods. Full quarter. Four hours.
222. PROBLEMS IN PHYSICAL EDUCATION—Either half or full quarter. Two or four hours.
223. RESEARCH IN PHYSICAL EDUCATION—Full quarter. Four hours.
224. RESEARCH IN PHYSICAL EDUCATION—Full quarter. Four hours.
225. RESEARCH IN PHYSICAL EDUCATION—Full quarter. Two hours.

## SCIENCES

## BIOLOGY

(For detailed description of courses, see the Year Book)  
Candidates for graduation should not take a required course for a half credit.

13. BIRD STUDY—Full quarter. Four hours. Fee \$1.00
100. EVOLUTION. Full quarter. Four hours.
101. GENETICS AND EUGENICS—Full quarter. Four hours.
106. SYSTEMATIC BOTANY—Full quarter. Four hours. Fee \$1.00.
- 126-226. PLANT HISTOLOGY—Full quarter. Four hours. Fee \$1.50.
122. CYTOLOGY—Full quarter. Four hours. Fee \$1.50.
114. ELEMENTARY ENTOMOLOGY—Full quarter. Four hours. \$1.00.
120. GENERAL BACTERIOLOGY—Full quarter. Four hours. Fee \$1.50.
222. INDIVIDUAL STUDIES IN BIOLOGY—Two or four hours.  
(For graduate Biology majors).
223. BIOLOGICAL RESEARCH FOR BIOLOGY, BOTANY, AND ZOOLOGY—Full quarter. Four hours.
224. BIOLOGICAL RESEARCH FOR BIOLOGY, BOTANY, AND ZOOLOGY—Full quarter. Four hours. Fee \$3.00.
225. BIOLOGICAL RESEARCH FOR BIOLOGY, BOTANY, AND ZOOLOGY—Full quarter. Two hours. Fee \$1.50.

## CHEMISTRY

(For detailed description of courses, see the Year Book)  
Candidates for graduation should not take a required course for a half credit.

1. GENERAL CHEMISTRY—Full quarter. Four hours. Fee \$2.00.
2. GENERAL CHEMISTRY—Full quarter. Four hours. Fee \$2.00.
7. QUALITATIVE ANALYSIS—Either half or full quarter. Two or four hours. Fee, \$1.00 per hour credit.

7b. QUALITATIVE ANALYSIS—Either half or full quarter. Two or four hours. Fee \$1.00 per hour credit.

110. ORGANIC CHEMISTRY—Full quarter. Four hours. Fee \$2.00.

114. QUANTITATIVE ANALYSIS—Either half or full quarter. Two or four hours. Fee, \$1.00 per hour credit.

114b. QUANTITATIVE ANALYSIS—Either half or full quarter. Two or four hours. Fee, \$1.00 per hour credit.

131a. THE TEACHING OF CHEMISTRY—Full quarter. Four hours.

223. RESEARCH IN CHEMISTRY—Full quarter. Four hours.

224. RESEARCH IN CHEMISTRY—Full quarter. Four hours.

225. RESEARCH IN CHEMISTRY—Full quarter. Two hours.

### PHYSICS

132. MATERIALS AND METHODS IN HIGH SCHOOL PHYSICS—Full quarter. Four hours.

103. PRINCIPLES OF RADIO TRANSMISSION AND RECEPTION—Either half or full quarter. Two or four hours.

111. PHYSICS OF AIRPLANE AND AUTOMOBILE—Full quarter. Four hours.

123. SPECIAL STUDIES IN PHYSICS—Either half or full quarter, hours credit 2-4 hours depends upon the amount of work done.

### UNSPECIALIZED AND PROFESSIONAL SCIENCE COURSES

(For detailed description of courses, see the Year Book)

Candidates for graduation should not take a required course for a half credit.

1. ELEMENTARY SCIENCE—Full quarter. Four hours. Fee \$1.00.

3. INTRODUCTION TO SCIENCE—Full quarter. Four hours.

4. INTRODUCTION TO SCIENCE—Full quarter. Four hours.

5. SCIENCE OF HUMAN BEHAVIOR—Full quarter. Four hours.

51. GENERAL SCIENCE—Full quarter. Four hours. Fee \$1.50.

100a. TEACHING OF SCIENCE—First half quarter. (June 19-30.) One hour.

100b-200b. THE SCIENCE CURRICULUM IN TEACHERS COLLEGES—First half quarter. (June 19-30.) One hour.

### SOCIOLOGY

(For detailed description of courses, see the Year Book)

Candidates for graduation should not take a required course for a half credit.

100-200—CURRICULUM SEMINAR: MAKING COURSES OF STUDIES IN THE SOCIAL SCIENCES—Either half or full quarter. Two or four hours.

101-201—UNIT COURSE—FUNDAMENTAL ASPECTS OF THE SOCIAL ORDER—  
Either half or full quarter. One or two or three or four hours.

1. Industry in the Social Order—(June 19-30)
2. Sociology and the Social Order—(July 10-21)
3. The School in the Social Order—(July 24-August 4)
4. Internationalism in the Social Order—(August 7-18)

102-202. UNIT COURSE—SOCIOLOGICAL CONCEPTS AND THEORIES—First  
half quarter. One hour. (July 10-21).

103-203. THE SOCIOLOGY OF WORLD RELATIONS—Either half or full quar-  
ter. Two or four hours.

104-204. CURRENT ECONOMIC TRENDS—First half quarter. Two hours.

105. PRINCIPLES OF SOCIOLOGY—Full quarter. Four hours.

120-220. CONTEMPORARY RELIGIONS—Either half or full quarter. Two  
or four hours.

150-250. RACES. RACE CONTACTS AND PROBLEMS—Either half or full  
quarter. Two or four hours.

155-255. THE SOCIAL THEORY OF EDUCATION—Either half or full quar-  
ter. Two or four hours.

160-260. HUMAN PERSONALITY AND SOCIAL BEHAVIOR—Either half or  
full quarter. Two or four hours.

175-275. THE SOCIOLOGICAL ASPECTS OF PATRIOTISM, PEACE, AND WAR—  
Either half or full quarter. Two or four hours.

180-280. THE HISTORY OF SCIENCE—Either half or full quarter. Two  
or four hours.

185-285. THEORIES OF SOCIAL PROGRESS—Either half or full quarter.  
Two or four hours.

223. RESEARCH IN SOCIOLOGY—Full quarter. Four hours.

224. RESEARCH IN SOCIOLOGY—Full quarter. Four hours.

225. RESEARCH IN SOCIOLOGY—Full quarter. Four hours.

## ORDER OF REGISTRATION

All students who expect to be in attendance for the full quarter should make up a program for the full quarter. Fees may be paid all at once, or, for the students' convenience, in two parts, namely, one-half on the designated dates of permanent registration for each half quarter.

### I. TEMPORARY REGISTRATION

Temporary registration will take place in Gunter Hall Saturday, June 17, 7:00 A.M., to 4:00 P.M.

Class cards will not be given out until the opening date of permanent registration. The following blanks will be provided:

1. Personal data cards
2. Temporary enrollment card

The personal data card must be filled out each quarter.

The temporary enrollment card when completed shows your proposed schedule of classes. Do not make changes in your originally approved schedule without referring such changes to your adviser.

Class tickets are used when the enrollment in any class is limited. A complete list of limited classes will be found in the printed instructions which you will receive as a part of the registration material. Tickets are not valid if presented to teachers after the first recitation unless other arrangements are made with the registrar.

All temporary enrollment cards must be signed as follows:

- a. Candidates for the Rural Certificate by Professor Hargrove.
- b. Candidates for the Limited Certificate (except rural) and the Elementary Certificate by Dr. McCowen.
- c. Candidates for the Bachelor of Arts Degree by head of major department.
- d. Candidates for the Master of Arts Degree by Dr. Whitney and major professor.
- e. Unclassified students by Mr. Carson and assistants.

### II. PERMANENT REGISTRATION

The "Student's Daily Schedule" and "Class Cards" (permanent blanks) will not be given out until after June 17. Attend classes by presenting the Temporary Enrollment Card to teachers until you, your adviser, and teachers are satisfied with the proposed schedule. If you are ready to transfer to permanent blanks June 21, the opening date of permanent registration, do so. Permanent registration, which includes payment of fees, will be conducted through the offices in Cranford Hall on the following dates: June 21, 22, 23.

### III. LATE REGISTRATION

A late registration fee of \$1.00 will be charged if temporary registration has not been completed and approved by 4:00 P.M., June 17. Transfer to the permanent blanks must be completed by 4:30 P.M., June 23, the closing date of permanent registration, or

another fee of \$1.00 will be imposed. The same late registration fees will be charged for the second half of the quarter.

Except by special permission of the registrar, no student, after the first day of the quarter, shall, under any consideration, be allowed to take more than sixteen hours of work. If the student is more than two days late, the total number of hours on his program will be reduced in proportion to the time lost.

#### IV. QUARTER LOAD

The normal program of a student is sixteen hours. An active physical exercise course giving one hour of credit may be added to any sixteen hour program. Students whose outside work takes up a considerable part of their time should enroll for twelve to fifteen hours. Those wishing to take seventeen or eighteen hours regularly, exclusive of the exercise course, must make a satisfactory score in the psychological examination, unless a permit has been previously issued by the registrar. If additional or fewer hours are desired, make petition as indicated below:

Freshmen .....	Dr. Heilman
Other undergraduates.....	Mr. Carson
Graduate students.....	Dr. Whitney

Petition should be made *between* temporary and permanent registration. (See "Student Load" page 32 of the Year Book for basis of extra hours). Register for a normal load only at temporary registration.

#### V. MATRICULATION

A matriculated student is defined as one who has completed all the requirements for entrance to college, including the following: Intelligence test, English test, Achievement test, health examination, photograph, and the necessary blanks in the registrar's office. The American Council Psychological Examination will be given on Saturday, June 17, 3:00 P.M., in the Little Theatre. (Those who expect to take extra hours should take this test at this time.) All matriculation tests will be given immediately after permanent registration.

Matriculated students are furnished one transcript of record without charge. A fee of one dollar is charged in advance for each transcript issued after the first.

Non-matriculated students requesting a transcript or release of credits must pay a fee of one dollar in advance. This charge is made for the first transcript and each one issued thereafter.

#### VI. LATE ENTRANCE TO CLASSES

Temporary registration is not in any sense a license for a student to remain away from classes. Accordingly, students who enter classes after the first recitation will be considered late registrants and may not be accepted by the teacher without the registrar's approval, which must be secured in writing.

#### VII. WITHDRAWAL FROM COURSES

After a subject is entered on the permanent schedule card in the registrar's office it is considered a registration. If a student fails to enter a class or neglects to formally arrange to withdraw from a



course thus registered, the grade *must* be certified by the teacher as F. The permanent schedule must be a correct listing of courses in progress at any given time.

#### VIII. LEAVING BEFORE FINAL EXAMINATIONS

Any student absent from class on the last day of the quarter will have his quarter report for that class turned in as "failure," unless he has written permission from the vice-president of the College to leave before the close of the quarter. Application for such a permit shall be made in writing. No teacher has authority to excuse a student from any class before the close of the quarter.

#### IX. HALF QUARTER COURSES

Credit is not given for a full quarter course carried for only a half quarter.

GRADUATE STUDENTS—The theses courses are numbered 224 and 225 in each department. These courses do not appear in the time schedule. Students must arrange with their major professor for convenient hours for conferences.

## SCHEDULE OF CLASSES

Summer Quarter, 1933

Time and Catalog No.	Descriptive Title of Course	Days	May Be Taken for Credit	Qr. Hrs.	Teacher	Suggested Room
Art 2	Fine Arts Methods for Kindergarten-Primary	MTWTh	1st Hf. or Full Qr.	2-4	Weyl	Guggenheim 200
Art 16	Composition and Freehand Drawing	MTWTh	1st Hf. or Full Qr.	2-4	Baker	Guggenheim 203
Art 113	Ind. Arts Methods for Kindergarten-Primary	MTThF	1st Hf. or Full Qr.	2-4	Moore	Guggenheim 204
Art 116	Composition and Freehand Drawing	MTWTh	Ei. Hf. or Full Qr.	2-4	Baker	Guggenheim 203
Biol. 106	Systematic Botany (Field trips and lab. arranged)	MTWTh	Full Quarter	4	Jean	Cranford 302
Chem. 110	Organic Chemistry (Lab. by apt.)	TWTh	Full Quarter	4	Bowers	Cranford 1
Com. Ed. 14	Methods of Teaching Shorthand, Typewriting, and Allied Subjects	TWThF	Ei. Hf. or Full Qr.	2-4	Knies, Bedinger	Cranford 212
Com. Ed.	Methods, Material and Equipment for Teaching Office Appliances	TWThF	1st Half Quarter	2	Knies	Cranford 213
110-210	Commercial Law II	TWThF	2nd Half Quarter	2	Bedinger	Cranford 212
Com. Ed. 144	Accounting I	MTWTh	Ei. Hf. or Full Qr.	2-4	Colvin	Cranford 202
150-250	Introduction to Education	TWThF	Full Quarter	4	Burkhardt	Gunter 201
Ed. 1	Language Arts in Intermed. Grades	TWThF	Ei. Hf. or Full Qr.	2-4	Lehr	Kepner 113
Ed. 8	Psychology of Learning	TWThF	Full Quarter	4	Payne	Cranford 203
Ed. 76	Citizenship Education in the Intermediate Grades	TWThF	1st Half Quarter	2	Rosenquist	Kepner 218
Ed. 117b	Mental Hygiene	MTWTh	1st Half Quarter	2	Wait	Gunter 205
Ed. 128	Platoon School Organization	MTWTh	1st Half Quarter	2	Foster	Gunter 103
Ed. 140	Technic of Making School Curriculum in Major Fields of Experience	MTWTh	Ei. Hf. or Full Qr.	2-4	Rugg	Cranford 214
Ed. 146-246	Elementary Statistical Methods	MTWTh	Full Quarter	4	Heilman	Cranford 208
Ed. 175	Dramatic Art	MTThF	Full Quarter	4	Blackburn	Kepner 215
Eng. 14	Outline of Literature	MTWTh	Full Quarter	4	Cross	Crabbe 301

Time and Catalog No.	Descriptive Title of Course	Days	May Be Taken for Credit	Gr. Hrs.	Teacher	Suggested Room
Eng. 109	Advanced Composition	MTThF	Full Quarter	4	Hawes	Crabbe 302
Eng. 145	The Romantic Movement in Literature	MTWTh	Full Quarter	4	Allen	Crabbe 305
Eng. 160	Literature of the New Testament	MTWTh	Ei. Hf. or Full Qr.	2-4	Wilson	Crabbe 306
Geog. 7	Economic Geography	MTWTh	Ei. Hf. or Full Qr.	2-4	West	Gunter 203
Hist. 25	Contributions of the Ancient and Medieval World to Mod. Civilization	TWThF	Full Quarter	4	Zimmerman	Little Theatre
Hist. 110	Social and Industrial Hist. of U. S.	MTWTh	Full Quarter	4	Peake	Library 1
Hist. 209	Slavery, Secession, Civil War and Reconstruction (1850-1870)	MTWTh	Ei. Hf. or Full Qr.	2-4	Dickerson	Cranford 104
H. E. 140	Methods of Teaching Home Economics	TWThF	1st Hf. or Full Qr.	2-4	Roudebush	Crabbe 304
Ind. Ed. 1	Constructive Woodworking I (Lab. by appt.)	TWThF	Ei. Hf. or Full Qr.	2-4	Foulk	Guggenheim 1
Ind. Ed. 8a	Art Metal (Lab. by appt.)	MTWTh	Ei. Hf. or Full Qr.	2-4	Perry	Guggenheim 101
Ind. Ed. 31	Elements of Printing I (Lab. by appt.)	MTWTh	Ei. Hf. or Full Qr.	2-4	Bishop	Crabbe 102
Ind. Ed. 32	Elements of Printing II (Lab. by appt.)	MTWTh	Ei. Hf. or Full Qr.	2-4	Bishop	Crabbe 102
Ind. Ed. 41	Elementary Bookbinding and Leathercraft (Lab. by appt.)	MTWTh	Ei. Hf. or Full Qr.	2-4	Schaefer	Guggenheim 100
Ind. Ed. 109a	Art Metal and Jewelry	MTWTh	Ei. Hf. or Full Qr.	2-4	Perry	Guggenheim 101
Ind. Ed. 143	Teaching of Bookbinding (Lab. by appt.)	MTWTh	Ei. Hf. or Full Qr.	2-4	Schaefer	Guggenheim 100
Math. 1	College Algebra	MTWTh	Ei. Hf. or Full Qr.	2-4	Ottens	Cranford 205
Math. 108	Teaching Math. in the Junior High School	MTThF	Ei. Hf. or Full Qr.	2-4	Finley	Cranford 210
Math. 109	Teachings of Algebra	MTWTh	Ei. Hf. or Full Qr.	2-4	Mallory	Cranford 205
Mus. 11	Methods of Teaching Music, Upper Grades	MTWTh	Full Quarter	4	Collins	Kepner 2
Mus. 114	Methods in Conducting	MTWTh	1st Half Quarter	2	Cline	Conservatory 14
Nurs. Ed. 102a	Principles of Teaching in Schools of Nursing (Double period 7:00 and 10:00)	MTThF	Ei. Half Quarter	4	Kandel	Library 6
P. E. 13	Beginning Tennis	TThF	Ei. Hf. or Full Qr.	½-1	McRoberts	Counts
Phys. 132	Materials and Methods in H. S. Physics	MTWTh	Full Quarter	4	Herman	Crabbe 106
Soc. 3	Introduction to Science	TWThF	Full Quarter	4	Selberg	Cranford 300
Soc. 150-250	Races, Race Contacts and Problems	MTWTh	Ei. Hf. or Full Qr.	2-4	Howarth	Cranford 207
Zool. 13	Bird Study (Field trips arranged)	MTWTh	Full Quarter	4	Harrah	Cranford 304

Time and Catalog No.	Descriptive Title of Course	Days	May Be Taken for Credit	Qr. Hrs.	Teacher	Suggested Room
<b>8:00-8:50</b>						
Art 2	Fine Arts Methods for Kindergarten-Primary	MTWTh	1st Hf. or Full Qr.	2-4	Weyl	Guggenheim 200
Art 106	Teaching Art Appreciation	MTWTh	1st Half Quarter	2	L. Ellinger	Guggenheim 105
Art 114	Ind. Arts Methods for Intermed. Grades and Junior High School	MTThF	1st Hf. or Full Qr.	2-4	Moore	Guggenheim 204
Art 121	Modeling	MT	1st Half Quarter	2	R. Ellinger	Guggenheim 203
Art 123	Print Making	WTh	2nd Half Quarter	2	R. Ellinger	Guggenheim 203
Ath. 120	Theory of Plays and Games	MTWTh	1st Half Quarter	2	Hancock	Gunter 201
Biol. 122	Cytology (Lab. by appt.)	MTWTh	Full Quarter	4	Walker	Cranford 304
Com. Ed. 2	Shorthand II	MTThF	1st Hf. or Full Qr.	2-4	Thompson	Cranford 202
Com. Ed. 53	Salesmanship	TWTThF	1st Hf. or Full Qr.	2-4	Bedinger	Cranford 212
Com. Ed. 102-202	Current Economic Trends	MTWTh	1st Half Quarter	2	Lyon	Cranford 207
Ed. 9	Social Arts in Intermed. Grades	MTWTh	Ei. Hf. or Full Qr.	2-4	Van Meter	Kepner 113
Ed. 51-151	Parent Teacher Organization and Practice	MTWTh	1st Half Quarter	2	Foster	Kepner 11
Ed. 76	Psychology of Learning	TWTThF	Full Quarter	4	Payne	Kepner 2
Ed. 77-177	Child Development	MTWTh	Ei. Hf. or Full Qr.	2-4	Wait	Kepner 218
Ed. 117	Extra-Curricular Activities and Guidance	MTWTh	Full Quarter	4	Prunty	Kepner 215
Ed. 126	Teachers' Classroom Tests	TWTThF	Full Quarter	4	Sackett	Cranford 1
Ed. 130-230	Recent Developments in Rural Life	MTWTh	Ei. Hf. or Full Qr.	2-4	Hargrove	Kepner 9
Ed. 142-242	School Administration (First course)	MTWTh	Ei. Hf. or Full Qr.	2-4	Troxel	Cranford 203
Ed. 192-292	Student Teaching and the Prof. Education of Teachers	MTWTh	2nd Half Quarter	2	C. Frasier, Myers	Cranford 211
Ed. 193	Public Relations and Ethics of Teachers	MTWTh	1st Half Quarter	2	Stutsman	Cranford 211
Ed. 197	Teaching Eng. and Reading to Non-English Speaking Children	MTWTh	1st Half Quarter	2	Neal	Grotto
Ed. 223	Research in Education	MTWTh	Full Quarter	4	Whitney	Little Theatre
Ed. 275	Advanced Statistical Methods	MTWTh	Ei. Hf. or Full Qr.	2-4	Heilman	Cranford 205
Eng. 36	American Literature	MTThF	Full Quarter	4	Lindou	Kepner 216
Eng. 42	Outline of Literature	MTWTh	Full Quarter	4	Cross	Crabbe 301

Time and Catalog No.	Descriptive Title of Course	Days	May Be Taken for Credit	Qr. Hrs.	Teacher	Suggested Room
Eng. 121	Children's Lit. (Prim. and Intermed. Grades)	MTThF	Full Quarter	4	Tobey	Crabbe 305
Eng. 132	Development of the Novel	MTThF	Full Quarter	4	Hawes	Crabbe 302
Eng. 134	Modern Drama	MTWTh	Ei. Hf. or Full Qr.	2-4	Newman	Kepner 205
Eng. 149	Shakespeare's Tragedies	MTWTh	Ei. Hf. or Full Qr.	2-4	Allen	
French 1, 2, 3	Elementary French (Double period. Second period at 11:00 o'clock compulsory)	Daily	Full Quarter	12	Gibert	
Geog. 50	Home Geography	MTThF	1st Half Quarter	2	Barker	Kepner 211
Geog. 51	Geography of the Rocky Ml. Indian	MTThF	2nd Half Quarter	2	Barker	Kepner 211
Geog. 130	Elementary Geology	MTWTh	Full Quarter	4	West	Gunter 203
Hist. 211	The Industrial Revolution and its Consequences	MTWTh	Ei. Hf. or Full Qr.	2-4	Zimmerman	Library 1
H. E. 3	Clothing, Design and Construction (Double period)	TWThF	Ei. Hf. or Full Qr.	2-4	Roudebush	Crabbe 304
H. E. 20	Elementary Nutrition	MTThF	Full Quarter	4	Pickett	Crabbe 207
Hyg. 1	Personal Hygiene for Men	MTWTh	Full Quarter	4	Davis	Gunter 103
Ind. Ed. 12	Prin. of Architectural Drawing I	MTWTh	Ei. Hf. or Full Qr.	2-4	Carter	Guggenheim 100
Ind. Ed. 33	Prin. of Printing Design (Lab. by appt.)	MTWTh	Ei. Hf. or Full Qr.	2-4	Bishop	Crabbe 102
	Theory and Practice of Typographic Design (Lab. by appt.)	MTWTh	Ei. Hf. or Full Qr.	2-4	Bishop	Crabbe 102
Ind. Ed. 34	Prin. of Architectural Drawing III	TWThF	Ei. Hf. or Full Qr.	2-4	Carter	Guggenheim 106
Ind. Ed. 105	Woodworking Class Project (Lab. by appt.)	TWThF	Ei. Hf. or Full Qr.	2-4	Foult	Guggenheim 1
Ind. Ed. 107	Sheet Metal II (Lab. by appt.)	MTWTh	Ei. Hf. or Full Qr.	2-4	Hutchcroft	Kepner 16
Ind. Ed. 111	The Slide Rule	MTWTh	1st Half Quarter	2	Ottens	Cranford 302
Math. 4	Descriptive Astronomy	MTThF	Ei. Hf. or Full Qr.	2-4	Finley	Cranford 301
Math. 106	History of Mathematics	MTWTh	2nd Half Quarter	2	Ottens	Cranford 302
Math. 111	Harmony (3rd quarter)	MTW	Full Quarter	3	Thomas	Conservatory 6
Mus. 5	Outline of Music	MTWTh	Full Quarter	2	Mohr	Kepner 12
Mus. 25	Orchestral Instruments	MTWTh	Full Quarter	2	Opp	Conservatory 14
Mus. 45	Principles of Public Health Nursing	MTThF	Full Quarter	4	Rue	Library 6

Time and Catalog No.	Descriptive Title of Course	Days	May Be Taken for Credit	Qr. Hrs.	Teacher	Suggested Room
Nurs. Ed. 104	Methods of Supervision and Case Study in Schools of Nursing (Double period—8:00 and 11:00)	MTWTF	1st Half Quarter	4	Patton	
P. E. 2	Natural Dancing	TThF	Ei. Hf. or Full Qr.	½-1	McRoberts	Gunter 202
P. E. 120	Anatomy	MTWTh	Full Quarter	4	Cave	Gunter 205
Phys. 103	Principles of Radio Transmission and Reception	MTWTh	Ei. Hf. or Full Qr.	2-4	Herman	Crabbe 106
Pol. Sci. 101	Government of the United States	MTWTh	Full Quarter	4	Dickerson	Cranford 104
Pol. Sci. 151	History of the Foreign Policy of the United States	MTWTh	Full Quarter	4	Clyde	Keper 216
Sci. 4	Introduction to Science	MTWTh	Full Quarter	4	Lammel	Cranford 300
Sci. 51	General Science (Lab. by appt.)	TWThF	Full Quarter	4	Selberg	Cranford 303
Soc. 104-204	Current Economic Trends	MTWTh	1st Half Quarter	2	Lyon	Cranford 214
Soc. 105	Principles of Sociology	TWThF	Full Quarter	4	Blue	Cranford 208
Soc. 175-275	The Sociological Aspects of Patriotism, Peace, and War	MTWTh	Ei. Hf. or Full Qr.	2-4	Howarth	Cranford 207
Spanish 1, 2, 3	Elementary Spanish (Double period. Second period at 11:00 o'clock compulsory)	Daily	Full Quarter	12	Mulroney	Office
<b>9:00-9:50</b>						
Art 5-105	Water Color Painting	MTWTh	Ei. Hf. or Full Qr.	2-4	L. Ellinger	Guggenheim 203
Art 17	Lettering I	MTWTh	Either Half Quarter	2	R. Ellinger	Guggenheim 105
Art 109	History of Art	MTWTh	1st Half Quarter	2	Baker	Guggenheim 200
Art 109a	History of Art	MTWTh	2nd Half Quarter	2	Baker	Guggenheim 200
Art 117	Lettering II	MTWTh	1st Half Quarter	2	R. Ellinger	Guggenheim 105
Art 118	Stagecraft and Pageantry	MTWTh	2nd Half Quarter	2	R. Ellinger	Guggenheim 105
Ath. 4	Mat Work and Elem. Tumbling	MTWTh	1st Half Quarter	1	Brown	
Ath. 125	Physiology of Exercise	MTWTh	Full Quarter	4	Davis	Gunter 103
Biol. 100	Evolution	MTWTh	Full Quarter	4	Harrah	Cranford 300
Biol. 101	Genetics and Eugenics	MTWTh	Full Quarter	4	Jean	Cranford 214
Biol. 126-226	Plant Histology (Lab. by appt.)	MTWTh	Full Quarter	4	Walker	Cranford 304
Com. Ed. 11	Typewriting I	TWThF	1st Hf. or Full Qr.	2-4	Knies	Cranford 213

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Time and Catalog No.	Descriptive Title of Course	Days	May Be Taken for Credit	Qr. Hrs.	Teacher	Suggested Room
Com. Ed. 36	Handwriting Methods	MTWTh	1st Half Quarter	1	Hinds	Cranford 202
Com. Ed. 213	Supervision and Admin. of Commercial Education	MTWTh	1st Hf. or Full Qr.	2-4	Colvin	Cranford 207
Ed. 30	The Rural Teacher's Problems	MTWTh	Ei. Hf. or Full Qr.	2-4	Hargrove	Kepner 9
Ed. 55	Pre-teaching Observation in the Elementary School	MTWTh	Full Quarter	4	C. Frasier	Kepner 11
Ed. 100ah	Unit Course—A Curriculum for a Modern School (June 19-29)	Daily	1st Half Quarter	1	Reynolds	
Ed. 100aj	Unit Course—Character Education (July 10-19)	Daily	1st Half Quarter	1	Threlkeld	Gunter 205
Ed. 100am	Unit Course—Psychology of Personality (July 24-August 3)	Daily	2nd Half Quarter	1	Terman	
Ed. 101-201	Curriculum Seminar—Making Courses of Studies in the Social Sciences	MTWTh	Ei. Hf. or Full Qr.	2-4	Ruggs, Blue	Cranford 203
Ed. 111	Improvement of Instruction in the Content Subjects	MTWTh	Ei. Hf. or Full Qr.	2-4	McCowen	Kepner 215
Ed. 113-213	Tools and Technics of Supervision in the Intermed. Grades	MTWTh	1st Half Quarter	2	Neal	Grotto
Ed. 116-216	Secondary Education	MTWTh	Full Quarter	4	Wrinkle	Kepner 12
Ed. 141	Administration of Village and Consolidated Schools	MTWTh	Ei. Hf. or Full Qr.	2-4	Troxel	Kepner 216
Ed. 155	Advanced Observation	TWThF	Full Quarter	4	H. Davis	Kepner 215
Ed. 211	Improvement of Instruction in Content Subjects	MTWTh	Ei. Hf. or Full Qr.	2-4	McKee	Kepner 2
Ed. 219	Problems in Study	TWThF	Ei. Hf. or Full Qr.	2-4	Mahan	Cranford 211
Ed. 229	Mental Tests and Measurements	TWThF	Ei. Hf. or Full Qr.	2-4	Sackett	Cranford 1
Eng. 12	Oral Expression	MTThF	Full Quarter	2	Blackburn	Little Theatre
Eng. 43	Outline of Literature	MTWTh	Full Quarter	4	Cross	Crabbe 301
Eng. 100a	Journalism	MTWTh	Full Quarter	4	Shaw	Crabbe 302
Eng. 122	Children's Lit. (Junior High School)	MTThF	Full Quarter	4	Tobey	Crabbe 305
Geog. 10	Meth. and Materials in Geog. for the Elementary Grades	MTWTh	Full Quarter	4	West	Gunter 203

Time and Catalog No.	Descriptive Title of Course	Days	May Be Taken for Credit	Qr. Hrs.	Teacher	Suggested Room
Geog. 195	Basis of Geography	MTWThF	Ei. Hf. or Full Qr.	2-4	Barker	Gunter 201
Hist. 6	Modern European History	MTWTh	Full Quarter	4	Peake	Cranford 104
Hist. 221	History of the Far East	MTWTh	Ei. Hf. or Full Qr.	2-4	Clyde	Library 1
H. E. 125	Child Care and Child Welfare	MTThF	1st Hf. or Full Qr.	2-4	Pickett	Crabbe 207
Ind. Ed. 2	Constructive Woodworking II (Lab. by appt.)	TWThF	Ei. Hf. or Full Qr.	2-4	Foulk	Guggenheim 1
Ind. Ed. 43	Intermed. Bookbinding and Leathercraft (Lab. by appt.)	MTWTh	Ei. Hf. or Full Qr.	2-4	Schaefer	Guggenheim 100
Ind. Ed. 128-228	Problems of Vocational and Indus. Education	MTWTh	1st Half Quarter	2	Mann	Guggenheim 105
Ind. Ed. 132	Advanced Theory and Practice in Printing (Lab. by appt.)	MTWTh	Ei. Hf. or Full Qr.	2-4	Bishop	Crabbe 102
Ind. Ed. 144	Advanced Overview in Bookbinding and Leathercraft (Lab. by appt.)	MTWTh	Ei. Hf. or Full Qr.	2-4	Schaefer	Guggenheim 100
Latin 105	Advanced Latin	MTWTh	Full Quarter	4	Gibert	Cranford 205
Lib. Sci. 106	Children's Literature and Juvenile Library Service	MTThF	Full Quarter	4	D. Perry	Kepper 211
Math. 2	Trigonometry	MTWTh	Ei. Hf. or Full Qr.	2-4	Ottens	Cranford 210
Math. 110	Geometry for Teachers	MTWTh	Ei. Hf. or Full Qr.	2-4	Mallory	Cranford 301
Mus. 1b	Sight Singing	MTWTh	Full Quarter	2	Mohr	Conservatory 14
Mus. 103	Beginning Counterpoint	MTWTh	1st Half Quarter	2	Thomas	Conservatory 6
Mus. 104	Advanced Counterpoint	MTWTh	2nd Half Quarter	2	Thomas	Conservatory 6
Nurs. Ed. 105	Administration in Schools of Nursing (Double period—9:00 and 1:00)	MTWF	1st Half Quarter	4	Patton	Library 6
P. E. 5	Folk Dancing	MTTh	Ei. Hf. or Full Qr.	½-1	Cave	Gunter 107
P. E. 26	Beginning Swimming	TWThF	Ei. Hf. or Full Qr.	1	McRoberts	Pool
Sci. 1	Elementary Science	MTWTh	Full Quarter	4	Lammel	Cranford 303
Soc. 100-200	Curriculum Seminar—Making Courses of Study in the Social Sciences	TWThF	Ei. Hf. or Full Qr.	2-4	Blue, Rugg	Cranford 208
Soc. 103-203	The Sociology of World Relations	TWThF	Ei. Hf. or Full Qr.	2-4	Newman	Cranford 212
Soc. 155-255	The Social Theory of Education	MTWTh	Ei. Hf. or Full Qr.	2-4	Howerth	Cranford 302



Time and Catalog No.	Descriptive Title of Course	Days	May Be Taken for Credit	Qr. Hrs.	Teacher	Suggested Room
<b>10:00-10:50</b>						
Art 2a	Fine Arts Methods for Intermed. Grades and Junior High School	MTThF	1st. Hf. or Full Qr.	2-4	Moore	Guggenheim 200
Art 3	Freehand Drawing I	MTWTh	1st. Hf. or Full Qr.	2-4	R. Ellinger	Guggenheim 203
Art 100-200	Supervision of Art Ed	MTWTh	1st Half Quarter	2	Weyl	Guggenheim 204
Art 107	Craft Processes and Design	MTThF	Ei. Hf. or Full Qr.	2-4	Baker	Guggenheim 204
Art 107a	Design in Weaving	MTThF	Ei. Hf. or Full Qr.	2-4	Baker	Guggenheim 204
Ath. 80	Tests and Measurements in Phys. Ed.	MTWTh	1st Half Quarter	2	Brown	Gunter 103
Ath. 166	Basketball Coaching	MTWTh	1st Half Quarter	2	Davis	Gunter 201
Biol. 114	Elementary Entomology (Lab. by appt.)	MTWTh	Full Quarter	4	Harrah	Cranford 302
Biol. 120	General Bacteriology (Lab. by appt.)	TWThF	Full Quarter	4	Selberg	Cranford 303
Chem. 1	General Chemistry (Lab. by appt.)	MTTh	Full Quarter	4	Bowers	Cranford 1
Chem. 7-7b	Qualitative Analysis	MTWTh	Ei. Hf. or Full Qr.	2-4	Herman	Kepner 5
Com. Ed. 12	Typewriting II	MTThF	1st. Hf. or Full Qr.	2-4	Walker	Cranford 213
Com. Ed. 36	Handwriting Methods	MTWTh	1st Half Quarter	1	Hinds	Cranford 202
Com. Ed. 101-201	Applied Economics	TWThF	1st. Hf. or Full Qr.	2-4	Knies	Cranford 212
Com. Ed. 103-203	Unit Course—Fundamental Aspects of the Social Order					
	1. Industry in the Social Order (June 19-30)	MTWTh	1st Half Quarter	1	Lyon	Cranford 208
	2. Teaching Vocations from the Social Point of View (July 10-21)	MTWTh	1st Half Quarter	1	Lyon	Cranford 207
Ed. 31	Agriculture for Teachers in Rural Elementary Schools	MTWTh	Ei. Hf. or Full Qr.	2-4	Hargrove	Kepner 216
Ed. 56-156	Pre-teaching Observation in the Secondary School	MTWTh	Full Quarter	4	Wrinkle	Kepner 207
Ed. 65	The Junior High School	MTWTh	Ei. Hf. or Full Qr.	2-4	Stutsman, Wasson	Kepner 211
Ed. 80	Rural School Management and Methods	MTWTh	Ei. Hf. or Full Qr.	2-4	C. Frasier	Cranford 203
Ed. 108	Visual Aids in Education	TWThF	Ei. Hf. or Full Qr.	2-4	H. Davis	Kepner 205

Time and Catalog No.	Descriptive Title of Course	Days	May Be Taken for Credit	Qr. Hrs.	Teacher	Suggested Room
Ed. 112-212	Improvement of Instruction in Handwriting, Composition, and Arithmetic	MTWTh	Ei. Hf. or Full Qr.	2-4	McKee, McCowen	Kepner 116
Ed. 143-243	School Administration (Second Course)	MTWTh	Ei. Hf. or Full Qr.	2-4	Troxel	Kepner 9
Ed. 162	Creative Education	MTWTh	1st Half Quarter	2	Neal	Grotto
Ed. 227	Educational Measurements in the Elem. Grades and Junior High School	TWThF	Ei. Hf. or Full Qr.	2-4	Sackett	Kepner 2
Eng. 13	Story Telling	MTThF	Ei. Hf. or Full Qr.	2-4	Fatherson	Kepner 209
Eng. 38	A Survey of English Literature (700-1625)	MTThF	Full Quarter	4	Hawes	Crabbe 305
Eng. 110	Advanced Composition (After Eng. 109)	MTWTh	Full Quarter	4	Allen	Crabbe 305
Eng. 111	The English Language for Teachers	MTThF	Ei. Hf. or Full Qr.	2-4	Lindou	Crabbe 301
Eng. 114	Play Production	MTThF	Full Quarter	4	Blackburn	Little Theatre
French 5	Intermediate French	MTWTh	Full Quarter	4	Gibert	Cranford 301
Geog. 11	Methods and Materials in Geog. for the Intermediate Grades	MTWTh	Full Quarter	4	West	Gunter 203
German 1	Elementary German	MTWTh	Full Quarter	4	Gibert	Library 1
Hist. 2	Development of American Nationality	MTWTh	Full Quarter	4	Peake	Cranford 212
Hist. 102	Ancient Social History	MTWTh	Ei. Hf. or Full Qr.	2-4	Zimmerman	Cranford 104
Hist. 117	The Teaching of History and Civics in Junior and Senior High Schools	MTWTh	Full Quarter	4	Dickerson	
H. E. 107	Home Decoration	MTWTh	1st Hf. or Full Qr.	2-4	Roudebush	Crabbe 304
H. E. 121	Experimental Cookery (Double period)	TTh	Either Half Quarter	2-4	Pickett	Crabbe 207
Ind. Ed. 19	Woodturning (Lab. by appt.)	TWThF	Ei. Hf. or Full Qr.	2-4	Foulk	Guggenheim 1
Ind. Ed. 203	Seminar in Industrial Education	MTWTh	Ei. Hf. or Full Qr.	2-4	K. Perry	Guggenheim 105
Math. 101	Differential Calculus	MTWTh	Ei. Hf. or Full Qr.	2-4	Mallory	Kepner 205
Math. 102	Integral Calculus	MTWTh	Ei. Hf. or Full Qr.	2-4	Mallory	Kepner 205
Math. 104	The Teaching of Arith. in the Primary Grades	MTThF	1st Half Quarter	2	Finley	Cranford 210
Math. 105	The Teaching of Arith. in the Intermed. Grades	MTThF	2nd Half Quarter	2	Finley	Cranford 210
Mus. 1a	Rudiments and Methods	MTWTh	Full Quarter	4	Mohr	Kepner 12
Mus. 4	Harmony (2nd quarter)	MTW	Full Quarter	3	Thomas	Conservatory 6
Mus. 105	Beginning Instrumentation	MTWTh	1st Half Quarter	2	Cline	Conservatory 14

Time and Catalog No.	Descriptive Title of Course	Days	May Be Taken for Credit	Qr. Hrs.	Teacher	Suggested Room
Mus. 106	Advanced Instrumentation	MTWTh	2nd Half Quarter	2	Cline	Conservatory 14
Nurs. Ed. 108	School Nursing	MTThF	Full Quarter	4	Rue	Library 6
P. E. 11	Plays and Games	TThF	Ei. Hf. or Full Qr.	½-1	McRoberts	Gunter 107
P. E. 132	Theory of Individual Gymnastics	TWThF	Full Quarter	4	Springer	Gunter 205
Sci. 5	Science of Human Behavior	MTWTh	Full Quarter	4	Wait	Cranford 300
Soc. 101-201	Unit Course—Fundamental Aspects of the Social Order					
	1. Industry in the Social Order (June 19-30)	Daily	1st Half Quarter	1	Lyon	Cranford 208
	2. Sociology and the Social Order (July 10-21)	Daily	1st Half Quarter	1	Eubank	Cranford 208
	3. The School in the Social Order (July 24-Aug. 4)	Daily	2nd Half Quarter	1	G. W. Frasier	Cranford 208
	4. Fundamental Aspects of the Social Order (Aug. 7-18)	Daily	2nd Half Quarter	1	Newman	Cranford 208
Soc. 160-260	Human Personality and Social Behavior	TWThF	Ei. Hf. or Full Qr.	2-4	Blue	Cranford 214
Soc. 180-280	The History of Science	MTWTh	Ei. Hf. or Full Qr.	2-4	Howarth	Cranford 207
Spanish 106	Advanced Spanish	MTWTh	Full Quarter	4	Mulroney	Office
<b>11:00-11:50</b>						
Art 101	Figure Drawing	MTWTh	1st Half Quarter	2	R. Ellinger	Guggenheim 203
Art 4-104	Design	MTWTh	1st Hf. or Full Qr.	2-4	Weyl	Guggenheim 105
Art 104a	Design in Textiles	MTThF	1st Half Quarter	2	Moore	Guggenheim 204
Art 120	Oil Painting (Double period)	MTWTh	2nd Half Quarter	2	R. Ellinger	Guggenheim 203
Ath. 5	Tennis	MTWTh	Either Half Quarter	1	Brown, Davis	Courts
Ath. 165	Football Coaching	MTWTh	1st Half Quarter	2	Hancock	Gunter 103
Chem. 2	General Chemistry (Lab. by appt.)	MTW	Full Quarter	4	Bowers	Cranford 1
Com. Ed. 1	Shorthand I	MTThF	1st Hf. or Full Qr.	2-4	Bedinger	Cranford 202
Com. Ed. 151	Accounting II	MTWTh	1st Hf. or Full Qr.	2-4	Fasnacht	Cranford 212
Com. Ed. 155-255	Economics of Retailing	MTWTh	1st Hf. or Full Qr.	2-4	Colvin	Cranford 211
Ed. 6	Social Arts in Primary Grades	TWThF	Ei. Hf. or Full Qr.	2-4	Harrison	Kepner 108

Time and Catalog No.	Descriptive Title of Course	Days	May Be Taken for Credit	Qr.	Teacher	Suggested Room
Ed. 7	Kindergarten-Primary Methods	MTWTh	1st Half Quarter	2	Lyford	
Ed. 82	Rural Education and Country Life	MTWTh	1st Half Quarter	2	C. Frasier	Kepner 11
Ed. 100ai	Unit Course—The Horace Mann Plan for Teaching Children (June 19-29)	Daily	1st Half Quarter	1	Reynolds	
Ed. 100ak	Unit Course—The Making of the Curriculum in the City Schools (July 10-20)	Daily	1st Half Quarter	1	Threlkeld	
Ed. 100an	Unit Course—Psychology and Pedagogy of Genius (July 24-Aug. 3)	Daily	2nd Half Quarter	1	Terman	
Ed. 110	Improvement of Instruction in Spelling and Reading	MTWTh	Ei. Hf. or Full Qr.	2-4	McCowen	Kepner 215
Ed. 115	Organization and Administration of the Elementary School	MTWTh	Ei. Hf. or Full Qr.	2-4	Stutsman, Wasson	Kepner 211
Ed. 131	Special Methods—Rural Life	MTWTh	Ei. Hf. or Full Qr.	2-4	Hargrove	Kepner 216
Ed. 149	Education for Leisure	MTWTh	1st Half Quarter	2	Joy	Kepner 218
Ed. 190-290	Administration of Teachers Colleges	MTWTh	Ei. Hf. or Full Qr.	2-4	Ruggs, Myers, G. W. Frasier	Cranford 203 Cranford 214
Ed. 195-295	Philosophy of Education	MTWTh	Full Quarter	4	Armentrout	Kepner 222
Ed. 210	Improvement of Instruction in Spelling and Reading	MTWTh	Ei. Hf. or Full Qr.	2-4	H. Davis	
Ed. 215	Education and Vocational Guidance	TWThF	Ei. Hf. or Full Qr.	2-4	Mahan	Kepner 219
Ed. 277	Psychology of Adolescence	MTWTh	Ei. Hf. or Full Qr.	2-4	Wait	Kepner 113
Eng. 16	Phonetics	MTThF	1st Half Quarter	2	Blackburn	Little Theatre
Eng. 17	Voice Training	MTThF	2nd Half Quarter	2	Blackburn	Little Theatre
Eng. 40	A Survey of English Literature (1798-1900)	MTThF	Full Quarter	4	Hawes	Crabbe 301
Eng. 110a	Creative Writing	MTWTh	Ei. Hf. or Full Qr.	2-4	Cross	Crabbe 302
Eng. 118	Coaching for Debate and Public Speaking	MTWTh	Ei. Hf. or Full Qr.	2-4	Allen	Kepner 2
Eng. 126	Teaching of English in the High School	MTThF	Full Quarter	4	Thomas, Carney	Crabbe 305
Eng. 133	The Recent Novel	MTThF	Ei. Hf. or Full Qr.	2-4	Lindou	Crabbe 207
Eng. 208	Comparative Lit. (Ital., Spanish, and French)	MTThF	Full Quarter	4	Tobey	Crabbe 305
French 1, 2, 3	Elementary French (Double period. First period at 8 o'clock compulsory)	Daily	Full Quarter	12	Gibert	Cranford 301

Time and Catalog No.	Descriptive Title of Course	Days	May Be Taken for Credit	Qr. Hrs.	Teacher	Suggested Room
Geog. 15	Meth. and Materials for Teaching Junior High School Geography	MTWTh	Full Quarter	4	Hackman	Kepler 9
Geog. 155	Geog. of Asia and Australia	MTThF	Ei. Hf. or Full Qr.	2-4	Barker	Gunter 203
Hist. 7-127	Contemporary Problems in World History	MTWTh	1st Half Quarter	2	Clyde	Library 6
Hist. 150a	The Crisis in Manchuria (July 24-Aug. 4)	Daily	2nd Half Quarter	1	Clyde	Library 6
Hist. 150b	Problems of the Pacific—The Relation of the Japanese-Chinese Conflict to Other Nations (Aug. 7-18)	Daily	2nd Half Quarter	1	Clyde	Library 6
Hist. 205	Medieval Life and Institutions	MTWTh	Ei. Hf. or Full Qr.	2-4	Zimmerman	Library 1
H. E. 108	The Education of the Consumer	TWThF	Ei. Hf. or Full Qr.	2-4	Roudebush	Crabbe 304
Hyg. 1	Personal Hygiene for Women	MTWTh	Full Quarter	4	Bryson, Kandel	Gunter 201
Ind. Ed. 11	Projection, Shade, and Shadow (Lab. by apt.)	TWThF	Ei. Hf. or Full Qr.	2-4	Carter	Guggenheim 106
Ind. Ed. 118	Machine Design II	TWThF	Ei. Hf. or Full Qr.	2-4	Carter	Guggenheim 106
Ind. Ed. 120	Advanced Woodturning (on request)	TWThF	Ei. Hf. or Full Qr.	2-4	Foulk	Guggenheim 1
Ind. Ed.	Principles of Industrial Educ.	MTWTh	1st Half Quarter	2	Mann	Guggenheim 105
Ind. Ed. 129-229						
Ind. Ed. 145	Shop Accounting and Materials in Bookbinding	MTWTh	Ei. Hf. or Full Qr.	2-4	Schaefer	Guggenheim 100
Math. 8-158	Surveying (Double period)	TTh	Ei. Hf. or Full Qr.	2-4	Ottens	Math. Office
Math. 9	Analytic Geometry	MTWTh	Ei. Hf. or Full Qr.	2-4	Mallory	Cranford 300
Math. 103	Theory of Equations	MTThF	Ei. Hf. or Full Qr.	2-4	Finley	Cranford 210
Mus. 1d	Sight Singing	MTWTh	Full Quarter	2	Opp	Kepler 12
Mus. 3	Harmony	MTW	Full Quarter	3	Thomas	Conservatory 6
Mus. 21	Modern History of Music	MTTh	Full Quarter	3	Cline	Conservatory 14
Nurs. Ed. 104	Methods of Supervision Applied to Nursing Education (Double period—11:00 and 1:00)	MTThF	2nd Half Quarter	4	Kandel	
P. E. 1	Clot and Athletic Dancing	MTTh	Ei. Hf. or Full Qr.	½-1	Cave	Gunter 107
P. E. 26	Beginning Swimming	TWThF	2nd Half Quarter	1	McRoberts	Pool
P. E. 27	Intermediate Swimming	TWThF	1st Half Quarter	1	McRoberts	Pool
P. E. 50	Theory of Playground Organization	TWThF	Full Quarter	2	Springer	Gunter 205

Time and Catalog No.	Descriptive Title of Course	Days	May Be Taken for Credit	Qr. Hrs.	Teacher	Suggested Room
Phys. 111	Physics of the Airplane and Automobile	MTWTh	Full Quarter	4	Herman	Crabbe 106
Pol. Sci. 152	International Relations	MTWTh	Full Quarter	4	Dickerson	Cranford 104
Sci. 100a	The Teaching of Science (June 19-30)	Daily	1st Half Quarter	1	Powers	Cranford 303
Soc. 120-202	Unit Course—Sociological Concepts and Theories (July 10-21)	Daily	1st Half Quarter	1	Eubank	Cranford 208
Soc. 120-220	Contemporary Religions	MTWTh	Ei. Hf. or Full Qr.	2-4	Wilson	Cranford 205
Soc. 135-285	Theories of Social Progress	TWThF	Ei. Hf. or Full Qr.	2-4	Blue	Cranford 207
Spanish 1, 2, 3	Elementary Spanish (Double period. First period at 8 o'clock compulsory)	Daily	Full Quarter	12	Mulroney	Office
<b>12:00-12:50</b>						
Ath. 50	First Aid	MTWTh	1st Half Quarter	2	Hancock	Gunter 103
Ath. 164	Speedball Coaching	MTWTh	1st Half Quarter	2	Doubenmier	
Ath. 172	Officiating and Management	MTWTh	1st Half Quarter	2	Brown	
Com. Ed. 36	Handwriting Methods	MTWTh	1st Half Quarter	1	Hinds	Gym
Com. Ed. 104-204	Education for Business: A Survey of Purposes and Institutions	MTWTh	1st Half Quarter	2	Lyon	Cranford 202 Cranford 207
Com. Ed. 105	The Teaching of Shorthand Transcription	MTWTh	1st Hf. or Full Qr.	2-4	Bedinger	Cranford 213
Ed. 5	Language Arts in Primary Grades	MTWTh	Ei. Hf. or Full Qr.	2-4	Dulin	Kepner 218
Ed. 105	School Discipline	MTWTh	1st Half Quarter	2	Foster	Cranford 210
Ed. 118	Guidance of Deans and Advisers of Girls	MTWTh	Ei. Hf. or Full Qr.	2-4	Wilson	Cranford 211
Ed. 132	A Recreational Program for Rural Schools	MTWTh	1st Half Quarter	2	Joy	Cranford 212
Ed. 136	History of Educ. in the United States	TWThF	Full Quarter	4	Mahan	Cranford 208
Ed. 160	The Pre-School	MTWTh	Ei. Hf. or Full Qr.	2-4	Lyford	Kepner 216
Ed. 166-266	High School Administration and Supervision	MTWTh	Ei. Hf. or Full Qr.	2-4	Prunty	Cranford 203
Ed. 206	Studies in Personality of Young Children	TWThF	Ei. Hf. or Full Qr.	2-4	Harrison	Kepner 210
Ed. 280	Graphic Methods of Presenting Facts	MTWTh	Ei. Hf. or Full Qr.	2-4	Bishop	Library 1
Eng. 15	Oral Interpretation of Literature	MTThF	1st Half Quarter	2	Tobey	Crabbe 305
Eng. 39	A Survey of English Literature (1625-1798)	MTThF	Full Quarter	4	Lindou	Crabbe 301
Eng. 112	Children's Theatre	MTThF	1st Half Quarter	2	Fatherson	Kepner 209
Eng. 125	Oral English in the High School	MTThF	2nd Half Quarter	2	Fatherson	Kepner 209
Eng. 140	Lyric Poetry	MTThF	2nd Half Quarter	2	Tobey	Crabbe 305

Time and Catalog No.	Descriptive Title of Course	Days	May Be Taken for Credit	Qr. Hrs.	Teacher	Suggested Room
For. Lang. 131	Teaching of Romance Languages	MTWTh	Full Quarter	4	Mulroney	Cranford 205
Geog. 197	Influence of Soil on Amer. History	MTThF	1st Half Quarter	2	Barker	Gunter 203
Geog. 198	Geography of Foods	MTThF	2nd Half Quarter	2	Barker	Gunter 203
Hist. 104	Western American History	MTWTh	El. Hf. or Full Qr.	2-4	Peake	Cranford 104
H. E. 10	Household Management	MT	Either Half Quarter	2	Pickett	Crabbe 207
H. E. 110	Household Management	Daily	Either Half Quarter	2	Pickett	Cottage
Hyg. 102	Materials and Meth. for Teaching Health	MTWTh	1st Half Quarter	2	Bryson	Gunter 201
Mus. 1c	Sight Singing	MTWTh	Full Quarter	2	Mohr	Kepner 12
Mus. 10	Methods of Teaching Music, Lower Grades	MTWTh	Full Quarter	4	Collins	Kepner 2
Mus. 107	Form Analysis	MTWTh	1st Half Quarter	2	Opp	Conservatory 6
Mus. 108	Advanced Form Analysis	MTWTh	2nd Half Quarter	2	Opp	Conservatory 6
P. E. 26	Beginning Swimming	TWThF	El. Hf. or Full Qr.	1	Springer	Pool
P. E. 135	History and Principles of Physical Education	MTWTh	Full Quarter	4	Cave	Gunter 205
<b>2:00-2:50</b>						
Ath. 2	Elementary Swimming	MTWTh	Either Half Quarter	1	Brown, Davis	Pool
Chem. 114-114b	Quantitative Analysis (Lab. by appt.)	MTWTh	El. Hf. or Full Qr.	2-4	Bowers	Cranford 2
Ed. 16	Campfire Girls' Leadership (Double period)	MTW	Either Half Quarter	2	Lee	Kepner 215
Ed. 223	Research in Education	MTWTh	Full Quarter	4	Whitney	Cranford 203
Eng. 126a	Methods in High School English (June 19-30)	Daily	1st Half Quarter	1	Thomas	Crabbe 305
H. E. 25	Cookery and Table Service for Homemakers (Double period)	MTWTh	1st Hf. or Full Qr.	2-4	Pickett	Crabbe 207
H. E. 201-202-203	Textile Economics I, II, III	MTWTh	Full Quarter	4	Roudebush	Crabbe 304
Nurs. Ed. 102b	Principles and Methods of Nursing Procedure (Double period—2:00 and 3:00)	MWF	1st Half Quarter	3	Kandel	Gunter 205
Nurs. Ed. 106	Home Hygiene and Care of the Sick (Double period—2:00 and 3:00)	TTh	Full Quarter	4	Rue	Library 1
P. E. 1a	Adv. Clog and Athletic Dancing	MTTh	1st Hf. or Full Qr.	1½-1	Cave	Gunter 107
P. E. 129	Coaching Methods	MTWTh	Full Quarter	2	Springer	Gunter 114

Time and Catalog No.	Descriptive Title of Course	Days	May Be Taken for Credit	Qr. Hrs.	Teacher	Suggested Room
<b>3:00-3:50</b>						
Chem. 131a	The Teaching of Chemistry	MTWTh	Ei. Hf. or Full Qr.	2-4	Bowers	Cranford 2
Eng. 126b	New Movements in English Teaching (June 19-30)	Daily	1st Half Quarter	1	Thomas	Crabbe 305
Mus. 43	Advanced Orchestra	MTWTh	Full Quarter	2	Opp	Kepner Gym
P. E. 19	Golf	MTTh	Ei. Hf. or Full Qr.	½-1	Springer	Gunter 107
Sci. 100b-200b	The Science Curriculum in Teachers Colleges (June 19-30)	Daily	1st Half Quarter	1	Powers	Cranford 300
<b>4:00-4:50</b>						
Mus. 44	Advanced Band	Daily	Full Quarter	2	Cline	Kepner Gym
P. E. 26	Beginning Swimming	MTWTh	1st Half Quarter	1	McRoberts	Pool
P. E. 27	Intermediate Swimming	MTWTh	2nd Half Quarter	1	McRoberts	Pool
<b>5:00-5:50</b>						
Mus. 101	College Chorus	TTh	Full Quarter	1	Mohr	Little Theatre
	Recreational Swimming for Men	MTWTh	Either Half Quarter	0	Brown, Davis	Pool







**COLORADO STATE TEACHERS COLLEGE  
BULLETIN**



**GRADUATE SCHOOL  
ANNOUNCEMENT**

**1933-34**

**GREELEY, COLORADO**

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GREELEY, COLORADO

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ANNOUNCEMENT

1933-1934

Published by the College  
GREELEY, COLORADO

## 1933—THE COLLEGE CALENDAR—1934

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The Summer Quarter, 1933, begins June 17 and ends August 26. First half, June 17-July 22—Second half, July 24-August 26.

1933

### SUMMER QUARTER

<i>June 17,</i>	<i>Saturday</i> .....	Registration
<i>June 19,</i>	<i>Monday</i> .....	Classes begin
<i>July 4,</i>	<i>Tuesday</i> .....	Independence Day (holiday)
<i>July 22,</i>	<i>Saturday</i> .....	First half ends (registration for second half quarter)
<i>July 24,</i>	<i>Monday</i> .....	Second half begins
<i>Aug. 26,</i>	<i>Saturday</i> .....	Summer convocation

### FALL QUARTER

<i>Sept. 21,</i>	<i>Thursday</i> .....	Freshman week begins; 10:30, Gunter Hall
<i>Sept. 25,</i>	<i>Monday</i> .....	Registration of freshmen
<i>Sept. 26,</i>	<i>Tuesday</i> .....	Registration of upper classmen
<i>Sept. 27,</i>	<i>Wednesday</i> .....	Classes begin
<i>Nov. 30,</i>	<i>Thursday, Friday</i> .....	Thanksgiving (holiday)
<i>Dec. 9,</i>	<i>Saturday</i> .....	Advance registration for winter quarter
<i>Dec. 14-15,</i>	<i>Thursday, Friday</i> .....	Final examinations
<i>Dec. 16,</i>	<i>Saturday</i> .....	Christmas vacation begins

1934

### WINTER QUARTER

<i>Jan. 1,</i>	<i>Monday</i> .....	Registration of new students; classes begin
<i>Mar. 10,</i>	<i>Saturday</i> .....	Advance registration for spring quarter
<i>Mar. 16-17,</i>	<i>Friday, Saturday</i> .....	Final examinations
<i>Mar. 18,</i>	<i>Sunday</i> .....	Spring vacation begins

### SPRING QUARTER

<i>Mar. 26,</i>	<i>Monday</i> .....	Registration of new students; classes begin
<i>May 4,</i>	<i>Friday</i> .....	Insignia Day
<i>May 30,</i>	<i>Wednesday</i> .....	Memorial Day (holiday)
<i>June 3,</i>	<i>Sunday</i> .....	Baccalaureate
<i>June 7-8,</i>	<i>Thursday, Friday</i> .....	Final examinations
<i>June 9,</i>	<i>Saturday</i> .....	Commencement



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ANNIE MARGARET MCCOWEN, A.B., B.S., A.M., Ph.D.	<i>Professor of Elementary Education</i>
PAUL MCKEE, A.B., A.M., Ph.D.	<i>Director of Teachers College Elementary School; Professor of Elementary Education</i>
FLORENCE MARGUERITE MEYER, A.B., A.M.	<i>Assistant Professor of Secondary English</i>
ESTELL ELGAR MOHR, B.S., A.M.	<i>Associate Professor of Public School Music</i>
GEORGIA ETHEL MOORE, B.S., A.M.	<i>Associate Professor of Art</i>
MARGARET MULRONEY, A.B., A.M., Ph.D.	<i>Professor of Foreign Languages</i>
VERA NEWBURN, B.S., M.S.	<i>Associate Professor of Home Economics</i>
ORA BROOKS PEAKE, A.B., A.M.	<i>Associate Professor of History</i>
KENNETH FREDERICK PERRY, A.B., A.M.	<i>Associate Professor of Industrial Education</i>
ETHEL BLANCHE PICKETT, B.S., A.M.	<i>Associate Professor of Home Economics</i>
PAULINE CRAIG POGUE, A.B., A.M.	<i>Assistant Professor of Secondary History</i>
LUCY LYNDE ROSENQUIST, B.S., Ph.B., A.M.,	<i>Associate Professor of Primary Education</i>
MARGARET MOORE ROUDEBUSH, Ph.B., A.B., M.S.	<i>Professor of Home Economics</i>
EARLE UNDERWOOD RUGG, A.B., A.M., Ph.D.	<i>Professor of Education</i>
EDITH MARIE SELBERG, A.B., A.M.	<i>Associate Professor of Junior High School Science</i>

CHARLES EDMUND STEWART, A.B., A.M.	<i>Associate Professor of Extra-Mural Education</i>
FLORENCE TENNEY, B.S., A.M.	<i>Instructor in Physical Education for Women</i>
FRANCES TOBEY, B.S., A.B., A.M.	<i>Professor of English</i>
ARCHIE LOYD THRELKELD, B.S., A.M., LL.D.	<i>Professor of Extra-Mural Education</i>
OLIVER LEONARD TROXEL, B.S., A.M., Ph.D.	<i>Professor of Education</i>
FLOSS ANN TURNER, Ph.B., A.M.	<i>Associate Professor of Primary Education</i>
SUSAN HART VAN METER, B.S., A.M.	<i>Associate Professor of Elementary Education</i>
EDWARD VON DEN STEINEN, M.D.	<i>Medical Adviser of Men; Professor of Physical Education for Men</i>
WALLACE THEODORE WAIT, B.S., A.M., Ph.D.	<i>Professor of Educational Psychology</i>
LEE ROY WEST, B.S., A.M.	<i>Assistant Professor of Geography</i>
FREDERICK LAMSON WHITNEY, Ed.B., Ph.B., A.M., Ph.D.	<i>Director of the Graduate School; Professor of Education</i>
EDITH GALE WIEBKING, A.B., A.M.	<i>Associate Dean of Women; Associate Professor of Home Economics</i>
GRACE HANNAH WILSON, A.B., A.M., Ph.D.	<i>Dean of Women; Professor of Education</i>
WILLIAM LAWRENCE WRINKLE, A.B., A.M., Ph.D.	<i>Director of Teachers College Secondary School; Professor of Secondary Education</i>
ARTHUR FRANKLIN ZIMMERMAN, A.B., A.M., B.D., Ph.D.	<i>College Chaplain; Professor of History</i>

## SPECIAL FACULTY AND GENERAL LECTURERS

SUMMER QUARTER, 1933

- DR. LEWIS M. TERMAN, Stanford University. Courses in Education.
- DR. BEN D. WOOD, Columbia University. Courses in Education.
- DR. ALONZO F. MYERS, New York University. Courses in Education.
- DR. S. R. POWERS, Teachers College, Columbia University. Courses in Biology.
- DR. CHARLES SWAIN THOMAS, Harvard University. Courses in English and Literature.
- DR. EARLE EUBANK, University of Cincinnati. Courses in Sociology.
- DR. WILLIAM TRUFANT FOSTER, Director of Pollak Foundation for Economic Research, Newton, Massachusetts. Lecturer.
- DR. PAYSON J. TREAT, Stanford University. Courses in History and Political Science.
- DR. EDWARD HOWARD GRIGGS, Croton-on-Hudson, New York. Lecturer.
- DR. LEVERETT S. LYON, The Brookings Institution, Washington, D. C. Courses in Commercial Education.
- DR. EVELYN NEWMAN, Rollins College, Winter Park, Florida. Courses in English and Sociology.
- DR. GEORGE EARLE RAIGUEL, Philadelphia. Lecturer.
- DR. ROLLO G. REYNOLDS, Teachers College, Columbia University. Courses in Education.
- DR. EVERETT SACKETT, Director of Research, Balboa Heights, Canal Zone. Courses in Education.
- DR. ELDA R. WALKER, University of Nebraska. Courses in Biology.
- MISS LILLIAN WEYL, Director of Art Education, Kansas City, Missouri. Courses in Art.
- MR. G. C. MANN, Director of Vocational Education, Berkeley, California. Courses in Industrial Education.



- DR. MERLE PRUNTY, Superintendent of Schools, Tulsa, Oklahoma. Courses in Education.
- MISS AUGUSTA PATTON, Yale University School of Nursing. Courses in Nursing Education.
- MISS ELMA A. NEAL, Assistant Superintendent of Schools, San Antonio, Texas. Courses in Education.
- MR. CLARK M. FRASIER, Director of Training Schools, Cheney, Washington. Courses in Education.
- MR. I. E. STUTSMAN, Superintendent of Schools, Greeley, Colorado.
- MR. ROY J. WASSON, Assistant Superintendent of Schools, Colorado Springs, Colorado. Courses in Education.
- MR. BERNARD M. JOY, Denver, Colorado. Courses in Education.
- MISS MABEL RUE, Indianapolis, Indiana. Courses in Nursing Education.
- DR. LOWRY S. HOWARD, President, Menlo and Junior College.
- MR. I. D. PAYNE, Director of Training Schools, Arizona State Teachers College, Tempe, Arizona.
- MR. ALLEN P. BURKHARDT, Superintendent of Schools, Norfolk, Nebraska.



# THE GRADUATE SCHOOL

## LOCATION

Colorado State Teachers College is located in Greeley, Colorado, fifty-five miles north of Denver, Greeley is a city of 12,203 population and is surrounded by the largest area of fertile irrigated land in the United States. It is located on the Union Pacific and the Colorado & Southern railroads. The city is connected with Denver by a concrete pavement, and a splendid surfaced highway leads to the beautiful Estes Park region. The train schedule and two well-established bus lines give frequent service to Denver and intermediate points. Greeley has an elevation of 4648 feet and commands a view of the rugged Rockies for a stretch of over one hundred twenty-five miles. It is a city of modest but nicely kept homes. The main thoroughfares are paved, and its wide spacious streets in the residential district are lined with rows of magnificent trees. The elevation, mild climate, and nearness to the mountains make it a healthful and pleasant place in which to live and to study.

## HISTORICAL

Colorado State Teachers College was established as the State Normal School of Colorado by act of the legislature in 1889. The first school year began October 6, 1890. In 1911 the institution was raised to the rank of a college, and its name changed to the State Teachers College of Colorado. Since the school's organization as a college, the administration has centered on one purpose only as the function of the school. That objective is to make it a teacher-education institution of the first rank. Its courses are organized and its requirements made with the object of giving the best academic and professional preparation possible to prospective teachers. Students with different objectives are frankly advised to attend other institutions better suited to their needs.

## THE PLANT

The physical plant consists of sixteen attractive buildings designated as follows: Cranford Hall, which is the administration building; The Library, Kepner Hall, Guggenheim Hall, Crabbe Hall, Gunter Hall, The Conservatory of Music, The Home Economics Practice House, The Student Club House, The Faculty Club, and The President's Residence, together with a new heating plant of modern construction. In addition, Belford Hall, Decker Hall, and Gordon Hall are women's dormitories; and Hays Hall and Hadden Hall, two blocks east of the campus, are men's dormitories.

Aside from the dormitories and clubhouses, each building is provided with comfortable classrooms and laboratories.

Surrounding the buildings is a beautiful campus of sixty-five and one-half acres. It is covered with trees and a splendidly kept lawn and is dotted here and there with shrubs and flowers.

Jackson Field, the athletic ground, is located two blocks east of the main campus. It consists of about twenty-five acres and is equipped with a baseball diamond, field track, and a sodded football ground. The latter is provided with a large stadium. Jackson Field is landscaped with lawns, shrubbery, and trees.

### DORMITORIES

Accommodations in the women's dormitories during the regular year are limited to freshman students. However, during the summer quarter these halls are open to both undergraduate and graduate women. Double rooms rent for from \$26.00 to \$28.00 each person for a quarter. All bedding must be furnished by the student. Applications for rooms in advance must be accompanied by a deposit of \$7.00. Rooms are rented only by the half or full quarter.

Hays Hall and Hadden Hall are open to both undergraduate and graduate men at all times. Both dormitories are equipped with dining rooms where substantial meals are served. The price for room and meals is \$70.00 for the summer quarter. Students who make application for accommodations in either of these dormitories must make a deposit of \$10.00 in advance. All rooms must be rented by the quarter. Deposit should be sent to the dean of men. The college furnishes all bed linen and one blanket.

### THE COLLEGE ELEMENTARY AND SECONDARY SCHOOLS

The laboratory schools of the college comprise a complete elementary and secondary school system from the pre-school and kindergarten to the twelfth year inclusive. The building is equipped with the most modern furniture and apparatus for teaching. The science laboratories, auditorium, gymnasium, and library represent the best available.

Graduate students especially interested in the supervision of student teaching will find excellent opportunities and facilities for systematic courses in supervision of student teachers under the guidance of expert instructors. For this work, the college elementary and secondary schools provide an excellent teaching, testing, and research laboratory.

There is a real demand for professionally equipped supervisors of student teaching who have a master's degree. To help meet this demand, Colorado State Teachers College is offering a year of graduate work in this type of supervision.

Graduate students interested in rural education will find excellent opportunities for research work in the extra-mural student teaching centers.

### LIBRARY

The library contains 73,500 volumes, a large illustrative picture collection, and several thousand pamphlets. The building has two floors, both of which are used for library purposes. The main floor is a reading and general reference room, where are shelved many of the bound

periodical and reference books. On this floor, also, are kept reserved books, which are for special use within the building. The basement floor contains the general book collection stacks, government publications, and unbound volumes of magazines. The volumes in the library have been selected with special reference to the needs of students in education, for teachers, and for educational research work. An especially equipped section of the library is reserved for the exclusive use of graduate students.

#### GRADUATE SEMINAR AND RESEARCH OFFICE

Adjacent to the director's office in Cranford Hall a large study room is provided for the use of graduate students. Here the secretary and the research assistant are ready to give aid whenever necessary. Much valuable reference and research material will be found on the shelves, as well as machines for calculation and typing.

#### MUSEUM OF NATURAL HISTORY

The museum of natural history in Cranford Hall has been built up so far as possible as an aid in the education of teachers of science. It includes more than one thousand birds. Many of these are Colorado species. Specimens of many mammals, both beneficial and harmful, add to the interest and usefulness of the museum as an aid in teaching of science. Habitat studies are being added and should prove to be an attractive feature. The museum presents an opportunity for teachers to become familiar with the fauna of the region. This cannot be done out of doors without miles of travel and hours, sometimes days, lying in concealment in order to see even a single specie.

#### STENOGRAPHIC BUREAU

The college maintains a stenographic bureau in Cranford Hall for the convenience of graduate students. This bureau furnishes the supplies and prepares typewritten copies of term papers, term outlines, and theses. The charge for such service is very reasonable, consisting usually of the cost of the supplies and the stenographer's time. The bureau, however, does not obligate itself to take care of all the work which may be turned in near the close of the quarter.

#### THE COLLEGE PLACEMENT BUREAU

The college maintains a Placement Bureau to assist students in finding professional work. An effort is made to place candidates in situations where their preparation and abilities may be used to the best possible advantage. This careful adjustment of individual to position tends to increase the probability of professional success. The placement year ends on October 15 of each year, and an enrollment fee of \$4.00 is charged by the Placement Bureau. Students registering between October 15 and February 15 are enrolled for an annual fee of \$3.00. This reduced fee is an inducement for students to enroll at a time when the bureau is best able to take care of the clerical work involved in assembling credentials.

THE LIBRARY

COLORADO STATE COLLEGE OF EDUCATION

GREELEY, COLORADO

## THE STUDENT EMPLOYMENT BUREAU

The offices of the dean of men and the dean of women maintain an Employment Bureau for the benefit of students who find it necessary to obtain part-time work while in college. As a rule, it is advisable for the student to apply to the bureau in person rather than to seek aid by correspondence. More effectual aid can be given when the student is personally known, and it is seldom advisable for the bureau to make promises to students who are not on the campus at the time. Students who need work are invited to consult the Employment Bureau at any time regarding their employment problems.

In arranging for outside work for pay, the student must remember that his study and research duties in the Graduate School will necessarily require a proportion of his time and energy which will make it impossible to engage in other activities to any large extent. Academic work leading to a higher degree is intensive and on a higher level of intellectual endeavor than is undergraduate work.

## RECREATIONAL AND SCENIC TOURS

While the prime object of the graduate student is study and research, no student can work all of the time. The harder he applies himself, the greater his need for rest and relaxation. In order, then, to accommodate students who wish to combine recreation with study, the college will conduct special tours on several week-ends during the summer session. These trips require from one to three days depending upon the points visited, and cover from one hundred to three hundred miles. They are run on a non-profit basis insofar as the college is concerned and offer the student an excellent opportunity to visit America's most beautiful playground at an exceptionally low cost.

Among the many interesting places visited by the large sight-seeing cars are Grand Lake, Echo Lake and Mount Evans, Estes Park, Lookout Mountain and Buffalo Bill's Grave, Devil's Gulch, Long's Peak, Pike's Peak and the Colorado Springs region, the Garden of the Gods, Cheyenne Frontier Days celebration, and the Denver mountain parks. Special fishing, hunting, and mountain climbing excursions are easily arranged.

## HEALTH SERVICE

A thorough health examination is required of each student as soon as possible after registration and thereafter once each year. Matriculation is not completed until this examination has been made and recorded, and students are not graduated unless the examinations are attended to regularly and promptly. The medical advisers for men or for women keep regular office hours in Gunter Hall for free consultation concerning personal health problems. These examinations and conferences have for their purpose the prevention of illness and the promotion of the vigorous health of students.

## FELLOWSHIPS AND SCHOLARSHIPS

## TEACHING FELLOWSHIPS

A number of graduate teaching and research fellowships are available. Each carries a stipend of \$450.00 paid in nine equal installments. Fellows are required to teach at least six hours per week, and may not register for more than twelve hours of courses a quarter. Application for these fellowships should be made to the vice-president of the college and should be accompanied by such credentials and references as the student may wish to submit.

## BOARD OF TRUSTEES SCHOLARSHIP

Two of these scholarships are open each year and are known as the "State Superintendent of Public Instruction Scholarships." Each covers the *regular college fee* for one year of graduate work. Application for these should also be made to the vice-president of the college.

## LOAN FUNDS

The college administers numerous loan funds which are open to graduate students. At present, the total aggregate of these is over \$22,000. They are designed to assist worthy, promising students who for various unexpected causes find themselves without sufficient funds to continue their work.

Applications for loans are made to the treasurer of the college, who investigates the need of each applicant carefully. To obtain a loan, the record of each student must show that he is worthy and that he will be in a position to repay the loan within a reasonable time.

## HONORARY EDUCATIONAL FRATERNITIES

## PHI DELTA KAPPA

This is a national, honorary, professional fraternity open to men from all departments who plan to pursue any phase of education. The chapter at Colorado State Teachers College was the thirty-seventh to be established and is the first charter granted to a state teachers college. Membership is by invitation to those who possess the requisite qualifications.

## KAPPA DELTA PI

Kappa Delta Pi is a national, honorary, educational fraternity open by invitation to both men and women. The eighth chapter to be organized is located at Greeley and it, also, represents the first charter granted to a state teachers college.

## SIGMA PI LAMBDA

Sigma Pi Lambda is an honorary educational fraternity open to senior college and graduate women. Membership is by invitation to those who meet certain scholastic and character qualifications.

## OTHER FRATERNITIES

In addition to these more general honorary fraternities, several departments have chapters of national fraternities in their respective fields. These are open by invitation to both graduate and undergraduate students.

## HISTORY AND ORGANIZATION OF THE GRADUATE SCHOOL

By authority of the Board of Trustees provision for graduate work at Colorado State Teachers College was made in the spring of 1913. At the beginning of the summer quarter of that year classes were organized, and graduate study began under the direction of a special committee. At that time the college had a small number of resident graduates, who took advantage of the new offerings and thus constituted the first graduate class.

The first degrees were conferred in 1914, when there were two candidates. During the year 1931-32, 114 candidates received the degree of Master of Arts.

The aim of this new organization was advanced study beyond the Bachelor of Arts degree and work leading to the Master of Arts degree. The general requirements were one year of study in residence in advance of the work required for the Bachelor of Arts degree, and research culminating in a written report on some vital problem in education.

Under the leadership of different men who served both as the head of the Department of Education and dean of the Graduate School, the work continued under much the same plan until the present administration. For two years thereafter, it was administered through a cooperative policy between the Department of Educational Research and the heads of the other departments. In 1926, the graduate work was placed under the direction of a Graduate Council consisting of seven members appointed by the president, together with the president and vice-president as members ex-officio.

In the course of three years, the rapidly increasing number of graduate students together with the additional work entailed demanded a different type of administrative organization.

Beginning with the summer quarter of 1930, all graduate work was organized under the the present plan. The Graduate School is a separate and distinct administrative unit of the college. The legislative and advisory functions of the school are vested in the Graduate Council appointed by the president of the college. The executive functions are exercised by an administrative officer designated as the director of the Graduate School.

Work leading to the degree of Doctor of Philosophy is offered in the Department of Education.

## PURPOSE OF THE GRADUATE SCHOOL

The purpose of the Graduate School is to increase the candidate's efficiency as a teacher and an independent worker in the field of education. To achieve these ends, three main phases of his education are emphasized: (1) To give the candidate a better background of academic information in his major and related fields; (2) to enlarge his knowledge in the professional field of education and educational psychology to the end that he may better understand the learner's mind, the laws of growth, and the means to be employed in personal development; (3) to acquaint



the student with the elements of research method and technic in order to give him some degree of facility in recognizing, attacking, and solving problems similar to those that will later confront him in his professional life.

### DEGREE OF MASTER OF ARTS

On this level the Graduate School recognizes two classes of graduate students: (1) Regular students who wish to enter and become candidates for the degree, Master of Arts, or to increase their value as educators without earning a higher degree; (2) special students, who having taken a bachelor's degree, wish to broaden their education without reference to teaching as a profession.

#### ADMISSION

Application for admission to the Graduate School for either of the purposes named above shall be made to the registrar of the college. Formal blanks for this purpose will be furnished by his office.

The requirements for admission:

1. The degree, Bachelor of Arts, Philosophy, Science, or other four-year degree from a reputable institution authorized by law to confer these degrees and approved by this institution.
2. All undergraduate students in Colorado State Teachers College who are within four hours of meeting the requirements for the Bachelor of Arts degree may be admitted to the Graduate School, provided they carry twelve hours of graduate work.
3. Official credentials to be filed with the registrar giving:
  - a. A record of high school work,
  - b. transcript of undergraduate college or university grades. Students, if possible, should present these credentials two months before entrance. If the required credentials have not been filed previously with the registrar, the student's registration will be considered tentative until this requirement is met.

Excess undergraduate work taken in Colorado State Teachers College may be applied toward the Master of Arts degree, provided the student files with the registrar, prior to the time the work is done, a statement from the director of the Graduate School granting him the privilege to do this. Such credit will be granted only to students who in their fourth year do not need all of their time for the completion of their undergraduate work. The graduate class card (pink) must be used by students who wish credit for courses taken under this provision.

A student must take at least one course of graduate rank to be enrolled as a graduate student. Otherwise his status will be that of an undergraduate student.

After being admitted, all students who expect to become candidates for the Master of Arts degree must consult the director of the Graduate School for the purpose of the appointment of a major professor.

The student's first quarter in the Graduate School is considered to be a test of his ability to do acceptable graduate work. Any student whose record or personal qualifications at the end of the first quarter are unsatisfactory will not be admitted to candidacy for the degree.

Admission to the Graduate School *does not guarantee admission to candidacy* for the Master of Arts degree.

#### GRADUATE STUDY

1. Students entering the Graduate School should realize that their status is different from that of the undergraduate. As administrative machinery cannot be wholly dispensed with, minimum requirements must be made. However, the aim of the graduate student should not be to meet requirements primarily. He should see in his graduate experience the opportunity to enlarge his knowledge and make himself an *independent* worker in his chosen field of endeavor. To realize these ends, his interest and effort should carry him beyond the bounds of mere requirements. His achievement should be limited only by the time, energy, and ability at his command.

2. That segment of the college curriculum in which the student elects to do the greater part of his work is designated as his major department. While no definite credit hour regulations as to majors and minors are set, nevertheless, the graduate student's efforts should not be scattered and unrelated. Narrow specialization within a single field in most cases is not advised, but the candidate's work should be characterized by a certain definiteness and unity. To this end the student and his major professor are expected at the outset to formulate a tentative three-quarter program of articulate courses to be approved by the director of the Graduate School.

3. No graduate credit will be given for courses numbered under 100, or for scattered and unrelated courses.

4. All approved courses numbered 100 require additional work for graduate credit. This additional work must be arranged for with the instructor at the beginning of the quarter and shall consist of requirements such as special reports, term papers, or original research which will need at least fifteen hours of extra work in four hour courses.

5. Fellows are required to reduce their student load in proportion to the amount of assistance given the college.

6. Sixteen quarter hours are recognized as constituting a full program for the graduate student. However, if his classification tests are sufficiently high, on the recommendation of his major professor, he may be permitted by the director of the Graduate School to carry seventeen or eighteen hours. Research upon the thesis must be included within the limit stated.

7. Not more than one-half (twenty-four quarter hours) of the student's graduate credit shall fall below the grade of "B". Otherwise, he will be required to do additional work to complete the requirement for the degree. No graduate credit will be given for a grade of "D".

8. Graduate students will not be permitted to engage in more than one extra-curricular activity a quarter and then only when they reach a fifty percentile rank on the intelligence test and have made an average of "B" or more in their course work. Extra-curricular activities shall be construed to include athletics, debates, oratory, dramatics, student publications, student participation in government, the Boosters Club, and similar organizations.

#### SPECIAL STUDENTS

Special students must meet all graduate requirements of each course for which they register. If they should decide later to become candidates for an advanced degree, they must meet all the requirements in the field of their chosen major.

Courses taken under the status of a special student may not be counted toward the master's degree unless they be approved by the director of the Graduate School on the recommendation of the student's major professor at the time of admission to candidacy.

#### ADMISSION TO CANDIDACY

1. Not later than the tenth week of the student's first quarter, application for admission to candidacy should be made to the registrar of the college. Formal blanks will be furnished by his office.

2. As soon as practicable, after grade reports for the first quarter's work are in the hands of the registrar and the student's application is filled out in satisfactory form, he will be considered for admission to candidacy by the director of the Graduate School.

3. Before a student can be admitted to candidacy, he must meet the following requirements:

a. He must have demonstrated his ability to do a high grade of work in his field of specialization and must have shown promise of ability to do research.

b. The average of his first quarter's grades must be above the mean grade of "C".

c. He must have given evidence to the director of student teaching of his ability to teach. This may have been done in either of the following ways:

(1) Successful teaching experience; (2) successful student teaching.

d. He must have established satisfactory classification test scores during the first quarter of his graduate work.

e. He must have demonstrated to his major professor during his first week of graduate work a proficiency in organizing and expressing thought in writing. This may be done in one of three ways.

(1) Writing, in form suitable for publication in an educational magazine, an article based on the report of a Colorado State Teachers College master's study in the student's major field of interest,

- (2) Writing, in form suitable for publication in an educational magazine, an article based on a subject or problem of his own on which he has objective data to work,
- (3) Writing his educational history in the presence of the major professor. This should be sufficiently extensive to require one to two hours of time.

If the student by any of the above tests is found to be deficient in the use of written English, he will be required to take English 110 during his first quarter of graduate work.

- f. He must have shown his personal fitness to become a candidate.
  - g. The student's major professor must have filed with the registrar a statement endorsing the student for admission to candidacy and giving the subject of his thesis. Blanks for this purpose will be furnished by the registrar's office.
4. A candidate may be required by his major professor or the director of the Graduate School to pass either a written or an oral preliminary examination before he is admitted to candidacy.

#### AD INTERIM WORK ON THE MASTER'S RESEARCH PROBLEM

Data for a thesis study may be collected in absentia without credit, if approved in advance by the student's major professor. The report, however, must be written while the student is in residence.

#### TIME LIMIT FOR DEGREE

There are two main types of residence work—that carried on during the regular academic year (fall, winter, and spring quarters) and that carried on entirely in the summer quarter. Continuous, systematic study so far as is possible in either case is very essential. Hence the following regulations are made:

1. Students entering upon graduate work during any one of the regular academic quarters (fall, winter, or spring) must complete and have approved by the Graduate Council all graduate work including the thesis within two years from the time graduate work is begun, or additional requirements may be made by the Graduate Council.
2. Students who restrict their graduate work entirely to summer quarters must complete and have approved by the Graduate Council all work including the thesis within five summer quarters, or additional requirements may be made by the Graduate Council.

#### REQUIREMENTS FOR THE DEGREE

1. Beyond the four year undergraduate course, the student working for the degree Master of Arts must earn graduate credits amounting to forty-eight quarter hours. Three quarters of work in residence are required, but one quarter of approved graduate work may be transferred from another institution, provided such institution itself grants graduate degrees; or sixteen hours of approved graduate work may be done in

extra-mural group classes conducted by instructors approved by the director of the Graduate School. In no case shall these provisions reduce the two full quarters of work (thirty-two hours) required to be done on the campus.

2. Research culminating in the writing of a thesis upon some selected problem shall be an integral part of the work required for the degree. A maximum of ten hours credit may be granted for the completion of this research project.

3. Every student must register for the course numbered 223, the introductory research seminar course, during his first full quarter of regular graduate work.

4. The student must have at least sixty-four quarter hours of undergraduate and graduate work in his major or closely related subjects.

5. He must have not less than thirty-two hours of undergraduate and graduate professional work in Education and related fields, such as Educational Sociology and Educational Biology. If the candidate majors in Education, sixty-four quarter hours will be required; but only work in Education will be accepted for such undergraduate and graduate work.

6. Before final approval for the degree, the student may be held for an examination by the student's major professor assisted by the director of the Graduate School.

7. The Master of Arts degree will not be conferred upon students who meet their residence requirements by attending summer sessions only until twelve months after the date upon which the student was admitted to candidacy for the Master of Arts degree.

8. The Master of Arts degree shall be granted only by vote of the Graduate Council.

#### THESIS

1. When the subject of the research project has been decided upon, the student's major professor shall notify the director of the Graduate School in writing, giving both the name of the student and the subject of the investigation. The director shall then appoint a member of the graduate faculty to act as an advisory professor. The major professor and the advisory professor shall constitute a Thesis Advisory Committee. The advisory member shall have official relation to the major professor alone and not to the student.

The major professor shall, after consultation with the advisory professor, approve the whole plan of procedure as outlined in the agenda; and they both shall constitute a reviewing committee for the report in its final form.

2. Each student must furnish adequate evidence to his major professor that he possesses the necessary skills to carry his research through to a satisfactory conclusion and to present it in acceptable written form. This requirement has reference especially to a knowledge of research methods, such as experimental and statistical technics, and a command of written English. Courses to take care of any deficiencies discovered should be taken as early in the graduate year as possible.

3. At least four weeks before the date upon which the degree is to be conferred two copies of the student's research report shall be filed with the major professor for examination and criticism by the Thesis Advisory Committee.

4. At least two weeks before the date on which the degree is to be conferred the complete thesis report in final form must be approved. Two copies, properly signed by both major and advisory professors, are filed with the director of the Graduate School for his signature. One of these must be an original copy. For the purpose of binding, all copies (including two for the library) are deposited with the business agent of the college after paying to the college treasurer \$1.00 per copy binding fee.

5. One week before graduation date four brief typewritten abstracts of the thesis must be filed, one with the student's major professor, one for the student's file in the graduate office, and two with the director of the Graduate School to be bound with the copies of the report prepared for the library.

6. The thesis must conform to definite standards. It must be typewritten on paper of good quality, size 8½x11 inches, and be properly bound. The arrangement of the title page is as follows:

## COLORADO STATE TEACHERS COLLEGE

Title of Report

A Thesis Submitted in Partial Fulfillment of the  
Requirements for the Degree of

Master of Arts

by

(Student's Name)

(Title of Major Department)

Date

7. The form of the approval sheet shall be as follows:

Approved by:

Major Professor .....

Department .....

Advisory Professor .....

Department .....

Director of the Graduate School .....

## THE DEGREE OF DOCTOR OF PHILOSOPHY

A tentative plan has been developed for the granting of the degree of Doctor of Philosophy in the Department of Education.

Since 1927, a few exceptionally well-qualified administrators and teachers in the field have been admitted to candidacy for the doctor's degree. But the policy of the college is still in the formative stage. The

above mentioned candidates have been encouraged by the Education Department as a result of their excellent qualifications for advanced graduate work.

General standards for this degree have been tentatively established by the Graduate Council:

1. The candidate must complete the equivalent of two years of graduate work above the master's degree.

2. Major emphasis is placed upon practical research carried on by the candidate in the field. In fact, research of this nature is stressed as the significant feature of the doctor's degree in Colorado State Teachers College. All of the candidate's work is designed to give him specific help through courses and field studies in improving public education while he is in service. Instead of the conventional dissertation, two or three related field studies are required at the option of the candidate's major professor. For each field study, the candidate registers each quarter of a school year (fall, winter, and spring) in a research field course. For the research, a maximum of thirty-six quarter hours of credit may be earned. The report of each field study must be published in acceptable summary form before credit is granted for it. In no case will the degree be conferred in less than three years from the date of admission to work for the doctor's degree.

3. Residence work is required in the summer quarters while the candidate is free from his administrative or teaching duties to pursue course work. During the summer quarters the candidate completes his course work and secures help from his major professor on his field studies.

The Graduate Council will not permit any candidate for the doctor's degree to do graduate residence work during the regular academic year (fall, winter, and spring quarters).

4. The Graduate Council may approve residence graduate work in other graduate schools, particularly where special course work may be pursued.

5. The candidacy of each student thus far has been treated as an individual case. Only superior students who have successful records as administrators or teachers will be considered by the council for admission to candidacy for the doctor's degree. For students without previous graduate work in Colorado State Teachers College, the council will require at least one quarter of graduate work before such students will be considered for candidacy. This requirement is necessary in order to secure personal evaluation of the qualifications of the student for admission to candidacy.

6. Graduate students working for the doctor's degree will be required early in their first quarter to take thorough classification tests.

7. The doctor's degree will be conferred only after approval of the candidate on his work by vote of the Graduate Council.

## ADMISSION

Application for admission to the Graduate School as a prospective candidate for this degree must be made to the director of the Graduate School. Formal blanks for this purpose will be furnished by his office.

The requirements for admission:

1. Both the bachelor's and the master's degrees, or their equivalent, from an approved institution authorized by law to confer these degrees.
2. Official credentials to be filed with the registrar, giving:
  - a. Transcript of undergraduate college or university work,
  - b. Transcript of graduate college or university work.
3. Students if possible should present these credentials two months before entrance. If the required credentials have not been filed previously with the registrar, the student's registration will be considered tentative until this requirement is met.

Admission to the Graduate School *does not guarantee admission to candidacy* for the degree of Doctor of Philosophy.

## PROCEDURE TO BE FOLLOWED AFTER ADMISSION TO THE GRADUATE SCHOOL

1. Upon entering the Graduate School for work leading to the doctorate the student will first confer with the director of the Graduate School, who will appoint a member of the graduate faculty to serve as the student's major professor. This major professor is to have general supervision of the student's entire work and is to be held responsible for the student's meeting the requirements for the degree.
2. The student will then confer with the major professor. The purpose of such conference shall be:
  - a. To outline a tentative program of courses to be undertaken by the student,
  - b. To determine the fields in which the research studies are to be undertaken.
3. The student will then confer with each research professor to determine the specific problems to be investigated as the research studies. In the case of each problem, the research professor shall have entire executive charge of the investigation to be made under his direction.

## EXAMINATIONS

The Graduate Council on the recommendation of the candidate's major professor will conduct the following examinations:

1. At the end of the first summer of residence, qualifying written examinations for purposes of guidance in preparing the candidate's program of course work.
2. Not later than the end of the second summer, or following the completion of the candidate's first field study, a general oral



examination to determine whether the candidate shall be admitted to candidacy for the doctor's degree.

3. An oral examination on each field study.
4. A final examination may be held in the last quarter of work prior to granting the doctor's degree.

ADMISSION TO CANDIDACY

1. The candidate must have passed satisfactorily the qualifying examinations.
2. The student's major professor and the director of the Graduate School must have ascertained his fitness for candidacy in terms of the following requirements:
  - a. The candidate must have demonstrated his ability to do a superior grade of work in his field of specialization, and must have shown through the completion of his first field study promise of ability to do independent research,
  - b. He must have submitted evidence of his professional ability and fitness for candidacy for the doctor's degree,
  - c. He must have established satisfactory classification test scores,
  - d. He must have demonstrated a proficiency in organizing and expressing thought in writing.
3. No candidate will be considered who is not at the time of his admission actually holding an administrative or teaching position in the field.

LIFE CERTIFICATE

All graduate degrees entitle the holder to a life certificate to teach in the state of Colorado. These certificates are accepted, also, without question by practically all other state departments of education.

COURSES NOT TAUGHT BY MEMBERS OF THE GRADUATE FACULTY

Certain theory and skill courses numbered 100 or above in special departments such as Industrial Education and Physical Education for Men taught by instructors who are not regular members of the graduate faculty may be accepted for graduate credit with the consent of the student's major professor and the director of the Graduate School, provided the student is majoring or minoring in these fields.

AUDITORS

Graduate students carrying a full program may, with the consent of their major professor, audit one class without extra fee.

EXTENSION WORK

No graduate credit is given for correspondence work.

With the approval of the director of the Graduate School, a maximum of sixteen hours of graduate credit may be earned by completing graduate

courses offered in extension classes. In order to register for graduate credit in extra-mural classes, the following procedure must be observed.

1. The student shall file with the registrar proof of having received a bachelor's degree from a reputable institution, together with a transcript of his work in such institution and the preparatory credits upon which he was originally admitted.

2. The director of the Graduate School may not approve an extra-mural course for graduate credit unless the instructor holds a master's or doctor's degree with minimum specialized training as follows:

- a. Thirty-two quarter hours in education,
- b. Forty-five quarter hours in the special field in which he wishes to teach.

3. Not more than six quarter hours of credit may be earned by study in extension classes until the student has been admitted to candidacy for the master's degree. Graduate credit earned before admission to candidacy will be recorded but not validated until admission to candidacy has been completed. On the basis of his residence record, credit for extra-mural work will be subject to revision.

4. A student may not be admitted to candidacy until after sixteen quarter hours have been completed in residence study.

5. Extra-mural students expecting to become candidates for the master's degree should plan their program for their entire master's degree work with their major professor before enrolling for the second extra-mural course.

6. A graduate student enrolled in an extension course numbered below 200 must prepare, under the direction of the instructor, a special paper dealing with some phase of the course. This paper must be of such a standard that for each quarter hour of credit a minimum of four clock hours will be required in preparation. For illustration, a course carrying four quarter hours of credit will require a special paper which will occupy the student, in the judgment of the instructor, a minimum of sixteen clock hours in preparation period. At the conclusion of the course, the instructor must send his paper to the director of the Extension Department for filing in order that it may be available for inspection by the student's major professor.

#### THE COLLEGE YEAR

The school year is divided into four quarters, designated as the fall, winter, spring, and summer quarters. The work of the summer quarter is on a par with that done during the regular year in respect to both quantity and quality. Because of the large enrollment, very few members of the resident teaching staff take their leaves of absence during the summer quarter. Moreover, the regular faculty is always supplemented by a large number of visiting instructors.

#### FEEES

##### MATRICULATION—

\$5.00 is paid by all students entering the college for the first time. It is paid but once by the student and cannot be refunded.

## QUARTERLY FEES—FALL, WINTER, AND SPRING QUARTERS

Incidental .....	\$15.00
Health service .....	1.00

Student Association—\$5.00—

Must be paid by all students taking more than four hours of work.

Non-residence—\$5.00—

Paid quarterly by students who are not residents of Colorado. To establish residence in Colorado, one must live in the state for one year with the intention of making it his permanent residence.

## QUARTERLY FEES—SUMMER QUARTER

Incidental—

Full Quarter .....	\$32.00
Half Quarter .....	16.00
Library Fee .....	2.00

Non-Residence Fee—

Full Quarter .....	\$5.00
Half Quarter .....	2.50

Laboratory fees to be added to above

## FEES FOR LESS THAN A FULL PROGRAM OF SIXTEEN HOURS

Laboratory, non-residence, and library fees, as listed above to be added to the following.

1 or 2	Quarter Hours	\$5.00
3	Quarter Hours	\$7.50
4	Quarter Hours	\$10.00
5, 6, 7, 8	Quarter Hours	\$16.00
9	Quarter Hours	\$16.00
	(If taken during one-half)	
9	Quarter Hours	\$20.00
	(If taken during whole quarter)	
10 or 11	Quarter Hours	\$25.00

Twelve hours or above is considered a full program and carries the regular fees.

## LIVING EXPENSES

Living expenses for graduate students are as reasonable as is compatible with health, congenial surroundings, and comfort. Single rooms rent for from \$36.00 to \$42.00 a quarter. Rooms that accommodate two people range in price from \$28.00 to \$30.00 a quarter a person.

Board ranges in price from \$5.00 to \$5.50 a week in regular boarding houses. Many students eat at tea rooms and restaurants adjacent to the campus where good board may be obtained at the same or slightly higher prices.

Married students who wish small apartments or light housekeeping accommodations can usually secure them either in apartment houses or private homes at popular prices.

Women students who wish more specific information regarding these matters should write the dean of women; men students, the dean of men.

## CURRICULUM OFFERINGS

## ART

100. SUPERVISION OF ART EDUCATION—Four hours—Professors Weyl and Baker
101. FIGURE DRAWING—Four hours—Associate Professor Ellinger
- 103b. ADVANCED COMPOSITION—Four hours—Associate Professor Ellinger
104. DESIGN—Four hours—Professor Weyl and Associate Professor Moore
- 104a. DESIGN IN TEXTILES—Two hours—Associate Professor Moore
105. WATER COLOR PAINTING—Two hours—Acting Assistant Professor Lucile Ellinger and Associate Professor Ellinger
106. TEACHING ART APPRECIATION—Two hours—Assistant Professor Lucile Ellinger and Associate Professor Moore
107. CRAFT PROCESSES AND DESIGN—Two or four hours—Professor Baker
- 107a. DESIGN IN WEAVING—Two or four hours—Professor Baker
108. POTTERY—Two hours—Associate Professor Moore
109. HISTORY OF ART—Four hours—Professor Baker and Associate Professor Moore
110. FINE ART METHODS—Four hours—Professor Baker
111. INDUSTRIAL ART METHODS—Four hours—Associate Professor Moore
112. COLOR THEORY AND COMPOSITION—Four hours—Associate Professor Ellinger
113. INDUSTRIAL ART METHODS FOR KINDERGARTEN PRIMARY—Four hours—Associate Professor Moore and Assistant Professor Lucile Ellinger
114. INDUSTRIAL ART METHODS FOR INTERMEDIATE GRADES AND JUNIOR HIGH SCHOOL—Four hours—Associate Professor Moore and Assistant Professor Lucile Ellinger
115. FREEHAND DRAWING II—Two hours—Associate Professor Ellinger
- 115a. FREEHAND DRAWING III—Two hours—Associate Professor Ellinger
116. COMPOSITION AND FREEHAND DRAWING—Four hours—Professor Baker
117. LETTERING II—Two hours—Associate Professors Ellinger and Moore.
118. STAGECRAFT AND PAGEANTRY—Two hours—Associate Professor Ellinger
120. OIL PAINTING—Two hours—Associate Professor Ellinger
- 120a. OIL PAINTING—Two hours—Associate Professor Ellinger
121. MODELING—Two or four hours—Associate Professor Ellinger
123. PRINT MAKING—Two or four hours—Associate Professor Ellinger
127. CONTEMPORARY ART—Two hours—Associate Professor Ellinger
200. SUPERVISION OF ART EDUCATION—Four hours—Professors Weyl and Baker
212. ADVANCED COLOR THEORY—Four hours—Associate Professor Ellinger
220. ADVANCED OIL PAINTING—Two or four hours—Associate Professor Ellinger
222. INDIVIDUAL RESEARCH STUDIES—Two or four hours—Offered by the graduate faculty
223. RESEARCH FOR GRADUATE STUDENTS—Four hours—Professor Whitney

224. RESEARCH FOR GRADUATE STUDENTS—Four hours—Offered to each student by his major professor in the second quarter of work on his research project
225. RESEARCH FOR GRADUATE STUDENTS—Two hours—Offered to each student by his major professor in the third quarter of work on his research project

### COMMERCIAL EDUCATION

100. PRINCIPLES OF ECONOMICS—Four hours—Associate Professor Knies
139. MARKETING—Four hours—Associate Professor Knies
151. ACCOUNTING II—Four hours—Professor Colvin
157. METHODS OF TEACHING AND ALLIED SUBJECTS—Four hours—Professor Colvin
162. THE COMMERCIAL CURRICULUM—Four hours—Professor Colvin
165. ADVANCED ACCOUNTING I—Four hours—Professor Colvin
201. APPLIED ECONOMICS—Two or four hours—Associate Professor Knies
202. CURRENT ECONOMIC TRENDS—Two hours—Professor Lyon
203. UNIT COURSE—FUNDAMENTAL ASPECTS OF THE SOCIAL ORDER—  
Unit a.—INDUSTRY IN THE SOCIAL ORDER—One hour—Professor Lyon  
—(June 19-June 30)  
Unit b.—TEACHING VOCATIONS FROM THE SOCIAL POINT OF VIEW—One  
hour—Professor Lyon—(July 10-July 21)
204. EDUCATION FOR BUSINESS: A SURVEY OF PURPOSES AND INSTITUTIONS—  
Two hours—Professor Lyon
210. METHODS, MATERIAL, AND EQUIPMENT FOR TEACHING OFFICE APPLI-  
ANCES—Two hours—Associate Professor Knies
212. PROBLEMS IN COMMERCIAL EDUCATION—Four hours—Professor Colvin
213. SUPERVISION AND ADMINISTRATION OF COMMERCIAL EDUCATION—Two  
or four hours—Professor Colvin
222. INDIVIDUAL RESEARCH STUDIES—Two or four hours—Offered by the  
graduate faculty
223. RESEARCH FOR GRADUATE STUDENTS—Four hours—Professor Whitney
224. RESEARCH FOR GRADUATE STUDENTS—Four hours—Offered to each  
student by his major professor in the second quarter of work on his  
research project
225. RESEARCH FOR GRADUATE STUDENTS—Two hours—Offered to each  
student by his major professor in the third quarter of work on his  
research project
250. ACCOUNTING I—Two or four hours—Professor Colvin
255. ECONOMICS OF RETAILING—Two or four hours—Professor Colvin

### EDUCATION

- 100ah. UNIT COURSE—A CURRICULUM FOR A MODERN SCHOOL—One hour—  
(June 19-29)—Director Reynolds
- 100al. UNIT COURSE—THE HORACE MANN PLAN FOR TEACHING CHILDREN—  
One hour—(June 19-29)—Director Reynolds
- 100aj. UNIT COURSE—CHARACTER EDUCATION—One hour—(July 10-20)—  
Professor Threlkeld
- 100ak. UNIT COURSE—THE MAKING OF THE CURRICULUM IN THE CITY  
SCHOOLS—One hour—(July 10-20)—Professor Threlkeld

- 100al. UNIT COURSE—EDUCATION FOR SOCIAL RECONSTRUCTION—One hour—  
(August 14-24)—Professor Myers
- 100am. UNIT COURSE—PSYCHOLOGY OF PERSONALITY—One hour—(July 24-  
August 3)—Professor Terman
- 100an. UNIT COURSE—PSYCHOLOGY AND PEDAGOGY OF GENIUS—One hour—  
(July 24-August 3)—Professor Terman
105. SCHOOL DISCIPLINE—Two or four hours—Associate Professor Foster
106. CHARACTER AND MORAL EDUCATION—Two or four hours—Professor  
Rugg
108. VISUAL AIDS IN EDUCATION—Two hours—Professor Davis
114. TOOLS AND TECHNIQS OF SUPERVISION IN THE PRIMARY GRADES—Four  
hours—Associate Professor Turner
115. ORGANIZATION AND ADMINISTRATION OF THE ELEMENTARY SCHOOL—  
Two or four hours—Superintendents Stutsman and Wasson
117. EXTRA-CURRICULAR ACTIVITIES AND GUIDANCE—Four hours—Superin-  
tendent Prunty and Professor Rugg
- 117a. CITIZENSHIP EDUCATION IN THE PRIMARY GRADES—Two or four  
hours—Associate Professor Rosenquist
- 117b. CITIZENSHIP EDUCATION IN THE INTERMEDIATE GRADES—Two or four  
hours—Associate Professor Rosenquist
- 117c. CITIZENSHIP EDUCATION IN THE SECONDARY SCHOOLS—Two or four  
hours—Professor Rugg
118. GUIDANCE WORK OF DEANS AND ADVISORS OF GIRLS—Four hours—  
Professor Wilson
125. GENERAL PSYCHOLOGY—Four hours—Professor Wait
126. TEACHERS' CLASSROOM TESTS—Four hours—Director Sackett and  
Professor Heilman
128. MENTAL HYGIENE—Two hours—Professor Wait
129. ABNORMAL PSYCHOLOGY—Two hours—Professor Wait
131. SPECIAL METHODS—RURAL LIFE—Two or four hours—Professor Har-  
grove
132. A RECREATIONAL PROGRAM FOR RURAL SCHOOLS—Two hours—Director  
Joy
135. HISTORY OF EDUCATION WITH SPECIAL REFERENCE TO MODERN TIMES—  
Two or four hours—Professor Mahan
136. HISTORY OF EDUCATION IN THE UNITED STATES—Four hours—Pro-  
fessor Mahan
140. PLATOON SCHOOL ORGANIZATION—Two hours—Associate Professor  
Foster
141. ADMINISTRATION OF VILLAGE AND CONSOLIDATED SCHOOLS—Four  
hours—Professor Troxel
149. EDUCATION FOR LEISURE—Two hours—Director Joy
153. STUDENT SUPERVISION IN THE ELEMENTARY SCHOOL—Four hours—  
Professor Davis
157. STUDENT SUPERVISION IN THE SECONDARY SCHOOL—Four or eight  
hours—Professor Davis
160. THE PRE-SCHOOL—Four hours—Professor Lyford
162. CREATIVE EDUCATION—Two or four hours—Professor Lyford and  
Assistant Superintendent Neal

163. ORGANIZATION AND ADMINISTRATION OF THE ELEMENTARY SCHOOL—Two or four hours—Superintendents Stutsman and Wasson
175. ELEMENTARY STATISTICAL METHODS—Four hours—Professor Heilman
176. PSYCHOLOGY OF LEARNING FOR SECONDARY TEACHERS—Four hours—Professor Wait
179. CRITICISMS OF CURRENT PSYCHOLOGIES—Four hours—Professor Wait
180. CURRICULUM OF RELIGIOUS EDUCATION—Two hours—Professor Wilson
181. CURRENT TENDENCIES IN RELIGIOUS EDUCATION—Two hours—Professor Wilson
193. PUBLIC RELATIONS AND ETHICS OF TEACHERS—Two hours—Superintendent Stutsman
197. TEACHING ENGLISH AND READING TO NON-ENGLISH SPEAKING CHILDREN—Two hours—Assistant Superintendent Neal
206. STUDIES IN PERSONALITY OF YOUNG CHILDREN—Two or four hours—Associate Professor Harrison
210. IMPROVEMENT OF INSTRUCTION IN SPELLING AND READING—Four hours—Professors Davis, McCowen, and McKee
- 210a. PRACTICUM IN ELEMENTARY EDUCATION—Two hours—Professor McKee.
211. IMPROVEMENT OF INSTRUCTION IN THE CONTENT SUBJECTS—Four hours—Professors Davis, McCowen, and McKee
- 211a. PRACTICUM IN ELEMENTARY EDUCATION—Two hours—Professor McKee.
212. IMPROVEMENT OF INSTRUCTION IN HANDWRITING, COMPOSITION, AND ARITHMETIC—Four hours—Professors McCowen and McKee
- 212a. PRACTICUM IN ELEMENTARY EDUCATION—Two hours—Professor McKee
213. TOOLS AND TECHNIQS OF SUPERVISION IN THE INTERMEDIATE GRADES—Two hours—Professor McKee and Assistant Superintendent Neal
215. EDUCATIONAL AND VOCATIONAL GUIDANCE—Two or Four hours—Professor Mahan
216. SECONDARY EDUCATION—Four hours—Professor Wrinkle
219. PROBLEMS IN STUDY—Two or four hours—Professor Mahan
220. INDIVIDUAL EDUCATIONAL RESEARCH FOR SENIOR COLLEGE AND GRADUATE STUDENTS—Two or four hours—Members of the Faculty
222. INDIVIDUAL RESEARCH STUDIES—Two or four hours—Offered by the graduate faculty
223. RESEARCH FOR GRADUATE STUDENTS—Four hours—Professor Whitney
224. RESEARCH FOR GRADUATE STUDENTS—Four hours—Offered to each student by his major professor in the second quarter of work on his research project
225. RESEARCH FOR GRADUATE STUDENTS—Two hours—Offered to each student by his major professor in the third quarter of work on his research project
227. EDUCATIONAL MEASUREMENTS IN THE ELEMENTARY GRADES AND JUNIOR HIGH SCHOOL—Four hours—Director Sackett and Professor Wait
229. MENTAL TESTS AND MEASUREMENTS—Four hours—Professor Heilman
230. RECENT DEVELOPMENTS IN RURAL LIFE—Four hours—Professor Hargrove

- 241a. PRACTICUM IN SCHOOL ADMINISTRATION—Two or four hours—Offered by the graduate faculty
- 241b. PRACTICUM IN SCHOOL ADMINISTRATION—Two or four hours—Offered by the graduate faculty
242. SCHOOL ADMINISTRATION—Four hours—Professor Troxel
243. SCHOOL ADMINISTRATION—Four hours—Professor Troxel
244. SCHOOL ADMINISTRATION—Four hours—Professor Troxel
245. TECHNIC OF MAKING THE SCHOOL CURRICULUM—Four hours—Professor Rugg
246. TECHNIC OF MAKING THE SCHOOL CURRICULUM IN THE MAJOR FIELDS OF EXPERIENCE—Four hours—Professor Rugg
265. JUNIOR HIGH SCHOOL ADMINISTRATION AND SUPERVISION—Two or four hours—Professor Wrinkle
266. HIGH SCHOOL ADMINISTRATION AND SUPERVISION—Four hours—Superintendent Prunty
275. ADVANCED STATISTICAL METHODS—Two or four hours—Professor Heilman
277. PSYCHOLOGY OF ADOLESCENCE—Four hours—Professor Wait
278. ADVANCED PSYCHOLOGY OF LEARNING—Four hours—Professor Wait
279. EXPERIMENTAL TECHNIC AND ITS APPLICATION—Two or four hours—Professor Whitney
280. GRAPHIC METHODS OF PRESENTING FACTS—Four hours—Professor Bishop
290. ADMINISTRATION OF TEACHERS COLLEGES—Two hours—President Frasier, Professors Rugg and Myers
292. TRAINING SCHOOL PROBLEMS—Two hours—Professors C. M. Frasier, Myers, and Davis
295. PHILOSOPHY OF EDUCATION—Four hours—Professor Armentrout
296. A HISTORY OF PHILOSOPHY—Four hours—Professor Armentrout
297. CONCEPTION OF MIND IN EDUCATIONAL THEORY—Four hours—Professor Armentrout
298. CRITICISMS OF CURRENT EDUCATIONAL THEORY—Two or four hours—Professor Mahan

### FIELD STUDIES

322. RESEARCH PRELIMINARY TO FIELD STUDY—Four hours—Major Professor
- 323a } GRADUATE RESEARCH CREDIT FOR FIELD STUDY No. 1—Each course  
323b } four hours—Maximum twelve hours for Field Study No. 1.—  
323c } Research Professor
- 324a } GRADUATE RESEARCH CREDIT FOR FIELD STUDY No. 2—Each course  
324b } four hours—Maximum twelve hours for Field Study No. 2.—  
324c } Research Professor
- 325a } GRADUATE RESEARCH CREDIT FOR FIELD STUDY No. 3—Each course  
325b } four hours—Maximum twelve hours for Field Study No. 3.—  
325c } Research Professor

### GEOGRAPHY

102. CHANGING WEATHER—Two hours—Professor Barker
103. CLIMATE AND MAN—Two hours—Professor Barker



151. REGIONAL GEOGRAPHY OF ENGLISH SPEAKING AMERICA—Four hours—Assistant Professor West
152. REGIONAL GEOGRAPHY OF LATIN AMERICA—Four hours—Professor Barker
154. EUROPE AND HER AFRICAN COLONIES—Four hours—Assistant Professor West
155. GEOGRAPHY OF ASIA AND AUSTRALASIA—Four hours—Professor Barker
162. GEOGRAPHY OF THE TROPICS—Two hours—Professor Barker
170. GEOGRAPHY OF POLAR LANDS—Two hours—Professor Barker
178. GEOGRAPHY OF EXPLORATION—Two hours—Professor Barker
179. AGRICULTURAL REGIONS OF THE WORLD—Four hours—Professor Barker
191. GEOGRAPHY AND WORLD POWER—Four hours—Professor Barker
- 194.—GEOGRAPHIC INFLUENCES IN AMERICAN HISTORY—Four hours—Professor Barker
195. BASIS OF GEOGRAPHY—Two or four hours—Professor Barker
197. INFLUENCE OF SOIL ON AMERICAN HISTORY—Two hours—Professor Barker
198. GEOGRAPHY OF FOODS—Two hours—Professor Barker
199. CONSERVATION OF NATIONAL RESOURCES—Four hours—Professor Barker
210. SPECIAL PROBLEMS IN GEOGRAPHY—Two or four hours—Professor Barker and Assistant Professor West
222. INDIVIDUAL RESEARCH STUDIES—Two or four hours—Offered by the graduate faculty
223. RESEARCH FOR GRADUATE STUDENTS—Four hours—Professor Whitney
224. RESEARCH FOR GRADUATE STUDENTS—Four hours—Offered to each student by his major professor in the second quarter of work on his research project
225. RESEARCH FOR GRADUATE STUDENTS—Two hours—Offered to each student by his major professor in the third quarter of work on his research project

## HISTORY AND POLITICAL SCIENCE

### History

101. COMMERCIAL AND FINANCIAL HISTORY OF THE UNITED STATES—Four hours—Associate Professor Peake
102. ANCIENT SOCIAL HISTORY—Four hours—Associate Professor Peake and Professor Zimmerman
104. WESTERN AMERICAN HISTORY—Four hours—Associate Professor Peake
105. ENGLISH HISTORY—Four hours—Professor Dickerson
110. SOCIAL AND INDUSTRIAL HISTORY OF THE UNITED STATES—Four hours—Associate Professor Peake
117. THE TEACHING OF HISTORY AND CIVICS IN JUNIOR AND SENIOR HIGH SCHOOLS—Four hours—Professor Dickerson
- 150a. UNIT COURSE—THE CRISIS IN MANCHURIA—One hour—Professor Treat (July 24-August 4)
- 150b. UNIT COURSE—PROBLEMS OF THE PACIFIC—One hour—Professor Treat (August 7-18)

- 203. THE REFORMATION—Four hours—Professor Zimmerman
- 205. MEDIEVAL LIFE AND INSTITUTIONS—Four hours—Professor Zimmerman
- 206. THE FRENCH REVOLUTION—Four hours—Professor Zimmerman
- 207. THE GREAT COLONIAL EMPIRES OF THE TWENTIETH CENTURY—Four hours—Professor Zimmerman
- 208. THE AMERICAN REVOLUTION—Four hours—Professor Dickerson
- 209. SLAVERY, SECESSION, CIVIL WAR, AND RECONSTRUCTION, 1850-1870—Four hours—Professor Dickerson
- 211. THE INDUSTRIAL REVOLUTION—Four hours—Professor Zimmerman
- 212. THE LITERATURE OF AMERICAN HISTORY—Two hours—Professor Dickerson
- 216. LATIN-AMERICAN HISTORY—Four hours—Professor Zimmerman
- 221. HISTORY OF THE FAR EAST—Four hours—Professor Treat
- 222. INDIVIDUAL RESEARCH STUDIES—Two or four hours—Offered by the graduate faculty
- 223. RESEARCH FOR GRADUATE STUDENTS—Four hours—Professor Whitney
- 224. RESEARCH FOR GRADUATE STUDENTS—Four hours—Offered to each student by his major professor in the second quarter of work on his research project
- 225. RESEARCH FOR GRADUATE STUDENTS—Two hours—Offered to each student by his major professor in the third quarter of work on his research project

### Political Science

- 101. GOVERNMENT OF THE UNITED STATES—Four hours—Professor Dickerson
- 102. STATE GOVERNMENT—Four hours—Professor Dickerson
- 103. MUNICIPAL GOVERNMENT—Four hours—Professor Dickerson
- 151. HISTORY OF THE FOREIGN POLICY OF THE UNITED STATES—Four hours—Professor Dickerson and Clyde
- 152. INTERNATIONAL RELATIONS—Four hours—Professor Dickerson
- 203. POLITICAL SCIENCE THEORY—Four hours—Professor Dickerson

### INDUSTRIAL EDUCATION

- 100. WOOD SHOP PROBLEMS—Four hours
- 103. METHODS IN WOODWORKING—Four hours
- 104. DEVELOPMENT OF VOCATIONAL EDUCATION—Two hours
- 105. PRINCIPLES OF ARCHITECTURAL DRAWING III—Two or four hours
- 106. SCHOOL AND SHOP EQUIPMENT CONSTRUCTION—Four hours
- 107. WOODWORKING CLASS PROJECTS—Two or four hours
- 108. TEACHING VOCATIONAL SUBJECTS—Two hours
- 109a. ART METAL AND JEWELRY I—Two or four hours
- 110. SHEET METAL—Four hours
- 111. SHEET METAL—Two or four hours
- 117. MACHINE DRAWING I—Four hours
- 118. MACHINE DESIGN II—Two or four hours

- 120. ADVANCED WOODTURNING—Two or four hours
- 121. ADVANCED CABINET MAKING—Four hours
- 124. MACHINE WORK—Four hours
- 125. CLASS MANAGEMENT IN WOODWORKING—Four hours
- 126. HISTORY OF ARCHITECTURE—Two hours
- 132. ADVANCED THEORY AND PRACTICE IN PRINTING—Two or four hours
- 137. INDIVIDUAL STUDIES IN PRINTING—Four hours
- 138. SUPERVISORY PRINTING—Two or four hours
- 143. TEACHING OF BOOKBINDING—Two or four hours
- 144. ADVANCED OVERVIEW IN BOOKBINDING AND LEATHERCRAFT—Two or four hours
- 145. SHOP ACCOUNTING AND MATERIALS IN BOOKBINDING—Two or four hours
- 201. SEMINAR IN INDUSTRIAL EDUCATION—Four hours
- 203. SEMINAR IN INDUSTRIAL EDUCATION—Two or four hours
- 222. INDIVIDUAL RESEARCH STUDIES—Two or four hours—Offered by the graduate faculty
- 223. RESEARCH FOR GRADUATE STUDENTS—Four hours
- 224. RESEARCH FOR GRADUATE STUDENTS—Four hours—Offered to each student by his major professor in the second quarter of work on his research project
- 225. RESEARCH FOR GRADUATE STUDENTS—Two hours—Offered to each student by his major professor in the third quarter of work on his research project
- 228. PROBLEMS OF VOCATIONAL AND INDUSTRIAL EDUCATION—Two hours
- 229. PRINCIPLES OF INDUSTRIAL EDUCATION—Two hours

## LITERATURE AND LANGUAGES

### English

- 102. JOURNALISM—Four hours. Mr. Shaw
- 110. ADVANCED COMPOSITION—Four hours—Assistant Professors Allen and Lindou and Associate Professor Hawes
- 111. THE ENGLISH LANGUAGE—Four hours—Assistant Professor Lindou
- 112. THE CHILDREN'S THEATER—Four hours—Assistant Professor Fatherson
- 114. PLAY PRODUCTION—Four hours—Assistant Professor Blackburn
- 121. LITERATURE FOR THE ELEMENTARY SCHOOL—Four hours—Professor Tobey
- 122. LITERATURE FOR THE JUNIOR HIGH SCHOOL—Four hours—Professor Tobey
- 125. ORAL ENGLISH IN THE HIGH SCHOOL—Two hours—Assistant Professor Fatherson
- 126. ENGLISH IN THE SENIOR HIGH SCHOOL—Four hours—Associate Professors Carney and Thomas
- 126a. METHODS IN HIGH SCHOOL ENGLISH—One hour—(June 19-30)—Professor Thomas
- 126b. NEW MOVEMENTS IN ENGLISH TEACHING—One hour—(June 19-30)—Professor Thomas

130. CONTEMPORARY LITERATURE—Four hours—Assistant Professor Lindou
131. THE SHORT STORY—Four hours—Associate Professor Hawes
132. THE DEVELOPMENT OF THE NOVEL—Four hours—Assistant Professor Lindou
133. THE RECENT NOVEL—Four hours—Assistant Professor Lindou
134. MODERN DRAMA—Four hours—Assistant Professor Blackburn
140. LYRIC POETRY—Four hours—Professor Tobey
141. EARLY NINETEENTH CENTURY POETRY—Four hours—Professor Tobey
142. VICTORIAN POETRY—Four hours—Professor Tobey
145. THE ROMANTIC MOVEMENT—Four hours—Assistant Professor Allen
146. NINETEENTH CENTURY PROSE—Four hours—Assistant Professor Allen
147. SHAKESPEARE'S COMEDIES—Four hours—Professor Tobey
148. SHAKESPEARE'S HISTORICAL PLAYS—Four hours—Professor Tobey
149. SHAKESPEARE'S TRAGEDIES—Four hours—Professor Tobey
150. ELIZABETHAN DRAMA EXCLUSIVE OF SHAKESPEARE—Four hours—Assistant Professor Lindou
160. THE LITERATURE OF THE OLD TESTAMENT—Two or four hours—Professor Wilson
161. THE LITERATURE OF THE NEW TESTAMENT—Four hours—Professor Wilson
207. COMPARATIVE LITERATURE—Four hours—Professor Tobey
208. COMPARATIVE LITERATURE—Four hours—Professor Tobey
209. COMPARATIVE LITERATURE—Four hours—Professor Tobey
210. OLD ENGLISH—Four hours—Assistant Professor Lindou
211. CHAUCER AND MIDDLE ENGLISH—Four hours—Assistant Professor Lindou
222. INDIVIDUAL RESEARCH STUDIES—Two or four hours—Offered by the graduate faculty
223. RESEARCH FOR GRADUATE STUDENTS—Four hours—Professor Whitney
224. RESEARCH FOR GRADUATE STUDENTS—Four hours—Offered to each student by his major professor in the second quarter of work on his research project
225. RESEARCH FOR GRADUATE STUDENTS—Two hours—Offered to each student by his major professor in the third quarter of work on his research project

### Foreign Languages

105. ADVANCED FRENCH—Four hours—Associate Professor Gibert
105. ADVANCED SPANISH—Four hours—Professor Mulroney
106. ADVANCED SPANISH—Four hours—Professor Mulroney
107. ADVANCED SPANISH—Four hours—Professor Mulroney
107. ADVANCED LATIN—Four hours—Associate Professor Gibert
131. METHODS OF TEACHING FOREIGN LANGUAGES—Four hours—Professor Mulroney
205. ADVANCED FRENCH—Four hours—Associate Professor Gibert
206. ADVANCED FRENCH—Four hours—Associate Professor Gibert
207. ADVANCED FRENCH—Four hours—Associate Professor Gibert

## MATHEMATICS

101. DIFFERENTIAL CALCULUS—Four hours—Professor Mallory
102. INTEGRAL CALCULUS—Four hours—Professor Mallory
103. THEORY OF EQUATIONS—Four hours—Professor Finley
104. THE TEACHING OF ARITHMETIC IN THE PRIMARY GRADES—Two hours—Professor Finley
105. THE TEACHING OF ARITHMETIC IN THE INTERMEDIATE GRADES—Two hours—Professor Finley
106. DESCRIPTIVE ASTRONOMY—Four hours—Professor Finley
108. THE TEACHING OF JUNIOR HIGH SCHOOL MATHEMATICS—Four hours—Professor Finley
109. THE TEACHING OF ALGEBRA—Four hours—Professor Mallory
110. GEOMETRY FOR TEACHERS—Four hours—Professor Mallory
111. HISTORY OF MATHEMATICS—Two hours—Instructor Ottens
158. SURVEYING—Four hours—Instructor Ottens
200. ADVANCED CALCULUS—Four hours—Professor Finley
201. DIFFERENTIAL EQUATIONS—Four hours—Professor Finley
222. INDIVIDUAL RESEARCH STUDIES—Two or four hours—Offered by the graduate faculty
223. RESEARCH FOR GRADUATE STUDENTS—Four hours—Professor Whitney
224. RESEARCH FOR GRADUATE STUDENTS—Four hours—Offered to each student by his major professor in the second quarter of work on his research project
225. RESEARCH FOR GRADUATE STUDENTS—Two hours—Offered to each student by his major professor in the third quarter of work on his research project

## PHYSICAL EDUCATION FOR WOMEN

102. METHODS OF HEALTH EDUCATION—Two hours—Professor Bryson
103. SENIOR PRACTICE—Two hours—Professor Cave
104. SENIOR PRACTICE—Two hours—Professor Cave and Instructor Springer
120. ANATOMY—Four hours—Professor Cave
121. ANATOMY—Two hours—Professor Cave
122. KINESIOLOGY—Two hours—Professor Cave
129. COACHING METHODS—Two hours—Instructors Springer and Tenney
130. COACHING PRACTICE—Two hours—Instructor Tenney
131. PAGEANTRY—Two hours—Instructor Springer
132. THEORY OF INDIVIDUAL GYMNASTICS—Four hours—Instructor Springer
133. INDIVIDUAL GYMNASTICS APPLIED—Two hours—Professor Cave
135. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION—Four hours—Professor Cave
137. MATERIALS AND METHODS OF PHYSICAL EDUCATION—Four hours—Instructor Springer
222. INDIVIDUAL RESEARCH STUDIES—Two or four hours—Offered by the graduate faculty

223. RESEARCH FOR GRADUATE STUDENTS—Four hours—Professor Whitney
224. RESEARCH FOR GRADUATE STUDENTS—Four hours—Offered to each student by his major professor in the second quarter of work on his research project
225. RESEARCH FOR GRADUATE STUDENTS—Two hours—Offered to each student by his major professor in the third quarter of work on his research project

## SCIENCE

Candidates for the Master of Arts degree in science must major in Botany, Chemistry, Physics, Zoology, or in the Professional Aspects of Science.

### Professional Science

- 100a-200a. UNIT COURSES—SCIENCE INSTRUCTION—One hour—(June 19-June 29)—Professor Powers
- 100b-200b. THE SCIENCE PROGRAM IN TEACHERS COLLEGES—One hour—(Open to teachers of science in teachers colleges)—(June 19-June 29)—Professor Powers
- 102-202. (Formerly 100a)—THE TEACHING OF GENERAL SCIENCE—Four hours—Associate Professor Selberg.
- 103-203. PRINCIPLES OF SCIENCE INSTRUCTION—Four hours—Professor Jean
- 104-204. THE TEACHING OF BIOLOGICAL SCIENCES—Four hours—Assistant Professor Robertson
- 105-205. THE TEACHING OF THE PHYSICAL SCIENCES—Four hours—Assistant Professor Robertson

### Botany

- 121-221. (Formerly 102)—PLANT PHYSIOLOGY—Four hours—Professor Jean
- 122-222. CYTOLOGY—Four hours—Professor Walker
- 126-226. (Formerly 105)—BOTANICAL TECHNIC AND PLANT HISTOLOGY—Four hours—Professor Walker
- 127-227 (Formerly 106)—SYSTEMATIC BOTANY—Four hours—Professor Jean
- 130-230. (Formerly 120)—GENERAL BACTERIOLOGY—Four hours—Associate Professor Selberg

### Zoology

- 111-211. INVERTEBRATE ZOOLOGY—Four hours—Professor Harrah
- 112-212. VERTEBRATE ZOOLOGY—Four hours—Professor Harrah
- 113-213. ZOOLOGICAL TECHNIC AND ANIMAL HISTOLOGY—Four hours—Professor Harrah
- 114-214. ELEMENTARY ENTOMOLOGY—Four hours—Professor Harrah
- 117-217. HUMAN PHYSIOLOGY—Four hours—Professor Harrah
211. MORPHOLOGY OF THE VERTEBRATES—Four hours—Professor Harrah

### Biological Science

- 131-231. (Formerly 100)—EVOLUTION—Four hours—Professor Harrah
- 132-232. (Formerly 101)—GENETICS AND EUGENICS—Four hours—Professor Jean

### Chemistry

- 141-241. (Formerly 110)—ORGANIC CHEMISTRY—Two or four hours—Professor Bowers
- 142-242. (Formerly 111)—ORGANIC CHEMISTRY—Two or four hours—Professor Bowers
- 143-243. (Formerly 112)—FOOD CHEMISTRY—Two or four hours—Professor Bowers.
- 144-244. (Formerly 114)—QUANTITATIVE ANALYSIS—Four hours—Professor Bowers
- 145-245. (Formerly 114)—QUANTITATIVE ANALYSIS—Four hours—Professor Bowers
- 146-246. (Formerly 218)—ADVANCED INORGANIC CHEMISTRY—Two or four hours—Professor Bowers
- 147-247. (Formerly 219)—ADVANCED INORGANIC CHEMISTRY—Two or four hours—Professor Bowers
- 148-248. COLLOIDAL CHEMISTRY—Four hours—Associate Professor Herman
- 149-249. BIOCHEMISTRY—Four hours—Associate Professor Herman
- 150-250. BIOCHEMISTRY—Four hours—Associate Professor Herman
- 151-251. PHYSIOLOGICAL CHEMISTRY—Four hours—Professor Bowers
252. (Formerly 212)—FOOD ANALYSIS—Two or four hours—Professor Bowers

### Physics

- 161-261. (Formerly 103)—RADIO TRANSMISSION AND RECEPTION—Four hours—Associate Professor Herman
- 163-263. PHOTOGRAPHY AND PHOTOCHEMICAL PHENOMENA—Four hours—Associate Professor Herman
- 164-264. (Formerly 107)—MODERN PHYSICS—Four hours—Associate Professor Herman
- 166-266. X-RAYS, COSMIC RAYS, AND ULTRA-VIOLET RADIATIONS—Four hours—Associate Professor Herman
- 167-267. AERODYNAMICS—Four hours—Associate Professor Herman

### Science Research Courses

222. INDIVIDUAL STUDIES IN BOTANY, CHEMISTRY, PHYSICS, ZOOLOGY, OR PROFESSIONAL SCIENCE—Two or four hours—Offered by the graduate faculty
223. RESEARCH FOR GRADUATE STUDENTS—Four hours—Professor Whitney
224. RESEARCH FOR GRADUATE STUDENTS—Four hours—Offered to each student by his major professor in the second quarter of work on his research project
225. RESEARCH FOR GRADUATE STUDENTS—Two hours—Offered to each student by his major professor in the third quarter of work on his research project

### SOCIOLOGY AND ANTHROPOLOGY

- 100-200. CURRICULUM SEMINAR: MAKING COURSES OF STUDY IN THE SOCIAL SCIENCES—Two or four hours—Professors Blue and Rugg
- 101-201. UNIT COURSE—FUNDAMENTAL ASPECTS OF THE SOCIAL ORDER—One or two or three or four hours
1. INDUSTRY IN THE SOCIAL ORDER—(June 19 to June 30)—Professor Lyon

2. SOCIOLOGY AND THE SOCIAL ORDER—(July 10 to July 21)—Professor Eubank
3. THE SCHOOL IN THE SOCIAL ORDER—(July 24 to August 4)—President Frasier
4. INTERNATIONALISM IN THE SOCIAL ORDER—(August 7 to August 18)—Professor Newman
- 102-202. UNIT COURSE—SOCIOLOGICAL CONCEPTS AND THEORIES—One hour—(July 10 to July 21)—Professor Eubank
- 103-203. THE SOCIOLOGY OF WORLD RELATIONS—Two or four hours—Professor Newman
- 104-204. CURRENT ECONOMIC TRENDS—Two hours—(June 19 to July 21)—Professor Lyon
105. PRINCIPLES OF SOCIOLOGY—Four hours—Professor Blue
- 110-210. THE SOCIOLOGY OF CRIME—Four hours—Professor Blue
- 118-218. ETHICS AND RELIGION—Two hours—Professor Wilson
- 119-219. CURRENT TRENDS IN RELIGIOUS THOUGHT—Two hours—Professor Wilson
- 120-220. CONTEMPORARY RELIGIONS—Two or four hours—Professor Wilson
- 125-225. MODERN SOCIAL PROBLEMS—Four hours—Professor Blue
- 130-230. GENERAL ANTHROPOLOGY—Four hours—Professor Howerth
- 140-240. EARLY CIVILIZATION IN EUROPE AND AMERICA—Four hours—Professor Howerth
- 150-250. RACES, RACE CONTACTS AND RACE PROBLEMS—Two or four hours—Professor Howerth
- 155-255. THE SOCIAL THEORY OF EDUCATION—Two or four hours—Professor Howerth
- 160-260. HUMAN PERSONALITY AND SOCIAL BEHAVIOR—Two or four hours—Professor Blue
- 165-265. THE SOCIOLOGY OF THE FAMILY—Four hours—Professor Blue
- 170-270. THE SOCIOLOGY OF THE SCHOOL—Four hours—Professor Blue
- 175-275. THE SOCIOLOGICAL ASPECTS OF PATRIOTISM, PEACE, AND WAR—Two or four hours—Professor Howerth
- 180-280. THE HISTORY OF SCIENCE—Two or four hours—Professor Howerth
- 185-285. THEORIES OF SOCIAL PROGRESS—Two or four hours—Professor Blue
- 190-290. SOCIOLOGICAL CONCEPTS AND THEORIES—Four hours—Professor Blue
- 195-295. ACHIEVEMENTS IN SOCIOLOGICAL RESEARCH—Four hours—Professor Blue
222. INDIVIDUAL RESEARCH STUDIES—Two or four hours—Offered by the graduate faculty
223. RESEARCH FOR GRADUATE STUDENTS—Four hours—Professor Whitney
224. RESEARCH FOR GRADUATE STUDENTS—Four hours—Offered to each student by his major professor in the second quarter of work on his research project
225. RESEARCH FOR GRADUATE STUDENTS—Two hours—Offered to each student by his major professor in the third quarter of work on his research project



SUGGESTED CORE CURRICULUMS FOR SPECIAL OBJECTIVES

FOR THE SUPERINTENDENCY

Ed. 142-242	Ed. 113-213	Biol. 101
Ed. 143-243	Ed. 116 or 269	Ed. 136
Ed. 144-244	Ed. 145-245	

FOR THE ELEMENTARY PRINCIPALSHIP AND SUPERVISION

Ed. 110-210	Ed. 162	Ed. 134
Ed. 111-211	Ed. 113	Biol. 101
Ed. 112-212	Ed. 145-245	Soc. 160

FOR THE HIGH SCHOOL PRINCIPALSHIP

Ed. 116	Ed. 113-213	Ed. 134
Ed. 167-267 or 164-264	Ed. 145-245	Biol. 101
Ed. 142-242	Soc. 160	

FOR THE TRAINING-SCHOOL SUPERVISOR OR THE INSTRUCTOR IN EDUCATION  
IN THE TEACHERS COLLEGE

Ed. 110-210	Ed. 113-213	Ed. 190	Ed. 160
Ed. 111-211	Ed. 145-245	Ed. 192	Biol. 101
Ed. 112-212		Ed. 156c	Soc. 160

FOR THE DEAN OF WOMEN OR THE ADVISER OF GIRLS

Ed. 118	Ed. 129	Ed. 229	Soc. 125-225
Ed. 106	Ed. 277	Ed. 175	Soc. 165-265
Ed. 128	Ed. 228	Ed. 117	Soc. 119-219
			Soc. 118-218
			Soc. 160-260

GRADUATES RECEIVING THE MASTER OF  
ARTS DEGREE

OCTOBER 1, 1931 TO OCTOBER 1, 1932

NAME AND HOME OR TEACHING ADDRESS	MAJOR FIELD	TITLE OF RESEARCH REPORT
AEBLY, HELEN F. Route 4 Longmont, Colo.	Commercial Education	A Survey of Commercial Education in the Secondary Schools of Wyoming
ATKINSON, JOHN ALLEN Berryville, Ark.	Education	A Study of County and State School Reports
BAAB, CLARENCE T. 1706 8th Ave. Greeley, Colo.	Industrial Education	The Status of the Teacher of Industrial Arts Education in Colorado
BASHAW, STANLEY J. Ovid, Colo.	Education	Some Problems of the Small High School in Colorado and Nebraska
BIETZ, J. R. Brule, Nebr.	Education	Time Distribution of Twelve Small City School Superintendents in Nebraska
BLACK, LORENZO G. Minatare, Nebr.	Mathematics	A Frequency Study of the Skills of Algebra
BROWN, LEILA S. 1663 Race St. Denver, Colo.	Education	An Investigation of the Value of Cer- tain Study Skills in Social Science
BRUSH, MARGARET FRANCES 604 D St. Salida, Colo.	History and Political Science	Subjects and Methods of Research in the Teaching of the Social Subjects
BULLOCK, ROBERT P. 1013 Twelfth St. Greeley, Colo.	Sociology	A Study of the Socio-Economic Status of Boys in Greeley Scout Troops
BURNETT, JOHN ELLIOTT 168 Clinton Ave. Stephenville, Texas	Education	Inequitable Distribution of State School Funds in Texas
BUTLER, LEO W. 629 McKinley Ft. Lupton, Colo.	Chemistry	The Chemistry Found in General Col- lege Zoology Textbooks
CALDWELL, JESSE CARTER Gill, Colo.	Education	A Comparative Study of the Practices of Teaching Thrift in the Elementary, Junior, and Senior High School
CALLENDER, LESLIE H. Clutier, Ia.	Industrial Education	The Professional Preparation of In- dustrial Education Teachers from Iowa State Teachers College
CARLSON, ALBION Route 6, Box 227 Greeley, Colo.	Mathematics	The Algebra Used in the Elements of Differential Calculus
CHURCH, JANE 806 West Willow Normal, Ill.	Commercial Education	Business Skills and Information Needed by Every Individual as Determined by an Investigation of the Actual Experi- ences of Laymen
COLE, NELLIE E. Loomis, Nebr.	History and Political Science	The Personal Attitudes of High School Pupils in Colorado Towards Alien Nations and Peoples
CONGDON, NORA A. 1984 11th Ave. Greeley, Colo.	Education	The Relationship of Teaching Success to Preparation in Subjects Taught
COUEY, FRED Red Cliff, Colo.	Educational Psychology	A Test of Reading Discrimination
COX, FLORENCE WATKINS, (MRS.) 520 West Laurel San Antonio, Tex.	Education	Music as an Extra-Curricular Activity in the High School

NAME AND HOME OR TEACHING ADDRESS	MAJOR FIELD	TITLE OF RESEARCH REPORT
CURRAN, CHARLOTTE R. 1261 La Crosse St. La Crosse, Wis.	Physical Education	Physical Examinations for Women in Undergraduate Institutions
DARLING, MARY R. Sedgwick, Colo.	Education	Americanization of the Foreign-Born in Greeley, Colorado
DAVIS, EDWARD S. Silverton, Colo.	Industrial Education	Occupations and Secondary School Cur- ricula of the Northwest
DEDMAN, CLAUDE VERNON Wray, Colo.	History and Political Science	History of Yuma County, Colorado
DELDOSSO, FRANCIS E. Millsboro, Del.	Art	A Concentrated Art Appreciation Pro- gram for Delaware Junior High Schools
DEMPSEY, AUDREY VIRGINIA 1707 6th Ave. Greeley, Colo.	Commercial Education	Training Methods Used by Commercial Teachers in Preparing Students for the Colorado State Contests in Commercial Subjects
DUBOFF, ANNA 1760 Jasmine St. Denver, Colo.	Education	An Evaluation of Children's Books on Indian Life
DUBOFF, SARAH B. 1760 Jasmine St. Denver, Colo.	Education	An Investigation of the Value of Spell- ing Rules
ELLICOTT, MARY LETITIA 322 West 26th St. Kearney, Nebr.	Education	A Study of a Small Group of Third Grade Children in Remedial Reading
ELLIOTT, S. R. Leland, Ill.	Industrial Education	Architecture Appreciation for Second- ary Schools
EMPEY, MARY McNULTY (Mrs.) 25 East 6th St. Tempe, Ariz.	Education	Recreatory Reading for Second Grade Pupils
EWELL, WILLIE EVELYN Station A. Hattiesburg, Miss.	Commercial Education	A Survey of Commercial Education in the Smith-Hughes High Schools of Mississippi
FOSTER, RUTH YOUNG (Mrs.) 135 Castillo Ave. San Antonio, Tex.	Education	The Status of Dramatics as an Extra- Curricular Activity
FROSETH, HILBERT INGWALD Republican City, Nebr.	Education	By-Laws of Boards of Education of Small Cities
FULLER, S. VERNON Cortez, Colo.	Commercial Education	Personal Difficulties Experienced by Automobile Salespersons
GALBREATH, FRANK EARL Mt. Erie, Ill.	Education	A State System of Educational Reports for Colorado
GARISS, FERNE GRIMES Hemingford, Nebr.	Education	The Present Status of the Public School Kindergartens of the State of Colorado
GARRISON, LLOYD A. Scottsbluff Junior College Scottsbluff, Nebr.	Education	A Study of Home Rooms in Senior High Schools
GOODWIN, HAZEL RUTH Anaconda, Mont.	Education	The Professional Preparation of Ele- mentary Teachers of Music
GRANBERG, G. GORDON Portsmouth H. S. Portsmouth, Ohio	Industrial Education	The Present Status, Trends, and Ob- jectives of the High School Annual

NAME AND HOME OR TEACHING ADDRESS	MAJOR FIELD	TITLE OF RESEARCH REPORT
GRANT, GERTRUDE STUART Box 252 Evans, Colo.	English and Literature	Sidney Lanier's Theories of Verse and Their Exemplification in his Poetry
GRANT, MARTHA 104 East 9th Tulsa, Okla.	Commercial Education	A Study of Graduates of Tulsa High School with Stenographic Majors for the Years of 1925-1930
HAGOOD, L. R. Upland, Nebr.	Education	A Comparative Study of the Teaching Load of Inexperienced High School Teachers in Nebraska, 1927-28 and 1931-32
HALL, DAISY L. 1221 12th Ave. Greeley, Colo.	Education	A Comparison of the Written Vocabulary of Eighth Grade Rural and Urban Children
HAMILTON, DWIGHT Hygiene, Colo.	Education	A Comparison of the Horn-Ashbaugh Method of Teaching Spelling with an Adapted Form of the Washburne Spell- ing Technique
HARMSWORTH, HARRY CLAYTON 328 So. Santa Fe Littleton, Colo.	History and Political Science	Vocabulary Difficulties in Junior High School Social Science
HAYS, LOUELLA 1005 7th St. Las Vegas, N. M.	Education	A Study of Certain Skills Found in Elementary English Textbooks
HINCKLEY, LEON CARL Marfa, Tex.	Biology	Visual Aids for Demonstrating Subject Matter in High School Biology
HOLMES, FANNIE MAY Fort Deposit, Ala.	Home Economics	The Relative Anti-scorbutic Value of Baked and Boiled Potato
HORNER, CHESTER 416 E. Fontanere St. Colorado Springs, Colo.	Commercial Education	A Suggested Course in Retail Merchandising for the Colorado Springs, Colorado, High School
HOWES, NORMAN ELLSWORTH 820 Minneapolis Ave. Minneapolis, Minn.	Educational Psychology	The Significance of Personality Traits as Factors in College Success
HULL, JOHN HENRICH 983 South Race Denver, Colo.	Education	School Supply Purchasing and Accounting in Small School Systems
HUNTER, EDWARD LEE 1201 North Buchanan Amarillo, Tex.	Education	The Vocabulary of Fifth Grade Children's Letters
HUNTER, EULA FRANCES 1324 East Morphy St. Fort Worth, Tex.	Education	A Study of the Out of School Activities of Junior and Senior High School Teachers
IKENBERRY, OLIVER S. 1802 8th Ave. Rocky Ford, Colo.	Education	Comparative Inequalities in School Finance
JACOBS, SYBIL Flagstaff, Ariz.	Education	The Oral Expression Content of Seventh and Eighth Grade English Textbooks
KAUFMAN, MYRTLE LOUISE 416 East 27th St. Cheyenne, Wyo.	History and Political Science	Survey of History Teaching in Grades Five and Six in the Public Elementary Schools of Spokane, Washington, 1928- 1929
KELLY, CATHERINE MARGARET 136 East 7th Leadville, Colo.	Commercial Education	A Study of Representative Courses in Commerce in Selected Teachers Colleges and Normal Schools

NAME AND HOME OR TEACHING ADDRESS	MAJOR FIELD	TITLE OF RESEARCH REPORT
KINDRED, ROYAL MCKINLEY 701 East 14th Ave. Denver, Colo.	Industrial Education	Industrial Education at Colorado State Teachers College: An Evaluation of the Course of Study
KITTLE, JAMES LESLIE El Patio Apts. Alamosa, Colo.	Education	A Determination of Proper Content Material for a Music Survey Course
KOLL, RITA Gill, Colo.	History and Political Science	Relation Between Reading Ability and Pupil Attitude Toward History
LABORNE, PAUL CHARLES 1323 8th Ave. Greeley, Colo.	English and Literature	The Written Language Difficulties of Master of Arts Candidates
LANNING, CHARLES WESLEY Holyoke, Colo.	Education	Statutory and Departmental Require- ments in Annual School Financial Re- ports Made to the State Departments of Education
LAWRENCE, HAROLD STORMONT 417 Cottonwood Ave. Canon City, Colo.	Mathematics	The Re-Organization of Senior High School Mathematics
LEIGH, EDITH W. 125 East Elmira San Antonio, Tex.	Education	Measuring Attitudes on Obedience to Law
LEUENBERGER, R. C. 2010 9th Ave. Greeley, Colo.	Biology	Introduction-to-Science Examination
LUCORE, LOIS ELIZABETH Arriba, Colo.	Education	Home and School Contacts in the Kindergarten and First Grade
LUCAS, INA GRACE 2126 8th Ave. Greeley, Colo.	History and Political Science	Achievement Tests in Ancient and Medieval History
MCBROOM, EMMALOU 926 North Wahsatch Ave. Colorado Springs, Colo.	Education	A Phase of Evaluation of Provision for Drill in Elementary Latin Textbooks
MCCAULEY, GEORGE KENT 616 Vine Las Animas, Colo.	Education	A Study of Hard Spots in Spelling
MCGINNIS, ROBERT SIDNEY Rt. 6, Box 89 Rogers, Ark.	Industrial Education	An Evaluation of the Industrial Cur- riculum of the City Public Schools of Greeley, Colorado
MCMULLEN, BEULAH VESTA 1325 7th Ave. Greeley, Colo.	Chemistry	The Chemical Content of Advanced College Botany Texts
MACLEOD, BRUCE 1613 Pennsylvania Denver, Colo.	Industrial Education	A Survey of the Printing Equipment in the Junior and Senior High Schools of the United States
MADDUX, HAZEL Cheyenne, Wyo.	Home Economics	Some Conditions Which Influence the Mexican Children in Greeley, Colorado, and Its Vicinity
MEHL, MARIE Crook, Colo.	Education	Vocabulary Study of First Grade Read- ers
MICHAEL, ROY A. 3466 East 62nd St. Kansas City, Mo.	Industrial Education	Trade and Industrial Education in Western Missouri
MOHR, ESTELL E. Colorado State Teachers College Greeley, Colo.	Education	A Study of Representative Courses in Music in Selected Teachers Colleges and Normal Schools

NAME AND HOME OR TEACHING ADDRESS	MAJOR FIELD	TITLE OF RESEARCH REPORT
MOSBY, MARY VIRGINIA Frontier, Wyo.	English and Literature	English Grammar in Wyoming High Schools: A Survey of the Grammar Taught in the Wyoming High Schools as Compared with the Grammar that Should be Taught in High Schools
NEWLAND, EVEUS Springfield, Colo.	Education	A Study of Allusions to Science in Magazines
NEWMAN, STELLA 1519 8th Ave. Greeley, Colo.	Education	A Comparison of Good Citizenship Traits with the Traits of the History State Courses of Study for the Intermediate Grades
NOBLE, KENNETH Lafayette Apts. Greeley, Colo.	Education	Problems and Tests for a Course in Ninth-Grade Algebra Based on the Unit or Goal System
NORRIS, RALPH CLARENCE 1023 13th Ave. Greeley, Colo.	Education	Achievement and Progress in Washington County High School System
ODOM, JOHN CLARENCE 1921 Park Grove Los Angeles, Calif.	Commercial Education	Grade Placement of General Business Information
OLANDER, EDGAR A. 2078 Pennsylvania Denver, Colo.	Commercial Education	A Survey of Retail Selling Programs in Secondary Schools
OWENS, CLYDE M. 709 15th Ave. Greeley, Colo.	History and Political Science	Early Cattle Raising in Wyoming
PIPER, EDWIN E. Armel, Colo.	Education	A Study of Representative Education Courses in Selected Teachers Colleges and Normal Schools
PLUMMER, HELEN CORBETT 1840 Josephine St. Denver, Colo.	Art	Cultural Content of the Public School Curriculum
PRATT, HARRY D. Ault, Colo.	Education	The Vocabulary of Fifth Grade Children's Themes
RUNYON, WALDO JOSHUA Eckley, Colo.	Mathematics	The Mathematical Abilities of College Students
RICHARDS, LORENA 2411 Elizabeth Pueblo, Colo.	English and Literature	Shakespeare's Response to his Environment
ROUSE, LAURANCE TUNNICLIFFE Bisbee, Ariz.	Education	A Further Study of the Value of Social Education in the Professional Preparation of Teachers
RUNYON, DWIGHT A. Julesburg, Colo.	Education	A Curriculum Study in Problems of Conservation of Natural Resources
RUNYON, WALDO JOSHUA Avondale, Colo.	Education	A Curriculum Study in Problems of Agricultural Resources
SCHNEBLY, ELLSWORTH M. Sanders, Ariz.	English and Literature	A Reading List for Students in Rural High Schools
SCOTT, LETTIE 805 East 10th St. Wayne, Nebr.	Education	An Analysis of Representative English Courses in Selected Teachers Colleges
SHAVER, MRS. FRANCIS WOODARD 1215 North Main Pueblo, Colo.	Education	The Contribution of the Phillips Crusader Boys' Military Bands of Pueblo to Character Development

NAME AND HOME OR TEACHING ADDRESS	MAJOR FIELD	TITLE OF RESEARCH REPORT
SHIVELY, JOSEPHINE MARIE 44 Lodewyck Mt. Clemens, Mich.	Art	The Building of an Objective Examination in Art Appreciation for College Freshmen
SIMMONS, LOUISE BURKITT Broken Arrow, Okla.	Education	A Correlation Between Intelligence and Improvement of Sixth Grade Pupils in Quality and Speed in Handwriting
SPEER, ROSS B. 422 State St. Fort Morgan, Colo.	Education	A Study of Representative Courses in Chemistry in Selected Teachers Colleges and Normal Schools
STANLEY, HOMER L. JR. Pierce, Colo.	Education	A Study of Representative Courses in Modern Languages in Selected Teachers Colleges and Normal Schools
STARBUCK, AVERY Meeker, Colo.	Home Economics	A Survey of the Employment Conditions of the Women Students at the Colorado State Teachers College Who Were Engaged in Domestic Service
STEESE, SISTER CATHERINE 3430 Rocky River Drive Cleveland, Ohio	Education	An Experiment with the Group Study and the Individual Technique Plans in the Sixth Grade
STEPHENS, ROY A. 1507 15th Ave. Greeley, Colo.	Industrial Education	Teacher Training of Industrial Education at Colorado State Teachers College
STEWART, MILLER J. 1506 8th Ave. Greeley, Colo.	History and Political Science	England's Policy Toward Spain, 1806-1824
STONE, ADA BELL 574 Elati St. Denver, Colo.	Art	Color Content in the Public School Curriculum
SUMERA, HOWARD E. 503 South 10th St. Saginaw, Mich.	Geography	Geography of Saginaw, Michigan, and Vicinity
THOMPSON, JUNE ETTA 818 Carson Ave. La Junta, Colo.	Commercial Education	A Syllabus for Business Correspondence Based on an Analysis of Business Letters and Findings of Previous Studies
TUBBS, MARGARET GRACE 1020 10th St. Greeley, Colo.	Home Economics	National Survey of the Education of Teachers in Home Economics
TUBBS, RUTH H. 1020 10th St. Greeley, Colo.	Art	The Teaching of Art Appreciation in Junior High School
TYLER, BEULAH BENTON Peru, Nebr.	English and Literature	Educational Implications in the Poetry of William Wordsworth
TYSON, NOEL LEWIS Minatare, Nebr.	Education	An Experiment in Teaching Typewriting by Correspondence
WALKER, THOMAS WENDELL 325 East Olive St. Ft. Collins, Colo.	History and Political Science	An Analysis of the Representative Courses in History in Teachers Colleges of Better Practices
WILLIAMS, FLORRIE 532 Harrison Panama City, Fla.	English and Literature	The Essential Facts of Shakespeare's Life and Stage for High School Pupils
WISE, VANCE L. 431 West 3rd St. Loveland, Colo.	Commercial Education	Fundamental Business Knowledges and Skills
ZEILER, HAROLD E. Rt. 1, Box 86 Loveland, Colo.	Education	The Present Status of State Boards of Education

## GRADUATE STUDENTS ENROLLED

OCTOBER 1, 1931, TO OCTOBER 1, 1932

EXCLUSIVE OF THOSE GRADUATED DURING THE SAME PERIOD

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**COLORADO STATE TEACHERS COLLEGE BULLETIN**



**CATALOG AND YEAR BOOK**

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Colorado State Teachers College

Catalog and Year Book  
NUMBER

1933-1934

GREELEY, COLORADO  
PUBLISHED BY THE COLLEGE  
MAY, 1933

## 1933—THE COLLEGE CALENDAR—1934

The Summer Quarter, 1933, begins June 17 and ends August 26  
First half, June 17-July 22—Second half, July 24-August 26

### FALL QUARTER

*Sept. 21, Thursday*.....Freshman week begins; 10:30, Gunter Hall  
*Sept. 25, Monday*.....Registration of freshmen  
*Sept. 26, Tuesday*.....Registration of upper classmen  
*Sept. 27, Wednesday*.....Classes begin  
*Nov. 30, Thursday, Friday* Thanksgiving (holiday)  
*Dec. 9, Saturday*.....Advance registration for winter quarter  
*Dec. 14-15, Thursday, Friday* Final examinations  
*Dec. 16, Saturday*.....Christmas vacation begins

1934

### WINTER QUARTER

*Jan. 1, Monday*.....Registration of new students; classes begin  
*Mar. 10, Saturday*..... Advance registration for spring quarter  
*Mar. 16-17, Friday, Saturday* Final examinations  
*Mar. 18, Sunday*.....Spring vacation begins

### SPRING QUARTER

*Mar. 26, Monday*.....Registration of new students; classes begin  
*May 4, Friday*.....Insignia Day  
*May 30, Wednesday*..... Memorial Day (holiday)  
*June 3, Sunday*.....Baccalaureate  
*June 7-8, Thursday, Friday* Final examinations  
*June 9, Saturday*.....Commencement

### SUMMER QUARTER

*June 16, Saturday*.....Registration  
*June 18, Monday*.....Classes begin  
*July 4, Wednesday*..... Independence Day (holiday)  
*July 21, Saturday*.....First half ends (registration for second half  
quarter)  
*July 23, Monday*.....Second half begins  
*Aug. 25, Saturday*.....Summer convocation



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Elementary Majors;  
Professor of Elementary Education*  
A.B., Bessie Tift College; B.S., A.M., Columbia University; Ph.D., University of Iowa.
- PAUL McKEE, A.B., A.M., Ph.D. *Director of Teachers  
College Elementary School;  
Professor of Elementary Education*  
A.B., Monmouth College; A.M., Ph.D., University of Iowa.
- SARAH H. McROBERTS, B.S. *Instructor in Physical Education*  
B.S., University of Iowa; Student, North Dakota State College.
- FLORENCE M. MEYER, A.B., A.M. *Assistant Professor of English;  
Supervising Teacher, Teachers College Secondary School*  
A.B., Grinnell College; A.M., University of Chicago; Student, Iowa State Teachers College.
- ESTELL ELGAR MOHR, B.S., A.M. *Associate Professor of Public School Music*  
Diploma, State Normal College (Bowling Green, Ohio); B.S., Teachers College, Columbia University; A.M., Colorado State Teachers College; Graduate Student, Ohio State University.
- GEORGIA ETHEL MOORE, B.S., A.M. *Associate Professor of Art*  
Diploma, Washington State Normal School; B.S., A.M., Columbia University; Student, University of Washington.
- MARGARET MULRONEY, A.B., A.M., Ph.D. *Professor of Foreign Languages*  
A.B., A.M., Ph.D., University of Iowa; Student, Centro de Estudios Historicos, Madrid, Spain.
- VERA NEWBURN, B.S., M.S. *Associate Professor of Home Economics;  
Supervising Teacher, Teachers College Elementary  
and Secondary Schools*  
Diploma, Northeast Missouri State Teachers College; B.S., Hastings College; M.S., Columbia University; Student, University of Nebraska.
- LESTER EDWIN OPP, B.M. *Assistant Professor of Music*  
B.M., Dana Musical Institute; Graduate Student, Eastman School of Music, Rochester University.
- \*ORA BROOKS PEAKE, A.B., A.M. *Associate Professor of History*  
Diploma, Michigan State Normal College; A.B., A.M., University of Michigan; Graduate Student, University of Chicago.
- \*KENNETH FREDERICK PERRY, A.B., A.M. *Associate Professor  
of Industrial Education;  
Supervising Teacher, Teachers College Elementary  
and Secondary Schools*  
A.B., A.M., Colorado State Teachers College.
- ETHEL BLANCHE PICKETT, B.S., A.M. *Associate Professor of  
Home Economics*  
B.S., A.M., Columbia University; Graduate Student, Teachers College, Columbia University.
- PAULINE CRAIG POGUE, A.B., A.M. *Dean of High School Girls;  
Assistant Professor of History;  
Supervising Teacher, Teachers College High School*  
A.B., A.M., Colorado State Teachers College.

\*On leave



- MARTIN LUTHER ROBERTSON, A.B., A.M., Ph.D. *Assistant Professor of Science*  
A.B., Michigan State Normal College; A.M., Ph.D., University of Michigan.
- LUCY LYNDE ROSENQUIST, B.S., Ph.B., A.M. *Associate Professor of Primary Education;*  
*Teachers College Elementary School*  
B.S., Fremont College; Ph.B., University of Chicago; A.M., Columbia University.
- MARGARET MOORE ROUDEBUSH, Ph.B., A.B., M.S. *Professor of Home Economics;*  
*Head of the Department*  
Ph.B., University of Chicago; A.B., Mississippi State College for Women; M.S., University of Chicago; Graduate Student, Bryn Mawr College.
- EARLE UNDERWOOD RUGG, A.B., A.M., Ph.D. *Professor of Education;*  
*Head of the Department*  
A.B., A.M., University of Illinois; Ph.D., Columbia University; Graduate Student, University of Chicago.
- OTTO WILLIAM SCHAEFER, M.S. *Associate Professor of Industrial Arts*  
M.S., Colorado Agricultural College; Student, Toledo School of Commerce.
- EDITH MARIE SELBERG, A.B., A.M. *Associate Professor of Biology*  
A.B., A.M., Colorado State Teachers College; Graduate Student, University of Chicago.
- JOHN HENRY SHAW *Editor of Official Publications;*  
*Instructor in Journalism*  
Student, Drexel Institute, Spring Garden Institute, Temple University.
- HELEN ETTA SPRINGER, B.S. *Instructor in Physical Education*  
B.S. University of Iowa; Graduate Student, University of Iowa.
- CHARLES E. STEWART, A.B., A.M. *Associate Professor of Extra-Mural Education*  
A.B., A.M., Colorado State Teachers College.
- FLORENCE TENNEY, B.S. *Instructor in Physical Education*  
B.S., University of Minnesota; Graduate Student, University of Iowa, Teachers College, Columbia University; Student, Bedford Physical Training College, England.
- JAMES J. THOMAS, B.M. *Assistant Professor of Music*  
B.M., Dana Musical Institute; Graduate Student, University of Southern California.
- A. L. THRELKELD, B.S., A.M., LL.D. *Professor of Extra-Mural Education*  
B.S., University of Missouri; A.M., Teachers College, Columbia University; LL.D., University of Denver; Graduate Student, University of Chicago, University of Wisconsin.
- FRANCES TOBEY, B.S., A.B., A.M. *Professor of English*  
Graduate, Emerson School of Oratory; B.S., Western Normal College, (Iowa); A.B., Colorado State Teachers College; A.M., Columbia University; Graduate Student, University of Oxford.

- OLIVER LEONARD TRONEL, B.S., A.M., Ph.D. *Professor of Education*  
 B.S., North Central College, Naperville, Illinois; A.M., Ph.D., University of Minnesota; Student, Manchester College, North Manchester, Indiana.
- FLOSS ANN TURNER, Ph.B., A.M. *Associate Professor of Primary Education;*  
*Teachers College Elementary School*  
 Diploma, Central Missouri State Teachers College; Ph.B., University of Chicago; A.M., Columbia University.
- SUSAN HART VAN METER, B.S., A.M. *Associate Professor of Elementary Education;*  
*Teachers College Elementary School*  
 Diploma, Colorado State Teachers College; B.S., University of Missouri; A.M., Columbia University; Graduate Student, Ohio State University, University of Missouri.
- EDWARD VON DEN STEINEN, M.D. *Professor of Physical Education;*  
*Medical Adviser of Men*  
 Graduate, Springfield College of Physical Education; M.D., Western Reserve University; Graduate Student, Harvard University, Chicago Polyclinic.
- WALLACE THEODORE WAIT, B.S., A.M., Ph.D. *Professor of Educational Psychology*  
 B.S., Whitworth College; A.M., Ph.D., University of Washington.
- LEE ROY WEST, B.S., A.M. *Assistant Professor of Geography*  
 B.S., Western State Teachers College, Oklahoma; A.M., George Peabody College for Teachers; Graduate Student, George Peabody College for Teachers.
- FREDERICK LAMSON WHITNEY, Ed.B., Ph.B., A.M., Ph.D. *Director of the Graduate School;*  
*Professor of Education*  
 Ed.B., Ph.B., A.M., University of Chicago; Ph.D., University of Minnesota.
- EDITH GALE WIEBKING, A.B., A.M. *Associate Dean of Women*  
 A.B., A.M., Colorado State Teachers College.
- GRACE HANNAH WILSON, A.B., A.M., Ph.D. *Dean of Women;*  
*Professor of Education*  
 Diploma, Colorado State Teachers College; A.B., Colorado College; A.M., Ph.D., Columbia University.
- WILLIAM LAWRENCE WRINKLE, A.B., A.M., Ph.D. *Director of Teachers College Secondary School;*  
*Professor of Secondary Education*  
 A.B., A.M., Colorado State Teachers College; Ph.D., New York University.
- ARTHUR FRANKLIN ZIMMERMAN, A.B., A.M., B.D., Ph.D. *Professor of History;*  
*College Chaplain*  
 A.B., McKendree College; A.M., Columbia University; B.D., Drew Theological Seminary; Ph.D., University of Illinois.

## THE LIBRARY

- EARLE UNDERWOOD RUGG, A.B., A.M., Ph.D. *College Librarian*  
A.B., A.M., University of Illinois; Ph.D., Columbia University; Graduate Student, University of Chicago.
- ALBERT FRANK CARTER, A.B., M.S. *Assistant Librarian*  
Diploma and M. S., State Normal School, (Pennsylvania); A.B., Colorado State Teachers College; Graduate Student, University of Chicago.
- GRACE LILLIAN CUSHMAN *Assistant Librarian*  
Diploma, Colorado State Teachers College.
- ANNE MAXVILLE, A.B., B.S. in L.S. *Assistant Librarian*  
A.B., Colorado State Teachers College; B.S. in L.S., University of Illinois.
- STELLA MCCLENAHAN, A.B. *Assistant Librarian*  
A.B., Colorado State Teachers College; Student, Monmouth College, Monmouth, Illinois; Moody Bible Institute, Chicago; Bible Teachers' Training School, New York City.

## THE CONSERVATORY OF MUSIC

- J. DEFOREST CLINE, B.M. *Professor of Public School Music;*  
*Director of the Conservatory of Music*  
Graduate in Music, Washington State College; B.M., Eastman School of Music, University of Rochester; Graduate Student, Columbia University; Voice with Kuria Strong and Percy Rector Stephens; Composition, Arthur Edward Johnstone, New York City.
- J. ELBERT CHADWICK, A.B., A.M. *Instructor in Piano*  
A.B., A.M., Colorado State Teachers College; Graduate of Syracuse University, College of Fine Arts; Piano with Duff Garrison, Organ with Harry L. Vibbard, Theory with Dr. William Berwald; Graduate Student of Dr. Adolf Frey, Syracuse University; Premier Prix d'Orgue at Fontainebleau, France, 1921, Studied with Charles Marie Widor and Henri Libert.
- BLANCHE RUMBLEY COLLINS, A.B. *Assistant Professor of*  
*Public School Music*  
Music Certificate, University of Colorado; A.B., Colorado State Teachers College.
- LUCY B. DELBRIDGE *Instructor in Violin*  
Diploma, Colorado State Teachers College; Studied Voice with A. Boylan and L. C. Austin; Studied Piano with U. Williams; Studied Violin with C. K. Hunt, W. S. Daniels, E. A. Garlichs, E. Sindlinger, Genevra Waters Baker, David Abramowitz, and Paul Lemaitre.
- HENRY TRUSTMAN GINSBURG, B.M. *Instructor in Violin*  
B.M., Denver College of Music; Student of Henry Schradieck in theory, violin, composition, and history; Violin with Sametini, Sverenski, Saslovsky, Heifetz, and Thibaud; Head of the Violin Department, Denver College of Music; First Violinist with the Cavallo Symphony Orchestra; First Violinist, Capitol Symphony Orchestra, New York; Director of General Electric Orchestra; First Violinist, Denver String Quartet; Concertmeister, Denver Civic Symphony Orchestra.
- J. ALLEN GRUBB *Instructor in Voice*  
Graduate of the Western Conservatory of Music (Chicago); Voice with John F. Jones, University of California; H. W. Owens, William Claire Hall, John C. Wilcox, and Percy Rector Stephens.

ARTHUR W. HENDERSON, B.M.

*Instructor in Piano*

B.M., Eastman School of Music, University of Rochester; Piano, Max Landow, Edgar J. Rose; Theory, Donald M. Tweedy, Melville Smith, Irvine McHose; Composition, Edward Royce, Bernard Rogers, Herbert Inch; Organ, Harold Gleason. Scholarship in Piano, Fellowship in Theory, Eastman School of Music.

BLANCHE BENNET HUGHES

*Instructor in Piano*

Student, College of Music, Cincinnati; Student with Alexander Andre, Armin Doerner, Everett H. Steele.

ESTELL ELGAR MOHR, B.S., A.M. *Associate Professor of Public School Music*

Public School Music Diploma, Bowling Green Normal College, (Ohio); B.S., Music Education, Teachers College, Columbia University; A.M., Colorado State Teachers College; Graduate Student, Ohio State University; Voice, Prof. R. M. Tunncliffe, Walter Kiesewetter, Madame Aslanoff, Percy Rector Stephens, Dean Harold Butler, Syracuse University.

LESTER EDWIN OPP, B.M.

*Assistant Professor of Music*

B.M., Dana Musical Institute, 'Cello, L. A. Gregory, Dillon, Montana, and L. V. Ruhl, Dana Musical Institute (Warren, Ohio); Piano, Margaret Poindexter and L. A. Gregory, M. Salome Wetterholt, and L. V. Ruhl; Graduate Student, Eastman School of Music, University of Rochester.

BEVERLY IVAREA BELL OPP

*Instructor in Reed Instruments*

Saxophone, J. Dwight Reese, D. S. Strickland, Theil College, (Pennsylvania); Oboe and Saxophone, Professor J. D. Cook, Dana Musical Institute; Graduate Student, Eastman School of Music, University of Rochester.

JAMES J. THOMAS, B.M.

*Assistant Professor of Music*

B.M., Dana Musical Institute (Warren, Ohio); Violin Student, Charles H. Lowry, John Hundertmark, Earl King, Arthur Stanborne, Paul Fink, Carl Kling, Arthur Hartmann; Piano Student, G. P. Andrews, Jacob Schmitt; Brass Instruments, Ross Hickernell; Theory, J. D. Cook, Rei Christopher, Nellie Mae Gwynne; History and Theory, Lynn B. Dana; Graduate Student, University of Southern California.

## SPECIAL FACULTY AND GENERAL LECTURERS

SUMMER QUARTER, 1933

- DR. LEWIS M. TERMAN, Stanford University. Courses in Education.
- DR. BEN D. WOOD, Columbia University. Courses in Education.
- DR. ALONZO F. MYERS, New York University. Courses in Education.
- DR. S. R. POWERS, Teachers College, Columbia University. Courses in Biology.
- DR. CHARLES SWAIN THOMAS, Harvard University. Courses in English and Literature.
- DR. EARLE EUBANK, University of Cincinnati. Courses in Sociology.
- DR. WILLIAM TRUFANT FOSTER, Director of Pollak Foundation for Economic Research, Newton, Massachusetts. Lecturer.
- DR. EDWARD HOWARD GRIGGS, Croton-on-Hudson, New York. Lecturer.
- DR. LEVERETT S. LYON, The Brookings Institution, Washington, D. C. Courses in Commercial Education.
- DR. EVELYN NEWMAN, Rollins College, Winter Park, Florida. Courses in English and Sociology.
- DR. GEORGE EARLE RAIGUEL, Philadelphia. Lecturer.
- DR. ROLLO G. REYNOLDS, Teachers College, Columbia University. Courses in Education.
- DR. EVERETT SACKETT, Director of Research, Balboa Heights, Canal Zone. Courses in Education.
- DR. PAYSON J. TREAT, Stanford University. Courses in History and Political Science.
- DR. ELDA R. WALKER, University of Nebraska. Courses in Biology.
- MISS LILLIAN WEYL, Director of Art Education, Kansas City, Missouri. Courses in Art.
- MR. G. C. MANN, Director of Vocational Education, Berkeley, California. Courses in Industrial Education.

- DR. MERLE PRUNTY, Superintendent of Schools, Tulsa, Oklahoma. Courses in Education.
- MISS AUGUSTA PATTON, Yale University School of Nursing. Courses in Nursing Education.
- MISS ELMA A. NEAL, Assistant Superintendent of Schools, San Antonio, Texas. Courses in Education.
- MR. CLARK M. FRASIER, Director of Training Schools, Cheney, Washington. Courses in Education.
- MR. I. E. STUTSMAN, Superintendent of Schools, Greeley, Colorado.
- MR. ROY J. WASSON, Assistant Superintendent of Schools, Colorado Springs, Colorado. Courses in Education.
- MR. BERNARD M. JOY, Denver, Colorado. Courses in Education.
- MISS MABEL RUE, Indianapolis, Indiana. Courses in Nursing Education.
- DR. LOWRY S. HOWARD, President, Menlo School and Junior College.
- MR. I. D. PAYNE, Director of Training Schools, Arizona State Teachers College, Tempe, Arizona.
- MR. ALLEN P. BURKHARDT, Superintendent of Schools, Norfolk, Nebraska.

## GENERAL INFORMATION

Colorado State Teachers College was established as the State Normal School of Colorado by an act of the Legislature of 1889. The first school year began October 6, 1890. It became a college by an act of the General Assembly in 1911.

### LOCATION

The College is located in Greeley, Weld County, Colorado, on the Union Pacific Railway, fifty-two miles north of Denver. This city is in the valley of the Cache la Poudre river, one of the richest agricultural sections of the state. The altitude is 4,648 feet above sea level. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes and contains churches of all the leading denominations. There are 12,203 inhabitants.

### GOVERNMENT

The College is under the management of a board of trustees of seven members, six of whom are appointed by the governor of the state; the state superintendent of public instruction serves ex-officio. The maintenance of the College comes from a state mill tax and from special appropriations made by the legislature.

The control of student affairs in the larger phases of student policy is in the hands of the Associated Students, an organization of the entire student body. Every regularly enrolled student at the time of registration is required to become a member of the association and pay a quarterly fee of \$5.00 which admits the student to all Associated Student activities and conference athletics.

### FUNCTION OF THE COLLEGE

The purpose of the College is to educate teachers. Being supported by public taxation of all the property of the state of Colorado, the College aims first to prepare teachers for all types of public schools maintained within the state of Colorado. This includes rural schools, kindergartens, primary, intermediate grade, upper grade, junior high schools, and senior high schools. The College also accepts the responsibility of educating supervisors for rural schools, principals, superintendents, teachers and supervisors of industrial education, fine and applied arts, music, commercial education, teachers for schools of nursing and hospitals, and supervising teachers and instructors in teachers colleges.

While the College is supported for the education of Colorado teachers, it welcomes students from any state or country and sends its teachers wherever they may be called. Students come to Colorado State Teachers College from many states and its graduates go in large numbers into the neighboring states and in smaller numbers into distant states and countries.

The College recognizes as its plain duty and accepts as its sole function the education of students to become teachers in every type of school at present supported by the state, to meet all the demands of the public school system, to forecast those improvements and reforms which the evolution of public systems of education is to bring about in the immediate future, and to educate teachers to be ready to serve in and direct the new schools which are in process of being evolved.

The College maintains a bureau to serve graduates seeking positions and school boards and superintendents seeking teachers. The only charge for this service is a small one to cover in part the cost of assembling data concerning nominees and is paid by the applicant. Superintendents

and school boards are invited to visit the College, to make use of the Placement Bureau in looking for teachers, and to meet applicants in whom they are interested.

### THE PLANT

The plant consists of sixteen attractive and substantial buildings, with interiors designed with a view to maximum service.

CRANFORD HALL houses the administrative offices, the Little Theater, and classrooms. The LIBRARY forms the central unit of a group of three buildings, forming a link between CRANFORD HALL on the west and KEPNER HALL on the east. KEPNER HALL is the home of the Teachers College Secondary School and Elementary School. GUGGENHEIM HALL accommodates the departments of industrial education and art. CRABBE HALL accommodates home economics, physics, chemistry, and English. GUNTER HALL OF HEALTH, with its spacious gymnasiums and swimming pool, accommodates the departments of physical education for women and physical education for men. The CONSERVATORY OF MUSIC is now housed in what was formerly the president's home. The HOME ECONOMICS PRACTICE HOUSE is used for demonstrations in home furnishings and housekeeping. The STUDENT CLUB HOUSE is the center of student social life on the campus. THE FACULTY CLUB, erected in 1930, is the center of much of the faculty social life on the campus. The heating plant, a modern and attractive building, is the latest to be erected.

### JACKSON FIELD

Just two blocks from the main campus is located the athletic field. It is one of the more recent acquisitions and is called Jackson Field, named in honor of Charles N. Jackson, Greeley member of the Board of Trustees. The field covers more than twenty-three acres and affords ample space for the varied lines of sport incident to college life.

The football field is surrounded by a quarter-mile track, with a bank on the west side forming an amphitheater with a present seating capacity of 5000 and room for 3000 more seats. The baseball diamond and practice field is separate and apart from the football field. It is located east of the cinder track and the football field.

The woman's physical education department has its own athletic field, adjoining Gunter Hall of Health.

### DORMITORIES FOR WOMEN

On a plot of ground south of the campus proper the College maintains a Dormitory Triangle on which three attractive and serviceable units accommodate a limited number of women students. BELFORD HALL is the largest of the three. It has accommodations for fifty-two girls. DECKER HALL is located east of Belford and has accommodations for thirty-one girls. GORDON HALL, south and west of Belford, has accommodations for thirty-one girls.

All freshman girls, except those working for room and board, or living at home, must live in the dormitories. During the summer quarter, older students may live in the halls.

Each student living in the College dormitories is expected to care for her room and to provide two pairs of sheets, 72" by 108" in size, for a single bed; three pillow cases of 42-inch tubing, two blankets, one comforter and necessary towels, one quilted mattress pad 36" by 76".

In addition to these, each student may bring her own sofa cushions, pictures, pennants, and other articles for decoration and personal comfort.



Rooms rent at from \$22.00 to \$24.00 a quarter for each student, with two students in each room.

Students who make applications for a room in the dormitories will deposit \$7.00. This deposit will be applied to the room rent the student pays for the quarter. Rent will be paid in advance for each quarter. In no case will rooms be rented except upon the quarterly plan. Students desiring rooms in the dormitories are requested to write to the dean of women at their earliest convenience, in order that their names may be placed upon the waiting list.

### DORMITORIES FOR MEN

In 1931 the College opened Hays Hall and Hadden Hall, its first dormitories for men. The buildings are new, attractive, and well planned for the life of students. These halls have dining rooms for men. The price for room and meals is \$66.00 a quarter for a student. Students who make application for accommodations in these halls will pay in advance for one quarter or make a deposit of \$10.00. All rooms must be rented by the quarter. Charges are due two weeks in advance. Send deposit to dean of men. The college furnishes one blanket and all bed linen, and students need only bring extra blankets for cold weather. All freshmen men are required to live in the dormitories unless excused by the administration.

### HOUSING REGULATIONS

The College requires all freshmen to live in the dormitories and all other students to live in approved rooming houses. For this reason, it is necessary that students apply to the associate dean of women or the dean of men for a list of approved rooms. Students are urged to come a few days before the opening of the quarter to select their rooms. No rooming houses will be allowed on the approved list if they do not have single beds and comfortable bathing and heating facilities. No basement rooms are allowed for sleeping purposes. The offices of the deans are open during the month of September for the purpose of consulting with students and placing them in approved houses. All students and householders are required to sign a contract, covering arrangements concerning rent, moving, extra fees, heat, light, and hot water. No student is allowed to move within a quarter except under unusual circumstances and with permission from the dean of men or the associate dean of women.

### HEALTH SERVICE

All students will be required to pay a health service fee of \$1.00 each quarter. In return for this they will have off-campus health service. All students too ill to attend classes are given free medical attention in their rooms. Provision also has been made for hospitalization of students.

### FEES AND EXPENSES

The expense of attending the College is as low as can be made possible by careful management. The total expense may be estimated by taking into account the three largest items: board, room, and college fees. Average expenses per quarter should not be higher than \$66.00 for board and room, \$16 for college fees, and \$5.00 for student association fees.

#### TUITION—

1. Tuition is free to Colorado students
2. Tuition to non-Colorado students is \$5.00 a quarter

**FEES—****1. MATRICULATION FEE—\$5.00**

The matriculated student is defined as one who has completed all the requirements for entrance to college, including the following: Intelligence test, English test, achievement test, health examination, photograph, and the necessary blanks in the registrar's office.

**2. INCIDENTAL FEE—\$15.00 each quarter.**

This fee includes all incidental costs of students for one quarter. It includes physical education, library, and laboratory fees in all classes. These fees are for the fall, winter, and spring quarters only. See Summer School Bulletin for fees for the summer quarter.

**3. HEALTH SERVICE FEE—\$1.00 each quarter.****4. STUDENT ASSOCIATION FEE—\$5.00 each quarter.**

Fees for individual lessons in piano, organ, violin, and other musical instruments, and voice are extra in the College Conservatory of Music. (See the section in the catalog under heading Music.)

Students who are not taking the prescribed courses in the Year Book are charged an incidental fee of \$2.00 a quarter hour for all subjects.

**TEXTBOOKS**—Students may obtain the regular textbooks at the College bookroom.

**FELLOWSHIPS, SCHOLARSHIPS, AND LOAN FUNDS****TEACHING FELLOWSHIPS**

Several graduate teaching fellowships will be available for the school year 1933-34. Each fellowship carries a stipend of \$450, paid in nine equal installments. These fellowships are open to any man or woman who has a bachelor's degree and who is an exceptionally capable student. Fellows are required to teach at least six hours per week and may not register for more than twelve hours of courses per quarter. Application for these fellowships should be made to the vice-president of the College.

**BOARD OF TRUSTEES SCHOLARSHIPS**

The Board of Trustees issues six scholarships each year. Four of these scholarships known as the "Board of Trustees Scholarships" are awarded at the spring commencement to the two men and the two women having the highest scholastic standing in the sophomore class. These scholarships cover the regular college fees, including laboratory fees, for the remaining two years in college. The two additional scholarships are awarded to the man and woman in the senior class having the highest scholastic standing. These scholarships are known as the "State Superintendent of Public Instruction Scholarships" and cover the regular college fees for one year of graduate work.

**JOINT HONOR SCHOLARSHIPS**

In accordance with joint action taken by the six Colorado state institutions of higher learning, the College authorizes the awarding of scholarships in accredited high schools good for four years. Such scholarships are awarded under the following conditions:

1. Scholarships are to be granted by the high school authorities.

2. Each scholarship will be good for four years tuition or fees in ANY state institution of higher learning in Colorado. (This does not include student association fees, matriculation fee; neither does it include laboratory fees for certain state institutions, nor does it apply to the professional schools of the University of Colorado.)
3. One scholarship will be granted for each twenty-five graduates, or any part thereof, up to five scholarships, which is the maximum to be granted by any high school. The following table will show the number to be granted:
 

1 to	25 graduates	1 scholarship
26 to	50 graduates	2 scholarships
51 to	75 graduates	3 scholarships
76 to	100 graduates	4 scholarships
Over	100 graduates	5 scholarships
4. Each scholarship must be granted on the basis of academic standing alone. If only one scholarship is granted, it must be given to the one having the highest average scholarship. If five are granted, they must go to the five highest in scholarship.
5. Scholarships will be honored only when presented by the person to whom granted, and no substitutions will be allowed.
6. Only graduates having two full years of work in the senior high school from which they graduate are eligible.
7. The graduate earning one of these scholarships must enter college at the opening of the following fall term, or it will not be honored.
8. If the holder of a scholarship fails to make an average grade of 3 during any term, the scholarship is void until the grades are again brought up to average.
9. All scholarships expire four years from the date of issuance.
10. A scholarship student may transfer from one state institution to another in the usual manner, and use the scholarship as long as he meets all other conditions.
11. Scholarships are not honored for attendance in summer sessions.

#### WAIVER OF FEES

This College will remit fees in cases of exceptionally worthy students interested in teaching as a profession and who do not qualify under the above scholarship plan. In each case candidates must be formally recommended by a committee of the high school faculty and passed upon by a committee comprising the registrar and two faculty members appointed by the president. This school will remit fees under these conditions, but to not to exceed a total of twenty-five students in any one year. This type of award is not negotiable and is not valid during summer quarters. With these qualifications it is valid for a period of four consecutive years from the date of issuance. The same rule concerning grades applies as in the case of joint scholarships.

#### SCHOLARSHIP TROPHIES

**THE JAMES J. BALL PRIZE**—Twenty dollars in gold, the award of James J. Ball, assistant superintendent of the Denver Public Schools, is presented yearly to the athlete having the highest scholastic standing among the letter men.

**M. WALTER PESMAN \$15 AWARD**—For outstanding work in biology and kindred activities.

**DELTA SIGMA EPSILON CUP**—The Delta Sigma Epsilon sorority offers a silver cup to the outstanding sophomore boy or girl. This cup is temporary and passes from student to student at the close of each year.

**SIGMA PI LAMBDA AWARD**—Sigma Pi Lambda, honorary educational fraternity for women, offers an award of a twenty-dollar gold piece to the graduate woman student who, in the estimation of the committee, is best qualified to meet the requirements of scholarship and personality.

#### LOAN FUNDS

There are numerous loan funds, aggregating more than \$22,000, designed to help worthy students to complete courses in Colorado State Teachers College. It not infrequently happens that a promising student meets with unexpected loss, through sickness or other causes, which compels him either to leave school or to continue his work at the risk of low scholarship and overtaxed body and mind, unless he is able to borrow some money. It is for the purpose of meeting just such emergencies that these loan funds have been established.

Applications for loans are made to the treasurer of the College, who, as chairman of the Loan Fund Committee, carefully investigates the record of the applicant. The committee grants the petition only in case it is satisfied that the applicant is worthy of such help, will be in a position to repay the loan within a reasonable time, is doing at least average work in college, and will be a credit to Colorado State Teachers College after graduation. The student furnishes a note acceptable to the treasurer and makes arrangement for its payment when due.

**SIGMA UPSILON GRADUATE LOAN FUND**—The Sigma Upsilon sorority has established a graduate loan fund to be used in helping advanced students to remain in college for the degree of Master of Arts. This fund is available to any student whether a member of the sorority or not.

**NORMAL STUDENTS LOAN FUND**—The money constituting this fund consists of contributions from persons, classes, and organizations disposed to help in the work, and of the interest derived from loans. The freshman and sophomore classes of the College quite often contribute money left after meeting class expenditures to this fund. The freshman class of 1921-22 contributed more than \$200 for this purpose. The fund is intended particularly for those students who need some financial assistance in completing the first two years of work.

**SENIOR COLLEGE LOAN FUND**—This fund is an accumulation of money contributed by four-year graduates and others who may be interested in creating a fund for those who desire to pursue a curriculum leading to the Bachelor of Arts degree. Already it has helped many worthy students to continue to the end of their four-year course.

**PHI DELTA KAPPA LOAN FUND**—This fund, contributed by the Alpha Mu Chapter of Phi Delta Kappa, is placed at the disposal of the Loan Fund Committee for loans to men in the senior year and graduate year of college, first preference being given to members of Phi Delta Kappa.

**Y. W. C. A. STUDENT AID FUND**—The Young Women's Christian Association has a fund of several hundred dollars which is kept to aid students who need small sums to enable them to finish a quarter or a course. The fund is in charge of a committee consisting of the treasurer of the society, two members of its advisory board, and a member of the faculty. Loans are made without reference to membership in the society.

**THE WILLIAM PORTER HERRICK MEMORIAL FUND**—This fund, the gift of Mrs. Ursula D. Herrick, in memory of her husband, the late William

Porter Herrick, consists of the principal sum of \$5,000. The proceeds or income of said fund are to be paid over to and expended by the Board of Trustees of Colorado State Teachers College of Colorado, in aid of such worthy and promising undergraduate students of the College, of either sex, as the president of said College may from time to time designate; provided, however, that no student who uses tobacco in any form or who uses intoxicating liquors of any kind as a beverage shall participate in the benefits of this fund. The sum or sums, income or proceeds, so expended by the said trustees shall be considered in the nature of a loan or loans to such students as may receive the same, and each of said recipients shall execute a note or notes promising to repay to said trustees the amount or amounts so received.

**THE GREELEY ROTARY CLUB LOAN FUND**—The Greeley Rotary Club has turned over to the Student Loan Committee of the College the sum of \$1,100 to be used as a loan fund for men students.

**HOSPITAL LOAN FUND**—The class of 1922 turned over to the Student Loan Committee of the College the sum of \$225 to be used as a loan fund for those who need financial assistance in meeting hospital or medical expenses.

**THE J. C. KENDEL MUSIC LOAN FUND**—This fund was started in February, 1924, from a balance turned over by the May Music Festival Committee for that purpose and is available to music majors only. In appreciation of the efforts put forth by Mr. Kendel in conducting the May Music Festival, the committee decided to call this fund "The J. C. Kendel Music Loan Fund."

**THE SARAH PLATT DECKER MEMORIAL FUND**—This fund, established on April 7, 1926, by the Sarah Platt Decker Memorial Association in memory of the late Sarah Platt Decker, consists of the sum of \$3,658 which is used as a loan fund for women students of Colorado State Teachers College under such terms as shall from time to time be determined by the Loan Fund Committee of the College.

**THE NURSES CLUB LOAN FUND**—This fund was started in August, 1931, by a summer school student, an instructor of nursing procedures in an Indiana school of nursing, and added to by three nurses from Pennsylvania and Nebraska. In 1932 the fund was added to from the accumulated dues of the Nurses Club. This fund is available, first, to nursing education majors, and secondly to other women students, both of Colorado State Teachers College, as may be determined by the Loan Fund Committee of the College.

## THE RELIGIOUS ASSOCIATIONS

**Y. W. C. A.**—Realizing the necessity for religious and social culture in the school, and believing that much good comes of Christian association, a large number of interested students have organized themselves into the Young Women's Christian Association. Meetings are held at various times, and persons who have given considerable thought to the life and aspirations of young people are invited to address the meetings.

**THE NEWMAN CLUB**—The Catholic students of the College are organized into the Newman Club, the work of which is similar to that of the other Christian organizations. This club has a membership of active young people. Both organizations have been co-operative in forwarding the religious work and welfare of the College.

## HONORARY FRATERNITIES

**PHI DELTA KAPPA**—A professional fraternity in education open to men of junior, senior, and graduate rank. It was founded in 1909 by the

merger of education clubs in Columbia, Indiana, and Stanford Universities. The chapter at Colorado State Teachers College is the thirty-seventh chapter of the fraternity and the first chapter in a state teachers college. Membership is open by invitation to upper class men students who have passed twelve quarter hours in education, who pledge themselves to teaching as their profession, and who meet certain character qualifications.

**KAPPA DELTA PI**—A national honor society in education open to both men and women students of upper class rank. It was founded at the University of Illinois in June, 1911. The chapter at Colorado State Teachers College was established on February 28, 1920, as the eighth chapter of the fraternity and the first chapter in a teachers college. Membership in Kappa Delta Pi is open to upper class students who have ten quarter hours in education, who have been in residence for three quarters, and who meet certain scholastic and character qualifications.

**SIGMA PI LAMBDA**—Honorary educational fraternity for women of senior college and graduate rank. It was founded at Colorado State Teachers College in May, 1926. Its purpose is to encourage research and progress among women in the field of education, and to maintain high ideals of personality and scholarship. Membership is by invitation to students who meet the requirements in residence, and certain scholastic and personality qualifications.

**PI KAPPA DELTA**—National honorary debating fraternity. Pi Kappa Delta was the first honorary society to be installed in Colorado State Teachers College. It was installed in the College in the spring of 1918. The purpose of the organization is the encouragement of intercollegiate debate and oratory. Membership is limited to those who have taken part in recognized intercollegiate debates or oratorical contests, or are actively engaged in coaching such students.

**ALPHA PSI OMEGA**—A national honorary dramatic fraternity which was installed on the campus of Colorado State Teachers College in 1926. Membership in this organization is by invitation and is open to men and women students who have done outstanding work in acting and directing and staging dramatic productions on the campus.

**PHI ALPHA THETA**—National honorary historical fraternity, is open to both men and women of senior college rank. It was founded at the University of Arkansas in 1921. Iota chapter of Colorado State Teachers College was installed on November 16, 1929, and was the first chapter granted to a state teachers college. Membership is open only by invitation to those students who have a definite interest in history and who have high scholastic qualifications in at least sixteen hours of history.

**ALPHA ZETA PI**—National honorary romance language fraternity. It was founded in Denver in 1917, and Zeta chapter was installed at Colorado State Teachers College in 1928. Membership is open to students who show a decided ability and interest in the Romance Languages, and who have completed thirty hours of work in the field. They must also have a creditable average in other subjects, and meet certain character requirements.

**ALPHA GAMMA PHI**—National honorary fraternity in art open to students above freshman rank. It was founded at Colorado State Teachers College in January, 1928. The purpose of the fraternity is to encourage interest and growth in the fine arts and to maintain high ideals of personality and scholarship. Membership is by invitation to students who meet certain scholastic and character qualifications.

**PI OMEGA PI**—National honorary fraternity in commercial education. It was founded at the Missouri State Teachers College, Kirksville,

Missouri, on June 13, 1923. The Zeta Chapter in Colorado State Teachers College was organized in May, 1928. The aims of the organization include the encouragement and creation of interest and scholarship in commerce. The qualifications for membership are fifteen or more quarter hours of credit in commercial education and seven and a half quarter hours credit in education, superior standing in all commercial studies and average standing in all other subjects.

**LAMBDA SIGMA TAU**—Honorary science fraternity. The purpose of this organization is to stimulate among teachers of science progress in scholarship, methods, cooperation, ethical standards and humanitarianism. Membership is open to majors in the fields of chemistry, biology, physics, and mathematics majors who minor in one of the three fields above and who have demonstrated that they are above the average scholastically and of good character.

## THE GRADUATE SCHOOL

The purpose of the Graduate School is to increase the candidate's efficiency as a teacher and an independent worker in the field of education. To achieve these ends, three main phases of his education are emphasized: (1) To give the candidate a better background of academic information in his major and related fields; (2) to enlarge his knowledge in the professional field of education and educational psychology to the end that he may better understand the learner's mind, the laws of growth, and the means to be employed in personal development; (3) to acquaint the student with the elements of research technic in order to give him some degree of facility in recognizing, attacking, and solving problems similar to those that will later confront him in his professional life.

### GRADUATE STUDY

Students entering the Graduate School should realize that their status is different from that of the undergraduate. Administrative machinery cannot be wholly dispensed with, so minimum requirements must be made. However, the aim of the graduate student should not be to meet requirements primarily. He should see in his graduate experience the opportunity to enlarge his knowledge and make himself an *independent* worker. To realize these ends, his interest and effort should carry him beyond the bounds of mere requirements. His achievement should be limited only by the time, energy, and ability at his command.

The department in which the student elects to do the greater part of his work is designated as his "major department." While no definite credit hour regulations as to majors and minors are set, nevertheless the graduate student's efforts should not be scattered and unrelated. Narrow specialization within a single field in most cases is not advised, but the candidate's work should be characterized by a certain definiteness and unity. To this end the student and his major professor are expected at the outset to formulate a tentative three quarter program of articulate courses to be approved by the director of the Graduate School.

### DEGREE OF MASTER OF ARTS

On this level the Graduate School recognizes two classes of graduate students: (1) Regular students who wish to enter and become candidates for the degree, Master of Arts, or to increase their value as educators without earning a higher degree; (2) special students who, having taken a bachelor's degree, wish to broaden their education without reference to teaching as a profession. For detailed information, see the announcement of the Graduate School.

Excess undergraduate work taken in Colorado State Teachers College may be applied toward the Master of Arts degree, provided the student files with the registrar, prior to the time the work is done, a statement from the director of the Graduate School granting him the privilege to do this. Such credit will be granted only to students who in their fourth year do not need all of their time for the completion of their undergraduate work. The graduate class card (pink) must be used by students who wish credit for courses taken under this provision.

### DEGREE OF DOCTOR OF PHILOSOPHY

A tentative plan has been developed for the granting of the doctor's degree in the Department of Education.

Since 1927 a few exceptionally well qualified administrators and teachers in the field have been admitted to candidacy for the doctor's degree. But the policy of the College is still in the formative stage. The above mentioned candidates have been encouraged by the Department of Education as a result of their excellent qualifications for advanced graduate training. For detailed information, see the announcement of the Graduate School.

### EXTENSION DEPARTMENT

The Extension Department is organized to administer the off-campus activities of the College. A bulletin giving detailed information will be mailed upon request. To enable teachers in active service to continue their professional education, the department fosters two types of extension study.

**EXTENSION CLASSES**—Every effort is made to organize classes in those communities where a group of people wish to study the same course. In addition to the off-campus classes the Extension Department will upon demand of fifteen or more students organize classes to meet upon the campus during late afternoons, evenings or Saturdays. All classes taught upon the campus carry residence credit.

**CORRESPONDENCE STUDY**—For the convenience of those who cannot meet in extension classes the College provides individual correspondence courses. Each course consists of a set of study units, which are worked through by the student. The student's responses are made in writing to the instructor who reads and grades the papers. In all cases the instructors grading the correspondence papers are regular faculty members.

**LIMITATIONS OF EXTENSION CREDIT**—Twenty-four quarter hours of extension credit (all types) is the total number of hours which may be applied toward meeting requirements for the completion of the two-year course; thirty-six quarter hours is the total of extension credit which may be applied toward meeting requirements for the completion of the three-year course; forty-eight quarter hours is the total of extension credit which may be applied toward meeting the requirements for the completion of the Bachelor of Arts degree.

Students who expect to graduate while in non-residence must communicate with the registrar before the opening of the quarter in order that proper arrangements may be made. In such cases, the last extension course, if in progress, must be completed and graded ten days before the end of the quarter in which the student expects to graduate.

Students in residence are not permitted to take work by correspondence. This regulation shall not be interpreted as prohibiting students from completing four quarter hours in correspondence between the end of the summer quarter and the beginning of fall quarter.



## STUDENT TEACHING

The College provides opportunity for the laboratory study of problems in the theory and art of teaching. The courses providing for this work are offered in sequence, beginning with directed observation of classroom methods and procedures, progressing into participation, and culminating in the work in which the student becomes responsible, under close supervision, for the learning done by the children.

The elementary courses in this sequence are Pre-Teaching Observation (Ed. 55 or 56). These courses enable students to orient themselves in their major fields, to learn how the supervising teacher applies principles of teaching to actual classroom situations, to observe the work of the pupils in a given grade, and to become familiar with the subject matter of the grade observed. They also enable the students to participate in some of the less complex classroom activities of the grade in which they are observing.

The advanced laboratory courses are those in student teaching (Ed. 58, 150, 151, 152, 154, 155, and 156). In these courses the work of the classroom is put more nearly into the hands of the student teachers. Unskilled and untrained teachers do not practice on the pupils. This is prevented by having a supervising teacher in charge of the work on each school level in the elementary grades and of each subject at the secondary school levels. This teacher is at all times responsible for the work in his subject or grade and is chosen because his personality and professional preparation fit him for the double responsibility of guiding the learning of children and of directing the work of the student teachers.

Courses providing for the laboratory study of the problems of supervision are Student Supervision (Ed. 153 and 157). Students enrolled in either of these courses work with the supervising teacher in directing the work of student teachers. The content of these courses is organized so that the student may progress in his study from the less difficult problems of supervision to the more difficult.

The laboratory work is offered in four school units. The Teachers College Elementary and Secondary Schools form one of these. The College Elementary School is comprised of pre-school, kindergarten, and the first six grades. The College Secondary School is a six-year unit comprising the Junior High School (grades seven, eight, and nine) and the Senior High School (grades ten, eleven, and twelve). The elementary school affords opportunity in observation and participation for students majoring at that level and for student teaching for majors in art, music, home economics, woodworking, and physical education. The secondary school provides opportunities for both observation and student teaching for majors in the subject matter fields.

The other three units are public school systems, affiliated with the College for student teaching purposes: the Big Bend school, eight miles from Greeley; the Gilcrest school, three miles farther south; and the Ashton school, six miles southwest. The Big Bend system is organized with primary, intermediate, and junior high school departments. The Gilcrest system includes an elementary school with primary and intermediate departments, and a six-year high school. The Ashton school is an eight-year elementary system. There is an experienced supervising teacher in charge of each of the departments in these schools. Student teachers are assigned in pairs for a half day for twelve weeks. While one is attending college classes the other is doing student teaching. Transportation to and from the College is provided for the student teachers.

### REQUIREMENTS IN STUDENT TEACHING

1. All assignments for student teaching are made by the director of student teaching.

2. A minimum of eight quarter hours of student teaching credit is required for the certificate or the Bachelor of Arts degree. Additional student teaching may be elected at either the junior or the senior college level. The total amount which may be earned during the four-year course should not exceed sixteen quarter hours.

3. No student is eligible for student teaching whose college grades average below 2.5 prior to his application for student teaching, or whose grades in the subject matter field assigned for teaching average below 3.

4. As a prerequisite to the first quarter of student teaching each student shall be required to spend one quarter in a systematic scheduled class in observation (Ed. 55 or 56) in either the College Elementary or Secondary School.

5. Each student shall be required to make a score above the tenth percentile point on the entrance tests in English and in the elementary school subjects.

6. Students offering advanced standing from other institutions must make arrangements regarding student teaching with the director of student teaching immediately upon matriculation at the College.

7. Mature students who submit required evidence of at least three years' satisfactory experience may substitute advanced elective work in College for the required student teaching on the approval of the director of student teaching under the following conditions:

- a. A score above average on the classification test
- b. A score at or above the sixtieth percentile point on the English test
- c. A score at or above the sixtieth percentile point on the elementary school test
- d. A scholastic standing of at least C (or 3 on the point scale) on work taken up to the time of application for exemption
- e. No exemption is allowed where students have changed their major and have had no teaching experience in their new field
- f. A formal application must be made for exemption prior to the quarter of graduation and filed with the secretary of the director of student teaching. All students will be held for the requirements for exemption in effect at the time of application
- g. The course offered in substitution for student teaching must be taken subsequent to the date of application for exemption; it must be elective beyond core and departmental requirements; it must be taken in residence at Colorado State Teachers College; it must be at the senior college or graduate level
- h. Students majoring at the elementary school level who apply for this exemption will offer Advanced Observation-Student Teaching (Ed. 158) as a substitute for the required student teaching course

## ADMISSION TO COLLEGE

The qualifications for admission to Colorado State Teachers College are four:

1. Graduation from a high school or secondary school fully accredited by the North Central Association of Colleges and Secondary Schools or by the state university of the state in which the high school is situated. The student must have passed in a minimum of twelve regular high school units in grades 10, 11, and 12. The college

does not prescribe what the high school subjects shall be. It accepts any units that have been accepted for graduation by the secondary school.

**ADMISSION MAY BE UNCONDITIONAL OR CONDITIONAL**—Even though graduation from an accredited high school yields admission, only those whose rank in the high school graduating class is in the upper seventy-five per cent and whose scores in matriculation tests are correspondingly good are admitted unconditionally.

Candidates for admission in the lowest twenty-five per cent of the high school graduating class whose scores in matriculation tests are correspondingly low are admitted on probation for one quarter. This group is given individual attention usually in the form of personal interviews and guidance. At the end of the probationary period the status of each student thus admitted will be definitely determined.

**GRADUATES OF UNACCREDITED HIGH SCHOOLS**—Applicants graduating from unaccredited high schools may be unconditionally admitted if they make scores in the matriculation tests high enough to reveal their ability to do college work successfully. All other graduates of unaccredited high schools are conditionally admitted. Success in studies during the first quarter of residence removes the student's name from the probation list and makes him a regular student subject to the same rules and regulations as applied to graduates of accredited schools.

**ADULT STUDENTS NOT HIGH SCHOOL GRADUATES**—Applicants nineteen years of age or over may be admitted conditionally provided they make satisfactory scores on matriculation tests.

2. All applicants for admission are required before receiving permanent registration cards to take a series of matriculation tests to determine as nearly as possible the probability of success. These examinations are:
  - a. A standard intelligence test
  - b. A standard English test
  - c. A standard achievement test (knowledge of the subject-matter of the common branches taught in the public elementary and junior high schools)
3. The applicant for admission must be recommended by the principal of the high school from which the student graduated, or by some one authorized to act for him, as being to the best of his knowledge of good moral character.
4. The applicant is required to pass a health examination given by the College physicians. Those who have an active communicable disease or such physical defects as would interfere with their success as teachers are not accepted.

### PHYSICAL EXAMINATIONS

A thorough health examination is required of each student as soon as practical after registration and thereafter once each year. Matriculation is not completed until this examination has been made and recorded, and students are not graduated unless the examinations are attended to regularly. The College physicians keep regular office hours for free consultation. These examinations and conferences have for their purpose the prevention of illness and the promotion of vigorous health of students.

## MATRICULATION OF FRESHMEN

September, 1933

*The Application for Admission blank used by Colorado State Teachers College requires the completion of a questionnaire by the applicant (Part I) and a transcript of the high school record, and other data (Part II) by the principal or superintendent. Forms will be mailed to the high school before the close of the school year. Applicants who plan to enroll should complete Part I before graduation and request the proper high school official to complete Part II and mail to the College by June 30. Applicants who are uncertain about enrollment should have the record sent to the College by September 15 or before to avoid delay in registration. Since all high school graduates are accepted unconditionally, or conditionally, if recommended by the principal or superintendent, an advance report will not be sent to applicants. Adult students who are not high school graduates should consult the registrar before taking the matriculation tests.*

**FRESHMAN WEEK**—All freshmen enrolling for the first time in this College are required to appear on the campus Thursday, September 21, 1933. The first freshman assembly will be held in Gunter Hall at half past ten o'clock Thursday. At that time the complete freshman week program will be announced. With the high school record submitted in advance, nothing further should be done about enrollment until direction is given at the first freshman assembly.

**FRESHMEN SECTIONS**—The freshman class will be divided into three sections designated X, Y, and Z. Students in Section X have their core required courses coming in a certain sequence; those in Section Y in another sequence; and those in Section Z in still another. In the diagram on page 36 the subjects are arranged for each of these three groups of students.

## QUALITY OF WORK REQUIRED

The College does not encourage students who do poor work to continue in the institution. Two regulations designed to eliminate this class of students are in force. These are:

1. **THE TEN-HOUR RULE.** A student in any quarter who fails to pass in ten hours of a regular program of not less than fifteen hours is warned in writing of his failure and has the following notation made on his permanent record: "Came under ten hour rule. Readmitted one quarter on probation." Such a student may continue in College on probation. For a second failure under this rule the student is notified in writing that he is indefinitely dropped from the College rolls. Likewise, a student carrying a limited program (less than fifteen hours) is required to pass in two-thirds of his program.

2. **THE TWO-POINT-FIVE RULE.** A student whose scholastic average is under 2.5 at the time he applies for an assignment for student teaching will not be given such an assignment. One whose scholastic average is less than 2.5 at the time he applies for graduation will not be graduated or granted a teaching certificate until he has by further residence study raised his total average to or above that mark.

**NOTE:** Students are not dropped from college for failure under this rule except in unusual cases and then only after a full quarter's warning.

NOTE: To determine the student's average the grade letters have the following values: A=5, B=4, C=3, D=2, F=1.

Typical example: Mary A. Black

Soc. 1	4 hrs	grade B=	16	
Sci. 3	4 hrs	grade C=	12	
Eng. 41	4 hrs	grade A=	20	The total is 60.
Hyg. 1	4 hrs	grade D=	8	Divided by 17 the re-
Phys. Ed.	1 hr	grade B=	4	sult is 3.53.
	<hr/>		<hr/>	
	17 hrs		60	

THE GRADING SYSTEM—The following grading system has been adopted by faculty action and has been in effect since October 1, 1924:

- A indicates superior work
- B indicates work above average
- C indicates average work
- D indicates work below average, but passing
- F indicates failure
- "Inc.," Incomplete
- "W," Withdrawn
- "WF," Failing at time of withdrawal

A course marked "Incomplete" must be made up within three months, or during the succeeding quarter, if credit is to be recorded. In case of summer school students who do not attend during the regular year, an "Incomplete" must be made up before the end of the following summer quarter or during the next succeeding quarter in residence, provided it comes within a twelve months period.

If a student withdraws from a class or from College without making formal arrangements with the registrar, he or she will receive an F in all subjects. Should the student be obliged to leave because of an emergency, a letter giving all facts must be filed with the registrar.

## CERTIFICATES AND DEGREES

### I. THE LIMITED RURAL CERTIFICATE

A limited certificate valid for a period of two years in the rural schools will be issued upon completion of the prescribed two-year course in the rural school curriculum. This certificate may be renewed for two years upon satisfactory evidence of one year successful teaching and an additional sixteen quarter hours of acceptable college work.

### II. THE LIMITED ELEMENTARY CERTIFICATE

A limited certificate valid for a period of five years, in the elementary schools, will be issued upon completion of the prescribed three-year course in the kindergarten-primary, intermediate or the upper grades curricula. A life certificate to teach in the elementary schools will be issued upon completion of the fourth year in the same curriculum in which the limited elementary certificate was received.

### III. THE LIFE CERTIFICATE

A life certificate is given only upon the award of a degree. The diploma given upon the award of the Bachelor of Arts or the Master of Arts is a life certificate to teach in either the elementary or secondary schools of the state.

Students who have declared themselves to be candidates for the limited and life certificates prior to Sept. 1932 will be permitted to complete their courses according to the requirements effective at time of matriculation, provided said courses are completed before September 1, 1934.

**MINIMUM RESIDENCE REQUIREMENT**—The College does not grant any certificate or degree for less than three full quarters of undergraduate study, during which time the student must have earned at least forty-eight quarter-hours of credit. If the student's first graduation is with the Bachelor of Arts degree, he must have spent at least three quarters in residence. Students who have already taken the two-year course must spend in residence at least two additional quarters for the Bachelor of Arts degree. Those who have taken the three-year course must spend at least one additional quarter in residence for the degree. For the maximum amount of extension credit allowed, see page 26.

Correspondence students when enrolling in residence should apply to the Extension Department for an extension of time which will permit the completion of correspondence courses at a time when the student is not enrolled in residence courses. Students in residence are not permitted to enroll in correspondence courses during vacations except during the vacation between the end of the summer quarter and the beginning of the fall quarter.

## CREDITS

*Application for any certificate or degree must be made to the registrar at least sixty days before the close of the quarter in which the certificate or degree is to be granted. Applications filed after that date shall be subject to a charge of \$2.00.*

**TIME LIMIT FOR THE COMPLETION OF COURSES**—Candidates for the Limited Rural Certificate (two year course) will be allowed three years to complete requirements effective at matriculation. Another three years will be allowed to complete the work of the third and fourth years under the requirements effective at the time the student begins resident work of the third year. Candidates for the Limited Elementary Certificate (three-year course) will be allowed four years to complete the requirements under conditions effective at matriculation. Two additional years will be allowed to complete requirements for the Bachelor of Arts degree effective at the time the student begins resident work of the fourth year. Adjustment to current requirements seldom involves hardship if the same major and minor courses are followed.

**UNIT OF COLLEGE CREDIT**—All credit toward graduation is computed in "quarter-hours." The term "quarter-hour" means a subject given one day a week through a quarter of a year, approximately twelve weeks. Most of the College courses call for four recitations a week. These are called four-hour courses. A student usually selects sixteen quarter-hours, the equivalent of four courses each meeting four times a week, as his regular work.

**STUDENT LOAD**—The normal load for junior college students is seventeen hours, including a physical exercise course carrying a credit of one hour. The normal load for all other students is sixteen hours. During the first quarter, the student whose score on a reliable intelligence test falls above the ninety-third percentile point for college students may be permitted to carry four hours beyond the normal load; the student whose score falls between the eighty-fourth and ninety-third percentile points inclusive may be permitted to carry two hours beyond the normal load. During subsequent quarters a student whose grade average is 4 (B) or above will be permitted to carry two to four hours above the normal load, depending upon such factors as health, test scores, and time required to complete graduation. The student whose average grade falls below 2.5 will be required to carry two to four hours below the normal load. These regulations apply also to students attending the summer quarter.

**CREDIT FOR PHYSICAL EXERCISE COURSES**—A physical exercise course is required of all freshmen and sophomores during the Fall, Winter, and

Spring quarters, unless physical disability is certified by the College physicians. Such releases shall be filed in writing with the registrar before permanent registration of the quarter to which the release applies. No credit will be allowed for physical exercise courses in the senior college and not more than six hours will be accepted in the junior college; however, this does not apply to majors or minors in physical education.

**EXCESS CREDIT IN THE UNDERGRADUATE SCHOOL**—Excess undergraduate work taken in Colorado State Teachers College may be applied toward the Master of Arts degree provided the student files with the registrar, prior to the time the work is done, a statement from the director of the Graduate School granting him the privilege to do this. Such credit will be granted only to students who in their fourth year do not need all of their time for the completion of their undergraduate work. The graduate class card (pink) must be used by students who wish credit for courses taken under this provision.

**RELEASE OF TRANSCRIPT CREDITS**—A matriculated student is given one transcript of credits without charge. For each succeeding transcript a charge of one dollar is made.

A non-matriculated student is required to pay one dollar for each transcript of credits including the first. Payment should be made in advance to avoid delay.

**CREDIT FROM OTHER COLLEGES**—Full credit is allowed for work done in other accredited colleges on the basis of our own credit standards. Substitutions may be made for required courses if equivalent work has been taken. Credentials shall be filed with the registrar in accordance with instructions which will be released upon request. All advanced standing is provisionally allowed pending the satisfactory completion of matriculation tests and a minimum of one quarter's work.

## THE CURRICULA

*Throughout this catalog courses numbered 1-99 are primarily first- and second-year subjects; 100-199 are third- and fourth-year. Those numbered 200 and above are graduate work. Senior college students must select at least two-thirds of their courses in the senior college.*

Colorado State Teachers College is a technical school whose sole function is to prepare teachers for the teaching profession in the same sense that medical colleges prepare physicians and surgeons, engineering schools prepare engineers, etc. For this reason its curricula are sharply differentiated from those of other technical schools and also from those of the colleges of liberal arts.

The curricula of the College are formulated on the basis of four years of work with the exception of the two-year rural school curriculum. Upon the completion of 192 quarter hours, exclusive of physical exercise courses, the degree of Bachelor of Arts and the Life Certificate will be granted. The prescribed course leading to the (two year) Limited Rural Certificate requires ninety-six quarter hours and six hours of physical exercise courses. A limited certificate valid for a period of five years in the elementary schools will be issued upon the completion of three years work (144 hours exclusive of physical exercise courses) in the kindergarten-primary, intermediate, or upper grades curricula. The Bachelor of Arts degree and the Life Certificate will be granted upon the completion of an additional year (48 hours) in the same curriculum in which the Limited Elementary Certificate was received.

The following departments prepare teachers to receive the Bachelor of Arts degree:

Art	Geography
Commercial Education	History and Political Science
Education	Industrial Education
Superintendents	Literature and Languages
Principals for	Mathematics
Elementary Schools	Music
Junior High Schools	Physical Education for Men
Senior High Schools	Physical Education for Women
Supervisors and Teachers for	Sciences
Kindergarten-Primary	Sociology
Intermediate	
Upper Grades	
Rural Schools	
Training Schools	

#### SELECTION OF MAJORS AND MINORS

One major of forty-eight hours and two minors of twenty-four hours each are required in most departments for graduation.

In choosing a major and minors, the student should select in accordance with his interests and the demand for service after graduation. A survey of the vacancies reported to the Placement Bureau over a period of years and the studies of Whitney of Colorado, Woody of Michigan and Buckingham of Ohio State indicate definite subject combinations are desirable from the viewpoint of placing the graduate.

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

MAJOR	MINOR
Art	Music, English, Spanish.
Commercial Education	There are many positions for Commercial Education majors without minors if they can teach Bookkeeping, Shorthand, and Typewriting.
Education	This subject is fundamental for all teachers. Experienced teachers with Education as a major secure positions as superintendents, principals or supervisors. Seldom does a person without experience secure an attractive supervisory position. Many city schools are giving preference to grade teachers who hold the Bachelor of Arts degree. Majors in Education who have had experience in the grades and who have completed the work for the Master of Arts degree are in demand for college training school positions.
Geography	History, Science, Sociology.
History	English, Public Speaking, Physical Education for Men, Geography, Sociology, Latin, Spanish.
Industrial Education	Physical Education for Men, Science, Mathematics.
Literature and Languages	Latin, History, Geography, Mathematics, Library Science, French.
Mathematics	Science, Physical Education for Men.
Music	Art, English, History.
Physical Education for Men	Industrial Education, Science, Mathematics.
Physical Education for Women	Science, Home Economics.
Science	Mathematics, Home Economics.



**MAJOR**  
Sociology

**MINOR**

An understanding of the fundamental principles of Sociology is essential for successful teaching. Sociology is taught as a subject, however, in very few high schools. Sociology courses are usually taught in high schools by the history teacher.

The relation of supply and demand in various fields should always be considered in choosing majors and minors. For the past few years there has been an urgent demand for teachers of the following subjects: Science, Mathematics, Music, Commercial Education, and Latin.

In choosing teachers, principals and superintendents are always anxious to find applicants who are able to handle extra-curricular activities. From the viewpoint of getting a position, it is desirable for teachers to prepare themselves to direct glee clubs, coach athletics, coach debating teams, manage student publications, and supervise high school clubs of various kinds. Men teachers can increase their salaries and obtain better positions if they understand and know how to coach boys' athletics.

**THE CURRICULA IN DETAIL**

The curricula are built upon four principles: (1) The inclusion of a common group of general, cultural, and background courses; (2) the inclusion of a common group of professional courses; (3) the inclusion of a group of courses in each curriculum to give adequate instruction in and preparation for a specific teaching job; (4) leaving ample room for individual choices by students so that their education may be suited to their own likes and preferences while preparing them for a definite place in the teaching profession.

**THE CONSTANTS OR CORE REQUIRED SUBJECTS:** Each of the curricula differs somewhat from the others in the subjects required by the various departments but each curriculum contains certain subjects common to all. These are shown in the diagram on page 36 and are known as core required subjects or constants.

**THE DEPARTMENTAL REQUIREMENTS—**In addition to the "core" subjects required of all, each student takes a number of prescribed courses in the department which he chooses for his major. In addition to the major, the student selects two minors. Core required subjects may be counted towards minors in their respective fields. The maximum credit in a major acceptable for degree requirements is sixty hours.

The lists of subjects required by the several departments may be found on the pages indicated below:

Art .....	40	Mathematics .....	90
Commercial Education .....	46	Music .....	93
Education .....	49	Nursing Education .....	97
Geography .....	65	Physical Education for Men.....	100
History and Political Science .....	69	Physical Education for Women.....	102
Home Economics .....	75	Sciences .....	107
Industrial Education .....	76	Sociology .....	116
Literature and Languages .....	82		

## THE CORE REQUIRED SUBJECTS

Sec. X		FIRST YEAR Sec. Y		Sec. Z	
<b>Fall</b>					
Eng. 41	4 hrs.	Eng. 41	4 hrs.	Eng. 41	4 hrs.
Soc. 1	4 hrs.	Hyg. 1	4 hrs.	Ed. 1	4 hrs.
Sci. 3	4 hrs.	Sci. 3	4 hrs.	Soc. 1	4 hrs.
Phys. Ed.	1 hr.	Phys. Ed.	1 hr.	Phys. Ed.	1 hr.
<b>Winter</b>					
Ed. 1	4 hrs.	Soc. 1	4 hrs.	Hyg. 1	4 hrs.
Eng. 42	4 hrs.	Eng. 42	4 hrs.	Eng. 42	4 hrs.
Sci. 4	4 hrs.	Sci. 4	4 hrs.	Sci. 3	4 hrs.
Phys. Ed.	1 hr.	Phys. Ed.	1 hr.	Phys. Ed.	1 hr.
<b>Spring</b>					
Hyg. 1	4 hrs.	Ed. 1	4 hrs.	Eng. 43	4 hrs.
Eng. 43	4 hrs.	Eng. 43	4 hrs.	Sci. 4	4 hrs.
Sci. 5	4 hrs.	Sci. 5	4 hrs.	Hist. 25	4 hrs.
Phys. Ed.	1 hr.	Phys. Ed.	1 hr.	Phys. Ed.	1 hr.

## SECOND YEAR

<b>Fall</b>					
Art 1	4 hrs.	Math. 50	4 hrs.	Hist. 26	4 hrs.
Hist. 25	4 hrs.	Mus. 25	4 hrs.	Sci. 5	4 hrs.
Phys. Ed.	1 hr.	Phys. Ed.	1 hr.	Phys. Ed.	1 hr.
<b>Winter</b>					
Hist. 26	4 hrs.	Hist. 25	4 hrs.	Hist. 27	4 hrs.
Mus. 25	4 hrs.	Art 1	4 hrs.	Math. 50	4 hrs.
Phys. Ed.	1 hr.	Phys. Ed.	1 hr.	Phys. Ed.	1 hr.
<b>Spring</b>					
Hist. 27	4 hrs.	Hist. 26	4 hrs.	Mus. 25	4 hrs.
Math. 50	4 hrs.	Hist. 27	4 hrs.	Art 1	4 hrs.
Phys. Ed.	1 hr.	Phys. Ed.	1 hr.	Phys. Ed.	1 hr.

REQUIRED JUNIOR YEAR, Soc. 105; SENIOR YEAR, Ed. 195. Time placement of observation and student teaching varies with the length of the course.

DEPARTMENTAL REQUIREMENTS FOR RURAL MAJORS<sup>1</sup>

Sec. X		FIRST YEAR Sec. Y		Sec. Z			
<b>Fall</b>							
Ed. 26	4 hrs.	Ed. 31	4 hrs.	No Z section for Rural Majors			
<b>Winter</b>							
Ed. 3	4 hrs.	Ed. 26	4 hrs.				
<b>Spring</b>							
Ed. 4	4 hrs.	Ed. 3	4 hrs.				
Ed. 55	4 hrs.						
<b>SECOND YEAR</b>							
<b>Fall</b>							
Ed. 58	8 hrs.	Ed. 4	4 hrs.	No Z section for Rural Majors			
Sci. 5	4 hrs.	Ed. 30	4 hrs.				
		Ed. 55	4 hrs.				
		Geog. 16	4 hrs.				
<b>Winter</b>							
Ed. 30	4 hrs.	Ed. 58	8 hrs.				
H. E. 26	2 hrs.	Math. 50	4 hrs.				
Soc. 90	2 hrs.	Hist. 26	4 hrs.				
<b>Spring</b>							
Geog. 12	4 hrs.	Art 1	4 hrs.				
Ed. 30	4 hrs.	H. E. 26	2 hrs.				
Soc. 90	2 hrs.	Soc. 90	2 hrs.				
H. E. 26	2 hrs.	Sci. 5	4 hrs.				
		Mus. 25	4 hrs.				

<sup>1</sup>Upon completion of the two-year course as prescribed above a Limited Certificate to teach in the rural schools is granted. For one of six required quarters of active physical exercise women will take P. E. W. 11; for a second quarter take P. E. W. 5; the men will take one quarter of P. E. M. 15; other four quarters of active physical exercise to be selected by student.

DEPARTMENTAL REQUIREMENTS FOR KINDERGARTEN-PRIMARY MAJORS<sup>2</sup>

FIRST YEAR

Sec. X		Sec. Y		Sec. Z	
Fall					
Geog. 50	2 hrs.	Geog. 50	2 hrs.	Mus. 1	4 hrs.
Geog. 51	2 hrs.	Geog. 51	2 hrs.		
Winter					
Eng. 13	4 hrs.	Eng. 13	4 hrs.	Geog. 50	2 hrs.
				Geog. 51	2 hrs.
Spring					
Art 2	4 hrs.	Art 2	4 hrs.	Eng. 13	4 hrs.

SECOND YEAR

Fall					
Ed. 5	4 hrs.	Geog. 10	4 hrs.	Ed. 5	4 hrs.
Geog. 10	4 hrs.	Ed. 5	4 hrs.	Geog. 10	4 hrs.
		P.E.W. 2	1 hr.		
Winter					
Ed. 6	4 hrs.	Ed. 6	4 hrs.	P.E.W. 2	1 hr.
Mus. 1	4 hrs.	Mus. 1	4 hrs.	Art 2	4 hrs.
P.E.W. 11	1 hr.	P.E.W. 11	1 hr.	Ed. 6	4 hrs.
Spring					
Ed. 76	4 hrs.	Ed. 76	4 hrs.	Sci. 1	4 hrs.
Ed. 55	4 hrs.	Sci. 1	4 hrs.	Ed. 76	4 hrs.
				P.E.W. 2	1 hr.

THIRD YEAR

Fall					
Ed. 58	8 hrs.	Ed. 162	4 hrs.	Ed. 126	4 hrs.
		Ed. 55	4 hrs.	Ed. 145	4 hrs.
				Eng. 121	4 hrs.
Winter					
Ed. 145	4 hrs.			Ed. 126	4 hrs.
Ed. 162	4 hrs.			Ed. 55	4 hrs.
Ed. 126	4 hrs.	Ed. 58	8 hrs.		
Spring					
Eng. 121	4 hrs.	Ed. 145	4 hrs.	Ed. 58	8 hrs.
Sci. 1	4 hrs.	Ed. 126	4 hrs.		
		Eng. 121	4 hrs.		

FOURTH YEAR

Fall					
Ed. 110	4 hrs.	Ed. 110	4 hrs.	Ed. 110	4 hrs.
Soc. 160	4 hrs.	Soc. 160	4 hrs.	Soc. 160	4 hrs.
Winter					
Ed. 111	4 hrs.	Ed. 111	4 hrs.	Ed. 111	4 hrs.
Biol. 132	4 hrs.	Biol. 132	4 hrs.	Biol. 132	4 hrs.
Spring					
Ed. 112	4 hrs.	Ed. 112	4 hrs.	Ed. 112	4 hrs.

Desirable electives: Eng. 110, Hist. 10, 13, Pol. Sci. 102 and Art 113.

<sup>2</sup>For Kindergarten-Primary majors the Limited Certificate is granted those who complete the three-year course as prescribed. The Life Certificate and the Bachelor of Arts degree is granted on completion of the fourth year. For one of six required quarters of active physical exercise take P. E. W. 11; for a second quarter, take P. E. W. 5; other four quarters of active physical exercise to be selected by student.

DEPARTMENTAL REQUIREMENTS FOR INTERMEDIATE MAJORS<sup>3</sup>

## FIRST YEAR

Sec. X		Sec. Y		Sec. Z	
Fall					
Eng. 13	4 hrs.	Eng. 13	4 hrs.	Mus. 1	4 hrs.
Winter					
Art 2a	4 hrs.	Art 2a	4 hrs.	Art 2a	4 hrs.
Spring					
Mus. 1	4 hrs.	Mus. 1	4 hrs.	Eng. 13	4 hrs.

## SECOND YEAR

Fall					
Ed. 8	4 hrs.	Ed. 8	4 hrs.	Sci. 1	4 hrs.
Ed. 76	4 hrs.	Ed. 76	4 hrs.	Ed. 8	4 hrs.
P.E.W. 5	1 hr.	P.E.W. 5	1 hr.	P.E.W. 5	1 hr.
Winter					
Ed. 9	4 hrs.	Ed. 9	4 hrs.	Ed. 9	4 hrs.
Geog. 10	4 hrs.	Geog. 10	4 hrs.	Geog. 10	4 hrs.
Spring					
Geog. 11	4 hrs.	Sci. 1	4 hrs.	Ed. 76	4 hrs.
Ed. 55	4 hrs.	Geog. 11	4 hrs.	Geog. 11	4 hrs.
P.E.W. 11	1 hr.	P.E.W. 11	1 hr.	P.E.W. 11	1 hr.

## THIRD YEAR

Fall					
Ed. 58	8 hrs.	Ed. 55	4 hrs.	Ed. 145	4 hrs.
		Eng. 121	4 hrs.		
Winter					
Ed. 126	4 hrs.	Ed. 58	8 hrs.	Ed. 55	4 hrs.
Ed. 145	4 hrs.			Eng. 121	4 hrs.
Eng. 121	4 hrs.			Ed. 126	4 hrs.
Spring					
Sci. 1	4 hrs.	Ed. 126	4 hrs.	Ed. 58	8 hrs.
		Ed. 145	4 hrs.		

## FOURTH YEAR

Fall					
Ed. 110	4 hrs.	Ed. 110	4 hrs.	Ed. 110	4 hrs.
Soc. 160	4 hrs.	Soc. 160	4 hrs.	Soc. 160	4 hrs.
Winter					
Ed. 111	4 hrs.	Ed. 111	4 hrs.	Ed. 111	4 hrs.
Biol. 132	4 hrs.	Biol. 132	4 hrs.	Biol. 132	4 hrs.
Geog. 194	4 hrs.	Geog. 194	4 hrs.	Geog. 194	4 hrs.
Spring					
Ed. 112	4 hrs.	Ed. 112	4 hrs.	Ed. 112	4 hrs.

Desirable electives: Eng. 110, Hist. 10, 13, Pol. Sci. 102, Art 114.

<sup>3</sup>For Intermediate majors the Limited Certificate is granted those who complete the three-year course as prescribed. The Life Certificate and the Bachelor of Arts degree is granted on completion of the fourth year. For one of six required quarters of active physical exercise take P.E.W. 11; for a second quarter, take P.E.W. 5; other four quarters of active physical exercise to be selected by student.

DEPARTMENTAL REQUIREMENTS FOR UPPER GRADES-JUNIOR HIGH SCHOOL<sup>4</sup>

FIRST YEAR

Sec. X

Sec. Y

Sec. Z

Fall					
Minor*	4 hrs.	Minor	4 hrs.	Minor	4 hrs.
Winter					
Minor	4 hrs.	Minor	4 hrs.	Minor	4 hrs.
Spring					
Minor	4 hrs.	Minor	4 hrs.	Minor	4 hrs.

SECOND YEAR

Fall					
Ed. 76	4 hrs.	Ed. 76	4 hrs.	Ed. 76	4 hrs.
Minor	4 hrs.	Minor	4 hrs.	Minor	4 hrs.
P.E.W. 11	1 hr.	P.E.W. 11	1 hr.	P.E.W. 11	1 hr.
Winter					
F.E.W. 5	1 hr.	Minor	4 hrs.	Minor	4 hrs.
Minor	4 hrs.	F.E.W. 5	1 hr.	P.E.W. 5	1 hr.
Spring					
Minor	4 hrs.	Minors	8 hrs.	Minors	8 hrs.
Ed. 56	4 hrs.				

THIRD YEAR

Fall					
Ed. 58	8 hrs.	Ed. 116	4 hrs.	Minors	8 hrs.
Minor	8 hrs.	Ed. 56	4 hrs.	Ed. 117	4 hrs.
		Minor	4 hrs.	Ed. 116	4 hrs.
Winter					
Ed. 126	4 hrs.	Ed. 58	8 hrs.	Ed. 126	4 hrs.
Ed. 116	4 hrs.	Minors	8 hrs.	Minors	8 hrs.
Minors	8 hrs.				
Spring					
Ed. 117	4 hrs.	Ed. 117	4 hrs.	Ed. 58	8 hrs.
Minors	12 hrs.	Ed. 126	4 hrs.	Minors	8 hrs.
		Minors	8 hrs.		

FOURTH YEAR

Fall					
Ed. 145	4 hrs.	Ed. 145	4 hrs.	Ed. 145	4 hrs.
Soc. 160	4 hrs.	Soc. 160	4 hrs.	Soc. 160	4 hrs.
Minors	8 hrs.	Minors	8 hrs.	Minors	8 hrs.
Winter					
Minors	16 hrs.	Minors	16 hrs.	Minors	16 hrs.
Spring					
Ed. 277	4 hrs.	Ed. 277	4 hrs.	Ed. 277	4 hrs.
Minors	12 hrs.	Minors	12 hrs.	Minors	12 hrs.

\*Minor here means take one of the prescribed subjects within one of the three subject matter minors you are completing as outlined "suggested junior high school minor," page 51.

<sup>4</sup>For Upper Grade majors the Limited Certificate is granted those who complete the three-year course as prescribed. The Life Certificate and the Bachelor of Arts degree is granted on completion of the fourth year. For one of six required quarters of active physical exercise take P.E.W. 11; for a second quarter, take P.E.W. 5; other four quarters of active physical exercise to be selected by student.

## COURSES OF INSTRUCTION

## ART

This department offers technical art courses, professionalized courses in art education, history and appreciation of the different phases of the world's art.

Technical courses are for improvement in understanding and expression of art structure as it pertains to drawing, composition, color, painting, lettering, and industrial art crafts.

History and appreciation cover the great masters and their works, the relation of art to national life, and ways to think about art which will help to interpret the art of the world.

Professionalized courses in art education have to do with the problems of teaching and supervising art in the schools. These courses deal specifically with learning and teaching expression, appreciation, supervision, organization, and research in art education.

The aim in this department is to prepare teachers and supervisors for the field of art education, to help teachers of elementary and secondary schools to a better understanding of art in its relation to life and to the general school curriculum, and to lead to a greater realization of the need for leadership in art among the youth of today.

## A FOUR-YEAR CURRICULUM IN ART

In addition to the core subjects listed on page 36, the following courses are required of majors in this department: First year—Art 3, 3a, 4; second year—Art 5, 10, 16, 17; third year—Art 101, 105a, 106, 112, 115; fourth year—Art 103, 109, 120, Ed. 116 for students intending to teach in high school.

Art majors are required to elect twelve quarter hours from the following group of courses or to take the entire group of twenty-four hours as a minor: Art 104a, 107, 107a, 108, 111; Bookbinding, two hours; Mechanical Drawing, two hours; Art Metal or Printing, four hours; Woodwork, four hours. Art 100 and 126 are desirable elective courses for all art teachers and supervisors.

Suggested courses for students from other departments who choose a minor in Art: Art 3a or 103a, 3 or 103, 4 or 104, 17 or 117. Elect four hours from Art 2, 2a, 110 or 111, 113, 114, and six hours from either of the following groups: Art 5, 16, 112, 115, 120, 121, or 104a, 107, 107a, 108, 118, 121.

## 1. ART APPRECIATION. Four hours.

The purpose of this course is to help students to successfully solve art problems which they will encounter in daily activities, to develop ability to see beauty and art quality wherever they may be found, to recognize the value of art as an educational, cultural, and social force, to encourage interest in that which is beautiful and inspiring in the world's art, to realize that art expresses the essential thought of the people of any age.

An introduction to the elements and fundamental principles of the space arts; how to recognize and understand these principles at work in simple harmonies. Study illustrations of rhythm, balance, and proportion in art objects such as sculpture, painting, architecture, clothing, and furnishings; simple facts about color and how to use color intelligently; appreciation of color as a source of enjoyment; art in the home; knowledge of good spacing, color and value relations in making the home and the community more attractive and satisfying.

## 2. FINE ART METHODS FOR KINDERGARTEN-PRIMARY. Four hours.

The purposes of the course are: (a) to present the aims and purposes of the teaching of art in the elementary school; (b) to consider essentials of creative art expression and ways of developing creative ability in the kindergarten and the first four grades; (c) to formulate standards of art appreciation as they relate to the small child; (e) to plan organization of art problems and projects for kindergarten and the lower grades.

Discussions will include the child's native equipment and interests as they relate to creative expression and appreciation based upon an understanding of art structure. Exercises will be done in free brush drawing, painting, and drawing to build a vocabulary of symbolic forms, color design, and lettering.

## 2a. ART METHODS FOR INTERMEDIATE GRADES AND JUNIOR HIGH SCHOOL. Four hours.

The purpose of the course is to present the methods of teaching art and the subject matter handled in the intermediate grades and junior high school.

The content includes practice in creative art expression, in organization of subject content, and in lesson planning. The subjects considered are freehand drawing, perspective, composition, color, design, art appreciation, art in costume, in the home and community life.

## 3. FREEHAND DRAWING. Four hours.

This is the foundation course in drawing and should be taken preliminary to any advanced work in creative art. This course is designed to develop the student's power in graphic expression. Attention is given to plan and procedure in drawing, aims and objectives, analysis of the problem of form, analysis of modes of representation, essentials of perspective, constructive and expressive drawing. Work is done in a variety of mediums and modes of expression, from still life arrangements, the antique, figure, interior arrangements, out-door sketching, creative compositions.

## 3a-103a. INTRODUCTION TO THE STUDY OF ART. Four hours.

All students beginning the study of art should take this course. It is the introduction to the study of elements and basic principles in art structure, and it aims to give the student a working basis for interpretation and expression of fine arts. It includes creative problems in line and space, line problems converted to pattern of dark-light and color; drawing and composition with emphasis on creative experience; study of rhythm; analysis of the three qualities of color—hue, value, chroma; problems illustrating variations of color qualities. Senior college students are required to do advanced problems in addition to the work outlined for students in Art 3a.

## 4. DESIGN. Four hours.

Prerequisites 3, 3a, or equivalent.

The purposes of this course are (a) to give the student an appreciation of design throughout the field of the plastic arts; (b) to develop an understanding of the principles of order underlying good design, and the ability to apply them in creative work. It aims to approach creative design through native sensibility to esthetic stimuli. An analysis of the elements of art structure and design principles emphasizing the rational basis for aesthetics of line, mass, and color is studied. Problems in constructive design and designs for specific fine arts objects are studied.

## 5. WATER COLOR PAINTING. Two hours.

Prerequisite Art 3 or equivalent.

This course aims to give the student a technical command of the medium, to develop individual expression in creative painting.

The content consists of study of limitations and resources of water color as a medium for artistic expression, study of materials. Representation of form, color theory, tone relations, study of different modes of painting in water color: pure water color, line and flat tone, wash and outline, charcoal and water color; pen and wash drawings; study of old and modern masters of water color; creative compositions; outdoor painting, still life, and sketching from costumed model.

## 5a. WATER COLOR PAINTING. Two hours.

A continuation of Art 5 with more advanced problems in creative composition.

**10. FINE ARTS METHODS. Four hours.**

For art majors and art minors.

The purposes are, (a) to make the student familiar with the art needs of the elementary and high school student; (b) to make him acquainted with the subject matter related to the teaching of fine art; (c) to present methods of teaching; (d) to discuss organization and adaptation of art subject matter for the child mind.

**11. INDUSTRIAL ART METHODS. Four hours.**

A course for art majors and art minors. This course presents the industrial needs of the child from the first grade through junior high school. The content includes problems in basketry, clay modeling, mold making, papier-mache, paper construction, bookmaking, toys, puppets, textile study and decoration, weaving, costume, and the interior. These are organized under such uses of products as food, clothing, shelter, records, utensils, tools and machines.

**16. COMPOSITION AND FREEHAND DRAWING. Four hours.**

Prerequisite Art 3 or equivalent.

The purpose of this course is to develop power in freehand drawing and in the use of compositional principles; to improve the appreciation of line quality, of value and tone relations in composition. Problems studied will be: (1) building tones to express characteristic texture of things drawn, such as plastered wall, wood, drapery, trees, clouds; (2) the meaning of line direction in compositional structure—line quality, contour drawing from museum specimens; (3) contrast the movement of line and tone in two-dimensional design with that of three-dimensional composition; (4) recognition of plastic form, and how to attain it through equilibration of forces contrasting straight and curve, long and short, dynamic and calm, modulation of dark and light.

**17. LETTERING I. Two hours.**

Objectives of the course are: (1) to give students the ability to design and execute fine lettering; (2) to increase the student's appreciation of the beauty of letters in form and arrangement. The content covers pen-formed letters, work in various styles of lettering pens, simple letter form, spacing, design, manuscript writing, the uncial and half-uncial alphabets, historic development of lettering, the built-up letters, the classic Roman capitals. Special attention is given to creating expressive letter forms for specific purposes.

**18. CLASSROOM PROBLEMS IN TEACHING ART (Given only in extension classes). One hour.**

The aim of this course is to set forth simply the fundamental principles of art and their application to school problems. It will aid the elementary and rural teacher in encouraging creative expression; in planning appreciation lessons; in developing projects through life situations. Students will have opportunity to observe demonstrations and to execute problems in the various art mediums, such as paint, crayon, clay, and cloth. Emphasis will be according to needs of the group.

**100. SUPERVISION OF ART EDUCATION. Four hours.**

The teaching and supervising of art in the schools. Methods of supervision, organization of objectives and course content for elementary and secondary schools. Analysis of subject matter, revision of old material and organization of new projects. Study of courses and textbooks now in use in the field of art education.

**101. FIGURE DRAWING. Four hours.**

Objective: To gain a knowledge of the human figure in its relation to artistic expression. The course consists of a study of the figure as a whole, proportion, essentials of artistic anatomy, the figure in action, rhythm, drawing from life model and from memory; the figure in composition, work in a variety of media including clay modeling. This course may be continued for four hours as 101a.

**102. ART STRUCTURE FOR ELEMENTARY AND JUNIOR HIGH SCHOOLS (Given only in extension classes). Four hours.**

This course deals with the analysis and use of art principles in school and home problems. Color theory with specific application to problems in aesthetics; ways of using art structure in creative expression concerning dress; home and school projects; design, illustration, and posters.



**103b. ADVANCED COMPOSITION. Four hours.**

The purpose is to develop the student's creative ability in original composition. The content includes theory of composition, analysis of art structure in the great works of art; design, principles, the aesthetics of line, line plans of old masters, dark and light patterns, aesthetics of dark and light, organization of color, dynamic symmetry, assigned problems in composition in a variety of media. This work may be continued for four additional hours as Art 103b.

**104. DESIGN. Four hours.**

For description of course see Art 4. Senior college students will be required to do advanced problems in addition to the work outlined for students of Art 4.

**104a. DESIGN IN TEXTILES. Two hours.**

Art structure as the basis of fine pattern is presented through the study of fine historic woven and printed textiles. Such typical designs as Coptic, Byzantine, Persian, Italian, Spanish, and French are analyzed through photographs and reproductions. Practice in designing textiles is given. Experience in textile processes such as stitchery, tie dyeing, free brush, batik, and block printing. This course may be continued for two additional hours as 104b.

**105. WATER COLOR PAINTING. Two hours.**

The purpose of the course is to give the student a technical command of the medium, to develop individual expression in creative painting. Problems will be adapted to the individual needs of the students. This work may be continued for two additional hours as Art 105a.

**106. TEACHING ART APPRECIATION. Two hours.**

The purpose is to present definitely organized lesson plans and course units for the teaching of art appreciation. The content includes analysis of paintings, sculpture, architecture, and products of the minor arts with methods of teaching adapted to the different schools; to differentiate the historic, the story, and the art values in subjects considered. The lesson plan.

**107. CRAFT PROCESSES AND DESIGN. Two or four hours.**

Prerequisites 3a, 4, or the equivalent. The purpose of the course is to develop appreciation and interests in the different crafts of the world; to study the harmonious relationships of the construction and design of artistic products; to teach correct use of materials; to stimulate good craftsmanship and create appropriate designs. Actual designing and construction of problems in tooled leather, pine and reed basketry, lampshades, batik, gesso, painted glass and brass toys, are developed. This work may be continued as Art 107b for two or four hours credit.

**107a. CRAFT PROCESSES AND DESIGN. Two or four hours.**

Emphasis in this course is on loom weaving, pattern design for woven fabrics, and hooked rugs. Other phases of craft will be considered according to the students' interests and needs. This course may be continued for two more hours as 107c.

**108. POTTERY. Two hours.**

The historical development of pottery making as a craft is presented with emphasis on standards for judging the art value. Through reference reading, photographs, and models the student is acquainted with the best of Greek, Egyptian, Persian, Italian, Spanish, Chinese, and Indian pottery forms and decoration. Practice is given in modeling by the coil and slab processes such objects as tiles, vases, bowls, and book ends. Experience is obtained in decorating with incised lines, mats and majolica glazes, and in casting and firing. This work may be continued for two additional hours as Art 108a.

**109. HISTORY OF ART. Four hours.**

The purposes of this course are: (1) to give a background of knowledge of the world's art and its development from the beginning of history; (2) to increase the student's appreciation and understanding of the different kinds of art. The content of the course includes growth of the great schools and their influences; study of important masters and their work as an index to the time in which they lived; study of the crafts and minor arts in relation to the progress of civilization.

**110. FINE ARTS METHODS. Four hours.**

For description of course see Art 10. Senior College students will be required to do advanced problems in addition to the work outlined in Art 10.

**111. INDUSTRIAL ARTS METHODS. Four hours.**

For description of course see Art 11. Senior College students will be required to do advanced problems in addition to the work outlined in Art 11.

**112. COLOR THEORY AND COMPOSITION. Four hours.**

Prerequisite Art 4.

An extensive study of the field of color as one of the major elements in plastic expression. The emphasis is placed upon the aesthetic principles involved in color organization. A course for everyone who works creatively in color. Problems include Munsell's measurements, major schemes for hue combination, complementary and near complementary plans, studies in limitation, balance and discord, pigment and light, design principles underlying good color, saturated scale experiments, color sequences, experiments in related harmonies, experiments within one of the major schemes, color notation, transposition.

This work may be continued for four additional hours as 112a.

**113. INDUSTRIAL ARTS METHODS FOR KINDERGARTEN-PRIMARY. Four hours.**

The purposes of the course are: (1) to present the aims and functions of the teaching of industrial art in the elementary school; (2) to develop simple industrial art processes adaptable for use in kindergarten and the primary grades; (3) by means of practice and discussion make the student familiar with types of materials, their uses, preparation and sources; (4) to discuss the organization and method of presentation of the study of industrial art in relation to the needs of the primary school child.

**114. INDUSTRIAL ARTS METHODS FOR INTERMEDIATE GRADES AND JUNIOR HIGH SCHOOL. Four hours.**

A study of art in the industries with relation to the life of the individual and the community. The content includes practice in design and color in industrial expression. Methods of teaching are presented with such subject matter as clothing, shelter, utensils, and records. Problems in basketry, clay modeling, textiles, costume, the interior, papier-mache, toys and puppets, and paper construction are executed.

**ART 115. FREEHAND DRAWING II. Two hours.**

Prerequisite Art 3.

Provides an opportunity for students to do advanced work in drawing. Emphasis is placed upon sound draughtsmanship and upon developing the expressive qualities peculiar to the medium employed. Work will be done in a variety of mediums: charcoal, pastel, crayon and pencil.

**ART 115a. FREEHAND DRAWING III. Two hours.**

Prerequisite Art 115.

A continuation of Art 115. Work in a variety of mediums: Pen and ink, ink and wash, lithograph, crayon, and the etching process. This course may be continued for two or four additional hours as 115b.

**116. COMPOSITION AND FREEHAND DRAWING. Four hours.**

For description of course see Art 16. Senior college students will be required to do advanced problems in addition to the work outlined in Art 16. This work may be continued for four additional hours as Art 116a.

**117. LETTERING II. Two hours.**

For description of course see Art 17. Senior college students will be required to do advanced problems in addition to the work outlined for Art 17.

**118. STAGECRAFT AND PAGEANTRY. Two hours.**

The objectives are: (1) to study the art of the theatre from the viewpoint of the art director; (2) to give students practical experience in working out the art problems involved in amateur productions. The content includes theory, historic development, the modern trend, the genesis of a distinct art form, composition, modern color and lighting, instruction and practice in fundamentals of scenic construction and production, designing and making of properties, masks and lanterns, essentials of figure and general drawing, costume, a study of current productions.

**119. COSTUME DESIGN. Four hours.**

The course includes a brief survey of costumes of all times as they have influenced or expressed the morals and manners of all ages. The present types of dress and their designers are considered and compared with the most artistic of all times. Line, color, fabric, accessories and their

effects are applied to individual problems. Specific problems are sought and solved. Designs are made to suit the members of the class, and to suit various occasions. The wardrobes for various ages and stations in life are planned.

#### 120. OIL PAINTING. Two hours.

Prerequisites, Art 3, 16.

The purposes are: (1) to ground students in the fundamentals of good painting; (2) to develop the student's individual power of expression in this medium; (3) to give the student a vital interest in creative art through power gained in the use of the oil medium; (4) to acquaint the student with viewpoints of the different schools of painting. The content includes materials and technical employment, painting from still life, emphasis placed on composition; pigments, pigment range vs. light range; representation of form as revealed through light, technical study in vision and employment of palette, seeing significantly, expressing the individual viewpoint, imaginative composition, painting from costumed model and from nature out of doors.

#### 120a. OIL PAINTING. Two hours.

For description of course see Art 120. This work may be continued for four additional hours as Art 120b.

#### 121. MODELING. On request. Two or four hours.

The purpose of the course is to broaden the student's conception of form in the third dimension, to develop his perception and appreciation of organization in nature, to develop a certain technical mastery and power of expression in this medium. The content includes basic elements and principles in form structure, figures and animals from life, creative compositions suggested by observation of figures and animals in every day life. This course may be continued for two or four hours as 121a.

#### 122. TESTS IN ART EDUCATION. Two hours.

A study of the content of tests in art education and experience in compiling tests in aesthetics.

#### 123. PRINT MAKING. Two or four hours.

Etching, lithograph, wood cut, monotype. A study of print processes. Experience in the making of prints.

#### 126. HOME DECORATION. Four hours.

This course includes the problems met with in homes of moderate or small means. Suggestions are given of how one may develop good taste and judgment in the selection and arrangement of furnishings, even though they are simple. This work is further emphasized by a trip to Denver, where leading decorators of the stores demonstrate for the class the latest ideas in arrangement of furniture, draperies and other essentials.

#### ART 127. CONTEMPORARY ART-Two hours.

The art of today as a social and aesthetic expression is an essentially vital subject. This course aims to study the force and trends in the contemporary field and the works of the creative leaders in design painting, sculpture and architecture.

#### 200. SUPERVISION OF ART EDUCATION. Four hours.

For description of course see Art 100.

#### 212. ADVANCED COLOR THEORY. Four hours.

Prerequisite Art 112.

Research in the field of color aesthetics.

#### 220. ADVANCED OIL PAINTING (Given on request).

#### 222. INDIVIDUAL STUDIES IN ART. Two or four hours.

#### 223. RESEARCH FOR GRADUATE STUDENTS. Four hours.

This course is taken by all candidates for the degree of Master of Arts during the first full quarter of regular graduate work, when research projects are conceived and started. It is a required seminar and conference course. The director of the Graduate School meets the graduate seminar four times each week and confers with individual students upon appointment. In seminar, the proper technic to be used in educational investigations and allied topics is considered, and opportunity is given each student to report upon and discuss the details of his research so far as time will permit.

**224. RESEARCH FOR GRADUATE STUDENTS. Four hours.**

This is the conference course offered to each graduate student during the second quarter of work on his research project by his major professor.

**225. RESEARCH FOR GRADUATE STUDENTS. Two hours.**

This course is a continuation of 224 during the third quarter of graduate work, when the student's research study is completed.

## COMMERCIAL EDUCATION

This department offers a complete program of courses carefully planned and organized for the preparation of commercial teachers for secondary schools, junior colleges, and teachers colleges. No attempt has been made to adapt the courses or the content to the needs of students who plan to do office work; the education of commercial teachers is the sole aim of the department.

Students who have had courses similar in content to any that are required in this department will be excused from taking the same work again upon satisfying the instructors that they have had equivalent preparation. Students who have had one year of typewriting in the secondary school, or the equivalent, may not take Com. Ed. 11 for credit. Students who have had two years of shorthand in the secondary school, or the equivalent, may not take Com. Ed. 1 and Com. Ed. 2 for credit. Students who have had two years of typewriting in the secondary school, or the equivalent, may not take Com. Ed. 11 and Com. Ed. 12 for credit.

### A FOUR-YEAR CURRICULUM IN COMMERCIAL EDUCATION

In addition to the core subjects listed on page 36 the following courses are required of majors in this department: Com. Ed. 1, 2, 11, 12, 14, 150, 151, 155, 157; Ed. 116, and 176. In addition to the above requirements, majors in commercial education are required to elect courses carrying a total of twelve hours of credit within the major department, and a social science minor outlined as follows: Geog. 7, Com. Ed. 38, Com. Ed. 100, Soc. 125, Hist. 101, and Pol. Sci. 101. In addition to this, one minor of twenty-four hours must be taken in another department.

Suggested courses for students from other departments who choose a minor in Commercial Education:

- I. STENOGRAPHIC—Com. Ed. 1, 2, 10, 11, 12, and 14.
- II. SECRETARIAL—Com. Ed. 3, 10, 12, 14, 15, 16, and 36.
- III. ACCOUNTING—Com. Ed. 16, 36, 37, 38, 150, 151, and 157.
- IV. ECONOMICS—Com. Ed. 38, 40, 100, 101, 139, and 155.

#### 1. SHORTHAND I. Four hours.

This course, which covers the first eighteen units of Gregg shorthand as outlined in the Gregg Manual, is a beginning course and is required of all majors in commercial education who have not had previous training in the subject of shorthand. Credit is granted only on completion of the shorthand work of the second quarter.

#### 2. SHORTHAND II. Four hours.

Prerequisite, Com. Ed. 1 or the equivalent.

This course is a continuation of Com. Ed. 1 and it covers the last eighteen units of the Gregg Manual.

#### 3. SECRETARIAL PRACTICE. Four hours.

Prerequisite—Com. Ed. 2 or the equivalent.

This course offers a review of Gregg shorthand principles, practice in taking dictation, and transcription on the typewriter. Emphasis is on speed and accuracy in turning out the finished product. Ways and means of teaching dictation and transcription on the typewriter are introduced.

**10. OFFICE APPLIANCES. Four hours.**

Prerequisite, Com. Ed. 12 or the equivalent.

The course aims to familiarize the student with modern office machines and special equipment. It provides a limited amount of practice in the use of modern office machines and other equipment. The following machines are used for demonstrations and practice; Mimeograph, mimeoscope, multigraph, hectofilm, dictaphone, adding and listing machines, calculating machine, and other equipment. Students will be required to do eight hours of laboratory work a week in addition to the four hours of class work.

**\*11. TYPEWRITING I. Four hours.**

This course is required of all majors in commercial education except those who have had one or more years of typewriting in the secondary schools or the equivalent amount of training in other institutions. It is a beginning course.

**\*12. TYPEWRITING II. Four hours.**

Prerequisite, Com. Ed. 11 or the equivalent.

This course is a continuation of Com. Ed. 11. It is required of all majors in commercial education who have not had similar training. Students who have had previous training in typewriting should consult the instructor before including this course in their programs.

**14. METHODS OF TEACHING SHORTHAND, TYPEWRITING, AND ALLIED SUBJECTS. Four hours.**

Prerequisite, C. E. 2 and 12 or the equivalent.

The purpose of this course is to give prospective teachers of shorthand, typewriting, and allied subjects a knowledge of the material and special equipment necessary for the teaching of these subjects. Some attention will be given to the various problems concerning the acquirement of speed and accuracy that teachers of these subjects have to deal with.

**15. BUSINESS REPORTS AND COMPOSITIONS. Four hours.**

This course will deal with the material and methods for teaching business English and the fundamentals of business reports, letter writing, and other business composition. Oral expression and oral reports will constitute a part of this course. Emphasis will be placed upon business reports and commercial composition rather than upon the fundamentals of English grammar, punctuation, capitalization, and the other elementary details.

**16. THE TEACHING OF FILING. Two hours.**

The purpose of this course is to give teachers an outline of the material and methods necessary for the teaching of filing in the high school. It also provides practice with modern equipment and the following systems of filing: The loose sheet system; the Shannon file; vertical filing; methods of indexing and alphabetical filing; numerical filing; direct name filing; geographical filing; subject filing; follow-up devices; copying outgoing papers; card record systems; special card systems; document and check filing; card ledgers; stock record keeping; and transfer devices.

**\*36. HANDWRITING METHODS. Two hours.**

This course is a combination of methods of teaching handwriting, supervision of penmanship in the public schools, and practice in the skill of writing. The class meets four times a week and no outside preparation is required. All who take this course are required to reach a standard of skill equal to eighty as measured by the Zaner Handwriting Scale No. 5 before credit will be given.

**\*37. BUSINESS MATHEMATICS. Four hours.**

The principal aim of this course is to give the commercial teacher a better mathematical background for the teaching of business arithmetic in the high school. The course begins with a very brief review of the application of percentage. Mercantile discounts, problems of buying and selling, interest, bank discount, compound interest, periodic or installment payments, insurance, commission, taxes, and problems of trading concerns are treated.

**\*38. COMMERCIAL LAW. Four hours.**

This course treats of business law in general; property rights, contracts, etc. It is a treatment of the common law principles that apply to these subjects. The Colorado statutes will be consulted freely. Many cases and hypothetical problems will be used in connection with the lectures and class discussions. The course begins with the classification and sources of law; precedents and the law merchant. The formation, operation, drawing, and termination of contracts will be studied.

\*Given also by correspondence.

**\*40. ELEMENTARY PRINCIPLES OF INVESTMENTS. Four hours.**

This course attempts to cover the field of investments in a clear, concise, and non-technical manner. The tests by which a sound investment is analyzed are studied, together with the methods of applying these tests to securities. The following aims are set forth for the course: To discourage a tendency toward speculation; to create a tendency toward thrift; to aid the individual in finding suitable investment possibilities; and to prepare teachers to teach similar content material in the public schools.

**\*100. PRINCIPLES OF ECONOMICS. Four hours.**

A general introductory course in economics covering the fundamental principles underlying the organization of modern industrial society with applications to the outstanding economic problems of the present day. Some attention is given to the material and methods for teaching such a course in the secondary school. Any student interested in developing a better understanding of our economic organization will do well to elect this course.

**\*101. APPLIED ECONOMICS. Four hours.**

The visual and concrete aspects of economics are given special emphasis in this course. The course aims to present the problems of economics in the form in which the student will meet them in actual life experiences. The relationship between theory of economics and practice will be kept constantly in mind. Illustrations from modern business practice will be used whenever possible for the practical applications of economic laws.

**139. MARKETING. Four hours.**

A general course in marketing dealing with the most common methods and agencies used in the distribution of goods. Special attention will be directed to the marketing of agricultural products. Some of the topics treated are: The farmer and marketing; local markets; specialized production; minimizing market risks; cooperative marketing; the handling of perishable freight; the advertising of foodstuffs; federal standards for farm products.

**150. ACCOUNTING I. Four hours.**

This course presents the elementary principles of account keeping and provides practice through laboratory exercises in the keeping of double entry books. It gives practice in the handling of business records, accounts, and business papers. Some of the material used in high school courses in bookkeeping will be used in this course in order to familiarize the student with the content of these courses in the secondary schools.

**151. ACCOUNTING II. Four hours.**

Prerequisite, Com. Ed. 150 or the equivalent.

This course is a continuation of Com. Ed. 150. The partnership type of business organization is studied with the appropriate accounting records. The corporate form of organization and the necessary bookkeeping records are introduced. Students who complete these two courses, Com. Ed. 150 and 151, should have a sufficient understanding of bookkeeping and accounting to be qualified to teach all of the bookkeeping work offered in the high school.

**155. THE ECONOMICS OF RETAILING. Four hours.**

The course begins with a brief historical sketch of the development of the retail business and methods of distribution of goods. Some of the problems of retailing that are treated in the course are: securing good salespeople; education for retail salespeople; the wages of salespeople; location and rent in the retail business; the fixing of retail prices; the expenses of retailing.

The following kinds of retail stores and their relation to our system of distribution are studied: the department store; the chain-store systems; the mail order house; general stores and specialty shops.

**157. METHODS OF TEACHING BOOKKEEPING AND ALLIED SUBJECTS. Four hours.**

This course attempts to present special methods for the teaching of bookkeeping, accounting, commercial law, and other subjects. The materials necessary for the teaching of each of the above subjects are also considered. The aim of the course is to furnish concrete, practical suggestions on the methods employed by successful teachers in presenting the commercial subjects listed above.

**162. THE COMMERCIAL CURRICULUM. Four hours.**

A study of the evolution of the commercial curriculum in the secondary school, colleges, and teacher-training institutions will be made. The placement of subjects, proper sequences, and the reorganization of the com-

\*Given also by correspondence.

mercial curriculum will be studied from the standpoint of the one-commercial-teacher high school, the larger high school, and the large city high school.

**165. ADVANCED ACCOUNTING I. Four hours.**

Prerequisite, Com. Ed. 151 or the equivalent.

This course is given as an advanced course in accounting for students who are already familiar with methods applicable to single proprietorships, partnerships, and corporations, and to trading and manufacturing businesses. Some of the topics that are treated are: statements at the end of an accounting period and their analysis; the division of partnership profits; accounting problems peculiar to corporations; controlling accounts; partnership problems in case of dissolution; accounting for insolvent concerns; the valuation of balance sheet accounts.

**212. PROBLEMS IN COMMERCIAL EDUCATION. Four hours.**

This course provides for the treatment, by research and study, of some of the most important problems in commercial education. Some of the topics that may be treated are: State and city supervision; the establishment of school and community cooperation in business training, job analyses of the positions that are open in the community to high school students; the kind of training expected by the business man; and many other problems dealing with the organization and presentation of subject matter. No text is required for this course.

**213. SUPERVISION AND ADMINISTRATION OF COMMERCIAL EDUCATION. Four hours.**

The problems of supervision and administration of commercial education will be treated. Some of the topics to be studied are: The organization and supervision of co-workers; the hiring, training, promotion, and discharge of teachers; cooperation with superiors, co-workers, and community interests; records and reports; the establishment of relationships between educational institutions and business enterprises; placement and follow-up of graduates; vocational information and guidance; tests, measurements, and examinations; textbooks, material, and supplies; curriculum problems; equipment, and other problems.

**223. RESEARCH FOR GRADUATE STUDENTS. Four hours.**

This course is taken by all candidates for the degree of Master of Arts during the first full quarter of regular graduate work, when research projects are conceived and started. It is a required seminar and conference course. The director of the Graduate School meets the graduate seminar four times each week and confers with individual students upon appointment. In seminar, the proper technic to be used in educational investigations and allied topics is considered, and opportunity is given each student to report upon and discuss the details of his research so far as time will permit.

**224. RESEARCH FOR GRADUATE STUDENTS. Four hours.**

This is the conference course offered to each graduate student during the second quarter of work on his research project by his major professor.

**225. RESEARCH FOR GRADUATE STUDENTS. Two hours.**

This course is a continuation of 224 during the third quarter of graduate work, when the student's research study is completed.

## EDUCATION

The courses outlined herewith have been arranged for the purpose of making all students familiar with the professional information, technics, and tools of the teaching profession. The educational program is viewed from the standpoint of the two great objectives of education—tolerant understanding of society and the nature and needs of the child. The courses are designed to contribute to an understanding of the problems of what the school should be and what teachers should do in order to preserve the child's physical and mental health, respect his native capacities and tendencies, attain his normal development, utilize his best modes of learning, and measure the efficiency of his responses.

The two-year course (junior college) outlined on page 36 is primarily intended for students who plan to teach on limited certificates in the rural and consolidated schools.

The three-year courses (kindergarten-primary, intermediate, and upper grades) are designed for students who plan to teach on the limited certificate in village and city schools.

The senior college courses are advanced in nature for students who wish to obtain the Bachelor of Arts degree after successful teaching experience or who wish to continue their four years of education prior to entering upon teaching. Conditions of supply and demand of teachers today warrant three and four years of professional training as a minimum.

In addition to classroom teaching in the four above-mentioned curricula, the department offers specialized curricula in the senior college for superintendents, principals, supervisors, and teachers of education in teachers colleges. Prerequisites for entrance to such special curricula in the senior college include: (1) Successful teaching experience; and (2) junior college work (two years). Inexperienced senior college students who wish administrative or supervisory work ultimately are urged to prepare themselves for teaching some grade or subject.

Some of the education courses that follow are basic to all students in a professional teacher-training institution, e.g., Ed. 1, 76, and 195-295. In addition to these core professional courses there are departmental courses, required in a given curriculum. Many other courses are specialized and are offered, particularly in the summer quarter, to meet the needs and interests of individual students and small groups of students.

Graduate courses in education are offered, leading particularly to the Master of Arts degree. Such graduate work is primarily for experienced teachers, supervisors, and administrators who wish still more advanced education for such positions as superintendencies, elementary and high school principalships, supervisors, college teachers, advisers of girls, guidance work, measurements, and research activity, or who may wish to take preliminary graduate work for the Doctor of Philosophy degree.

Students majoring in kindergarten-primary or intermediate teaching for the Bachelor of Arts degree should utilize electives designed in their four-year curriculum to complete at least three subject matter minors of at least sixteen hours each (cores and departmental courses to count) in: (1) Art, (2) music, (3) geography, (4) history, (5) English, (6) mathematics, and (7) science. Core and departmental required courses may count towards a minor. For example, a minor in art could count Art 2a and the senior college art for eight hours of the sixteen required for this minor. Two more four-hour courses would have to be taken.

Students majoring in the upper grade-junior high school should select three minors in subject matter fields as outlined on page 51. In the first three years two minors of twenty-four hours each should be completed. For the fourth year the other subject matter minor should be chosen. Thus the three-year students should have two minors with a minimum of twenty-four hours work in each and the fourth year student should have three minors with twenty-four hours in each. Core and department courses may be counted in. These minors should be chosen from the suggested courses listed below.

#### SUGGESTED COURSES FOR KINDERGARTEN-PRIMARY MINORS

Ed. 5, Ed. 6, and three or four of the following: Music 1, Art 2, Geography 50-51, Geography 10, Science 1, English 121, English 121, Hygiene 2.

#### SUGGESTED COURSES FOR INTERMEDIATE MINORS

Ed. 8, Ed. 9, and three or four of the following: Music 1, Art 2a, Geography 10, Geography 11, Science 1, English 121, English 13, Hygiene 2.



## SUGGESTED COURSES FOR JUNIOR HIGH SCHOOL MINORS

Ed. 116, Ed. 117, Ed. 126, Ed. 76, and one methods course in each of two subject matter fields in which the student is also minoring, such as Geog. 15, Math. 107, Eng. 122, Industrial Education 6, Music 11, etc.

ART—Art 2a, 3, 3a, 4, 16, 17, 106, 107, 108 or 121, 114, 118.

COMMERCIAL EDUCATION—Com. Ed. 1, 2, 11, 12, 14, 37, 150, 151, 157.

ENGLISH—Eng. 12, 17, 36, 100, 109, 110, 111, 112, 122, 130.

INDUSTRIAL EDUCATION—Ind. Ed. 1, 2, 6, 7, 8, 10, 11, 12, 14, 31-32-33, 41-42-43, 110.

HOME ECONOMICS—H. E. 1, 2, 3, 21, 22, 23, 40.

LIBRARY SCIENCE—Lib. Sci. 101, 103, 104, 106, 107, 108.

MATHEMATICS—Math. 1, 5, 6, 7, 107, 108, 109, and Com. Ed. 37.

MUSIC—Ten hours of applied music and Mus. 2, 3, 4, 11, 45, 46, 47, 114

PHYSICAL EDUCATION FOR MEN—Five or six credits in active courses P. E. M. 1 through 14, or in the varsity sports P. E. M. 30 through 38. In addition, select fourteen or fifteen hours from the following theory courses: P. E. M. 50, 120, 165, 166, 168, 169, 170, 180.

PHYSICAL EDUCATION FOR WOMEN—Five or six credits in active courses. P. E. W. 1 through 31. In addition select fourteen or fifteen hours from the No. 1 through 31. In addition select fourteen or fifteen hours from the following theory or practice courses: P. E. W. 37, 38, 39, 50, 102, 103, 129, 130, 135, 137, P. E. M. 50 (first aid).

SCIENCE—Sci. 7, Bot. 21, 22, 23, Zool. 14, Biol. 117, 132, Chem. 41, 42, 43, Phys. 61, 62, 63.

SOCIAL SCIENCE—A student may minor in Social Science by taking twenty-four hours in History, Political Science, Sociology, and Geography combined, or a student may minor in History and in Geography by taking twenty-four hours in each field.

HISTORY—Hist. 1 or 2, or 3; 5 or 6, or 7; 10, 101, 117; Pol. Sci. 101 or 102; Soc. 125; Geog. 7, 8, 15, 151, 155, 194, 197.

## SPECIAL CURRICULA FOR SENIOR COLLEGE EDUCATION MAJORS

## FOR SUPERINTENDENTS

Ed. 142-242

Ed. 143-243

Ed. 144-244

Ed. 116-216

Ed. 145-245

Ed. 165-265

Biol. 132

(Two subject matter minors of sixteen hours each in any of the following: Literature and languages, science, mathematics, social science, industrial education, or commercial education.)

## FOR ELEMENTARY PRINCIPALSHIP AND SUPERVISION

Ed. 110-210

Ed. 111-211

Ed. 112-212

Ed. 162

Ed. 145-245

Biol. 132

Soc. 160

(Two subject matter minors of sixteen hours each in any of the following: Literature and languages, science, mathematics, social science, industrial education, or commercial education.)

**COLORADO STATE TEACHERS COLLEGE**

**FOR HIGH SCHOOL PRINCIPALSHIP**

Ed. 116-216	Ed. 145-245	Biol. 132
Ed. 165-265 or 166-266	Ed. 277	
Ed. 142-242	Soc. 160	

(Two subject matter minors of sixteen hours each in any of the following: Literature and languages, science, mathematics, social science, industrial education, or commercial education.)

**FOR TRAINING SCHOOL WORK AND TEACHERS OF EDUCATION IN  
TEACHERS COLLEGES**

Ed. 110-210	Ed. 145-245	Ed. 190	<b>Ed. 160</b>
Ed. 111-211		Ed. 192	Biol. 132
Ed. 112-212		Ed. 153 or 157	<b>Soc. 160</b>

(Two minors of sixteen hours each in any of the following: Literature and languages, art, music, geography, science, history.)

**FOR THE DEAN OF WOMEN OR ADVISER OF GIRLS**

Ed. 118	Ed. 129	Ed. 229	Soc. 125-225
Ed. 106	Ed. 277	Ed. 175	Soc. 165-265
Ed. 128	Ed. 215	Ed. 117	Soc. 120-220
			Soc. 118-218
			Soc. 160-260

The merger of education and psychology courses under the Education Department, effective October, 1931, has made it necessary to renumber courses. An attempt has therefore been made to organize the courses in related fields and on levels as follows:

Freshman courses Nos. 1-49; Sophomore courses, Nos. 50-99; Junior courses, Nos. 100-149; Senior courses, Nos. 150-199; Graduate courses, Nos. 200 and above.

Introductory general courses—1, 50-51, 100-103

Methods of teaching, including observation and teaching, 3-9,  
55-59, 105-109, 155-159

Elementary education—110-114, 160-163, 210-213

Secondary education—15-17, 65, 116-118, 165-167, 265-267

Research courses—120, 223-225, 322-325

Psychology—75-77, 125-129, 175-179, 226-229, 275-279

Rural education—30-31, 80-81, 130, 230

History of education—135-137

Administration—140-144, 190-192, 242-244

Philosophy and curriculum—145-147, 195-198, 245-247, 295-298

It will be noticed that some senior college-graduate courses carry two numbers. In such cases, graduate students will enroll for the graduate (the 200) number and the undergraduates for the senior college (the 100) number. Graduate students in no case may enroll for credit in a course numbered below 100.

**I. COURSES PRIMARILY FOR JUNIOR COLLEGE STUDENTS****\*1. INTRODUCTION TO EDUCATION. Four hours.**

Required of all freshmen.

This course aims to introduce the student to the study of education or to orient the student in the field of teaching and to prepare him for the more specialized study to come later. Among the topics to be discussed are the following: Professional opportunities in teaching; historical background of education; the present program of education; needs of education today; purposes of public education; where education takes place; how education takes place; administrative background for teachers; the facts on pupils' health, instincts, laws of learning, individual differences, measurement; the teacher and the community; and professional education of teachers.

**3. LANGUAGE ARTS IN PRIMARY-INTERMEDIATE GRADES. Four hours.**

Prerequisite, Ed. 1.

This course combines Ed. 5 and 8 for rural majors.

**4. SOCIAL ARTS IN PRIMARY-INTERMEDIATE GRADES. Four hours.**

Prerequisite, Ed. 1.

This course combines Ed. 6 and 9 for rural majors.

**\*5. LANGUAGE ARTS IN PRIMARY GRADES (Formerly Ed. 3a). Four hours.**

Prerequisite, Ed. 1.

This is a course dealing with materials and methods of teaching language, reading, and spelling in the primary grades. Emphasis will be placed upon reading readiness; types of silent and oral reading; standard and informal testing and suitable remedial measures for the primary grades. Also, oral and written English as an outgrowth of children's interest in their own experience and activities and materials and methods of spelling in relation to child needs. Demonstration lessons illustrating the application of method of these phases of primary school work are a part of the course.

**\*6. SOCIAL ARTS IN PRIMARY GRADES (Formerly Ed. 3b). Four hours.**

Prerequisite, Ed. 1.

This course attempts to show modern trends in the teaching of numbers in the primary grades. Number concepts as growing out of the child's experiences, materials, methods of teaching, standardized and informal tests, remedial work, textbooks, and various courses of study are discussed. Interrelationship of the work of these grades is evident through the social sciences which are centered in the various phases of home life, utilization of immediate environment of the child, growth in citizenship through purposeful activities, and interests which have social value and lead into basic social learning. Demonstration lessons illustrating the application of method to these phases of primary school work are a part of the course.

**\*7. KINDERGARTEN-PRIMARY METHODS (Formerly Ed. 3c). Two hours.**

A course in kindergarten-primary methods. The history of the kindergarten and primary grades is briefly surveyed. The desirable planned environments suitable for the four-year age level up to the eight-year age level are carefully studied. Reference books, catalogs, and frequent visits for inspection to the kindergarten and primary grade rooms of the College Elementary School are all used to aid in developing a better understanding of the educative value of the latest approved equipment, apparatus, materials, constructive toys, and art mediums. Experiencing or "learning to do by doing" in a wholesome environment is stressed throughout the course. Demonstration lessons, illustrating the supervised and spontaneous reactions of the children to the different phases of work and play activities in the planned environments are a part of this course.

**\*8. LANGUAGE ARTS IN THE INTERMEDIATE GRADES (Formerly Ed. 4a). Four hours.**

Prerequisite, Ed. 1.

Reading deals with the objectives of reading instruction and the relationship of reading to progress in other school subjects. Spelling deals with the objectives of spelling instruction and the methods of teaching spelling. Composition deals with the oral and written phases of language skills. Attention is given to the fundamental purpose in teaching composition and to the educational principles which must be employed in realizing this purpose. The methods of improving handwriting, the uses of handwriting charts, and means of correlating handwriting with the other classroom subjects are studied.

\*Given also by correspondence.

**9. SOCIAL ARTS IN THE INTERMEDIATE GRADES (Formerly Ed. 4b). Four hours.**

Prerequisite, Ed. 1.

This course deals with the materials and methods of teaching arithmetic, social science, and health in the intermediate grades.

**\*15. EDUCATIONAL AND VOCATIONAL GUIDANCE (Summer quarter only). Two hours.**

This course aims to acquaint the student with the various agencies and methods for guiding pupils in their school work and in regard to the choosing and preparation for a vocation. The course deals with the proper educational guidance of pupils for a long period preceding their choice of a vocation and their proper vocational direction toward the end of their school period. This includes a study of individual capacities and personal factors, the exploration of special interests and abilities, the organization of a guidance program in studies, health building and character building activities, civic training, the imparting of vocational information, and guidance in making vocational choices.

**16. CAMP FIRE GIRLS' LEADERSHIP. Two hours.**

This course prepares for leadership in leisure time programs for girls. It includes lectures and practical demonstrations in leadership, fundamental studies of the girl, projects in the seven crafts of Camp Fire, symbolism, motion songs, hiking, camping, first-aid, council fires, organization, program planning, and so on. The course leads to the national certificate for leadership in Camp Fire Girls' work.

**17. BOY SCOUT WORK (Summer quarter only). Two hours.**

This course is designed to equip young men for leadership in adolescent boy activity. It includes lectures and practical demonstrations concerning typical Boy Scout activities.

**26. PSYCHOLOGY OF LEARNING FOR RURAL TEACHERS. Four hours.**

This is an introductory course dealing with the nature of the child, the laws of learning, and problems of measuring the results of education. It deals with only those facts and principles of the psychology of learning which will be of most service to typical elementary rural school teachers. The laws and principles studied will be treated in the light of the experiences and environmental background of rural children.

**\*30. THE RURAL TEACHER'S PROBLEMS. Four hours.**

This course aims to contribute directly to the practice of those who work in the rural schools. It deals with the distinctive problems of rural teaching that are due to the many grades and consequent difficulties of rural school organization.

**\*31. AGRICULTURE FOR TEACHERS IN RURAL ELEMENTARY SCHOOLS. Four hours.**

This course deals with topics selected from the fields of agriculture and rural science which are considered vital to the attitude and preparation of rural teachers in their particular role of leadership among rural people. It is intended for those non-specialized teachers who are required to teach agriculture in the vast majority of rural elementary schools. It is planned to meet the various requirements in agriculture laid down by the different states for rural elementary teachers of agriculture. The subject of agriculture is considered in its rural life setting, and is studied from the sociological point of view with special attention to its relations to rural life.

**\*51. PARENT-TEACHER ORGANIZATION AND PRACTICE (Formerly Ed. 40. Summer quarter only). Two hours.**

Consideration will be given to the fundamental significance of the parent-teacher movement and its place in education; the organization, objects, and parent education program of the national organization; its relation to other educational, social, and welfare agencies; its relation to state and local parent-teacher groups; the organization of a state branch, its function and its relation to the national body and to the local groups within its borders.

**55. PRE-TEACHING OBSERVATION IN THE ELEMENTARY SCHOOL (Formerly Ed. 2a). Four hours.**

This course consists of four regularly scheduled observation and discussion periods a week. These periods are spent in observing and discussing work of all grades of the elementary school. Further time is spent by each student in individual observation and participation in one grade of the elementary school. A weekly conference on Tuesday at 4 P. M. is held with the teacher in charge of the grade to which the student is assigned for individual observation.

\*Given also by correspondence.

**56. PRE-TEACHING OBSERVATION IN THE SECONDARY SCHOOL (Formerly Ed. 2c). Four hours.**

This is the observation course for those preparing for teaching at the secondary level. It is preparatory to and should next precede the student teaching. Of the four regularly scheduled weekly meetings two are under the direction of the director of the secondary school and two under the direction of supervising teacher in charge of the work which the student expects to teach. The general phase of the course is designed to give the student an opportunity to become acquainted with problems of teaching at the secondary school level. The specific phase of the work under the direction of supervising teacher is intended to prepare the student to do a specific piece of work in a certain grade and subject.

**58. STUDENT TEACHING FOR RURAL MAJORS. Eight hours.****\*65. THE JUNIOR HIGH SCHOOL (Formerly Ed. 113). Four hours.**

This course deals with the general problems of junior high school education. Following are some of the topics included: criticism of the 8-4 organization; history and extent of the movement for reorganization; the peculiar functions of the junior high school; the essential features of the junior high school; the program of studies; some consideration of the subjects of study; provisions for individual differences; departmentalization and promotions; brief consideration of methods of teaching; guidance and the advisory system; the social organization; the staff, and the school plant.

**\*76. PSYCHOLOGY OF LEARNING. (Formerly Psych. 2b). Four hours.**

The topics of this course in Educational psychology are: a classification of the kinds of learning such as motor, perceptual, and informational; the laws of learning illustrated by reference to such elementary school subjects as handwriting, reading, arithmetic, spelling, history, geography, poetry, etc.; the physiological, psychological, and educational conditions of learning; general characteristics of learning such as the rate, amount, and limits of improvement, as found in different functions; learning and forgetting curves, plateaus, and physiological limits in different functions; factors and principles entering into economical learning and studying; and the problem of transfer.

**77-177. CHILD DEVELOPMENT (Formerly Psych. 3). Two or four hours.**

This course is designed to meet the needs of those interested in the education of the pre-school, the kindergarten, and the elementary school child.

This course deals with the nature of development; heredity versus environmental factors in the development of the child; innate equipment common to all children; growth characteristics of the pre-school and kindergarten child; activity characteristics or behavior tendencies of these periods; emotional responses characteristic of these periods; habit formation throughout these periods, developing mental activities—sensation, perception, attention, imagination, thinking, etc.; social attitudes and the development of personality.

**82. RURAL EDUCATION AND COUNTRY LIFE. (See Soc. 90).****II. COURSES PRIMARILY FOR SENIOR COLLEGE STUDENTS**

**100. UNIT COURSES IN EDUCATION. One hour each course. Units given different letters for each summer.**

**\*106. CHARACTER AND MORAL EDUCATION (Formerly Ed. 118). Two or four hours.**

This course is planned to give the teacher a practical method of attacking this problem in the schoolroom. It is not a course in ethics for teachers. Actual moral situations from typical school systems are the bases for the conclusions and recommendations made. This course attempts to equip the teacher with the necessary facts in order to present the leading problems and phases of moral or character education.

**108. VISUAL AIDS IN EDUCATION (Formerly Ed. 130. Summer quarter only). Two hours.**

The purpose of this course is to show some of the more important phases of visual aids in education. Some of the questions discussed are (1) what is the meaning of visual education; (2) how can I best inform myself on the subject of visual aids; (3) what are the different types of visual aids and what is their comparative effectiveness; (4) how have the admin-

\*Given also by correspondence.

illustration problems been solved; (5) what has been accomplished in the field and by whom. In addition, the use of the different types of visual aids will be illustrated and discussed. The course should be valuable to teachers and administrators alike.

**\*109. SUPERVISED STUDY (Summer quarter only). Two hours.**

This course deals with the principles and methods of supervised or directed study. The various conceptions of supervised study and plans of organization and administration in carrying out a program of directed study in school are presented. The course is intended to develop ways and means of enriching the child's school life through proper direction of his efforts.

**\*110-210. IMPROVEMENT OF INSTRUCTION IN SPELLING AND READING. First Advanced Course in Elementary Education (Formerly Ed. 258). Four hours.**

A student may earn up to twelve hours in elementary education by taking Ed. 110-210, 111-211, and 112-212. Prerequisite, junior standing.

In the light of the results of research, the following items will be considered concerning each subject: (1) Selection of the content of the course of study; (2) determination of grade-placement; (3) selection of efficient methods and materials of teaching; and (4) selection of procedures in measuring pupil accomplishment.

**\*111-211. IMPROVEMENT OF INSTRUCTION IN THE CONTENT SUBJECTS. Second Advanced Course in Elementary Education (Formerly Ed. 259). Four hours.**

Prerequisite, junior standing.

This is a course in the supervision of the content subjects in the elementary school. It is intended to serve experienced teachers, principals, supervisors, and superintendents. In the light of research, the following items will be considered concerning each subject: (1) Selection of the content of the course of study; (2) determination of grade-placement; and (3) selection of efficient methods and materials of teaching. Attention will be given to such commonly used procedures in the content subjects as the problem of method and the socialized recitation.

**\*112-212. IMPROVEMENT OF INSTRUCTION IN COMPOSITION, ARITHMETIC, AND HANDWRITING. Third Advanced Course in Elementary Education (Formerly Ed. 260). Four hours.**

Prerequisite, junior standing.

This is a course in the supervision of handwriting, composition, and arithmetic in the elementary school. It is intended to serve experienced teachers, principals, supervisors, and superintendents. In the light of research, the following items will be considered concerning each subject: (1) Selection of the content of the course of study; (2) selection of efficient methods and materials of teaching; and (3) selection of procedures in the measurement of pupil accomplishment.

**\*113-213. TOOLS AND TECHNIQS OF SUPERVISION IN THE INTERMEDIATE GRADES (Formerly Ed. 108). Four hours.**

Prerequisite, Ed. 110-210, Ed. 111-211, or Ed. 112-212.

This course will discuss: Meaning and purpose of supervision and what the supervisor needs to know—subjects to be taught, grade placement, methods of testing accomplishment; tools of supervision—supervisory surveys, bulletins, demonstration lessons, and conferences, classroom visitations; gathering facts on children and their use in the improvement of instruction.

**114. TOOLS AND TECHNIQS OF SUPERVISION IN THE PRIMARY GRADES (Summer quarter only). Four hours.**

Prerequisites, Ed. 5 and 6 or equivalents.

This course is intended for supervisors and advanced students in primary work. It includes a brief survey of the objectives of primary work, purposes, and principles underlying supervision, technic of supervision, observation and analysis of lessons, materials of instruction, assigned readings, and discussion of modern trends in the primary field.

**115. ORGANIZATION AND ADMINISTRATION OF THE ELEMENTARY SCHOOL (Summer quarter only.) Two or four hours.**

This course will deal with the elementary school from the standpoint of organization, programs, teaching, course of study, social life, athletics, and all general problems arising in the administering of an elementary school.

\*Given also by correspondence.

**116-216. SECONDARY EDUCATION. Four hours.**

Prerequisite junior standing. -

The purpose of this course for prospective teachers in the junior and senior high schools is to promote a comprehensive understanding of secondary education and an acquaintance with the major trends in the organization of and teaching in secondary schools. The evolution of secondary education is given preliminary consideration and the present status analyzed and evaluated. The following problems in secondary education are studied, with emphasis on progressive practices. The curriculum, guidance and advisement, socializing activities, individualization of instruction, etc.

**\*117. EXTRA-CURRICULAR ACTIVITIES AND GUIDANCE (Formerly Ed. 110. Summer quarter only.) Four hours.**

This course will discuss school councils and government, athletics, debating, literary and social clubs, the school newspaper and magazine, musical and dramatic activities, and civic clubs and projects that relate to pupil participation. It will consider the purposes and values of such activities in forming proper habits, attitudes, and ideals, and will attempt to show wherein such activities are necessary and a valuable part of the school curriculum. An evaluation of the movement will be made. This course also aims to acquaint the student with the various agencies and methods for guiding pupils in their school work and in regard to the choosing and preparation for a vocation.

**117a. CITIZENSHIP EDUCATION IN THE PRIMARY GRADES (Formerly Ed. 110d). Two or four hours.****117b. CITIZENSHIP EDUCATION IN THE INTERMEDIATE GRADES (Formerly Ed. 110b). Two or four hours.****117c. CITIZENSHIP EDUCATION IN THE SECONDARY SCHOOLS (Formerly Ed. 110c. Summer quarter only). Two or four hours.**

This course will deal with the implications of citizenship education in the junior and senior high school. It will canvass the present status of both the reading materials in the social sciences and the activity materials, each claiming citizenship as a main outcome. It will deal with the nature of social relationships. It will discuss the investigational technics in the field and suggest detailed objectives to be set up in a reconstructed citizenship program.

**118. GUIDANCE WORK OF DEANS AND ADVISERS OF GIRLS (Formerly Ed. 140). Four hours.**

This course will deal with the activities of girls' advisers in high school and is designed to equip teachers to assume such responsibilities.

**120-220. INDIVIDUAL EDUCATIONAL RESEARCH FOR SENIOR COLLEGE-GRADUATE STUDENTS (Formerly Ed. 123). Two or four hours.**

Registration for this course is permitted only after conference with the head of the department. This course is a seminar or conference course for qualified senior college-graduate students. Students with definite problems will carry on research under the direction of the instructor in whose field the problem lies. Investigations in kindergarten-primary education, intermediate education, high school education, psychology, guidance, supervised study, administration, etc.

**\*125. GENERAL PSYCHOLOGY (Formerly Psych. 110). Four hours.**

This course is primarily concerned with the general behavior of human beings for the purpose of understanding, predicting, and controlling human behavior. An objective point of view is developed throughout. Informal experiments and demonstrations form a significant part in this course. Particular emphasis is placed upon those topics not stressed in educational psychology.

**\*126. TEACHERS' CLASSROOM TESTS (Formerly Psych. 108c). Four hours.**

This course deals with types of teachers' classroom tests; their deficiencies and advantages; types of objective tests such as the simple recall, completion, true-false, multiple choice and its variants, judgment, rearrangement, and matching; practice in the construction of the different types of objective tests; criticism, administration, and scoring of these types; interpretation of the results of objective tests; using the results in teaching and in making diagnoses, promotions, and reclassifications.

\*Given also by correspondence.

**128. MENTAL HYGIENE (Formerly Psych. 115). Two hours.**

This course deals with the origin and development of mental hygiene; the psychological and psychiatric background of mental hygiene; delinquency and mental health; mental health of infancy, early childhood, the elementary school child, adolescence, and the adult period; mental hygiene and religion, recreation, business, and public opinion.

**129. ABNORMAL PSYCHOLOGY (Formerly Psych. 115). (Summer quarter only.) Two hours.**

The topics of this course include: Meaning of abnormality; common types of abnormalities, i. e., of sensation, perception, association, belief, memory, and emotion; hysteria; personality disorders of regression, compensation, and periodic fluctuations from depressive maniac states; functional and organic psychoses and neuroses; prevention and treatment of abnormal behavior.

**130-230. RECENT DEVELOPMENTS IN RURAL LIFE. Four hours.**

A course dealing with the reorganization and commercialization of rural industries; changes in rural living; the new rural life; expansion and overdevelopment; cityward migration and its social significance; commercialized large scale farming and its influence on national and international economic conditions; decreasing rural population; the advance of power farming and its effects on rural life.

**131. SPECIAL RURAL SCHOOL METHODS. Four hours.**

This course aims to acquaint the student with a few of the outstanding experiments that have been made in recent years which deal with special methods of adapting the rural elementary school program to the needs of rural schools.

**\*135. HISTORY OF EDUCATION WITH SPECIAL REFERENCE TO MODERN TIMES (Formerly Ed. 133. Summer quarter only). Two or four hours.**

This course will be a general survey of the history of education. After a brief study of the contributions of the Greeks, the Romans, and the medieval church, the following topics will be discussed and evaluated in terms of their influence upon modern times: The Renaissance, the Reformation, the rise of science, the development of vernacular schools, the influence of the educational reformers—Comenius, Rousseau, Pestalozzi, Herbart, Froebel, and Dewey—upon recent educational theory and practice. Finally, a comparative study of the educational systems of the chief countries of the world will be made.

**137. COMPARATIVE EDUCATION (Formerly Ed. 136. Summer quarter only). Two hours.****\*140. PLATOON SCHOOL ORGANIZATION (Formerly Ed. 145. Summer quarter only). Two hours.****141. ADMINISTRATION OF VILLAGE AND CONSOLIDATED SCHOOLS (Formerly Ed. 142). Four hours.**

This course develops the general principles of school administration. Since it is intended for those relatively inexperienced in the field, most of the practical examples will be drawn from the small school systems and applied to the administration of village and consolidated systems. Graduate students and those with administrative experience take Ed. 142-242, 143-243, or 144-244.

**142-242. SCHOOL ADMINISTRATION (First Course. Formerly Ed. 242.) Four hours.**

(Administration majors may earn up to twelve hours in this field by taking Ed. 142-242, 143-243, and 144-244.)

Prerequisite, junior standing.

This course will outline a general philosophy of school control. Topics to be given special consideration are the following: the United States government in education—land and money grants for education; the Office of Education and other federal educational agencies, arguments for and against a federal Department of Education; the state as the fundamental

\*Given also by correspondence.



educational unit, organization of state departments of education, with the legal and administrative control exerted by the state; local units for school control; duties and powers of the school board; duties and powers of the superintendent; the administrative organization for local school control.

143-243. SCHOOL ADMINISTRATION (Second course. Formerly Ed. 243). Four hours.

Prerequisite, junior standing.

This course will consider: the school census, attendance, pupil accounting records and reports; business administration; preparation and use of the budget; cost accounting and fiscal control; indebtedness, short time borrowing, and bonds.

144-244. SCHOOL ADMINISTRATION (Third course. Formerly Ed. 244.) Four hours.

Prerequisite, junior standing.

This course will consider; selection, tenure, pay, and promotion of teachers; selection of school sites; planning buildings; architectural and educational features of school buildings; school building management, maintenance, and operation; auxiliary agencies.

\*145-245. TECHNIC OF MAKING THE SCHOOL CURRICULUM (Formerly Ed. 208). Four hours.

(A student may earn up to twelve hours in the curriculum field by taking Ed. 145-245, 146-246, and 147-247.) Ed. 145-245 substituted for Ed. 50 for senior college students.

Prerequisite, junior standing.

This course is an advanced course in curriculum construction. It will deal with the sources of curriculum materials and with methods of investigation and evaluation of school courses in terms of impersonal or objective standards. Each student will be required to make a study or investigation of some aspect of the curriculum in order that he may more thoroughly understand the technic of curriculum construction.

146-246. ADVANCED CURRICULUM CONSTRUCTION (Formerly Ed. 209). Four hours.

Prerequisite, junior standing.

This course will deal in detail with curriculum making in the major fields of activity—health, economic life, home and family relationships, citizenship, recreation, and moral education. It will permit the student to deal in detail with the reconstruction of materials in these fields in a similar way to that developed in Ed. 110-210, 111-211, and 112-212.

147-247. EDUCATIONAL VALUES (Formerly Ed. 210). Four hours.

Prerequisite, junior standing.

This course will discuss the various values of education. Criteria for the inclusion of activities and materials of education will be suggested, and subject matter evaluated in terms of its functions and values in helping pupils engage efficiently in life's activities.

148. WORKBOOKS AS AIDS IN TEACHING AND LEARNING. (Given by extension only.) Two hours.

150. STUDENT TEACHING IN THE ELEMENTARY SCHOOL. Eight or twelve hours.

The required course in student teaching for majors in kindergarten-primary or intermediate work.

151. STUDENT TEACHING IN THE ELEMENTARY SCHOOL. Four or eight hours.

An elective course for kindergarten-primary and intermediate majors.

152. STUDENT TEACHING IN THE ELEMENTARY SCHOOL. Four hours.

An elective course for kindergarten-primary and intermediate majors.

153. STUDENT SUPERVISION IN THE ELEMENTARY SCHOOL. Four hours.

\*Given also by correspondence.

154. STUDENT TEACHING IN THE SECONDARY SCHOOL. Four or eight hours.

The required course in student teaching for majors in the secondary school or subject matter fields.

155. STUDENT TEACHING IN THE SECONDARY SCHOOL. Four or eight hours.

An elective course at the secondary school level.

156. STUDENT TEACHING IN THE SECONDARY SCHOOL. Four hours.

An elective course at the secondary school level.

157. STUDENT SUPERVISION IN THE SECONDARY SCHOOL. Four hours.

158. ADVANCED OBSERVATION—STUDENT TEACHING. Four hours.

This course is open to students majoring at the elementary school level who have had student teaching or successful public school experience, and who must meet further requirements in student teaching.

160. THE PRE-SCHOOL (Formerly Ed. 151). Four hours.

This course includes a study of the physical and mental growth of the child from two to four years of age. When possible, each student will make a careful observation of the development and personality of several children. The history and growth of the pre-school movement will be followed through the reading of recent educational publications.

161. RECENT THEORY AND PRACTICE IN KINDERGARTEN EDUCATION (Formerly Ed. 155. Summer quarter only.) Two or four hours.

This course deals with scientific studies of the social and learning needs of kindergarten and pre-school pupils.

162. CREATIVE EDUCATION (Formerly Ed. 156). Four hours.

This course will attempt to appraise the place and contribution of the theory of children's interests in education. This theory is one of two important modern theories of education. The course will deal in detail with: (1) "The New Articles of Faith"; (2) curricula in child-centered schools; (3) the contributions of (a) the arts, (b) rhythm, (c) music, (d) writing, (e) the theater, (f) the forum, (g) assemblies, (h) play, and (i) extracurricular activities; and (4) criticism and appraisal.

163. ORGANIZATION AND ADMINISTRATION OF THE ELEMENTARY SCHOOL (Formerly Ed. 115. Summer quarter only). Two or four hours.

This course is intended for supervisors and principals of elementary schools. It will deal with the administrative and supervisory activities of such elementary school officers.

165-265. JUNIOR HIGH SCHOOL ADMINISTRATION AND SUPERVISION (Formerly Ed. 213. Summer quarter only.) Two or four hours.

Prerequisite, junior standing.

This course will consider the problems of the junior high school from the administrative and supervisory standpoint. Topics considered are: administration; the special purposes of the junior high school; administration of the program of studies; ability grouping, departmentalization, the advisory system, and guidance; directed or supervised study; teaching pupils how to study; projects; socialization; individual instruction; measuring pupil achievement will be considered.

166-266. HIGH SCHOOL ADMINISTRATION AND SUPERVISION (Formerly Ed. 216. Summer quarter only.) Four hours.

Prerequisite, junior standing.

This course will discuss the high school principalship; high school population; vocational education in the high school; classification; the marking system; records and record forms; social and disciplinary organization; staff problems; the schedule and registration; the high school plant; costs; community relationships and publicity; high school systems and standards; professional growth; problems in the technic of supervision; surveys and diagnostic testing for supervisory purposes; teacher rating; and faculty meetings.

**175. ELEMENTARY STATISTICAL METHODS (Formerly Psych. 117). Four hours.**

This course will include a discussion of the value of statistical methods; the collection and classification of data; graphic and tabular expression of statistical facts; measures of central tendency, measures of variability, measures of relationship, the meaning, interpretation, and uses of the types of measurement enumerated above.

**Ed. 176. PSYCHOLOGY OF LEARNING FOR SECONDARY TEACHERS. Four hours.**

This course parallels Education 76 with the exception that the emphasis is upon the application to situations in the secondary field.

**179. CRITICISMS OF CURRENT PSYCHOLOGIES. Four hours.**

Prerequisites, Ed. 75, 76, or Ed. 125 or their equivalent.

This course is designed to acquaint the advanced student with the following topics: purposive psychology; association psychology; functional psychology; structural psychology; configuration psychology; the Russian psychologies; reaction psychology; dynamic psychology; the "factor" school of psychology; the analytical psychologies; behavioristic psychologies; and problems fundamental to all schools of psychology.

**180. CURRICULUM OF RELIGIOUS EDUCATION. Two hours.**

A consideration of the basic principles of curriculum, with reference to a curriculum of religious education in the Church School. A brief study of the curricula of various Church Boards will be made and of material for a program of religious education.

**181. CURRENT TENDENCIES IN RELIGIOUS EDUCATION. Two hours.**

A consideration of the problems of teaching religion today, with special reference to the problems arising from changing religious and social thought. It will include a survey of significant developments in religious education—Catholic, Protestant and Jewish.

**190-290. THE TEACHERS COLLEGE AND THE PROFESSIONAL EDUCATION OF TEACHERS. (Summer quarter only.) Two hours.**

This course is for students interested in positions in normal schools and teachers colleges. The course will deal with general administration and control; executive officers and their duties; the teaching staff and their qualifications and duties; selection, admission, and supervision and control of students; records and reports; placement; finance in teachers colleges, budgets, costs, sources of revenue; curriculum; educational research and relationship with other educational institutions.

**192-292. STUDENT TEACHING AND THE PROFESSIONAL EDUCATION OF TEACHERS. Two hours.**

The following topics are treated: the relation of theory and practice in the education of teachers; an activity analysis of student teaching; the present status of student teaching in teachers colleges; observation as a factor in student teaching; methods of improving student teaching; the organization and administration of student teaching; the preparation of supervising teachers; the results of student teaching on the pupils taught.

**\*195-295. PHILOSOPHY OF EDUCATION (Formerly Ed. 111). Four hours.**

Open only to seniors and graduate students.

This course deals with an analysis of such problems as the meaning of education, educational aims and values, education and democracy, the development of ideals, the nature of thinking, the nature of method and of subject matter. The course is designed to show that education is a process of forming one's fundamental dispositions toward mankind, a process by which an individual grows through gaining new meanings in his environment, a process by which social groups maintain their continuous existence.

**196. THE PROJECT METHOD OF TEACHING (Formerly Ed. 104. Summer quarter only). Two hours.**

The purpose of this course is to study and define the project and project method from a critical point of view and to discuss the reorganization of the curriculum on the project basis. A study and criticism of current definitions of a project will be made as well as the historical development of the project method.

\*Given also by correspondence.

\*198-298. CRITICISMS OF CURRENT EDUCATIONAL THEORY (Formerly Ed. 129. Summer quarter only.) Two or four hours.

This course will consist of critical interpretations of recent books and magazines in the light of the more important modern movements in each of the major fields of education.

### III. COURSES FOR GRADUATE STUDENTS AND QUALIFIED SENIOR COLLEGE STUDENTS WITH CONSENT OF THE INSTRUCTOR

209. IMPROVEMENT OF READING AND STUDY HABITS. Four hours.  
(Given by extension only.)

210. IMPROVEMENT OF INSTRUCTION IN SPELLING AND READING—First Advanced Course in Elementary Education (Formerly Ed. 258). Four hours.

See description of Ed. 110.

210a. PRACTICUM IN ELEMENTARY EDUCATION (First Course). Two hours.

With the approval of the professor of elementary education two hours of special field research work may be taken in the field of spelling and reading.

211. IMPROVEMENT OF INSTRUCTION IN THE CONTENT SUBJECTS—Second Advanced Course in Elementary Education (Formerly Ed. 259). Four hours.

See description of Ed. 111.

211a. PRACTICUM IN ELEMENTARY EDUCATION (Second Course). Two hours.

With the approval of the professor of elementary education two hours of special field research work may be taken in the field of the content subjects.

212. IMPROVEMENT OF INSTRUCTION IN HANDWRITING, COMPOSITION, AND ARITHMETIC—Third Advanced Course in Elementary Education (Formerly Ed. 260). Four hours.

See description of Ed. 112.

212a. PRACTICUM IN ELEMENTARY EDUCATION (Third Course). Two hours.

With the approval of the professor of elementary education two hours of special field research work may be taken in the field of handwriting, composition, and arithmetic.

213. EDUCATIONAL SUPERVISION. Four hours.

Prerequisite, Ed. 110-210, 111-211, or 112-212.

215. EDUCATIONAL AND VOCATIONAL GUIDANCE. Four hours.

This course includes a survey of current practices and critical interpretations of recent literature in the field of educational and vocational guidance.

219. PROBLEMS OF STUDY AND DISCIPLINE. Four hours.

This course will deal in an advanced way with specialized technics of classroom organization, management, and control. It will discuss objective studies of discipline, character education study, and method. The case approach will be used as much as possible.

220. INDIVIDUAL EDUCATIONAL RESEARCH FOR SENIOR COLLEGE-GRADUATE STUDENTS (Formerly Ed. 123). Two or four hours.

See description of Ed. 120.

222. INDIVIDUAL STUDIES IN EDUCATION. Two or four hours.

\*Given also by correspondence.

**223. RESEARCH FOR GRADUATE STUDENTS. Four hours.**

This course is taken by all candidates for the degree of Master of Arts during the first full quarter of regular graduate work, when research projects are conceived and started. It is a required seminar and conference course. The director of the Graduate School meets the graduate seminar four times each week and confers with individual students upon appointment. In seminar, the proper technic to be used in educational investigations and allied topics is considered, and opportunity is given each student to report upon and discuss the details of his research so far as time will permit.

**224. RESEARCH FOR GRADUATE STUDENTS. Four hours.**

This is a conference course offered to graduate students during the second quarter of work on his research project by his major professor.

**225. RESEARCH FOR GRADUATE STUDENTS. Two hours.**

This course is a continuation of 224 during the third quarter of graduate work, when the student's research study is completed.

**ED. 227. EDUCATIONAL MEASUREMENTS IN THE ELEMENTARY GRADES AND JUNIOR HIGH SCHOOL. (Formerly Psych. 108a.) Four hours.**

This course is designed to familiarize the teacher in grades below the senior high school with a working knowledge of standard tests for those grades. Emphasis is placed upon the interpretation and use of test results, the choosing of appropriate tests and so far as conditions permit in the actual giving and scoring of tests.

**229. MENTAL TESTS AND MEASUREMENTS (Formerly Psych. 107). Four hours.**

The topics of this course embrace the history of the testing movement; classification of mental tests and measurements, including tests of intelligence and personality traits; the meaning of intelligence; the principles of intelligence testing; the influence of intelligence upon achievement; the construction of intelligence tests; criteria for selecting tests for practical purposes; preparation for giving intelligence tests; tabulating and interpreting the results of tests.

**230. RECENT DEVELOPMENTS IN RURAL LIFE. Four hours.**

For description of course see Ed. 130.

**241a. PRACTICUM IN SCHOOL ADMINISTRATION. Two or four hours.**

By special arrangements with the Greeley Public Schools, advanced students in administration may be assigned to carry on a project in the city schools under the joint direction of the city superintendent and the College. Observation of the administration in the city schools, and the completion of selected projects in which the student is interested will be required. Registration permitted only after conference with the professor of school administration.

**241b. PRACTICUM IN SCHOOL ADMINISTRATION. Two or four hours.**

Teachers in public school systems who may be assigned some special administrative duties in their own school and who will work on assigned administrative problems in the school system may enroll for this course. The work will be carried on under the joint direction of the superintendent and the College. Registration permitted only after conference with the professor of school administration.

**242. SCHOOL ADMINISTRATION (First Course). Four hours.**

For description of course see Ed. 142.

**243. SCHOOL ADMINISTRATION (Second Course). Four hours.**

For description of course see Ed. 143.

**244. SCHOOL ADMINISTRATION (Third Course). Four hours.**

For description of course see Ed. 144.

**245. TECHNIC OF MAKING THE SCHOOL CURRICULUM (Formerly Ed. 208). Four hours.**

For description of course see Ed. 145.

**246. SEMINAR IN ADVANCED CURRICULUM CONSTRUCTION (Formerly Ed. 209). Four hours.**

For description of course see Ed. 146.

**247. EDUCATIONAL VALUES (Formerly Ed. 210). Four hours.**

For description of course see Ed. 147.

**265. JUNIOR HIGH SCHOOL ADMINISTRATION AND SUPERVISION (Formerly Ed. 213). Two or four hours.**

For description of the course see Ed. 165.

**266. HIGH SCHOOL ADMINISTRATION (Formerly Ed. 216). Four hours.**

For description of course see Ed. 166.

**267. HIGH SCHOOL SUPERVISION (Formerly Ed. 217). Four hours.**

For description of course see Ed. 167.

**275. ADVANCED STATISTICAL METHODS (Formerly Psych. 217). Four hours.**

This course will cover the following: computing coefficients of correlation by different forms of the product-moment method; partial and multiple correlations of different orders; different forms of the regression equation for three or more variables; interpreting results of partial correlations; the path coefficient technic and its relation to the regression equation; the elements of curve fitting; the application of statistical methods to the construction of performance and quality scales and to test results.

**277. PSYCHOLOGY OF ADOLESCENCE (Formerly Psych. 103). Four hours.**

This course embraces the nature of adolescence—saltatory or continuous development; physical characteristics; intellectual characteristics and needs; emotional characteristics and emotional stabilization; the development of social consciousness and responsibility for a place in the social order; sex phenomena and the mental hygiene of the adolescent; individual differences in adolescent interests and the needs of the adolescent in these respects.

**278. ADVANCED PSYCHOLOGY OF LEARNING (Formerly Psych. 214). Four hours.**

This course includes a study of some of the psychological methods and experimental technic involved in the learning development of educational psychology; the nature and varieties of learning; animal learning; associative learning in man; analytical learning; selective thinking and reasoning; the nature of mental functions; learning curves; the improvement of mental functions; the amount, rate, and limits of improvement; the factors and conditions of improvement; forgetting; the spread of improvement of the transfer of training; fatigue; curves of work; heredity; differences in individuals, families, sexes, and races.

**279. EXPERIMENTAL TECHNIC AND ITS APPLICATION (Formerly Psych. 222). Two or four hours.**

This course will involve: names, reasoning and induction in experimentation; four historical methods of experimental inquiry; recent methods of experimentation in education; planning an educational experiment; selection of technic; finding the subjects; relevant and irrelevant variables; experimental measurements; the statistics of experimentation; interpretation of experimental data; the reliability of conclusions reached; report and publication of the results of an experiment; thoughtful reading of experimental literature; selection, making, and scoring of tests and examinations; principles of graphic and tabular representation; classification of pupils; educational diagnosis; educational and vocational guidance.

**280. GRAPHIC METHODS OF PRESENTING FACTS (Formerly Psych. 118. Summer quarter only). Four hours.**

This is a practical drawing course which deals with popular methods of presenting statistical data in graphic form, and with the principles and merits of various forms of graphic arrangement.

**295. PHILOSOPHY OF EDUCATION (Formerly Ed. 111). Four hours.**

For description of this course see Ed. 195.

**296. A HISTORY OF PHILOSOPHY (Formerly Ed. 230). Four hours.**

This course presents a study of three great schools of thought—naturalism, idealism, and pragmatism. Particular emphasis is placed upon the

educational implications and significance of these three schools of philosophy.

As representative of naturalism a brief study is made of Bacon and Spencer; among the idealists, Socrates, Plato, Aristotle, Rousseau, Kant, Fichte, Pestalozzi, Froebel, Hegel, Royce, and Gentile; among the pragmatists, James, Dewey, and Bode.

**297. CONCEPTION OF MIND IN EDUCATIONAL THEORY (Formerly Ed. 211).  
Four hours.**

This course will study the doctrines of mind that have exercised a determining influence upon educational theory, method, and practice. It will attempt to show that our conception of the nature of the mind determines in part the aims of education; furthermore, it will trace the historical development of the three major conceptions of mind and the relation of each to the aims of education. The status of intelligence and its influence on theory and practice will be discussed, and the difference between mechanical and intelligent behavior will be pointed out, as well as the implications for education.

**298. CRITICISMS OF CURRENT EDUCATIONAL THEORY (Formerly Ed. 129). Two or four hours.**

See description for Ed. 198.

**FIELD STUDIES FOR THE PH.D. DEGREE**

**322. RESEARCH PRELIMINARY TO FIELD STUDY.**

Required of candidates for the Doctor of Philosophy degree in their first residence summer quarter, preparatory to field study research.

323a	} GRADUATE RESEARCH CREDIT FOR FIELD STUDY No. 1
323b	
323c	

Each course four hours—maximum twelve hours for Field Study No. 1.

**GEOGRAPHY**

In addition to providing subject matter for the teacher in the elementary, junior or senior high school, geography is to be thought of as a cultural subject as well. It furnishes a needed background for history, sociology, and English, and even for music and art. A variety of courses in the department offers not only this cultural side, but also the method side of the subject as well.

The people in the United States, far distant from any powerful country or country of large population, are inclined to be provincial unless the school offers some subject whose primary object is to bring them into contact with other countries and peoples and their ways. Geography is primarily designed to accomplish this aim.

**A FOUR-YEAR CURRICULUM IN GEOGRAPHY**

In addition to the core subjects listed on page 36, the following courses are required of majors in this department: Geog. 7, 8, 102, 103, 130, 132, 162, 170, 196, 199, Hist. 3, 10, choice of Geog. 10, 11, 12, or 15, and Ed. 116, 141 (for men).

Suggested courses for students from other departments who choose a minor in Geography: Geog. 7, 8, 151, 152, 154, 155.

**\*7. ECONOMIC GEOGRAPHY. Four hours.**

This course is primarily designed for commercial education majors but will be of value as an elective for those engaged in elementary or secondary school work. The distribution of crops, timber and animals in their environmental relationships, the sources of important minerals, the methods of transportation, the great transportation systems, and the geography of manufacturing, will be viewed with their effects on man's business and economic activities.

\*Given also by correspondence.

**8-108. HUMAN GEOGRAPHY. Four hours.**

The great divisions of mankind from the racial standpoint will be taken up. After a short discussion of primitive man with special reference to prehistoric relics of the same in America, the great major divisions of mankind are taken up.

The first of these to be considered is the negro race, divided into five groups. The second main group will be that of the Mongol, divided into five groups. The white race is divided into seven groups.

A study will be made of the various blends of the above races that make up the various European nationalities. The problems of pro-Nordic propaganda; American immigration, and the racial geography of United States will be discussed. This course is of value to those directly interested in the social sciences and to others as a general cultural course.

**\*10. METHODS AND MATERIALS IN GEOGRAPHY FOR THE ELEMENTARY GRADES. Four hours.**

The purpose of this course is three fold: first, to give the student a knowledge of the geography of North America; second, to familiarize the student with the best methods of teaching North America; third, to analyze books, globes, maps, etc., which are essential or needed in the teaching of North American geography in the intermediate grades.

This course covers in a professionalized manner much of the subject matter that is ordinarily taught in the intermediate grades but in a much more intensive form. Principles and laws of geography are stressed and unimportant details omitted.

**11. METHODS AND MATERIALS IN GEOGRAPHY FOR THE INTERMEDIATE GRADES. Four hours.**

This is a continuation of Geography 10. The course proposes to cover Europe, Asia, Australasia and Africa in much the same way that Geog. 10 covers North America. South America is touched upon.

**\*15. METHODS AND MATERIALS FOR TEACHING JUNIOR HIGH SCHOOL GEOGRAPHY. Four hours.**

This course stresses namely the social science aspects of the subject. Some of the main topics treated are: Europe before the Industrial Revolution; industrial Great Britain and its origin; the Industrial Revolution in the United States; France, a balanced manufacturing and agricultural country; Germany, an industrial and technical leader; Europe 1914 to today; relation of the geography of Europe to its industries; China in change; Japan, a nation with an ancient culture and a modern industrial civilization; the ancient Indian and the modern Latin America; changing civilization in the modern world, and the interdependence of nations.

**16. RURAL SCHOOL GEOGRAPHY. Four hours.**

The purpose of this course is to give the most important geographic principles and understandings essential to the teacher of rural schools. Man's adjustment to his physical environment will be briefly discussed in the various countries of the world. Special type regions will be studied in detail. This detail will include such things as the reasons for the climate, soil, natural vegetation and physical geography of the regions under discussion.

**50. HOME GEOGRAPHY. Two hours.**

The following items are presented in this course: 1. Physical Geography of Local Region (Colorado)—(a) important natural and artificial land and water forms emphasizing irrigation, (b) weather of locality; 2. Industrial geography of local region—(a) leading products, (b) occupations and industries, (c) methods of communication, (d) public service activities such as water, lights, roads, etc.; 3. Comparison of child life in this region with child life in other lands, emphasizing effect of environment on life—(a) in a typical cold country, Norway and Sweden; (b) in a typical hot, wet country, aspects of India or Africa; (c) in a typical hot, dry country as Arabia, Northern Africa, Indians of S. W. United States; (d) in a typical temperate, highland country as Switzerland; (e) in a typical lowland country, Holland; (f) in a typical island country, Japan.

**51. GEOGRAPHY OF THE ROCKY MOUNTAIN INDIAN. Two hours.**

The following topics are discussed in this course: A—The general characteristics, home, food, dress, customs, superstitions, religions, amusements, industries, both past and present, of the following: (1) The wandering tribes, Cheyenne, Arapahoe, Sioux, Commanche, Kiowa, Utes, etc.; (2) a pastoral tribe, the Navajo; (3) village, or Pueblo tribes, the Hopi. B—present status of Indians of this region: (1) location of reservations; (2) government supervision and aid; (3) contributions to our civilization.

\*Given also by correspondence.



**102. THE CHANGING WEATHER. Two hours.**

This course is designed to familiarize the student with the causes of changing weather. Direct observations will be made and if possible, the class will make one trip to the Denver weather bureau to familiarize themselves with the technic of the weather bureau and the instruments used. Each member of the class will keep, during the course, an observation sheet recording temperatures, precipitation, wind direction, relative humidity and state of sky.

**\*103. CLIMATE AND MAN. Two hours.**

This course aims to give the student a broad survey of the world as viewed especially from a climatic standpoint. The climates of the world are classified, characteristics studied, and causes for their existence explained in terms of latitude, winds and topography. The existence of similar climates in widely separated areas is explained and special vegetative, animal and human adjustments are dwelt upon. Characteristic products and crops are studied. The possibilities and limitations of the various climatic provinces are featured. Maps are studied intensively.

**151. REGIONAL GEOGRAPHY OF ENGLISH SPEAKING AMERICA. Four hours.**

This course divides the United States, Canada and Alaska into human use regions and attempts to explain why such adjustments have been made. The geographic personality of each region is stressed and reasons found for the development of such personalities. Students can not secure credit for both Geog. 10 and Geog. 151.

**152. REGIONAL GEOGRAPHY OF LATIN AMERICA. Four hours.**

In this course the geographic background of Latin cultures from the Rio Grande to Cape Horn is taken up. Students can not secure credit for both Geog. 10 and Geog. 152.

**154. EUROPE AND HER AFRICAN COLONIES. Four hours.**

This is one of sequence of courses designed to give the student a detailed knowledge of the regional geography of the world. This particular course deals with man's adjustment to his physical environment in the various geographic regions of Europe and Africa. The peculiar geographic relationships existing between Africa and the dominant European countries are also considered. Students can not secure credit for both Geography 11 and Geography 154.

**155. GEOGRAPHY OF ASIA AND AUSTRALIA. Four hours.**

A study of the regions bordering the Indian Ocean on the North and east and the Pacific Ocean on the west. Students can not secure credit for both Geog. 11 and Geog. 155.

**162. GEOGRAPHY OF THE TROPICS. Two hours.**

The following are some of the topics treated in this course: (1) isolation and the tropics; (2) tropical temperatures—daily, seasonal and aperiodic; (3) rainfall zones in the tropics; (4) soils of the tropics; (5) tropical plant life with reference to variety of species and provinces; (6) tropical animal life; (7) native races of the tropics; (8) selective influences upon native races; (9) tropical diseases and progress toward their elimination; (10) tropical products used in the temperate zones; (11) problems of white exploitation of the tropics; (12) acclimatization of the white man in the tropics; (13) Australia's experiment with white men in the tropics; (14) the tropics as a future frontier for the temperate zone; (15) laboratory products as substitute for tropical products; (16) governmental problems in the tropics; (17) religious questions of the tropics; (18) the tropics and missionaries.

**170. GEOGRAPHY OF POLAR REGIONS AND ALASKA. Two hours.**

Some of the topics considered in this course are: the mathematical geography of the polar region circles; length of day and night; seasons; Arctic Ocean basin; factors governing the climate of polar regions; plant life of land in polar regions; plant life of sea in polar regions; animal life of land and sea; human life as a response to land conditions (Lapland); human life as a response to sea conditions (Greenland); mineral resources of polar lands; food resources of polar lands; polar lands as a future resource—coal power; polar lands and aviation routes; regional discussion of polar regions.

**178. GEOGRAPHY OF EXPLORATION. Two hours.**

A course designed to acquaint the student with the ever expanding frontier of the known world and with the toll, effort and courage that have

\*Given also by correspondence.

accompanied this expansion. Our world horizons, psychological and industrial, have necessarily been limited by our world horizons in a geographic sense. To give the student an idea of "how geography is made."

**179. AGRICULTURAL REGIONS OF THE WORLD. Four hours.**

A course designed to acquaint the student with the great cultures based on the types of agriculture in various parts of the world.

**191. GEOGRAPHY AND WORLD POWER. Four hours.**

A course designed to bring out the role geography has played in the struggle for world dominion in the past. Some topics considered are: Geographic backgrounds of (1) Egypt, (2) Babylonia, (3) Greece, (4) Rome, (5) Carthage, (6) Spain at the apex of its glory, (7) Portugal, the first Atlantic power, (8) the Aztec and Maya realms in Mexico, (9) the Inca Empire in Peru, (10) the past development of China through the ages as controlled by her geography.

**194. GEOGRAPHIC INFLUENCES IN AMERICAN HISTORY. Four hours.**

This course takes up the geographic factors that have controlled, to a certain degree, the trend of American history. The drowned river valleys of the eastern coast, the fall line, the Appalachians and their water gaps, the Mississippi and Ohio, the Great Plains, the Rockies, the Great Basin, and Puget Sound will be some of the units treated from this viewpoint.

**197. INFLUENCE OF SOIL ON AMERICAN HISTORY. Two hours.**

The course is designed to explain the effect of the various soils in the United States upon the settlement of the country. Certain stocks preferred certain soils and topographic sites that were similar to those with which they were familiar in Europe. This phase of geographic control has not been stressed until recently.

**199. CONSERVATION OF NATIONAL RESOURCES. Four hours.**

Among the topics considered under this head are water power, soil, metallic mineral deposits, non-metallic mineral deposits, coal and its by-products, giant power and coal, conservation of fresh-water life, conservation of shore life in salt water, conservation of wild life, conservation of forests, conservation of valuable national traits of character, conservation of natural beauty.

There are extensive library readings and the class work is of lecture-discussion type.

**210. SPECIAL PROBLEMS IN GEOGRAPHY.**

This course is designed especially for graduate students who are interested in working out individual problems in the field of geography. Two hours credit a quarter. No student should register in this course without permission of the geography department. The department will make an assignment as to time and place of meeting.

This course may be taken for two additional quarters as 211 and 212.

**222. INDIVIDUAL STUDIES IN GEOGRAPHY. Two or four hours.**

**223. RESEARCH FOR GRADUATE STUDENTS. Four hours.**

This course is taken by all candidates for the degree of Master of Arts during the first full quarter of regular graduate work, when research projects are conceived and started. It is a required seminar and conference course. The director of the Graduate School meets the graduate seminar four times each week and confers with individual students upon appointment. In seminar, the proper technic to be used in educational investigations and allied topics is considered, and opportunity is given each student to report upon and discuss the details of his research so far as time will permit.

**224. RESEARCH FOR GRADUATE STUDENTS. Four hours.**

This is the conference course offered to each graduate student during the second quarter of work on his research project by his major professor.

**225. RESEARCH FOR GRADUATE STUDENTS. Two hours.**

This course is a continuation of 224 during the third quarter of graduate work, when the student's research study is completed.

## HISTORY AND POLITICAL SCIENCE

This department offers courses in the two fields, history and political science, of such nature that they meet the needs of teachers in elementary and high schools. The courses are arranged to cover the materials and methods which are most helpful in presenting the subjects of history and civics.

The increasing interest in civics and citizenship training is reflected in the school programs. The courses offered are all chosen from fields that are of most value to teachers. The new and growing subjects are represented as well as the more traditional selections of subject matter.

### A FOUR-YEAR CURRICULUM IN HISTORY AND POLITICAL SCIENCE

Students should plan their work definitely to prepare them for teaching on the junior or the senior high school level. This should be done in consultation with some member of the departmental teaching staff. History 25 and 26 listed in the core may be omitted and other more detailed courses substituted.

With the exception just noted, in addition to the core subjects listed on page 36 each student should have a minimum of thirty-two hours in history, thirty-two hours in the social subjects, including political science, economics, geography, and sociology; and a twenty-four hour minor in some subject other than those included in the social subjects listed above. Two such minors will be of advantage in securing appointments. Minor combinations of English and mathematics, English and a foreign language, mathematics and a science or similar combinations can be worked out and still leave from four to twenty hours for electives. Detailed sample programs will be supplied at time of registration.

Those planning to teach in the junior high school should complete two minors of sixteen hours each instead of one of twenty-four hours outside of the social subjects field; should include one year of geography, and should arrange for practice teaching on two levels. Mathematics, science, and English are suitable subjects for minors.

In addition to the core subjects listed on page 36 the following courses are required of majors in this department: Hist. 1, 2, 3, 5, 6, 7, 102, 117; Pol. Sci. 101, 102, 151, 152.

For the guidance of students in planning programs the following schedule is suggested and must be adhered to for the first two years.

FIRST YEAR. Hist. 1, 2, 3.

SECOND YEAR. Hist. 5, 6, 7; Pol. Sci. 101, 102; a selected minor.

THIRD YEAR. Hist. 102, 117; Pol. Sci. 151, 152; Soc. 105; Ed. 56, 58; continuation of selected minors; a selected course in psychology; and electives.

FOURTH YEAR. Electives in the major field; continuation of selected minors; sociology; Ed. 157, 195-295; and selected electives. Those planning to teach in high schools should elect Ed. 116, and men are advised to elect Ed. 141.

All programs should be planned for a year or longer instead of for a single quarter. Minors must be selected in such a way as to give a unified body of knowledge. Core required subjects may be included in the totals for a minor.

Courses suggested for students from other departments who choose a minor in History and Political Science:

- I. Hist. 25, 26, 105, 110, 203, or 117; Pol. Sci. 101 or 102.
- II. Hist. 25, 26, 101, 117, 216; Pol. Sci. 101 or 102.
- III. Hist. 13b, 25, 26, 57, 110, 102 or 203; Pol. Sci. 101, 102, or 103.

## HISTORY

### \*1. FOUNDATIONS OF AMERICAN NATIONALITY, 1600-1800—Four hours.

Social and economic conditions at the close of the first century of colonization; types of colonial government; relations with the mother country; the development of self-government; conquest of French North America; new schemes of imperial control; causes of the revolution; finances; the loyalists; formation of a permanent government; establishing the new government. Social life in colonial days.

### \*2. DEVELOPMENT OF AMERICAN NATIONALITY, 1800-1865. Four hours.

Consolidation of the new west; the tariff controversy; financial readjustment; removal of the Indians beyond the Mississippi; westward expansion; Jacksonian democracy; the slavery controversy; secession and civil war; saving the Union; foreign relations; economics of the Civil War. Changing social customs.

### \*3. RECENT AMERICAN HISTORY, 1865 to the present time. Four hours.

Problems of reconstruction; radical ideas in congress; the negro problem in the south; carpet bag rule; rebuilding of political parties; railroad and commercial expansion; the United States as a world power; the new era of industrial consolidation; regulating industry; Roosevelt and Wilson Americanism; the World War; financial, economic and social reconstruction.

### \*5. EARLY MODERN EUROPE. Four hours.

Phases of the later medieval period that vitally affected the development of the nations of western Europe. The development of important nations and the commercial revolution. The Reformation with its results upon both catholic and protestant churches. National and religious rivalry in the seventeenth and eighteenth centuries. Growth of democratic ideas of government. Causes leading to the French revolution. The revolutionary and Napoleonic eras in Europe with their resultant political, social, and economic changes.

### \*6. MODERN EUROPEAN HISTORY. Four hours.

This is a continuation of Hist. 5. The Congress of Vienna and its attempt to restore Europe to what it was before the French revolution. The new balance of powers. Continued growth of democracy. Social and political results of the spread of the industrial revolution. Conflict between the new and the old ideas of science and religion. Continued growth of political democracy. Rise of Russia, Prussia, and Italy as important national states. Renewed colonial expansion, and the national rivalries that resulted from it.

### \*7. RECENT EUROPEAN HISTORY. Four hours.

This is a continuation of Hist. 5 and 6. Some of the main topics considered are: Colonial imperialism with its expansion into Asia and Africa; rivalry for markets, growth of international labor organizations; realignment of powers; the break-up of Turkey; the world war; the series of conventions, and treaties following the war; the new nations of Europe; the League of Nations and World Court; economic, industrial, social, and political readjustments; Europe's present relations with the United States.

### 13. TEACHING OF HISTORY AND CIVICS IN THE ELEMENTARY SCHOOL. Four hours.

This course deals with the historical development of history instruction; the aims and values of history in the schools; materials and methods of handling them in the various grades; various types of presentation; testing of results; the relation of history and civics to other subjects.

Special attention is given to a detailed study of the materials for history and civic instruction in grades 1 to 6.

\*Given also by correspondence.

**25. CONTRIBUTIONS OF THE ANCIENT AND MEDIEVAL WORLD TO MODERN CIVILIZATION. Four hours.**

This is an orienting course of junior college grade. It seeks to explain to students how the ancient and medieval worlds existed, their ideals, their customs, their outstanding personalities, and their permanent influence upon later civilization. Lectures, discussions, reports, and extensive reading.

**26. THE EXPANSION OF EUROPEAN CIVILIZATION IN MODERN TIMES. Four hours.**

This is a continuation of 25. It seeks to explain how the modern nations have come to develop in the particular form that they have, their national aspirations and ambitions for the future. The development overseas in America, Asia, and Africa of European civilization and the problems that have arisen as a result of such expansion. Emphasis will be laid upon leading personalities and upon those elements of European civilization that have left permanent contributions for the modern world or permanent ulcers for the world to attempt to cure.

**27. HISTORY OF EDUCATION AND ITS RELATION TO WESTERN CIVILIZATION. Four hours.**

This course is a continuation of 25 and 26. Its aim is to present the history of education as a phase of the rise, development and spread of our western civilization. It attempts to trace the development of the many efforts to perpetuate human progress made through the organization of educational institutions. The course presents the story of the practice, progress, and organization of education itself rather than a history of educational theory.

**57. CONTEMPORARY HISTORY. Two hours.**

This course deals with the world problems that have developed since the World War. Topics are selected that are of current interest and studied in the light of their historical development. These topics vary from year to year. Each year brings in some new problems that are pressing for solution and sees others eliminated that have temporarily been adjusted. Topics are selected from events in the United States, in South America, in Asia, and in Europe that touch the Americans in some important way. Much use will be made of current periodicals.

**\*101. COMMERCIAL AND FINANCIAL HISTORY OF THE UNITED STATES. Four hours.**

English commerce, its ideals, its regulation, and its effect upon colonial development on the continent of America. Characteristics of colonial commerce. Effect of the Revolution upon American trade. Encouragement of commerce by the new national government. Currency and banking reforms and their effect upon the trade of the United States. Effect of foreign relations upon the growth of shipping, foreign trade, and domestic commerce. The Civil War and its effect upon manufacturing, foreign commerce, currency and banking, and our carrying trade. Consolidation and government supervision. New adjustments that came with the World War and the commercial consequences that have followed. This course is especially designed to meet the needs of those who are expecting to teach commercial courses and who desire a background course in the history that has accompanied important commercial changes.

**102. ANCIENT SOCIAL HISTORY. Four hours.**

This is a survey of the development of society among ancient peoples. Examples will be chosen from the social and legal codes of the Hebrews, the Assyrians, and the Egyptians. Special attention will be given to houses, temples, religious ideas, clothing, furniture, social customs, slavery, and the position of women in the above nations and in Greece and Rome; Greece and Persia; Athenian and Spartan civilization; social and educational conditions at Athens at the time of Pericles; the Alexandrian conquests and the spread of Greek civilization and culture; the post-Alexandrian Greek culture; the rise of Rome; general social life of the early Roman Empire; some of the causes of national decay. This course deals especially with concrete material that high school instructors find most difficult to teach in the courses in ancient and world history. It also includes material most largely drawn upon for courses in the grades.

**104. WESTERN AMERICAN HISTORY. Four hours.**

The westward movement as an historical process. Causes which led to migration from the eastern states. The occupation of the region between the Alleghenies and the Mississippi. The land policy of the United States. Reaction of the west upon national policies. Expansion into Florida, Louis-

\*Given also by correspondence.

iana, and the Oregon country. Acquisition of Texas and California. Discovery of gold in California and Colorado and the resultant gold rush. Settlement of Utah, and special features of the history of Colorado. Coming of the new west and passing of the old frontier conditions. This course may be substituted for History 2 by students of senior college standing.

**105. ENGLISH HISTORY. Four hours.**

This course is designed especially to meet the needs of majors in English. It will supply an interesting background for those who desire a course of this kind for general cultural purposes. The personal element will be emphasized. Enough political history will be included to give an adequate setting to those great reforms in government and custom and the crises in empire that have been the direct or indirect inspiration of the great permanent blocks of English literature.

**\*110. SOCIAL AND INDUSTRIAL HISTORY OF THE UNITED STATES. Four hours.**

This course traces first of all the economic and industrial development of the United States from colonial times to the present. In addition, it includes a description of the changes in home life, in industry, in modes of transportation, and in general social conditions that have accompanied the economic changes.

**117. THE TEACHING OF HISTORY AND CIVICS IN JUNIOR AND SENIOR HIGH SCHOOLS. Four hours.**

The development of instruction in these subjects in high school; their place in the high school program; aims and values of instruction; problems connected with the teaching of these subjects; the relation between history and civics teaching. Modern courses of study; modern tests, their use and absence; written work; illustrative work; the working library. Special attention will be given to the organization of material for teaching purposes. Prerequisite, one course in history.

**150a. THE CRISIS IN MANCHURIA. Unit course. One hour.**

**150b. PROBLEMS OF THE PACIFIC. Unit course. One hour.**

The above unit courses are offered in the summer of 1933 because of the world importance of the situation in the Far East. The first course is adequately described by its title. The second course will deal with the international relations involved in the Far East situation as they may affect the United States, Russia, and the members of the League of Nations. The two courses are closely related.

**203. THE REFORMATION. Four hours.**

This is one of the most illuminating periods in modern history. No other course explains so many things and controversial questions that are still acute among modern churches. Some of the topics covered are: actual conditions in the medieval catholic church at the close of the fifteenth century; the religious effect of the Renaissance in Germany; the growth of a sense of nationalism; the rise of national churches; theological contributions of Luther, Calvin and Zwingli; the reformation in England, France, and Scandinavia; the Council of Trent and its definition of doctrine and its reform decrees; the new spirit at Rome; the Jesuits and other reforming and missionary organizations; the Index and the Inquisition. Frequent reference will be made to the phases of the Reformation that are still in progress.

**205. MEDIEVAL LIFE AND INSTITUTIONS. Four hours.**

This course deals with those phases of medieval life that have been most permanent, are of most interest to teachers in the public schools, and are most difficult for teachers to master unaided. Some of the topics included will be social and industrial life; relations of lords to each other, to their serfs, and to their overlords; rise of cities; beginning of commerce; the medieval church; medieval learning, schools, and colleges; administration of justice; art and architecture.

**206. THE FRENCH REVOLUTION. Four hours.**

This is a detailed study of the great revolutionary epoch in European history. Some of the important topics considered are: the monarchy under Louis XVI; the various classes of nobles and clergy with their special privileges; the bourgeoisie or middle class of the towns; the peasants and their burdens; the methods of taxation and feudal exactions; the growth of criticism and revolutionary literature; the assumption of power by the Third Estate; the effect of attempted foreign intervention; the reign of

\*Given also by correspondence.

terror; constitutional changes and the democratic revolution; the contest with monarchical Europe; explosive influence of the revolution in other portions of Europe; French governmental, social, political, and educational reconstruction; the advent of Napoleon; changed direction of the revolution; the republic becomes an empire.

**207. THE GREAT COLONIAL EMPIRES OF THE TWENTIETH CENTURY. Four hours.**

This course deals especially with the colonial empires of England, France, Italy, Holland, Belgium, and Germany. It seeks to explain how these empires have arisen, the relations of the colonies to the mother countries, the importance of their commerce and industry to world relations, the efforts to weld these various imperial organizations into coherent wholes, and the relations of such colonial empires to international rivalry.

**208. THE AMERICAN REVOLUTION. Four hours.**

This course will include a careful study of the relationship—governmental, social, economic, and political—existing between the American colonies and the British government; the development of self-government; the beginning of a permanent Indian policy; judicial procedure and the judicial disallowance of colonial legislation; the commercial legislation affecting the colonies; colonial and British ideas of representation; the causes of the revolution. Much use will be made of source materials.

**209. SLAVERY, SECESSION, CIVIL WAR, AND RECONSTRUCTION, 1850-1870. Four hours**

This is a detailed library course. The general conditions of slave life and the slavery system. The great compromises made in 1850. Operation of the Fugitive Slave Law. Effect of the slavery agitation upon political parties. Repeal of the Missouri Compromise. The Dred Scott Decision and its effect upon political ideas. Lecomptonism and the fight of Douglas to retain his leadership in the democratic party. The election of 1860. Secession. Problems of the war. Process of emancipation. Conditions in the south after the war. Problems of reconstruction. Conflict between the executive and congress. Carpet bag rule and what it meant. Actual processes of reconstruction. Resumption of white supremacy in the governments of the southern states.

**211. HISTORY OF THE INDUSTRIAL REVOLUTION. Four hours.**

A course designed to show the historic beginnings of machine-industry and the factory and their subsequent development. The commercial, agricultural, industrial, and social conditions in England before 1760 furnish the background for the course. The new inventions which shifted production from the home to the factory are studied. The political and social consequences of the Industrial Revolution are discussed in detail. As time permits, the introduction and the recent advance of machine-industry and the factory into Continental Europe, the Orient, and the United States will be traced. A discussion of technocracy and its assumptions will also be included.

**212. THE LITERATURE OF AMERICAN HISTORY. Two hours.**

A survey of the materials available for the study of American history: the chief collections of source materials, the more important general accounts; biography; bibliographical aids; special and local histories; textbooks and their authors; the selection of a good working library.

**\*216. LATIN-AMERICAN HISTORY. Four hours.**

A course designed to furnish a background for understanding the growing relations between the United States and the republics to the south. In tracing the experiences of the Latin-American people, attention is given to the work of Spain, to the securing of independence, to the social, political, and economic growth, to international relations and the Monroe Doctrine, to the interests of the United States in the Caribbean and to the new Pan-Americanism.

**217. TEACHING OF SOCIAL SUBJECTS OTHER THAN HISTORY. Four hours.**

This is a course in civic education. It includes a consideration of the historical development of civic instruction in the United States, how the present courses in the social studies came to be, and the main trends and materials in community civics, economics, sociology, advanced civics, and problems of democracy. Attention is given to typical courses in operation in various parts of the country, to library and laboratory equipment, to

\*Given also by correspondence.

special methods of procedure, to extra-curricular activities, and to the selection and organization of units of instruction in the fields named above. Selected units of instruction are treated in detail. The utilization of social-science materials for instruction in oral and written English is discussed and illustrated. Special effort is made to present materials so as to enable teachers and supervisors to adapt the work to classroom needs.

**221. HISTORY OF THE FAR EAST. Four hours.**

This course is designed to enable teachers to understand the problems of the Far East. It includes a survey of the modern history of Japan and China; the growth of western ideas; the development of Japan as a first-class power; the conflict of interest in China; Japan's ambitions and their relation to our own interests. The development of self-government in China and its difficulties. It also includes a survey of British occupation in India; the relation of the British to the native races; economic, industrial and educational reforms in India and their results; the growth of self-government; and the national aspirations of the people of India. Throughout this course, the relation of these various problems to the United States is emphasized.

**222. INDIVIDUAL STUDIES IN HISTORY. Two or four hours.**

**223. RESEARCH FOR GRADUATE STUDENTS. Four hours.**

This course is taken by all candidates for the degree of Master of Arts during the first full quarter of regular graduate work, when research projects are conceived and started. It is a required seminar and conference course. The director of the Graduate School meets the graduate seminar four times each week and confers with individual students upon appointment. In seminar, the proper technic to be used in educational investigations and allied topics is considered, and opportunity is given each student to report upon and discuss the details of his research so far as time will permit.

**224. RESEARCH FOR GRADUATE STUDENTS. Four hours.**

This is the conference course offered to each graduate student during the second quarter of work on his research project by his major professor.

**225. RESEARCH FOR GRADUATE STUDENTS. Two hours.**

This course is a continuation of 224 during the third quarter of graduate work, when the student's research study is completed.

**300. SEMINAR IN THE TEACHING OF HISTORY. Offered on application. Two or four hours.**

This course will offer opportunity for the special study and investigation of selected topics in the teaching of history in elementary schools, high schools, and teacher-training institutions. Open only to graduate students.

**301. SEMINAR IN HISTORICAL TECHNICS. Two hours.**

This course deals with the technics of historical investigation as used by scientific historians. An analysis will be made of the sources used by and the conclusions reached by outstanding historians. Practical exercises will be given in attacking historical problems, locating sources of information, and organizing historical evidence. Open only to graduate students. Given from time to time on demand. Materials will be selected from American history. The course will include individual work and group discussions as they are needed and students are ready for them.

## POLITICAL SCIENCE

**\*101. GOVERNMENT OF THE UNITED STATES. Four hours.**

A detailed study of the origin of the federal government; the selection and powers of the president; congress, and its relations to the other departments; the federal judiciary; conduct of elections; the actual work of the national government; foreign relations; the preservation of peace and the enforcement of law; the police power and social legislation; relations to the state and local governments. The emphasis is placed upon government as reflected in current politics.

\*Given also by correspondence.



**\*102. STATE GOVERNMENT. Four hours.**

The relation of state government to the national government. Common features of state constitutions. The field of state legislation. Operation of the state government and its importance to the individual. The enforcement of laws. Local government and its significance to the individual. State and local finances. Popular participation in governmental activities. Plans for making state and local government more efficient. Colorado government will be used constantly for illustrative purposes, although the work will be equally valuable to students from other states.

**103. MUNICIPAL GOVERNMENT. Four hours.**

The growth of cities; their relation to trade and industry; state control over cities; the development of the American city; services to the people; city planning; the commission form of government; the city manager; other recent movements.

**\*151. HISTORY OF THE FOREIGN POLICY OF THE UNITED STATES. Four hours.**

This course aims to give the student a continuous conception of the evolution of our foreign policies and the problems out of which they have arisen. Some of the chief topics are: Origins of our foreign policies; why we had to adopt a policy of isolation; the diplomacy of territorial expansion; development of the Monroe Doctrine; leadership in the practice of peaceful settlement of international questions; diplomatic problems of the Caribbean and the Pacific; attitude toward and policies followed in the later problems of international conferences, organizations, and interference in world affairs.

**152. INTERNATIONAL RELATIONS. Four hours.**

This course deals first with the principles of international laws as they have been embodied in the common practices of nations in the past, included in treaties and applied by courts. Then there is taken up for careful study the modern attempts to establish cooperation among nations, common public opinion, and formal machinery for handling common international problems. Such efforts as the Hague Tribunal, the World Court, the League of Nations, the Pan American Union, the Kellogg Pact and other proposals will be considered.

**203. POLITICAL SCIENCE THEORY. Four hours.**

This is an introduction to the principles governing the various political organizations. The theories and forms of government, constitutions, and ideals of citizenship are included. The course should be of special interest and value as explanatory of the current political thought relative to democracy and to the radicalism that is expressed in bolshevism and communism and the various phases of internationalism.

## HOME ECONOMICS

Home Economics is offered as a minor. It is suggested that it be taken with Art, Science, Sociology, Physical Education, or Commercial Education as a major. Courses offered in this field are planned to provide valuable experiences for individuals, whether they plan to teach the subject, become home-makers or to regulate their own lives according to modern ideals of health, beauty and comfort.

The courses suggested as a minor are: 1, 2, 3, 21, 22, 23.

**1. TEXTILES. Four hours.**

This course is planned to give a proper appreciation of fabrics, one of the four greatest needs of the human race.

**2. CLOTHING DESIGN AND CONSTRUCTION. Four hours.**

The student is made familiar with the adaptation of patterns and fabrics to meet individual needs in garment construction.

**3. DRESS APPRECIATION. Four hours.**

In this course the student gains a working knowledge of suitable and becoming attire.

\*Given also by correspondence.

## 10. HOUSEHOLD MANAGEMENT (theory). Two hours.

The convenient house and kitchen are analyzed and equipped. Budgets, schedules, record keeping and marketing are studied. Menu making, standardization of duties and practical helps are taught.

## 20. NUTRITION. Four hours.

This course is similar to H.E. 21 but is for the boys who need advice concerning diet suited to those engaged in active games.

## 21. NUTRITION. Four hours.

This course is planned (1) to give the student a background of subject matter; (2) to train her to recognize and deal with nutritional problems; (3) to teach appreciation of proper diets for varying conditions, and ages.

## 22. FOODS AND COOKERY. Four hours.

In this course emphasis is placed on marketing, preparation of food, and the use and care of equipment and laboratory.

## 23. COOKERY AND SERVING. Four hours.

This course is a continuation of H.E. 22 and requires greater manipulative skill, more difficult cooking processes; and the serving of meals.

## 24. FOODS AND COOKERY FOR BOYS OR MEN. Four hours.

This course will be adapted to the interests and needs of students who elect it.

## 25. COOKERY AND TABLE SERVICE FOR HOMEMAKERS. Four hours.

A course for non-majors. No prerequisites.

Aims of course: (1) to give some knowledge of the fundamental processes of cookery through the preparation of typical dishes, chosen on the meal basis plan; (2) to give instruction in table service.

Content: dishes suitable for the various meals are prepared with emphasis upon the nutritive needs of the family group. Practice is given in the preparation and service of meals.

## 26. RURAL EDUCATION PROBLEMS IN HOME ECONOMICS. Two hours.

This course is planned to include such problems as the personal appearance and manners of the teacher, the school lunch and attendant values, proper care of clothing and food as it relates to family welfare.

## 40. METHODS OF TEACHING HOME ECONOMICS. Four hours.

The purpose of the course is to familiarize the student with sources of information and guidance, to determine objectives of the work and to suggest probable means of attainment. Short units of study adapted to local classes are organized. The arrangement, equipment and cost of operating a department are studied.

## INDUSTRIAL EDUCATION

The curriculum is varied, giving the student an understanding of practical and technical phases in the field of his major interest and the broader historical and philosophical background for the better understanding and interpretation of the teaching processes.

Emphasis is placed on the major industrial interests that have found a place in the curricula of the public schools of the nation. The college has a superior complete public school unit, in which college students may observe and teach industrial work, under supervision. The department has a complete shop equipment and teachers for technical courses listed on the following pages.

In addition to the core subjects listed on page 36, the following courses are required of majors in this department: Ind. Ed. 5, 6, 7, 104, 108, Ed. 116, 176, and 141 (for Men).

## A FOUR-YEAR CURRICULUM IN INDUSTRIAL EDUCATION

A major of thirty-two hours must be selected from two fields of work offered in the department. An additional twenty hours must be selected from the three remaining fields in the department.

An outside minor totaling twenty-four hours in any field not included under the head Industrial Education is required. Electives of twelve hours to be selected by the student. Below are the field courses from which Industrial Education majors and minors must be selected.

DRAFTING—Ind. Ed. 10, 11, 12, 105, 117.

METAL WORKING—Ind. Ed. 8a, 8b, 110, 111.

WOODWORKING—Ind. Ed. 1, 2, 14, 19, 103, 107, 121.

BOOKBINDING—Ind. Ed. 41, 42, 43, 44, 143, 144.

PRINTING—Ind. Ed. 31, 33, 34, 35, 132, 138.

### 1. CONSTRUCTIVE WOODWORKING I. Four hours.

This course is so arranged as to fill the needs of both majors in industrial education and those taking the work as an elective. The course embraces both theoretical and practical phases of the subject.

### 2. CONSTRUCTIVE WOODWORKING II. Four hours.

This course is a continuation of Constructive Woodworking I and leads the student into more advanced problems, both practical and technical.

### 5. HISTORY OF INDUSTRIAL EDUCATION. Two hours.

Early outstanding examples of attempts to organize industrial courses in principal European countries. Reasons why such courses were planned, types of people for whom organized, and the courses of study and objectives. Particular emphasis on the influence of particular European countries on industrial schools and courses in the United States.

### 6. TEACHING IN JUNIOR HIGH SCHOOL. Two hours.

This course is planned to cover four rather definite, but not hard and fast, items in teaching. What are we going to teach, what are we going to teach with, how are we going to teach, and how are we going to measure the student's progress in the field.

All four of the items listed involve an investigation of what has been taught in particular fields and what work seems to lend itself best as a teaching unit in industrial education work, the selection of illustrative materials and equipment, how problems have been and are being attacked and devices and plans for measuring abilities and progress of individual pupils.

### 7. TEACHING PROBLEMS IN INDUSTRIAL EDUCATION. Two hours.

The treatment and possible solution of problems which the student will meet in his practice teaching in the training school shop.

### 8a. ART METAL I. Two or four hours.

This course is planned as an introductory course in copper and brass work as it may be introduced into the public school. The work is planned so as to suggest minimum and more extensive equipment and point out some of the possibilities of such a course in public schools. The purpose of the technical phases of the course is to make clear methods and processes that may be applied in the working out of simple artistic problems. In general, the problems of equipment, materials, and their use in design, etching, piercing, bending, shaping, planishing, and raising are considered.

### 8b. ART METAL II. Two or four hours.

The general topics discussed and technically worked out are similar to those worked out in the first course. Emphasis is placed on the correlation of metal work and design showing the possibilities and limitations of design as applied to soft metals. A discussion of the commercial forms of copper and alloys of copper such as brass, aluminum, bronze, german silver and their possibilities in craft work. The technical work involves simple problems in etching, soft soldering, lapping, bending, saw-piercing, annealing, seaming, raising, planishing, outline chasing, recessing, hard-soldering, and coloring.

**10. PRINCIPLES OF DRAFTING. Two or four hours.**

The course is planned to show that drawing is a language to express and record ideas and information necessary for the building of machines and structures by outline alone, giving exact and positive information regarding the work to be executed. The course is planned to present the technic of expression through the use of drawing instruments in the accurate laying out and executing of problems in lettering, geometric construction, orthographic projection, pictorial representation, developed surfaces, dimensioning, and working drawing.

**11. PROJECTION, SHADE, AND SHADOW. Two or four hours.**

The purpose of this course is to give a working knowledge of the fundamentals of orthographic projection, that is, the planes of projection, the projection of points, lines, surfaces and solids on the coordinate and auxiliary planes; the subject of shade and shadow as an application of orthographic projection, in the use of conventional pictorial methods, showing its advantages, disadvantages, and limitations in drawing.

**12. PRINCIPLES OF ARCHITECTURAL DRAWING I. Two or four hours.**

The characteristics of architectural drawing, kinds of drawings, preliminary sketches, and display drawings, as embodied in a working drawing of a simple frame structure, which includes the general considerations, plan of site, floor plans, framing plans, laying out of plans, methods of sectioning, detailed drawings, details of building construction, different forms of foundation, floor, and wall construction for buildings with and without basement; special features, the use of symbols, the correct dimensioning of drawings as used in building construction, notes and specifications, and the types of lettering commonly used in architectural drawings are some of the problems commonly discussed and technically worked on in this course.

**14. CARE AND MANAGEMENT. Two or four hours.**

This course is designed to train students to care for, repair, and adjust hand and power tools used in woodworking.

**19. WOODTURNING. Four hours.**

The aim of this course is to give the students a knowledge of the woodworking lathe, its care, use, and possibilities. Different types of problems will be solved, that is, cylindrical work, working to scale, turning duplicate parts, and assembling, the making of handles and attaching them to the proper tools. Special attention will be given to the making of drawings of a kind used in woodturning.

**31. ELEMENTS OF PRINTING I. Two or four hours.**

Ind. Ed. 31 and 32 are consecutive courses and are planned to give the student the technical background upon which all type composition rests. This course covers the use of the various tools, equipment, materials, and the fundamentals of plain type composition. The student sets simple jobs and carries them through the different stages from composition to making ready and printing on the press. Methods of teaching these elements are also stressed.

**32. ELEMENTS OF PRINTING II. Two or four hours.**

A continuation of Ind. Ed. 31. The student is given further work in the fundamental technic involved in producing printed matter. More complicated jobs involving the use of rule and tabular work, borders, and ornamental materials are set.

**33. PRINCIPLES OF PRINTING DESIGN. Two or four hours.**

This course is a continuation of Ind. Ed. 32 in that it builds upon the student's knowledge of and ability in the use of type, tools, and materials, in teaching him the elements of good design in printing. Proportion, balance, simplicity, harmony of shape and tone, ornamentation, etc., are specifically dealt with as the student designs, sets, and prints complete pieces of work.

**34. THEORY AND PRACTICE OF TYPOGRAPHIC DESIGN I. Two or four hours.**

Ind. Ed. 34 and 35 aim to give intensive work in job composition. This course offers advanced technical work in the fundamental mechanical processes in printing. It stresses the principles of good design and workmanship. Practical work with tickets, cards, letterheads, labels, etc., form the basis for the student's work.

**35. THEORY AND PRACTICE OF TYPOGRAPHIC DESIGN II. Two or four hours.**

A continuation of Ind. Ed. 34, to cover the design and printing of title pages, cover pages, posters, menus, programs, etc. The student is introduced to the use of color and the make-up of color forms more fully than in any of the preceding courses.

**41. ELEMENTARY BOOKBINDING AND LEATHERCRAFT. Four hours.**

This course aims to introduce all the tools and equipment necessary in elementary bookbinding and leathercraft, also the terminology of materials used, the making of some articles in leathercraft and binding of small volumes.

**42. ELEMENTARY BOOKBINDING AND LEATHERCRAFT. Four hours.**

Full buckram magazine bindings and care and repair of books. Beginning hot and cold tooling—a continuation of leathercraft. Pattern making for leathercraft and tooling. Use of air brush.

**43. INTERMEDIATE BOOKBINDING AND LEATHERCRAFT. Four hours.**

Half and full leather bindings in morocco, calf, and cow hides. Leather tooling and design. Elementary gold stamping on lettering machine. This course deals with the preparation and organization of problems, planning of technical work, carrying out designs, and selection of all types of materials and methods of construction. Simple book edgings.

**44. INTERMEDIATE BOOKBINDING AND LEATHERCRAFT. Four hours. On request.**

This course takes up the binding of extra large volumes requiring special sewing and make-ready necessary in the building of large volumes. Deals with advanced steps in half and full leather bindings, tooling, stamping, and titling.

**100. WOOD SHOP PROBLEMS. Four hours.**

This course is designed to furnish an opportunity for students to become acquainted with the more advanced phases of technical shop practice as they are worked out in the school or factory.

**103. METHODS IN WOODWORKING. Four hours**

This course deals with methods in the handling of school woodworking from the construction and equipping of the shop to the actual work done through the grades, junior high, and high school classes.

**104. DEVELOPMENT OF VOCATIONAL EDUCATION. Two hours.**

A course dealing with the vocational problems that have come to the front because of the reorganization of the old plans for the education of the young people of the country. It deals in a somewhat general way with new phases of education fostered by federal, state, and private funds.

**105. PRINCIPLES OF ARCHITECTURAL DRAWING III. Four hours.**

This course is designed to give some understanding of outstanding historic building units handed down through the ages and applications in modern building. The technical work in sketches and measured drawings of columns, capitals, arches, vaults, buttresses, windows, etc., and their application in modern building. The work is extensive rather than intensive in its fundamental aspects.

**106. SCHOOL AND SHOP EQUIPMENT CONSTRUCTION. Four hours.**

This course has for its base the construction of various types of equipment both for the woodworking laboratory and other departments of the school. In this course, machine work prevails wherever possible.

**107. WOODWORKING CLASS PROJECTS. Two or four hours.**

The purpose of this course is to train the student in planning, designing, and carefully working out suitable projects to construct in elementary, junior high, and high school classes.

**108. TEACHING VOCATIONAL SUBJECTS. Two hours.**

The problems in this course deal with new types of teachers, new types of education, new kinds of schools. For example, the adolescent school, the vocational school, and the training of teachers for positions in schools of less than college grade that prepare for particular vocations.

**110. SHEET METAL. Four hours.**

This course is planned to give practice in the fundamental technical experiences common to sheet metal shops.

Good design and the application of sheet metal drafting in the fields of mathematics and mechanical drafting are emphasized. Prerequisites are Ind. Ed. 8a, 10, and 11. This course may be continued for four additional hours as Ind. Ed. 111.

**117. MACHINE DRAWING I. Four hours.**

Involves, in the practical application of the language of drawing, the need for the representation of fastenings and the methods of fastening parts together with permanent and removable fastening and a knowledge of the fundamental forms of these fastening parts and familiarity with the conventional methods of their representation in drawings. Technical exercises include sketches, tracings, and drawings of parts, and assembled drawings.

**120. ADVANCED WOODTURNING. Four hours.**

The topics emphasized in this course will include woods best suited for various work; glue, varnish, shellac, dowels, draft, shrinkage, and finish. The practical work will consist of patterns for hollow castings, building up and segment work.

**121. ADVANCED CABINET MAKING. Four hours.**

The course is planned to cover advanced phases of cabinet work, including paneling, dovetailing, secret nailing, and key joining. These technical processes will be worked out on individual projects.

**124. MACHINE WORK. Four hours.**

This course is designed to give the student a general knowledge of the care and operation of woodworking machinery. The setting of cutters and their manipulation embraces the general basis of this course.

**125. CLASS MANAGEMENT IN WOODWORKING. Four hours.**

The purpose of this course is to give the student a thorough knowledge of the handling of an advanced class in woodworking and also give him an opportunity to gain a better understanding of the handling of high grade material than could be gained by working in elementary or secondary classes. Hours to be arranged with individual students.

**132. ADVANCED THEORY AND PRACTICE IN PRINTING I. Four hours.**

This course assumes that the student through previous courses has acquired technical skill with type and a thorough understanding of the principles of good design in printing. He now proceeds to put these into practice in large printing projects. The aim is to produce work of considerable artistic merit. Discussion and criticism of jobs are features of the course. An intensive study of papers and inks is made.

**137. INDIVIDUAL STUDIES IN PRINTING. Four hours.**

A course designed for the student who wants to get a deeper practical insight into actual problems of care, management, and instruction confronted by the teacher of printing. Practical experience in assisting the instructor in dealing with such problems is given the student.

**138. SUPERVISORY PRINTING. Four hours.**

An over-view course designed for those who desire to get not only a speaking acquaintance with type, tools, processes, equipment, and materials of a print shop, but who want to know something of the function, place, and proper conduct of the school shop in a school system. A general, rather than a detailed technical knowledge of the shop is stressed.

**143. TEACHING OF BOOKBINDING. Four hours.**

A practical course in classroom management and fundamentals of teaching binding and leathercraft, care of equipment, and materials. Laboratory and lecture.

**144. ADVANCED OVER-VIEW IN BINDING AND LEATHER WORK. Four hours.**

Takes up all types of folder, novelty, and specialty problems in leather, fabricoid, or buckram. An over-view of all work showing the possibilities of the equipment from numerous angles, fitting the student for both high school and college teaching.

**201. SEMINAR IN INDUSTRIAL EDUCATION. Four hours.**

This course has for its purpose individual research in the field of industrial education. Problems to be selected upon consultation with instructor in charge. Conference hours to be arranged. This course may be continued for four additional hours as Ind. Ed. 203.

**LIBRARY SCIENCE**

The main library of the College contains about 73,500 volumes with a large picture collection and all equipment for a very complete library. There is also a children's branch containing about 5,000 volumes for the use of the elementary and secondary schools. Good facilities are offered for classes in library training.

Library Science is not offered as a major course, but as a minor for students working for the Bachelor of Arts degree. The work is given in the junior and senior years. It is suggested that it be taken with literature and languages, or history as the major, although it is not limited to any one major. Any course in library science may also be chosen as an elective by a student not taking it as a minor. It is required of all taking library science as a minor that they shall take at least four hours in library bookbinding. The following courses in library science are offered:

**101. BOOKMAKING AND BOOK SELECTION. Four hours.**

Paleography, manuscripts, history of printing, paper and papermaking. The physical make-up of the book. Study of modern processes of printing and illustrating. Reviews and aids in book selection. Trade bibliography. Checking in and preparing for shelves.

**103. CLASSIFICATION AND CATALOGING. Four hours.**

A study of the principles of classification, the decimal system particularly. Classification of books, pamphlets, pictures, and the varied items that may be obtained for the school library. The dictionary catalog, alphabetizing, adaptation, and use of Library of Congress cards, use of subject headings and shelf lists.

**104. REFERENCE WORK. Four hours.**

The subject covers a study of the standard works of reference, such as the principal encyclopedias, dictionaries, atlases, and reference manuals of various kinds. Periodicals as reference material. Periodical indexes and aids. Bibliographies and reading lists. Selection of public documents and their use for reference.

**106. CHILDREN'S LITERATURE AND JUVENILE LIBRARY SERVICE. Four hours.**

A survey of the field of literature for children, and its selection for juvenile libraries. History of children's literature. Modern illustrators. School libraries and equipment.

**107. ADMINISTRATION AND HISTORY OF LIBRARIES. Four hours.**

Historical libraries, American Library Association, library extension, county libraries, traveling libraries, library commissions, library legislation, finances and budget allotments. Periodicals, checking and accounting, book circulation and charging systems.

**108. PRACTICAL WORK IN LIBRARY (By arrangement). Four hours.**

Time required, two hours per day, plus optional work by student. This is allowed only to those who have taken 101, 103, 104, and calls for a certain responsibility on the part of the student.

## LITERATURE AND LANGUAGES

The Department of Literature and Languages offers college courses in the literature, language studies, and the teaching of the following languages: English, French, German, Latin, and Spanish. Since the requirements for majors and minors in English and Foreign Languages are different, these are stated separately in the following pages.

### A FOUR-YEAR CURRICULUM IN ENGLISH

In addition to the core subjects listed on page 36, the following courses are required of majors in English.

Those expecting to become teachers of English and literature: Eng. 36, 38, 39, 40, 109, 111 and Eng. 121, or 122, or 126. Hist. 105, Ed. 116. Sixteen hours chosen from the following: Eng. 100, 130, 131, 132, 133, 134, 140, 141, 142, 147, 148, 149.

Those expecting to become oral English teachers: Eng. 36, 38, 39, 40, 109, 111, 125, Hist. 105, and Ed. 116. Sixteen hours chosen from the following: Eng. 12, 13, 14, 16, 18, 19, 112, and 114.

MINORS—Students majoring in English are advised to select their minors from the following subjects: Latin, French, Spanish, Library Science, History, Art, Music, Home Economics, or Mathematics. See the sections of the catalog devoted to these departments for lists of courses prescribed as minors in each. Two minors of twenty-four hours each are required of all English majors. The minors may be selected in other fields than those mentioned, but the experience of the Placement Bureau shows that students having these minors are in demand for teaching positions; especially is there a demand for English teachers who can teach some elementary Latin.

Suggested courses for students from other departments who choose a minor in English.

I. ENGLISH AND LITERATURE—Eng. 36, 39, 40, 110, 111, and one of the following: Eng. 121, 122, or 126.

II. ORAL ENGLISH—Eng. 12 (2 hrs.), 13, 14, 16 (2 hrs.), 110, 112, and one or two of the following: Eng. 121, 122, or 125.

The English courses are planned so as to be complete and sufficient for all the needs of public school teachers, elementary and secondary. Courses in composition, in oral English, public speaking, dramatic art and play production, in the teaching of English in the elementary and the secondary school, in grammar and the teaching of grammar, and in the cultural phases of literature are offered as electives for students who expect to become grade teachers or who are pursuing some other group course than English and wish to elect these from the English department as minors. Some of the elective courses for third and fourth year students will be offered once every two years. Majors in English should plan their work in such a way as to take the fullest advantage of the alternating courses.

### A FOUR-YEAR CURRICULUM IN FOREIGN LANGUAGES

Courses are offered leading to the Bachelor's and Master's degrees with French or Spanish as majors. Minors may be taken in French, Spanish, Latin, German, English or in a subject outside of the department of Literature and Languages.

MAJORS—To major in Foreign Languages it is recommended that the student take a combination of French and Spanish with twenty-four hours in each. The major may be taken, however, with forty-eight hours in French or Spanish and a minor of twenty-four hours in the other



language. In any case the third year of the major language must be completed, but the equivalent of the first year may have been done in the high school. For. Lang. 131 is required of all majors in Foreign Languages.

**MINORS**—The College requires a major and two minors for graduation with the bachelor's degree. In foreign languages the combination of minors may be made by using any two of the following: Latin, German, English, or any other subject outside the department.

**LATIN**—Whether used as a minor or not, Latin must be offered as a part of the Foreign Language student's course. The minimum amount of Latin is two years of high school Latin or one year of college. The recognized teaching minor is twenty-four college hours.

**OTHER REQUIREMENTS**—Proficiency in English is required before the Bachelor's or Master's degree will be granted in a Foreign Language. In addition to the core subjects and the language subjects required for the major and minors, the following are required: Eng. 111, Ed. 116, Ed. 176; and for men, Ed. 141.

## ENGLISH

### 12. ORAL EXPRESSION. Two hours.

This basic course in the art of oral expression teaches the fundamental laws of interpretation and the manifestation of these principles through natural expression. This course also embodies the subject of public speaking. It is prerequisite to English 14.

### 13. STORY TELLING. Four hours.

The technic of story telling is first given. Then students have opportunities of applying these principles to the main types of narrative. Practice is given in selecting, arranging, and telling stories for the various elementary school grades.

### 14. DRAMATIC ART. Four hours.

Prerequisite, English 12.

This course embraces all the basic principles of dramatic art. The course is designed to meet the needs of students who will as teachers be producing plays in the junior and senior high schools. Direction of short plays by the student is carried on under the supervision of the instructor. This is prerequisite to English 125.

### 15. THE ORAL READING OF LITERATURE. Two hours.

A course organized to give practice in individual and group reading of literature, especially poetry and poetic drama.

### 16. PHONETICS. Two hours.

An introduction to the study of American pronunciation. An analysis of speech sounds, the means of recording speech differences, the physical aspects of speech, and the study of dialects comprise the chief divisions of the course. Especially recommended for majors and minors in speech, English, and foreign languages.

### 17. VOICE TRAINING. Two hours.

This course is designed to assist students who need training in the use of the voice in reading and speaking. It is individual instruction to overcome harshness, sharpness, blurred enunciation, nasal quality and other unpleasant qualities of voice. It is elective and naturally follows English 16. Either course may be taken independently of the other. Students are admitted to this course only upon the approval of the instructor.

### 18. DEBATING. Two hours.

A practice course in debating open to any student interested in inter-class and intercollegiate debating. The teams for the intercollegiate debates are chosen at the end of the quarter largely from the students enrolled in this group.

### 19. DEBATING. Two hours

Those students who were selected for the intercollegiate debate teams will comprise the class in English 19. The work will consist of the preparation for the debates. Four hours additional credit may be earned as Eng. 118 and 119.

**\*36. AMERICAN LITERATURE. Four hours.**

A course in American literature following the plan of courses 38, 39, and 40 in English literature. The work is professionalized by the consideration of the selection of material for the schools.

**\*38. A SURVEY OF ENGLISH LITERATURE 700-1625. Four hours.**

This is a comprehensive reading course dealing with the beginnings of English literature and following its development through the early poetic and prose forms to the more definite expression in the later seventeenth century. The course consists of readings supplemented with the historical background of the periods extending to the "Age of Milton," 1625.

**\*39. A SURVEY OF ENGLISH LITERATURE 1625-1798. Four hours.**

This comprehensive reading course begins with the "Age of the Cavalier and the Puritan" and includes the Period of Classicism. The same plan is followed as that indicated for English 38.

**\*40. A SURVEY OF ENGLISH LITERATURE 1798-1900. Four hours.**

This course follows the plan of 38 and 39, and deals with English literature from 1798 through the Victorian Age to 1900.

**41. AN OUTLINE OF LITERATURE. Four hours.**

Readings in the literature of those nations whose dramas, epics, lyrics, letters, histories, novels, stories, essays, etc., have influenced the thought and culture of the world. It is intended in this course and the two following to give freshman students a connected story of literature and also to give them a sufficient amount of reading of selections and complete units of the literature itself to assure the college that its graduate will be well informed in the field of literature. Elementary English composition is carried on in connection with English 41, 42, and 43. The classes meet five days a week.

**42. AN OUTLINE OF LITERATURE (Continued). Four hours.**

A continuation of Eng. 41. This course begins with the middle ages and extends to the literature of the nineteenth century. It is illustrated with extensive readings in translation of as many of the great modern pieces of literary art as time will permit. Composition is continued as in Eng. 41.

**43. AN OUTLINE OF LITERATURE (Continued). Four hours.**

This course includes the literature of all nations through the nineteenth century. Composition continued.

**100. JOURNALISM. Four hours.**

A beginning course in journalism; designed primarily for those who desire to teach journalism in the high school or who may be called on to act as advisers to high school students in the publication of the school paper. English 100 must be taken before one may register for either 101 or 102.

**101. JOURNALISM. Four hours.**

A continuation of English 100. This course affords opportunity for more writing than might be obtained in ordinary English composition classes. Students are given opportunity for practice in reporting and interviewing, and writing for print.

**102. JOURNALISM. Four hours.**

A continuation of English 101. An advanced course in composition, dealing with editorials, dramatic and literary reviews, newspaper and periodical policies, newspaper make-up, editing, and head-writing.

**102a. JOURNALISM. (Summer Quarter only.) Four hours.**

A course covering the more important phases of the practice of journalism. Designed to meet the needs of teachers of journalism in schools and colleges and advisers to publishers of school papers.

**109. ADVANCED COMPOSITION. Four hours.**

This departmental required course is designed to give individual practice in writing and to prepare students for the teaching of written composition.

\*Given also by correspondence.

\*110. **ADVANCED COMPOSITION.** Continuation of Eng. 109. Four hours.  
Prerequisite Eng. 109.

\*111. **THE ENGLISH LANGUAGE FOR TEACHERS.** Four hours.

A professionalized course in the English language. This course consists of three parts; (a) the story of the origin and development of language and the history of the English language; (b) English grammar from the professional point of view; and (c) the teaching of composition.

112. **CHILDREN'S THEATER.** Four hours.

Instruction concerning the selection of plays for intermediate and junior high school children. Directing the players, stage settings, scenery, costumes, etc. All the technic of children's dramatics from choosing the play to presenting it before an audience.

114. **PLAY PRODUCTION.** Four hours.

Prerequisite, English 14.

A lecture and laboratory course designed primarily for teachers and students who intend to engage in the work of play production in the schools, the Little Theater, or the Children's Theater. Building on the fundamentals of dramatic art as given in English 14, this advanced course includes such phases of theatrical technic as staging, lighting, costuming, and make-up. Choice of materials for amateur theatricals is considered. Special emphasis is laid on the actual production of plays, including casting and directing.

\*121. **LITERATURE FOR THE ELEMENTARY SCHOOL—Intermediate Grades.** Four hours.

Required of intermediate and English majors.

A survey of children's literature appropriate for use in grades three to six, inclusive. A survey of children's literature and a study of motivation in the field of reading, oral and silent, for children; the consideration of principles governing the choice of literature in these grades; practice in the organization and presentation of type units, including dramatization and other vitalizing exercises. A flexible course, affording opportunity for intensive work within the scope of any one or more of the grades three, four, five, or six, according to the individual need or preference.

122. **LITERATURE FOR THE JUNIOR HIGH SCHOOL.** Four hours.

A survey of children's literature appropriate for use in the seventh, eighth, and ninth grades. A flexible course, affording opportunities for intensive work within the scope of any of these three grades, according to the individual need or preference.

125. **ORAL ENGLISH IN THE HIGH SCHOOL.** Two hours.

Prerequisites, English 12 and 14.

The discussion of practical problems concerning the direction of oral English in the secondary school, oral composition, literary society and debating activities, dramatics, etc.

\*126. **THE TEACHING OF ENGLISH IN THE HIGH SCHOOL.** Four hours.

Principles for the selection of literature for senior high school pupils considered critically; illustrative studies in the treatment of selective pieces; study of types of composition work for high schools, with illustrative practice in writing.

130. **CONTEMPORARY LITERATURE.** Four hours.

An appreciation course dealing with the literature of the twentieth century.

\*131. **THE SHORT STORY.** Four hours.

A study of typical modern short stories to observe the technical methods of modern short story writers and the themes they have embodied in the magazine fiction of the present.

\*132. **THE DEVELOPMENT OF THE NOVEL.** Four hours.

The development, technic, and significance of the novel.

\*Given also by correspondence.

**\*133. THE RECENT NOVEL. Four hours.**

The reading of ten typical novels of the past five years for the purpose of observing the trend of serious fiction and of studying the social, educational, and life problems with which the novelists are dealing.

**\*134. MODERN DRAMA. Four hours.**

Reading and class discussion of plays that best represent the characteristics, thought-current, and the dramatic structure of our time.

**140. LYRIC POETRY. Four hours.**

A comparative study of types, theme, spirit, and technic of standard English lyrics with an attempt to estimate the significance of contemporary tendencies in poetry.

**141. EARLY NINETEENTH CENTURY POETRY. Four hours.**

A study of English poetry from Wordsworth to Tennyson, including Coleridge, Byron, Shelley, Keats, and the lesser writers from 1798 to 1832.

**142. VICTORIAN POETRY. Four hours.**

Tennyson and Browning, and the general choir of English poets from 1832 to 1900.

**145. THE ROMANTIC MOVEMENT IN LITERATURE. Four hours.**

A specialized course for senior and graduate English majors, tracing the development of the romantic movement in continental and British literature. Given in alternate years.

**\*146. NINETEENTH CENTURY PROSE. Four hours.**

Consideration of the serious prose writing, chiefly critical and literary, of the leaders of thought in the nineteenth century.

**\*147. SHAKESPEARE'S COMEDIES. Four hours.**

The life of Shakespeare and a literary study of his comedies, with a proper amount of attention to the method of teaching Shakespeare in high schools.

**148. SHAKESPEARE'S HISTORICAL PLAYS. Four hours.**

A continuation of the study of Shakespeare begun in English 127.

**149. SHAKESPEARE'S TRAGEDIES. Four hours.**

The completion of the year's work in Shakespeare.

**150. ELIZABETHAN DRAMA EXCLUSIVE OF SHAKESPEARE. Four hours.**

A knowledge of the dramatic literature of the early seventeenth century is incomplete without an acquaintance with the contemporaries and successors of Shakespeare from about 1585 to the closing of the theaters in 1642. The principal dramatists, with one or more of the typical plays of each, are studied in this course.

**160. THE HISTORY, LITERATURE, AND RELIGION OF THE OLD TESTAMENT. Four hours.**

This course is a study of the Old Testament from the viewpoint of its historical development. A study is also made of the religion of the Hebrews as it is reflected in their literature. The course includes the early poetical, legal, and biographical writings, and the prophets before the Exile period.

**161. LITERATURE OF THE NEW TESTAMENT. Including the Life and Teachings of Jesus. Four hours.**

This course is a literary study of the four gospels, from a historical point of view. It also includes an intensive study of the teachings of Jesus, in the light of the background out of which He came.

**207. COMPARATIVE LITERATURE—Greek and Latin. Four hours.**

A survey of the main contributions of classical culture to world literature. The reading in English translation of Homeric epics and the dramas of Aeschylus, Sophocles, and Euripides.

\*Given also by correspondence.

208. COMPARATIVE LITERATURE—Italian, Spanish, and French. Four hours.

A study of literary elements and influences deriving from Medieval and Renaissance cultures; a review of the trends of modern romance literature; a careful reading in translation of outstanding classics, notably Dante's "Divine Comedy."

209. COMPARATIVE LITERATURE—German, Scandinavian, and Russian. Four hours.

A comparison of Teutonic epic material with Greek and Romance epics; a survey of the significant contributions in the literature of Germanic and Russian peoples; the careful study of Goethe's "Faust."

210. OLD ENGLISH. Four hours.

A beginning course in the grammar and reading of Old English (Anglo-Saxon).

211. CHAUCER AND MIDDLE ENGLISH. Four hours.

A study of the English language of the fourteenth century to show its development after the Norman Conquest and preceding the Elizabethan period. The observations upon the development of the language are made mostly through a careful study of Chaucer. The course is the natural follower to English 210, but may be taken independently.

222. INDIVIDUAL STUDIES IN ENGLISH. Two or four hours.

This course number is to provide an opportunity to individual graduate students to carry on a more complete study than is offered in any one of the group courses. Arrangements are made with the department head to enroll for such individual studies. An advisory instructor will be assigned to each student enrolled for Eng. 222. The amount of credit depends upon the extent of the work done.

## FRENCH

1. ELEMENTARY FRENCH. Four hours.

Principles of grammar. Special attention given to pronunciation and articulation.

2. ELEMENTARY FRENCH. Four hours.

Grammar and easy reading, calculated to give a knowledge of France and French life.

3. ELEMENTARY FRENCH. Four hours.

Varied reading of easy plays, short stories and sketches.

\*5. INTERMEDIATE FRENCH. (Second year). Four hours.

A review of grammar. Composition. Intensive drill in phonetics.

\*6. INTERMEDIATE FRENCH. (Second year). Four hours.

A brief survey of French history as a basis for French literature. Lavis's *Histoire de France*.

\*7. INTERMEDIATE FRENCH. (Second year). Four hours.

The short story, as exemplified in a number of authors of the nineteenth and twentieth centuries.

105. THE CLASSICAL THEATRE (a) (Not offered 1933-34). Four hours.  
Corneille and Moliere.

106. THE CLASSICAL THEATRE (b) (Not offered 1933-34). Four hours.  
Moliere and Racine.

107. SEVENTEENTH CENTURY PROSE (Not offered 1933-34). Four hours.  
La Rochefoucauld, Mme. de Lafayette and other prose writers of the classical period.

205. EIGHTEENTH CENTURY FRENCH LITERATURE. Four hours.

Selections from Voltaire and Rousseau, with collateral reading of other Eighteenth Century writers.

## 206. FRENCH ROMANTICISM. Four hours.

Romanticism in France, with relation to the movement elsewhere in Europe. Emphasis on Hugo and Musset.

## 207. TWENTIETH CENTURY FRENCH LITERATURE. Four hours.

Lectures on the writers of this century, with individual readings and reports.

## SPANISH

## 1. ELEMENTARY SPANISH. (First quarter of first year). Four hours.

A study of Spanish pronunciation and grammar, together with some reading.

## 2. ELEMENTARY SPANISH. (Second quarter of first year). Four hours.

Reading and conversation from the texts *La Nela* and *Gil Blas*.

## \*3. ELEMENTARY SPANISH. (Third quarter of first year). Four hours.

Further reading and conversation based on simple texts.

## \*5. INTERMEDIATE SPANISH. (Second year). Four hours.

An intensive review of grammar with written and oral practice on the rules, verbs and idioms learned. Seymour and Carnahan's *Short Review Grammar* is supplemented by Cano and Goggio's *Cuentos Humorísticos Espanoles*.

## \*6. INTERMEDIATE SPANISH. (Second year). Four hours.

The first course in Spanish literature as written by and for Spaniards. While primarily a reading course, there is considerable emphasis on grammatical principles and on conversation. The texts read are *El Conde Lucanor* and *Julio Camba's La Rana Viajera*.

## \*7. INTERMEDIATE SPANISH. (Second year). Four hours.

A continuation of Spanish 6. The text used is *La Alegria del Capitan Ribot* by *Palacio Valdes*.

## \*105. ROMANTIC DRAMA. (Third year). Four hours.

A study of the romantic movement in Spain, its causes, its exponents and their works. Hartzenbusch's *Los Amantes de Teruel*, *Tamayo y Baus's La Locura de Amor*, and *Echegaray's El Gran Galeoto* are read in class, and reports are made by students on additional romantic plays read outside.

## \*106. MODERN DRAMA. (Third year). Four hours.

A study of the "Generation of 98" and their transition to the less emotional type of theater, as personified by Benavente, and the poetic type represented by *Marquina*. Plays by these authors are read in class, together with *Martinez Sierra's Sueno de una Noche de Agosto*. Reports on outside readings.

## \*107. MODERN NOVEL. (Third year). Four hours.

A study of the costumbrista movement, translation of and conversation on a novel by *Fernan Caballero*, a general survey of *Galdos' Episodios Nacionales* with outside readings, class study of *Pio Baroja's Zalacain el*

## 108. MODERN POETRY AND ESSAY. (Third year). Four hours.

The Modernista movement in Spanish poetry as exemplified by *Ruben Dario's* works. A study of metrical principles. Selections from *Unamuno* will provide the basis for a study of the philosophical essay.

## 205. DON QUIJOTE. (Fourth year). Four hours.

Readings from the *Quijote*, a study of the life of Cervantes, and the reading of one of his *Novelas Ejemplares*. Conversation based on the texts.

## 206. CLASSICAL DRAMA. (Fourth year). Four hours.

A study of the theater in Spain under Philip III and Philip IV. Discussion of *Culteranismo* and *Conceptismo* and their effect on Spanish literature. *Alarcon's Las Paredes Oyen*, *Calderon's La Vida es Sueno*, and a play by *Lope de Vega* are read in class. *Aventurero* and one other modern novel.

\*Given also by correspondence.

## 207. CLASSICAL PROSE AND POETRY. (Fourth year). Four hours.

A study of the non-dramatic poetry of the Golden Age beginning with Garcilaso and continuing through Fray Luis de Leon, Quevedo, and Gongora with special attention to prosody. The beginnings of the picaresque novel, as exemplified by Lazarillo de Tormes, are also studied.

## LATIN

## 1. ELEMENTARY LATIN. (First quarter of first year). Four hours.

Hettich and Maitland's Latin Fundamentals. Principles of grammar, with emphasis on the relation of Latin to English and to other European languages.

Hettich and Maitland's Latin Fundamentals. Principles of grammar, with emphasis on the relation of Latin to English and to other European languages. A continuation of Latin 1. Collateral reading on Roman history and society.

## 3. ELEMENTARY LATIN. (Third quarter of first year). Four hours.

Readings from Caesar and other authors of approximately equal difficulty.

## \*5. CICERO. (Second year). Four hours.

Selected orations of Cicero, with collateral reading on the history of the period.

## \*6. VERGIL (a) (Second year). Four hours.

The first two books of the Aeneid, with a study of the metrical form. Collateral reading on classical mythology.

## \*7. VERGIL (b) (Second year). Four hours.

Books 3, 4, 5, 6, of the Aeneid, with a study of classical mythology.

## 105. LIVY. (Third year). Four hours.

Books 1 and 2 of The Decades, with collateral reading on Roman history.

## 106. PLINY. (Third year). Four hours.

Selected Letters of Pliny the Younger. Collateral reading on Roman life of the first century.

## 107. HORACE. (Third year). Four hours.

Odes and Epodes, with special attention given to metrical forms.

## GERMAN

## 1. ELEMENTARY GERMAN. (Not offered 1933-34). Four hours.

Grammar and pronunciation, with an elementary study of the relation of German to English.

## \*2. ELEMENTARY GERMAN. (Not offered 1933-34). Four hours.

Grammar and easy reading of "Kulturkunde" material.

## \*3. ELEMENTARY GERMAN. (Not offered 1933-34). Four hours.

Reading of easy prose and poetry.

## \*5. INTERMEDIATE GERMAN. (Not offered 1933-34). Four hours.

Review of grammar. Composition.

## \*6. INTERMEDIATE GERMAN. (Not offered 1933-34). Four hours.

Schiller's "William Tell" and one shorter play.

## \*7. INTERMEDIATE GERMAN. (Not offered 1933-34). Four hours.

The German novel of the nineteenth century.

\*Given also by correspondence.

## GENERAL LANGUAGE COURSES

## 131. THE TEACHING OF ROMANCE LANGUAGES. Four hours.

A study of the aims and methods of teaching romance languages of the various types of examinations, selection of texts, use of realia, etc.

## 222. INDIVIDUAL STUDIES IN FOREIGN LANGUAGES. Two or four hours.

Special phases of literature may be studied as individual projects under the direction of a member of the department.

## RESEARCH IN LITERATURE AND LANGUAGES

## 223. RESEARCH FOR GRADUATE STUDENTS. Four hours.

This course is taken by all candidates for the degree of Master of Arts during the first full quarter of regular graduate work, when research projects are conceived and started. It is a required seminar and conference course. The director of the Graduate School meets the graduate seminar four times each week and confers with individual students upon appointment. In seminar, the proper technic to be used in educational investigations and allied topics is considered, and opportunity is given each student to report upon and discuss the details of his research so far as time will permit.

## 224. RESEARCH FOR GRADUATE STUDENTS. Four hours.

This is the conference course offered to each graduate student during the second quarter of work on his research project by his major professor.

## 225. RESEARCH FOR GRADUATE STUDENTS. Two hours.

This course is a continuation of 224 during the third quarter of graduate work, when the student's research study is completed.

## MATHEMATICS

All courses are given strictly from the professional point of view. In those which emphasize subject matter the material is presented in such a way as both to illustrate the best methods of teaching and to give a real mastery of the most important parts of the subject under consideration. In the courses that emphasize methods subject matter still plays a part, for no instruction in method can be effective unless it is based upon a genuine knowledge of the subject matter to be taught.

Freshmen preparing to major in mathematics should arrange their work as follows: those with one year or less of high school algebra should take Math. 1, 2, and 3; those with more than one year of high school algebra should take Math. 5, 6, 7.

## A FOUR-YEAR CURRICULUM IN MATHEMATICS

In addition to the core subjects listed on page 36, the following courses are required of majors in this department, with the exception of Math. 50, which is not to be taken by mathematics majors: Math. 1, 2, 3, or 5, 6, 7, and Math. 9, 101, 102; either 103, 200, or 201; Ed. 116, 176, 141 (for men), and eight hours selected from Math. 4, 8, 104, 105, 107, 108, 109, 110.

Suggested courses for students from other departments who choose a minor in mathematics:

- I. Math 1, 2, 3, 9 and two other courses.
- II. Math. 5, 6, 7, 9, and two other courses.

## \*1. COLLEGE ALGEBRA. Four hours.

Designed to give the student a real understanding of elementary algebra and to extend his knowledge to new topics in the field. This course is planned especially for students with not more than one year of high school algebra.

\*Given also by correspondence.



**\*2. TRIGONOMETRY. Four hours.**

Covers the ordinary topics of plane trigonometry.

**\*3. COLLEGE ALGEBRA. Four hours.**

An extension of course 1.

**4. SLIDE RULE. Two hours.**

The theory and use of the slide rule.

**\*5. GENERAL MATHEMATICS. Four hours.**

The courses in general mathematics deal with the subject as a unit rather than as a collection of different subjects. They cover the field of algebra, trigonometry, analytics, and the introduction to calculus. Math. 5 includes functions and graphs, trigonometric functions and their uses, exponents, logarithms, straight line formulas, and quadratic functions.

**\*6. GENERAL MATHEMATICS. Four hours.**

Theory of equations, determinants, differentiation of algebraic functions, integration, trigonometric formulas, polar coordinates.

**\*7. GENERAL MATHEMATICS. Four hours.**

Progressions, interest formulas, binomial theorem, laws of growth, exponential functions, conic sections, space of three dimensions, permutation and combination, theory of measurements, complex number.

**8. SURVEYING. Four hours.**

A practical course in the use of surveyor's instruments and the solution of problems obtained from measurements made in field work.

**\*9. ANALYTIC GEOMETRY. Four hours.**

This course deals with geometrical problems from the analytic viewpoint. It is especially valuable to prospective teachers of algebra.

**12. SOLID GEOMETRY. Four hours.**

Covers the ordinary materials of the subject from the viewpoint of the one who is to teach it.

**50. INFORMATIONAL MATHEMATICS. Four hours.**

This course treats mathematics from the informational rather than the computational side. It sets forth the part mathematics has played in the development of civilization and the place it occupies in modern life.

It deals with such topics as the following: number as a fundamental concept, its origin and development, the number system, other number systems, early notations, the Hindu-Arabic notation, its development, use and importance, number as an organizing agent, measuring and counting, how we measure, directly, indirectly, degree of accuracy in measurement, in computation from measurements, measuring time, the story of the clock, the mathematics of the home, budgets, accounts, writing bank checks, balancing the check book, property insurance, life insurance, investing one's money, savings accounts, annuities, stocks, bonds, speculation, taxes, income tax, property tax, sales tax.

**\*101. DIFFERENTIAL CALCULUS. Four hours.**

A study of differentiation and its applications.

**\*102. INTEGRAL CALCULUS. Four hours.**

The meaning, use and applications of integration.

**\*103. THEORY OF EQUATIONS. Four hours.**

The function and its graph, complex number and its graphical representation, cubic and quartic equations, symmetric functions, and determinants.

**\*104. THE TEACHING OF ARITHMETIC IN THE LOWER GRADES. Two hours.**

A thorough study of the best in modern methods of teaching arithmetic in the first four grades.

\*Given also by correspondence.

**\*105. THE TEACHING OF ARITHMETIC IN THE UPPER GRADES. Two hours.**

A study of the best methods of teaching arithmetic in the grades above the fourth.

**106. DESCRIPTIVE ASTRONOMY. Four hours.**

A non-mathematical study of the interesting facts about the universe in which we live.

**\*107. TEACHING JUNIOR HIGH SCHOOL MATHEMATICS. Four hours.**

This course deals especially with the problems that arise concerning the teaching of the arithmetical part of the junior high school course in mathematics.

**108. TEACHING MATHEMATICS IN THE JUNIOR HIGH SCHOOL. Four hours.**

This course deals especially with the problems that arise in connection with the intuitive geometry, algebra, and numerical trigonometry of the junior high school course in mathematics.

**\*109. THE TEACHING OF ALGEBRA. Four hours.**

This course tries to give the student an understanding of algebra from a common sense viewpoint and a knowledge of the best way to help pupils to understand the subject.

**\*110. GEOMETRY FOR TEACHERS. Four hours.**

This course attempts to give the student an understanding of geometry and of what it may be expected to do for those who study it, together with the best ways of teaching it.

**\*111. THE HISTORY OF MATHEMATICS. Two hours.**

This course gives the student an opportunity to become familiar with many of the interesting facts connected with the development of mathematics so that he may use them in helping to make his teaching more effective.

**158. SURVEYING. Four hours.**

This course covers the materials of Math. 8 with additional work suited to the needs of senior college students.

**\*200. ADVANCED CALCULUS. Four hours.**

An extension of the work begun in Math. 101 and 102.

**\*201. DIFFERENTIAL EQUATIONS. Four hours.**

A study of the differential equation and its applications in the solution of problems.

**222. INDIVIDUAL STUDIES IN MATHEMATICS. Two or four hours.****223. RESEARCH FOR GRADUATE STUDENTS. Four hours.**

This course is taken by all candidates for the degree of Master of Arts during the first full quarter of regular graduate work, when research projects are conceived and started. It is a required seminar and conference course. The director of the Graduate School meets the graduate seminar four times each week and confers with individual students upon appointment. In seminar, the proper technic to be used in educational investigations and allied topics is considered, and opportunity is given each student to report upon and discuss the details of his research so far as time will permit.

**224. RESEARCH FOR GRADUATE STUDENTS. Four hours.**

This is the conference course offered to each graduate student during the second quarter of work on his research project by his major professor.

**225. RESEARCH FOR GRADUATE STUDENTS. Two hours.**

This course is a continuation of 224 during the third quarter of graduate work, when the student's research study is completed.

\*Given also by correspondence.

## MUSIC

The Department of Music is maintained primarily in order that teachers may be thoroughly trained to teach music in the public schools. The student life of the College is influenced directly by the large part music plays in all the student activities. It is necessary to maintain a large and highly trained music faculty in order properly to educate the public school music supervisor. Thus, it becomes possible to offer high-class instruction to those who are interested in the study of vocal and instrumental music.

Student recitals are given which provide the students an opportunity to appear in public. During the school year an oratorio is given by the College chorus, and the glee clubs of the institution give an opera each spring.

The College orchestra and band offer excellent training for those interested.

The Greeley Philharmonic Orchestra is a symphony orchestra of fifty members, comprised of talent of the college and city, which gives monthly concerts. The standard symphonies are studied and played. Advanced students capable of playing music used by the organization are eligible to join upon invitation of the director.

College credit will be given for proper work in all instruments except the following: Ukelele, banjo, guitar, mandolin, fife, and single percussion instruments.

One quarter hour of credit is given for one lesson a week with practice under the instruction of a member of the music department of the College faculty. Students who are not majors or minors in music may offer not less than three or more than twelve hours credit in applied music.

All majors in music must pass a third grade test on the piano and must be able to sing with an agreeable quality by time of graduation. Orchestra or band required each quarter without credit of instrumental supervisors. Chorus or glee club required each quarter without credit of classroom supervisors.

Pianos are rented at \$4.00 per quarter.

Band and orchestral instruments are rented at \$5.00 per quarter.

### A FOUR-YEAR CURRICULUM IN MUSIC

In addition to the core subjects listed on page 36, the following courses are required of those majoring in this department (Students may select one of two fields in music with which to major):

Those planning to become classroom supervisors of music shall take their subjects as follows:

FIRST YEAR. Music 2, 3, 4, and six hours of applied music.

SECOND YEAR. Music 5, 6, 9, 10, 11, 45, and four hours of applied music.

THIRD YEAR. Music 46, 107, 114, and three hours of applied music.

FOURTH YEAR. Music 47, 103, 105, 120, 121, and three hours of applied music.

Those planning to become instrumental supervisors of music shall take their subjects as follows:

FIRST YEAR. Music 2, 3, 4, and six hours of applied music.

SECOND YEAR. Music 5, 6, 7, 10, 45, 46, and three hours of applied music.

THIRD YEAR. Music 107, 108, 114, and five hours applied music.

FOURTH YEAR. Music 20, 21, 103, 104, 105, 106, 120, 121, and two hours of applied music.

Music majors must select two twenty-four hour minors outside the department.

Suggested courses for students from other departments who choose a minor in Music:

- I. CLASSROOM SUPERVISION—Mus. 2, 3, 4, 10, 11, and ten hours of applied music. Chorus or glee club must be taken each quarter without credit.
- II. INSTRUMENTAL SUPERVISION—Mus. 2, 3, 4, 45, 46, 47, 105, 114, and seven hours of applied music. Orchestra or band must be taken each quarter without credit.

1. RUDIMENTS AND METHOD. Four hours.

Required of kindergarten-primary, intermediate and rural majors. This course is designed for the purpose of equipping the grade teacher with the necessary musical skills, and methods for teaching the daily music lesson in the classroom. The materials and methods covered are those for: Sight-singing, notation, musical terms, appreciation, rote-singing, games, etc. This course is sectioned according to majors.

2. SIGHT-SINGING (Formerly Mus. 1b). (Four hours a week). Two hours.

Rudiments of music and beginning sight-singing.

3. SIGHT-SINGING (Formerly Mus. 1c). (Four hours a week). Two hours.

Prerequisite Music 2. Continuation of Music 1b. The student will acquire speed and accuracy in hearing and sounding difficult intervals.

4. SIGHT-SINGING (Formerly Mus. 1d). (Four hours a week). Two hours.

A continuation of Music 3.

5. HARMONY. (Formerly Mus. 3). Four hours.

This is a course consisting of the construction, classification and the progression of chords, and is put into practical use in the harmonization of melodies.

6. HARMONY. (Formerly Mus. 4). Four hours.

Continuation of Music 5.

7. HARMONY. (Formerly Mus. 5). Four hours.

A continuation of Music 6, taking up discords and modulations.

9. PRINCIPLES OF MUSICAL EDUCATION. Two hours.

A survey of the field of public school music, including history of public school music, principles of musical education, evaluation of musical projects etc. Prerequisite for Music 10.

10. METHODS FOR TEACHING MUSIC (Lower grades). Four hours.

This course is devoted to the study and demonstration of material and methods for the kindergarten and first four years in music. Fundamental principles and devices for training in such musical skills as pitch, rhythm, reading, writing and theory. Special attention is given to the presentation of the different problems as they are taken up in successive years.

Music majors only.

11. METHODS FOR TEACHING MUSIC (Upper Grades). Four hours.

This course is devoted to the study and demonstration of material and methods for the upper grades in music. The work of each year is

taken up in detail and the problems which confront the grade teacher are carefully considered.

**25. AN OUTLINE OF MUSIC. Four hours.**

Not required of music majors.

The story of the development of music amply illustrated through the use of, and by the rendition of music through the use of orchestral instruments, the piano, the organ and phonograph records of music recorded by the world-famous musical artists; talks about the characteristics of the great musical compositions and hearing the pieces played and sung; the form used in constructing a piece of music, such as the minuet, gavotte, fugue, waltz, polonaise, symphony, etc.

The chief aim of the course is to present a common stock of knowledge to the student who does not expect to become a music major, and who aspires to be classed with those teachers who want to be regarded as cultured persons.

**30. INDIVIDUAL VOCAL LESSONS. One hour.**

Correct tone production, refined diction and intelligent interpretation of songs from classical and modern composers.

**31. INDIVIDUAL PIANO LESSONS. One hour.**

High class instruction is offered to both beginners and advanced students using the standard technical works of Czerny, Clementi and others as well as the compositions of Beethoven, Bach, Schumann, Chopin and other classical and modern composers.

**32. INDIVIDUAL VIOLIN LESSONS. One hour.**

The work will be outlined according to the ability of the student. Only the best of teaching material is used and the bowing and finger technic are carefully advised.

**33. INDIVIDUAL PIPE ORGAN LESSONS. One hour.**

Work is given in pipe organ to those students who have had enough piano instruction to be able to play Bach Two Part Inventions. The instruction starts with a thorough foundation in organ technic followed by study of Bach organ works. Mendelssohn Sonatas, Guilmant, Rheinberger, Widor and other organ composers of like standing in the musical world.

**34. CLASS PIANO METHODS. One hour.**

Fee, \$6.00.

A course designed for the prospective teacher in piano classes.

**35. INDIVIDUAL LESSONS FOR BRASS AND REED INSTRUMENTS. One hour.**

Each instrument is carefully taught by a competent instructor. Special attention is given to beginners.

**36. INDIVIDUAL 'CELLO LESSONS. One hour.**

Modern methods are used and a thorough course is given presenting the best music literature for the 'cello.

**40. MENDELSSOHN GLEE CLUB. Male Voices. (Formerly Mus. 41.)**

Entrance upon examination.

**41. SCHUMANN GLEE CLUB. (Formerly Mus. 42).**

Entrance upon invitation after examination. This club is composed of forty female voices and takes a prominent part in the presentation of the annual oratorio and opera. A concert is given each spring quarter.

**42. ADVANCED ORCHESTRA. (Formerly Mus. 43).**

Only those are admitted to this orchestra who have experience. Entrance upon examination only. All members must be present when called upon to play at College activities.

**45. ORCHESTRAL INSTRUMENTS (Four times a week). Two hours.**

A course in instrument study for the supervisors.

This course is taken for additional credit as Mus. 46 and 47.

**50. ADVANCED BAND. (Formerly Mus. 44).**

The College band is maintained in order that experienced band men may have an opportunity to continue rehearsing under able direction. The College band plays for all College activities and all members are expected to be present when the band is called upon to perform.

**52. COLLEGE CHORUS. (Formerly Mus. 101).**

Worth while music and standard choruses are studied. This chorus assists in giving the annual oratorio. Open to all students.

**103. BEGINNING COUNTERPOINT. Two hours.**

The rules of harmony are here applied to polyphonic writing. Prerequisite, Music 4.

**104. ADVANCED COUNTERPOINT. Two hours.**

Continuation of Music 103.

**105. BEGINNING INSTRUMENTATION. Two hours.**

A study is made of the several instruments of a symphony orchestra. Their pitch and quality of tone are studied singly and in combination. Beginning arranging for orchestra is begun.

**106. ADVANCED INSTRUMENTATION. Two hours.**

Continuation of Music 105.

**107. FORM ANALYSIS. Two hours.**

Analysis will be made of the smaller forms in music, also of symphonies from Haydn down to the present. Prerequisites, 104 and 106

**108. ADVANCED FORM ANALYSIS. Two hours.**

Continuation of Music 107.

**111. CONDUCTING BY ASSIGNMENT. Two hours.****114. METHODS IN CONDUCTING (Four hours a week). Two hours.**

The technic of the baton is obtained through use of the same. Music in all forms is studied with special reference to the directors' problems.

**115. COLLEGE CHORUS.****\*120. HISTORY OF ANCIENT AND MEDIEVAL MUSIC. (Formerly Mus. 20). Four hours.**

A cultural course which deals with the development of ancient and medieval music and musicians up to and including Beethoven, through the presentation of music by these composers.

**\*121. MODERN HISTORY. (Formerly Mus. 21). Four hours.**

A continuation of Music 20. The lives and music of the great masters since Beethoven will be studied. Through the aid of the phonograph the student will become acquainted with the different styles of these composers' compositions. Prerequisite, Music 20.

**130. INDIVIDUAL VOCAL LESSONS AND METHODS. One hour.**

A method of approach in tone building will be discussed with special reference to the teachers' problems.

**131. INDIVIDUAL PIANO LESSONS AND METHODS. One hour.**

An advanced course in piano playing with suggestions and helps for teaching the instrument.

**132. INDIVIDUAL VIOLIN LESSONS AND METHODS. One hour.**

Teaching problems will be discussed and classified, teaching material will be suggested, making this a valuable course to the student preparing himself for teaching the violin.

**133. INDIVIDUAL PIPE ORGAN LESSONS AND METHODS. One hour.**

An advanced course in organ playing combined with instruction in teaching the instrument.

\*Given also by correspondence.

## 134. INDIVIDUAL 'CELLO LESSONS AND METHODS. One hour.

Discussion will be held with special regard to the methods pursued in teaching the 'cello.

## 142. ADVANCED ORCHESTRA.

## 150. ADVANCED BAND.

## NURSING EDUCATION

The courses in Nursing Education are for registered nurses planning to become teachers, supervisors, and administrators of nursing.

The courses are arranged on a three-year basis leading to a Bachelor of Science degree. Those who can not arrange to take the entire program in the time designated may, with counsel, elect those subjects which will be of immediate value and use. Students who have had courses similar in content to any of those required in this department will be exempt from taking the same work again upon satisfying the departmental representatives and the registrar of the College that they have had equivalent work.

The student may elect her electives in the particular field for which she wishes to prepare herself. The field experience for all courses is given in connection with the Schools of Nursing of the Colorado University Hospital, Children's Hospital, and the Denver General Hospital, also the Public Health agencies in Denver.

Requests are constantly received from all parts of the country for school nurses who have had some fundamental educational preparation for their work. The subjects fundamental to public health nursing offered by the College and Department of Nursing are as follows, but the department is not ready to develop a program for public health nurses: One year of class work would include Biol. 101, H.E. 121 or 123, English, Foreign Language, Nurs. Ed. 100, 101, 102 or 103, and 106, Ed. 128, Soc. 1 or 90 or 165, Ed. 75 or 77.

A diagram of the three-year program appears on page 99. The core subjects for the degree have been considered in the organization of the program. A suggested list of electives has also been appended to the program.

## \*100. HISTORY OF NURSING AND CONTEMPORARY PROBLEMS. Four hours.

This course traces the historical development of nursing under the religious, military and secular forms of organization from its early beginnings to modern times. Special emphasis is placed upon the modern development of nursing in the direction of educational and public health activities.

## 101. PRINCIPLES OF PUBLIC HEALTH NURSING. Three hours.

The history, organization, and policies of public health nursing will be studied. This course is designed to give to the nurse a picture of the modern public health movement and of the relation of the nurse to official and non-official agencies in the community.

## 102a. THE CURRICULUM AND PRINCIPLES OF TEACHING IN SCHOOLS OF NURSING. Four hours.

Planned for head nurses, supervisors, teachers and principals of nursing. A study of the construction of curricula for schools of nursing, the selection and arrangement of subject matter, the principles involved in teaching, the sequence of classes, the planning of lessons and demonstrations.

\*Given also by correspondence.

**102b. PRINCIPLES AND METHODS OF NURSING PROCEDURE. Four hours.**

Designed for those who expect to teach nursing procedures either as instructors or supervisors. Consideration is given to the basic nursing procedures as outlined in the first year of the National Curriculum for Schools of Nursing.

**102c. OBSERVATION AND PRACTICE TEACHING. One hour.**

Choice of schools in Denver; Children's Hospital, University of Colorado School of Nursing and Denver General Hospital.

**103a. WARD MANAGEMENT AND WARD TEACHING. Four hours.**

Class and group discussions of the underlying principles and methods of ward administration, with special emphasis on the principles and methods underlying effective clinical instruction.

**103b. OBSERVATION AND FIELD WORK IN HOSPITALS. One hour.****104-204. METHODS OF SUPERVISION AND CASE STUDY IN SCHOOLS OF NURSING. Four hours.**

This course is designed for those who need a knowledge of the principles of supervision and their application to the problems in the hospital, schools of nursing and public health organization. It includes (a) a study of the principles on which successful supervision is based, (b) the professional problems involved, and (c) methods of case study.

**104a. OBSERVATION AND FIELD WORK. One hour.**

Opportunity will be given for observation and participation in ward supervision.

**105. ADMINISTRATION IN SCHOOLS OF NURSING. Four hours.**

Principles of administration and organization as applied to the schools of nursing, factors governing the relationship between schools of nursing and hospitals, means of support, budget, personnel, etc.

**105a. OBSERVATION AND FIELD WORK. Hours to be arranged.**

Under the supervision of the director of the schools of nursing arranged for Field Work.

**106. HOME HYGIENE AND CARE OF THE SICK. Four hours.**

Based on the Red Cross textbook, "Home Hygiene and Care of the Sick." Deals with health subjects in secondary schools and teachers colleges, including the application of principles of education and methods of presentation. Certificate awarded on satisfactory completion of course. Prerequisite: Educational Psychology.

**107. SCHOOL NURSING. Four hours.**

This course deals with the health training and instruction to be given all school children; physical training activities as related to health; health supervision of children; and the hygienic arrangement of the school plant.

**108-208. HOSPITAL ECONOMICS. Four hours.**

This course is designed for all hospital personnel having to do teaching, supervision and administration, and others who may cooperate with the forces making for social progress. A brief survey of the laws governing hospitals and construction; wealth and welfare; power; capital; division of labor; buying equipment, replacement and care of it; principles of cooperation and personnel management.



PROGRAM FOR GRADUATE NURSES

TEACHING, SUPERVISION, AND ADMINISTRATION IN SCHOOLS OF NURSING

A total of 198 credits on a quarter hour basis is required for graduation. This includes approximately forty-five credits allowed for the undergraduate professional program. Deficiencies in the undergraduate clinical program must be removed before credit for the professional work is honored.

	Hours		Hours		Hours
English 41.....	4	English 42.....	4	English 43.....	4
Zoology 11.....	4	Chemistry 42.....	4	Zoology 112.....	4
Chemistry 41.....	4	French, German, Latin or Spanish.....	4	Chemistry 151.....	4
French, German, Latin or Spanish.....	4	Physical Education.....	1	French, German, Latin or Spanish.....	4
Physical Education.....	1	Hygiene 1.....	4	Physical Education.....	1
Education 125.....	4	Botany 130.....	4	Biology 132.....	4
History 25.....	4	History 26.....	4	Education 128 and 129.....	2-2
Nursing Education 100.....	4	Nursing Education 102a and b.....	4	History 27.....	4
		(Curriculum and Teaching)			
Nursing Education 101.....	4	Observation of Practice Teaching.....	1	Sociology 105 or 125.....	4
Physical Education.....	1	Hygiene 2.....	4	Physical Education.....	1
		Home Economics.....	4	Education 195.....	4
Commercial Education 100 or 101.....	4	Sociology 105.....	4	Nursing Education 105.....	4
Hospital Economics.....	4	Education 118 or 128.....	4	Field Work in Administration.....	1
Nursing Education 103.....	4	Nursing Education 104.....	4	Elective.....	4
Elective.....	4	Field Work in Supervision.....	1		

The following electives are suggested: Choice of English, Geography, History and Sociology. Adjustments will be made according to the past experience of the students and the particular work for which each is preparing. Thirty-six quarter hours is the total extension credit which may be applied toward meeting the requirements for the completion of the degree.

## PHYSICAL EDUCATION FOR MEN

All first and second year men in College are required to take an activity course each quarter. This requirement is made to cultivate athletic skills, interests, and healthful exercise habits.

All men are required to take an annual physical examination. This examination will be made by the medical adviser for men. Appointments are made at the time of temporary registration. Failure to keep medical appointments will result in an additional fee of \$1.00. Applications for excuses from the activity requirements must be made directly to the director of physical education for men. Such requests must be accompanied by recommendations from the College physician or the student's adviser.

Students in activity classes are required to furnish their own uniform, shoes, and locks for their lockers. The uniform shall consist of an ordinary track outfit, either gray or white in color, and gymnasium shoes. A combination lock must be used. Such a lock can be obtained from the property man by making a \$1.00 deposit, which is refunded upon return of the lock at either the end of the quarter or year.

Intramural athletics has for its aim "competitive athletics for every student," and carries on a completely organized program which attempts to bring every student who wishes to compete into some athletic activity each quarter. There are a number of activities to choose from and at least several will interest the average student. No credit is given, but prizes are awarded in the form of medals and trophies.

### A FOUR-YEAR CURRICULUM IN PHYSICAL EDUCATION FOR MEN

#### I. Majors in Physical Education must have two minors.

- (a) Courses are so arranged that a minor in biology is acquired upon completion of a major in Physical Education.
- (b) Second minor to be arranged independently.

In addition to the core requirements listed on page 36, the following courses are required of majors in the department. P.E.M. 2, 3, and 4 must be taken in the six hours of the college core requirements.

#### FIRST YEAR

P. E. M. 2, 3, 4, 40, Biol. 11, 12.

#### SECOND YEAR

P. E. M. 50, 70, 80, P. E. W. 50, H. E. 20.  
Selected minor, and a four hour elective

#### THIRD YEAR

P. E. M. 125, 126, Biol. 101, 117, P. E. W. 132, Educ. 116, 125.  
Continuation of selected minor  
(Biol. 117 is prerequisite to Ath. 125)

#### FOURTH YEAR

P. E. M. 165, 166, 168, 169, 170, P. E. W. 120, 121.  
Student teaching in Majors, 4 hours.  
Student teaching in Minor, 4 hours.  
Continuation of selected Minor.

Recommended electives are P. E. W. 37, 38, 133, 135, 137, Chem. 1, 2, Educ. 141, 142, 242.

Suggested courses for students from other departments who choose a minor in physical education for men:

P. E. M. 2, 3, 4, 50, 70, 126, 170 and two courses from 165 to 169.  
P. E. W. 50.

## ACTIVITY COURSES

1. SPEEDBALL AND TOUCHBALL. Three periods. One hour.
2. ELEMENTARY SWIMMING. Three periods. One hour.  
(A course for the beginner in swimming.)
3. GYMNASTICS. Three periods. One hour.
4. MAT WORK. Three periods. One hour.
5. TENNIS. Three periods. One hour.
6. CROSS COUNTRY. Daily. One hour.
7. VOLLEY BALL. Three periods. One hour.
8. ELEMENTARY WRESTLING. Three periods. One hour.
9. BOXING. Three periods. One hour.
10. PLAYGROUND BASEBALL. Three periods. One hour.
11. ADVANCED MAT WORK. Three periods. One hour.
12. DOUBLE TUMBLING. Three periods. One hour.
13. ELEMENTARY BASKETBALL. Three periods. One hour.
14. SPRING FOOTBALL. Daily. One hour.
15. PLAYS AND GAMES. One hour.

This course is primarily for rural certificate students and includes the practise of plays and games suitable for rural schools.

16. BAND. Four periods. One hour.  
(drill and figure marching)

## VARSITY SPORTS

30. FRESHMAN FOOTBALL. Daily. One hour.
31. VARSITY FOOTBALL. Daily. One hour.
32. VARSITY BASKETBALL. Daily. One hour.
33. VARSITY SWIMMING. Daily. One hour.
34. VARSITY GYMNASTICS. Daily. One hour.
35. VARSITY WRESTLING. Daily. One hour.
36. VARSITY TRACK. Daily. One hour.
37. VARSITY BASEBALL. Daily. One hour.
38. VARSITY TENNIS. Daily. One hour.

## THEORY COURSES

HYG. 1. INDIVIDUAL AND SOCIAL HYGIENE (FOR MEN). Four periods. Four hours.

A first year course covering the essentials of personal and community hygiene. The course aims to secure better personal health habits; gives an outline of some of the broader fundamental aspects of teaching hygiene in the public schools. Required of all men during the first year's work.

50. FIRST AID. Two periods. Two hours.

A study of the causes of accidents and type injuries; what the first aider should do in case of fracture, dislocation of joints, hemorrhage, poisoning, electric shock, asphyxiation, etc. The American Red Cross text is followed. Required of all majors, but open to all.

40. THEORY OF PLAY AND MINOR SPORTS. Four periods. Four hours.

A first year subject dealing with the various theories and philosophies of play, the development of play interest in both sexes at different age levels, and the selection of games or play activities to meet particular group requirements.

70. **PHYSICAL EXAMINATION AND NORMAL DIAGNOSIS.** Two periods. Two hours.

This course takes up the study of physical examination in regard to the points to be examined, the type of card to use, and the proper method of examining. Practical work in examining will be given. A study will be made of the signs and symptoms of different diseases common to the school child—the incubation and quarantine periods.

80. **TESTS AND MEASUREMENTS.** Two periods. Two hours.

Classification of the physical abilities of students, and determining the work needed by individuals.

90. **ORGANIZATION OF INTRAMURAL ATHLETICS.** Two periods. Two hours.

This course is designed to instruct in organizing leagues and athletic tournaments, and how to manage them properly.

125. **PHYSIOLOGY OF EXERCISE.** Four periods. Four hours.

This course is designed to give students an insight into the effects of muscular activity upon the various organs and systems of the body, and upon the human mechanism as a whole, in order that they may more intelligently direct the physical training and athletic activities of their pupils when teaching physical education.

165. **FOOTBALL COACHING.** Four periods. Four hours.

A discussion of equipment, mechanical devices for training men, and field equipment. Theory of offensive play and play structure. Theory of defense and structure of defensive formations; drawing up schedules. Open only to senior college students.

166. **BASKETBALL COACHING.** Four periods. Four hours.

Theory of coaching the various styles of both offense and defense as used by the outstanding coaches of the country; methods of goal-throwing, signals from tip-off and for out-of-bounds plays; value and use of the pivot, and the other fundamentals. Open only to senior college students.

168. **TRACK COACHING.** Two periods. Two hours.

Theory and practice in starting, sprinting, distance running, hurdling, jumping, vaulting, throwing the weights and the javelin; also training and conditioning men, the management of meets, and the rules for the various events. Open only to senior college students.

169. **BASEBALL COACHING.** Two periods. Two hours.

Discussion of the best methods in batting, fielding, base-running, pitching and team play in general. Attention is given to teaching the fundamentals and gaining a knowledge of "inside baseball"; also a study of the rules. Open only to senior college students.

170. **ORGANIZATION AND ADMINISTRATION OF ATHLETICS AND PHYSICAL EDUCATION.** Four periods. Four hours.

Organization problems and methods; ideal programs for department of physical education and athletics; the relation this department bears to the other departments of the school; and the relation of the various branches of the department to each other.

## PHYSICAL EDUCATION FOR WOMEN

All first and second year students are required to take one active course in physical education each quarter in residence. Phys. Ed. 30 will be substituted for an active course upon presentation of a request from the medical adviser of the school. Excuses from any other doctor must be referred to her.

No physical education course may be taken more than once for credit. This will enable the college to accommodate more students in any one sport and will prevent the monopoly of a popular sport by a few.

A physical examination by the College medical adviser is required of every woman in college once each year. Each woman is given an appointment for this at the time of registration. Anyone failing to keep such appointment without having first cancelled same with the approval of the medical adviser will be charged the sum of \$1.00 to pay for the

examination when given. If taken at the scheduled time no fee will be charged.

Regulation costumes are required for the physical education work and should be purchased in Greeley in order to conform to the requirements.

A deposit of \$1.00 will be charged for the locker padlock. This padlock will be bought back by the school if returned in good condition.

General students who are especially skilled in physical education work may take major classes with special permission of the instructor.

All freshmen girls are required to take P.E.W. 31 during one quarter of their freshman year for one of their three quarters of active physical education, unless excused by the medical adviser of the school.

#### A FOUR-YEAR CURRICULUM IN PHYSICAL EDUCATION FOR WOMEN

A four-year course is required of all physical education majors.

Any student majoring in the department who after admission is found to be deficient in any of the major practice courses may be required to take any of the general activity courses without credit.

Majors in the department are required to take P.E.W. 2, 12, 13a, 16, 27, and 28 to meet the core requirements of six hours of physical education during freshman and sophomore years. Majors must have had sufficient training in P.E.W. 13, 14, 15, 17, and 26 during high school work to prepare them for the more advanced work given in major courses or else take them in college for no credit. Where such preparation has not been had P.E.W. 13 and 26 should be taken during the freshman year in order to be prepared for the more advanced work when offered.

An examination consisting of both written and practical work must be taken in P.E.W. 13, 14, 15, 17, and 26 in order for a major to be exempt from taking the course. Any major is free to take a like examination in any of the above numbered courses required for majors to meet the six hours of physical education required if she feels that she has had their equivalent in high school.

In addition to the core subjects listed on page 36, the following Physical Education courses are required of majors in the department: P.E.W. 36, 37, 38, 39, 50, 100, 101, 103, 104, 120, 121, 122, 129, 130, 132, 133, 135, and 137. Courses offered in other departments required for majors in physical education are: Chem. 41 (4 hrs.), Zool. 11 and 12, P.E.M. 50, Ed. 116 and 125, and Biol. 101, P.E.M. 125, Biol. 117, H.E. 21.

Physical Education majors are required to take one quarter of student teaching in the campus school for four hours credit and one quarter in the off-campus schools.

Physical Education majors will have completed a minor in biological science when they have completed a four-year major course in physical education. Besides this, every major must have another minor consisting of twenty-four hours. Suggested minors are English and mathematics.

Suggested courses for students from other departments who choose a minor in Physical Education for Women: P.E.W. 2, 11, 12, 13, 14, 15, 17, 18, six of which may be used to meet the general physical education requirements for all junior college students. In addition, the following courses must be taken in this department: P.E.W. 37, 38, 39, 50, 129, 130, 135, 137, and P.E.M. 50.

#### 1. CLOG AND ATHLETIC DANCING. One hour.

This course will contain jigs, clogs, and athletic dances which are especially good for boys and girls in junior high school. Technic will consist of threes, fives, and athletic steps.

**1a. ADVANCED CLOG AND ATHLETIC DANCING. One hour.**

This course is a continuation of the work offered in P.E.W. 1, which is a prerequisite course for this one. This course offers more work in the fives and introduces the sevens. Work in tap dancing will also be offered.

**2. NATURAL DANCING. One hour.**

The purposes of this course are to develop control of the body, to stimulate imagination, to learn to portray emotional self-expression by various movements.

**3. NATURAL DANCING. One hour.**

A continuation of P.E.W. 2, giving more advanced steps, more individual work, beginning scarf work and more advanced exercises which require better coordination.

**5. FOLK DANCING. One hour.**

Simple dances for beginners in folk dancing. Material depends upon the skill of the class.

**11. PLAYS AND GAMES. One hour.**

This course is primarily for primary and intermediate majors and presents both active and singing games in graded form, together with a brief review of the psychological age of the child.

**12. SOCCER. One hour.**

A course organized to develop a knowledge of the rules of the game and skill in technic.

**13. BEGINNING TENNIS. One hour.**

This course will consist of a study of the rules of tennis and practice in the game. Special attention will be given to the service and forehand and backhand drives.

**13a. INTERMEDIATE TENNIS. One hour.**

The prerequisite for intermediate tennis is P.E.W. 13 with an average grade. The course will include more advanced tactics on court position, and playing strategy, and the technic of strokes including the lob, volley, half-volley, overhead smash, and chop.

**14. BASKETBALL. One hour.**

This course will consist of a study of the rules of basketball and the development of skill in the technic.

**15. BASEBALL. One hour.**

This course will consist of a study of the rules of baseball and the development of skill in it.

**16. HOCKEY. One hour.**

The rules of the game will be studied and skill in technic developed.

**17. VOLLEY BALL. One hour.**

A game that can be played in the intermediate grades and junior high schools.

**18. FIELD AND TRACK. One hour.**

This course will give practice in the different field and track events that are desirable for girls to participate in, such as dashes, running high jump, discus throw, javelin, and hurdles.

**19. GOLF. One hour. (Given during summer only.)**

A course offered to give a practical knowledge of the fundamental strokes of golf and an understanding of the playing rules. Students are required to furnish their own clubs.

**26. BEGINNING SWIMMING. One hour.**

This course will take up the easier fundamental strokes of swimming, the way of regaining a standing position from either face submerged or floating position, rolling from face to back and vice versa, and beginning diving.

**27. INTERMEDIATE SWIMMING. One hour.**

A course in swimming, taking up the side stroke, with the fine technic of arm and foot action. Continuation and advancement in plain spring diving. P.E.W. 26 or its equivalent is a prerequisite.

**28. ADVANCED INTERMEDIATE SWIMMING. One hour.**

A more advanced course, with technical instruction of the crawl strokes and advanced diving. P.E.W. 26 and 27, or their equivalent are prerequisites.

**30. INDIVIDUAL GYMNASTICS. One hour.**

Open only to those students bearing an admittance slip from the medical adviser. Individual work for individual needs will be given.

**31. FUNDAMENTAL GYMNASTICS. One hour.**

This course will present the different types of postural gymnastics. Special emphasis will be laid on flexibility, strength and agility exercises, stall bars, couple exercises, and rhythmic activities. The main emphasis of the course will be on correct posture and how to maintain it.

**ACTIVITY COURSES FOR MAJORS OF JUNIOR COLLEGE RANK**

The following classes are so arranged that juniors may take their work with the seniors without having taken the courses in junior practice. This has been done because at present the enrollment in the department is too small to warrant giving both courses each year. Juniors will take senior practice courses when offered. This arrangement may be changed to separate classes for each by the departmental staff at any time the need arises.

**36. FRESHMAN PRACTICE. Two hours.**

The work in P.E.W. 36 will be training in fundamental gymnastics. The course aims (a) to develop flexibility, strength and agility in the student; (b) to give the student a classification of exercises according to difficulty, progression, and parts of the body exercised.

**37. FRESHMAN PRACTICE. Two hours.**

This practice course is one in beginning folk dancing. The material in the course will depend largely on the previous training of the majors enrolled. The main purpose of the course is to familiarize the student with dances typical of each country, the chief characteristics of each, and to develop skill, rhythm and coordination in the student.

**38. SOPHOMORE PRACTICE. Two hours.**

This practice course presents material in beginning athletic and clog dancing. It will take up in its technic the threes, fives, and sevens. The exact material used depends on the ability of the student enrolled, but the dances chosen are especially adapted for use in the upper grades of the elementary school and the junior high school.

**39. SOPHOMORE PRACTICE. Two hours.**

The work of this course consists of tumbling, apparatus work, and pyramid building. The material will cover individual and group work on the mats, parallel bars and horse. The main purpose of the course will be to give such material as can be used in grades and high schools with the least possible equipment.

**50. THEORY OF PLAYGROUND ORGANIZATION. Two hours.**

This is a course outlined (a) to give knowledge of necessary playground material; (b) to study cost, amount and description of playground equipment; (c) to give outstanding age group characteristics; (d) to present methods of conducting small and large groups; (e) to promote leadership; (f) to present games for children of different ages.

**THEORY COURSES IN HEALTH EDUCATION FOR JUNIOR COLLEGE AND MAJOR STUDENTS****HYG. 1. PERSONAL HYGIENE (FOR WOMEN). Four hours.**

A first year course covering the essentials of personal hygiene. The aims are: to secure better personal health habits among teachers and to give methods of teaching better health habits in the public schools.

**HYG. 102. MATERIALS AND METHODS IN HEALTH EDUCATION. Two hours.**

The philosophy underlying various methods of teaching will be briefly considered. Texts and reference books will be examined. Opportunity will be given for each student to construct a teaching program to meet the needs of his situation.

## ACTIVITY COURSES FOR MAJORS OF SENIOR COLLEGE RANK

## 100. JUNIOR PRACTICE. Two hours. (Not given 1933-34)

Natural dancing. A continuation of beginning natural dancing with more advanced steps, more individual work, beginning scarf work, and more advanced exercises which require better coordination.

## 101. JUNIOR PRACTICE. Two hours. (Not given 1933-34).

Advanced natural dancing, continuation of natural dancing in regard to steps, fundamental exercises, and scarf work. A study of the dance will be made, such problems as the public performance will be stressed, how to teach beginning dancing and the study of progression, a presentation of dancing material, music themes, etc.

## 103. SENIOR PRACTICE. Two hours.

This course will discuss the characteristic figures and steps of different countries, give different types of character dances and present national dances of all countries.

## 104. SENIOR PRACTICE. Two hours.

This course is made up of the following two divisions:

(a) Advanced swimming for majors. Three days. The course consists of the different strokes of swimming, diving, life-saving and gives practice in the teaching of swimming. Time will be given to the thorough study of the different methods of instruction in swimming and diving. Students who have done exceptionally good work in P. E. W. 26 to P. E. W. 28 inclusive may enroll for this work with special permission from the instructor.

(b) Two days. This course deals with the theory of fundamental gymnastics. Programs will be made for different groups. Types of exercises will be discussed and opportunity will be given for practice teaching.

## 110. ADVANCED NATURAL DANCING. Two hours.

This course is offered for those people who are interested in advanced interpretation of dancing themes. Opportunity for original themes put to music will be stressed. If possible P. E. W. 100, 101, and 102, should be prerequisites.

## THEORY COURSES FOR PHYSICAL EDUCATION MAJORS OF SENIOR COLLEGE RANK

## 129. COACHING METHODS. Two hours.

This course is designed to meet the teaching needs of major and minor students of physical education for their activity groups. This course will consist of: (a) the theory and practice of advanced technics; (b) methods of organizing and presenting sport material; (c) participation in refereeing and officiating in actual games; (d) references from which students may find adequate material. The sports which will be presented for study are hockey, soccer, speedball, and basketball.

## 130. COACHING METHODS. Two hours.

This course is a continuation of P. E. W. 129. The material will be presented with the same aims in mind, but from the standpoint of baseball, track, tennis, and archery.

## 131. PAGEANTRY. Two hours.

This work is an elective course for majors and is designed to give an appreciation of the art as developed through motor activities. Pantomimes, pageants and festivals, stage lighting, costuming, and make-up will be discussed and opportunity given for practice in the above. Original work will be required.

## 132. THEORY OF INDIVIDUAL GYMNASTICS. Four hours.

The purposes of this course are: (a) to give the student a thorough knowledge of the values of posture and the faults of posture most commonly found in growing children; (b) to know deformities which appear in later life, their characteristics and treatment; (c) thorough study of the technic of massage, what it is used for and its results; (d) study the organization of corrective work in elementary, high school, and college; (e) how to organize a posture drive; (f) complete study of how to give thorough posture examinations.



**133. INDIVIDUAL GYMNASTICS APPLIED. Two hours.**

P.E.W. 132 prerequisite. A laboratory period which gives the student an opportunity to actually see and work with the different cases which comprise a corrective class.

**135. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION. Four hours.**

This course deals with (1) the play activities of man and physical education among civilized races in the light of their general progress; (2) the comparison of the formal and natural physical education program in the light of their aims, objectives, results, and their value in accordance with the modern philosophy of education; (3) the types of work to be included in the program; (4) the administration of such a program from the standpoint of building, grounds, equipment, and staff.

**136. PLAYGROUND SUPERVISION. Two hours.**

This course deals with the organization of play for all ages of children who stay on the school ground during the noon hour. An elective course.

**137. MATERIALS AND METHODS IN PHYSICAL EDUCATION. Four hours.**

Purposes: (a) to give the student training in methods of presentation of material to the various age groups; (b) characteristics of the different ages; (c) to give them knowledge of material which is suitable for the different grades; (d) to discuss the problem of the supervision of physical education; (e) to know how to prepare a general course of study for the average school system; (f) to give the student an opportunity to judge good teaching and to know how to self-criticise; (g) to give the student actual practice in teaching.

**SENIOR COLLEGE COURSES IN HEALTH EDUCATION FOR MAJORS****120. APPLIED ANATOMY. Four hours.**

This course deals with the structure of the human body and with the principles and mechanism of bodily movements. Most of the time will be spent on the application they have to physical education.

**121. APPLIED ANATOMY. Two hours.**

A continuation of 120.

**122. KINESIOLOGY. Two hours.**

This course deals with the action of muscles in exercises of different kinds. It deals with the bones as levers and the neuro-muscular system as power. The material is presented with special reference to the use of this system in acquiring and maintaining good posture and in its bearing on the correction of postural defects.

**223. RESEARCH FOR GRADUATE STUDENTS. Four hours.**

This course is taken by all candidates for the degree of Master of Arts during the first full quarter of regular graduate work, when research projects are conceived and started. It is a required seminar and conference course. The director of the Graduate School meets the graduate seminar four times each week and confers with individual students upon appointment. In seminar, the proper technic to be used in educational investigations and allied topics is considered, and opportunity is given each student to report upon and discuss the details of his research so far as time will permit.

**224. RESEARCH FOR GRADUATE STUDENTS. Four hours.**

This is the conference course offered to each graduate student during the second quarter of work on his research project by his major professor.

**225. RESEARCH FOR GRADUATE STUDENTS. Two hours.**

This course is a continuation of 224 during the third quarter of graduate work, when the student's research study is completed.

**SCIENCES**

The primary aim of the Department of Sciences is to prepare science teachers for the public schools of Colorado. It also endeavors to provide certain courses that are specifically designed to give students in other fields an adequate background for their professional work and to prepare them for the common activities of life.

Formerly the sciences were organized as special departments, the main purpose being to prepare teachers in some particular science. Investigations in the Rocky Mountain region and elsewhere, however, have shown that with the exception of the larger schools, the demand is for teachers of science rather than for teachers of any specific branch of it. Even in the north central states, where a denser population might be expected to demand specialization, it is found that about eighty-five per cent of the science teachers in secondary schools are required to teach two or more subjects.

In order to be prepared, then, to meet the demand of the public schools, the student who specializes in science, in addition to the professional core subjects listed on page 36, must take the following major:

Botany 21, 22, 23  
 Zoology 11, 12, 117  
 Biology 132  
 Chemistry 41, 42, 43, 47  
 Physics 61, 62, 63, 161  
 Professional Science 103, 104, 105

Students majoring in science are not required to take Science 3 and 4.

In addition to the above major, the student may follow one of two plans:

1. He may take an additional proficiency in science including courses from the various branches of the field
2. He may take an additional proficiency in either the biological or the physical sciences

In either of the above cases the program of courses must be approved by the head of the Department of Science.

The science courses combine both classroom studies and laboratory work whenever possible. It is only by concrete experiences with the actual materials of science and subsequent discussion that the student becomes most proficient in seeing objects in their proper relations, in thinking validly, and in reaching sound conclusions.

### UNSPECIALIZED SCIENCE COURSES

#### 1. ELEMENTARY SCIENCE. Four hours.

Required of Kindergarten, Primary, and Intermediate majors. Four hours class. Field trips as desired.

The course is designed for elementary school teachers and supervisors. It is essentially a content course with emphasis on the subject matter of science that is needed by elementary school teachers. Attention is given to the aims in teaching elementary science, methods of presentation, and ways of collecting, preserving, and using materials. Each unit of work includes field study.

#### 3. INTRODUCTION TO SCIENCE. Four hours.

Not required of science majors.

The purpose of this course is to introduce the student to science in such a way as to acquaint him with some of the general concepts which a teacher needs to know in the field of astronomy, physics, meteorology, and geology. An attempt is made to help the student to appreciate the nature of the universe in which he lives. The course is designed specifically to give a cultural and informational background to teachers specializing in other fields than science.

#### 4. INTRODUCTION TO SCIENCE. Four hours.

Not required of science majors.

This course is a continuation of Science 3. The material deals largely with biological concepts and threats of the origin of life, the plant and the animal body, ecology, evolution, heredity, vitamins, hormones, resistance to disease, improvement of plants and animals through the application of genetic laws. The course is designed to help the teacher in other fields

to understand and appreciate the living world of which he himself is a part.

5. SCIENCE OF HUMAN BEHAVIOR. Four hours.

This course is a continuation of Sci. 3 and 4. These two courses present the scientific facts covering the physical world and its plant and animal life. Sci. 5 does the same thing for man. In this course the student will get a fundamental understanding of man and his behavior. The course deals with such topics as man's efforts to explain his behavior, man's inheritance, the modification of man's behavior, the individual differences, abnormalities of behavior, mental health, and personality.

100a-200a. UNIT COURSES. One hour each. Summer quarter only.

### PROFESSIONAL SCIENCE COURSES

7. THE TEACHING OF GENERAL SCIENCE. (Formerly Unspecialized Science 51.) Four hours.

Four hours class; two hours laboratory.

This is primarily a professionalized course emphasizing the aims and the methods used in selecting and organizing the subject matter for a general science course. The student will be required to acquaint himself with appropriate textbooks; results of investigations made in the teaching field; and with the details of formulating units for a general science course of study.

103-203. PRINCIPLES OF SCIENCE INSTRUCTION. (Formerly Biology 131a.) Four hours.

This course is required of all science majors and considers the psychological principles and general philosophy underlying all science instruction. Much stress is laid upon the research literature in this field in an attempt to develop a general conception as to what objectives should be achieved in science teaching and how these aims may be realized.

104-204. THE TEACHING OF BIOLOGICAL SCIENCES. (Formerly Biology 131b.) Four hours.

This course is designed to acquaint the major in science with present trends in the field of high school biology, the generalizations and concepts that should be taught, and the subject matter necessary to develop these generalizations and concepts. Materials, texts, and reference books are considered, and the large units in a suggested course in high school biology are worked out. Methods of instruction are treated, together with laboratory equipment and supplies needed for successful work.

105-205. THE TEACHING OF THE PHYSICAL SCIENCES. (Formerly Chemistry 130a and Physics 130b.) Four hours.

This course is designed to acquaint the major in science with present trends in the teaching of high school physics and chemistry. Suggestive concepts and generalizations that should be taught are selected and both the subject matter and the activities of the students necessary to develop these concepts are worked out. The student is acquainted with the leading texts, laboratory procedures, supplies, and where materials may be obtained.

### ASTRONOMY

161. DESCRIPTIVE ASTRONOMY. Four hours.

Four hours class; field observations as desired.

This course gives an introduction to the old but always interesting science of astronomy. It makes the student familiar with the principal astronomical facts about the earth and the other planets and their satellites, enables him to find the principal constellations and to point out their most interesting features, and gives him a new respect for the greatness of this universe of which our little globe is so insignificant a part.

### BOTANY

21. GENERAL BOTANY. (Formerly Biol. 1.) Four hours.

Four hours class; three hours laboratory.

This is an elementary study of the structure and function of flowering plants and their relation to man. Students who can elect but one botany course for its cultural value are advised to take this one. The course includes a study of the structure, character, and functions of roots; the structure and functions of stems and their industrial applications, such as

the color of woods and grain in lumber; the nature and functions of leaves; and the relation of these plant parts to mankind. The whole aim of this course is to give students not only a scientific knowledge of the structure and function of our common plants, but also an appreciation of the large place which they hold in serving man and beautifying the earth.

**22. GENERAL BOTANY. (Formerly Biol. 2). Four hours.**

Four hours class; three hours laboratory.

This course includes a study of the Thallophytes and the Bryophytes. The blue green algae, the green algae, the brown algae, and the red algae are studied. Local forms are used when available. Field collections of material are made and cultures grown either in the laboratory or greenhouse. In the fungal group bread molds, yeasts, rusts, smuts, mushrooms, puffballs, and other forms, are considered. Type forms of liverworts and mosses are studied. Constant emphasis is placed upon the relation of the Thallophytes and the Bryophytes to man.

**23. GENERAL BOTANY. (Formerly Biol. 3). Four hours.**

Four hours class; three hours laboratory.

A study of Pteridophytes and Spermatophytes. Ferns, cycads, conifers, and flowering plants are studied. The first part of the course is designed to acquaint the student with these different groups of plants as to their structures, functions, and economic relations. As soon as the weather will permit, a large part of the work is done in the field where the student is taught how to identify plants by the use of a manual. The purpose of this is to prepare the student to become acquainted with the flowers and plants in the region where he may teach.

**121-221. PLANT PHYSIOLOGY. Four hours.**

Prerequisite, Botany 21.

Four hours class; four hours laboratory.

The purpose of this course is to give the student a working knowledge of such physiological activities as absorption, transpiration, the transpiration stream, photosynthesis, fat and protein synthesis, translocation, digestion, and respiration. The experimental method is largely employed and constant emphasis is placed upon the relation of these processes to ecology and plant production.

**126-226. BOTANICAL TECHNIC AND PLANT HISTOLOGY. Four hours.**

Prerequisite, Botany 21.

Three hours class; five hours laboratory.

A course in which the science of killing, staining, and making of botanical material into permanent slides is combined with the study of plant tissues. The tissues are studied as to origin, differentiation, and organization. Instruction in freehand methods is followed by a study of the paraffin method of preparing sections.

**127-227. SYSTEMATIC BOTANY. (Formerly Biol. 106). Four hours.**

Three hours class; four hours laboratory and field.

This course is carried on in the laboratory and field. Its purpose is to give the student a knowledge of the characteristics and relations of the different groups of flowering plants. It enables the student to use the botanical manual with ease and to classify plants with considerable facility. It is especially helpful to teachers of nature study and biology who wish to become better acquainted with the plants of any community. Great opportunity is given here for comparison of vegetation in the different climatic zones of northern United States and Canada to far polar regions by means of field trips into the alpine regions.

**130-230. GENERAL BACTERIOLOGY. (Formerly Biol. 120). Four hours.**

Four hours class; three hours laboratory.

This course treats of the morphology and classification of bacteria, yeasts, and molds, and their economic relation to man. Special emphasis is placed upon the effects of molds, yeasts, and bacteria upon foods and their disease producing effects in man.

## ZOOLOGY

**11. GENERAL ZOOLOGY. Four hours.**

Three hours class; four hours laboratory.

This is a beginning course which treats of the principles of structure and function, inter-relations of animals, geographical distribution and the origin and development of animal life. The following subjects will be studied: The history of the development of biological thought; the discov-

ery of protoplasm, its structure and function; classification of animals; the single celled organisms; theories of the origin of many-celled animals; and the forms up to and including the Arthropoda are studied. Methods of reproduction will be stressed during the study of these forms. Principles of animal organization will be emphasized.

12. GENERAL ZOOLOGY. Four hours.

Three hours class; four hours laboratory.

This study will be devoted to comparative structure and function of the vertebrates. Time will be given for a discussion of adaptation to environment and of the inter-relations of the vertebrates to a given environment.

13. BIRD STUDY. Four hours.

Four hours class; field trips arranged.

This course is intended to create interest in living things and to add to the appreciation of the natural environment. A study will be made of the birds of the vicinity and their relationship to large groups of birds. Means of identification in the field, food relations, seasonal distribution, migrational activities, the importance of protection, and their relation to man, will be emphasized. The course will close with a study of the means of attracting useful birds.

14. ECONOMIC ZOOLOGY. Four hours.

A survey of the animal kingdom with special emphasis on their relation to man and his progress in civilization. Special stress will be given to those forms that are a distinct disadvantage. Consideration will be given to methods of control and to artificial conditions in propagation. Throughout the entire course emphasis will be placed on conservation of wild life.

111-211. INVERTEBRATE ZOOLOGY. Four hours.

Prerequisites, Zool. 11 and 12 or equivalent.

Three hours class; four hours laboratory.

A study of the anatomy, physiology, and life history of a selected series of invertebrates. This course will provide a more complete series than Zool. 11 and a more detailed study will be made.

112-212. VERTEBRATE ZOOLOGY. Four hours.

Prerequisites, Zool. 11 and 12 or equivalent.

Four hours class; four hours laboratory.

A much more detailed study of selected types of the vertebrates than can be given in a general course. In addition to assigned readings, lectures and discussions on embryology, anatomy, and physiology of the entire group, the student is required to make careful dissection of a fish, an amphibian, a bird, and a mammal.

113-213 ZOOLOGICAL TECHNIC AND ANIMAL HISTOLOGY. Four hours.

Prerequisites, Zool. 11 and 12 or equivalent.

Three hours class; five hours laboratory.

A course in which the methods of fixing, staining, and preparing material for class use is combined with the study of the differentiation and organization of animal tissues. The student will have opportunity here to prepare material which will be of value for demonstration in high school teaching.

114-214. ELEMENTARY ENTOMOLOGY. Four hours.

Three hours class; four hours laboratory.

A study will be made of the more common insects of the region, their classification and life histories. Methods of collecting, mounting, and preparing insect material for study will be given attention. Students will be given opportunity to prepare a reference collection of the more common species. Field observations will constitute a part of the work. Lectures, discussions, assigned readings, and laboratory.

117-217. HUMAN PHYSIOLOGY. Four hours.

Three hours class; four hours laboratory.

The purpose of this course is to give the student a knowledge of how the body functions. The following subjects will be treated: digestion; circulation and heart activity; respiration; muscular activity, and glandular functions. As much as is possible, the student will be led to analyze his own bodily functions. The student will perform laboratory experiments to verify class discussion whenever possible.

**211. MORPHOLOGY OF THE VERTEBRATES. Four hours.**

Prerequisites, Zool. 11 and 12.

Four hours class; four hours laboratory.

A more detailed study of the systems of organs of the vertebrates from the comparative viewpoint. The student is expected to trace the differentiation of the organs and systems from the simple vertebrates to their complex condition in the mammals. Dissections will be made of amphioxus, the dogfish shark, cryptobranchus, and the cat. Lectures, discussions, library references, and laboratory.

**BIOLOGICAL SCIENCE****131-231. EVOLUTION (Formerly Biol. 100). Four hours.**

Four hours class.

The purpose of this course is to furnish the student with the facts and evidences that point toward gradual development of the universe and living things. Both inorganic and organic evolution will be studied. Some time will be devoted to a discussion of the various theories that attempt to explain and to refute the evolutionary idea.

**132-232. GENETICS AND EUGENICS (Formerly Biol. 101-201). Four hours.**

In the first half of this course the following topics are considered: The physical basis of heredity, the principles of gamete formation, fertilization, and the Mendelian laws; such modifications and extensions of the Mendelian laws as interacting factors, linkage, crossing over and interference, together with a study of sex inheritance, variation, and the question of the transmission of acquired characters.

In the second half, time is spent in the consideration of the inheritance of natural abilities and capacities, the present eugenic trend of the American people, how to eliminate the defective strains of germ plasm and what measures may be taken to preserve the superior strains. The educational implications of all these problems are constantly emphasized.

**CHEMISTRY****41. GENERAL CHEMISTRY (Formerly Chem. 1). Four hours.**

Three hours class; three hours laboratory.

The purpose of this course is (a) to give the student some knowledge of the more simple terms used in general chemistry; (b) to make the student acquainted with some of the properties of the more familiar elements and compounds in nature; (c) to arouse an interest in some of the commercial processes applied in the preparation of some of the most important utilities of life.

**\*42. GENERAL CHEMISTRY (Formerly Chem. 2). Four hours.**

Three hours class; three hours laboratory.

The purpose of the course is (a) to extend the student's knowledge of the common terms used in general chemistry; (b) to furnish the student a knowledge of the most important of the nonmetallic elements; (c) to get the student started in the practice of putting together symbols in writing formulas and balancing equations according to the theory of ionization.

**\*43. GENERAL CHEMISTRY (Formerly Chem. 3). Four hours.**

Prerequisites, Chem. 41 and 42.

Three hours class; three hours laboratory.

The course is aimed to afford a knowledge of the most common metallic elements and their important compounds, to make him acquainted with the relationships existing among these metallic elements, and to make him acquainted with their reactions with each other; to teach the student general principles involved in the separation of metals from their ores, and to make certain characteristic tests for the metals in their salts.

**47. QUALITATIVE ANALYSIS (Formerly Chem. 7). Two or four hours.**

Prerequisites, Chem. 41 and 42.

Two hours class; five hours laboratory.

The purpose of the course is to give the student a knowledge of the fundamental principles underlying the classification of the metals and non-metals into classes according to general group tests, and to give him practice in applying individual tests and thus identifying the different metallic and nonmetallic elements and groups.

\*Given also by correspondence.

48. QUALITATIVE ANALYSIS (Formerly Chem. 7b). Two or four hours. hours.

Prerequisites, Chem. 41, 42, and 47.

Two hours class; five hours laboratory.

The purpose of the course is to give the student a knowledge and training in making complete qualitative analysis of dry solid substances.

\*141-241. ORGANIC CHEMISTRY (Formerly Chem. 110). Four hours.

Prerequisites, six hours of Chem. 41 and 42.

Three hours class; three hours laboratory.

The purpose of this course is to acquaint the student with the manner of grouping the elements making up the organic compounds; to give the student practice in arranging symbols in a graphic way so as to show the structure of organic groups and organic molecules; to furnish the student with a knowledge of the relations of the simplest hydrocarbons to their important derivatives and of the relations existing among the different derivatives as they are built on one another and as they increase in complexity from the simplest up the series.

\*142-242. ORGANIC CHEMISTRY (Formerly Chem. 111). Four hours.

Prerequisites, six hours of Chem. 41, 42, and 141-241.

Three hours class; three hours laboratory.

This course deals with the benzene series of hydrocarbons and their derivatives. The purpose is to teach the student the fundamental principles related to this new and different structure, to make him acquainted with different classes of derivatives which can be built onto the benzene ring as a basis of a distinctive type of compounds.

144-244. QUANTITATIVE GRAVIMETRIC ANALYSIS. Four hours.

Prerequisites, Chem. 41, 42, 43, and 47.

This is laboratory and consultation course. The student works in the laboratory a double period per week for each hour's credit. The purpose of the course is to give the student training in the technic of accurate weighing and measuring; to develop a skill in the manipulation of apparatus; to cultivate a deeper knowledge of chemical reactions as far as ion concentrations, and solubility products are concerned, and to teach the student the methods of making the necessary calculations involved in weight relations existing in chemical reactions.

145-245. QUANTITATIVE VOLUMETRIC. Four hours.

Prerequisites, Chem. 41, 42, 43, and 47.

This is a laboratory and consultation course. The student works in the laboratory a double period per week for each hour's credit. The purpose of the course is to give the student training in the technic of accurate volume measuring; to develop a skill in the manipulation of apparatus; to cultivate a deeper knowledge of chemical reactions as far as ion concentrations, and end points are concerned, and to teach the student the methods of making the necessary calculations involved in volume relations existing in chemical reactions.

148-248. COLLOIDAL CHEMISTRY. Four hours.

Prerequisites, Chem. 41, 42, 43, and 47.

This course is designed to teach the student the fundamentals of the special types of substances which are classed as colloidal. It includes a study of the types of solutions and their properties, the phenomena of absorption and adsorption, osmosis and the behavior of such colloids as smokes, gels, and protoplasm. Emphasis is placed upon the biological aspect of the subject wherever possible.

149-249. BIOCHEMISTRY. Four hours.

Prerequisites, Chem. 41, 42, 43, and 47.

The chemistry of living things is one of the most important branches of study. This course is designed to teach the student the fundamental principles of the manufacture of foods by the plant and the physiological processes involved. A brief study of photosynthesis as applied to the building of foods by the plants is included. A thorough knowledge of organic chemistry is essential to a complete understanding of the material covered.

\*Given also by correspondence.

\*151-251. **PHYSIOLOGICAL CHEMISTRY** (Formerly Chem. 9-109). Four hours.

Prerequisites, Chem. 41 and 42, 141-241, and 142-242.

This course is designed for nurses, physical education majors, and home economics minors.

## GEOLOGY

156. **ELEMENTARY GEOLOGY** (Formerly Geog. 130). Four hours.

This course has as its purpose the study of those forces and processes that are and have been continually modifying the surface of the earth. Rocks reveal something of their past history, land forms tell their age and probable future. The work of the wind, rivers and the oceans are some of the topics considered. Volcanoes, glaciers and earthquakes are made to give up some of their secrets. This is a good foundation course for historical geology, science, and other courses in the field of geography. It is also valuable for those who expect to teach physical geography in secondary schools.

157. **HISTORICAL GEOLOGY** (Formerly Geog. 132), Four hours.

A course designed to give the third dimension of geography, time, and through it, an understanding of present topographic forms, and such outstanding phases as the coal period and the ice age as affect us so much culturally in the present.

## PHYSICS

61. **GENERAL COLLEGE PHYSICS** (Formerly Phys. 1). Four hours.

Three hours lecture; two hours laboratory.

This course is designed to acquaint the beginning student with the problems and methods in physics. A previous knowledge of the subject is not necessary. In the beginning quarter the subjects of displacement, velocity, force, statics, work, and energy are studied. A study of heat and its applications as well as the states of matter and the changes accompanying these changes is included. Every attempt is made to make the course as practical and as informative as is possible. The work consists of three lectures per week and one two-hour laboratory period.

62. **GENERAL COLLEGE PHYSICS** (Formerly Phys. 2). Four hours.

Prerequisite, Physics 61.

Three hours lecture; two hours laboratory.

This is a continuation of Physics 61. The work is devoted to a study of the elementary principles of electricity, magnetism, and an introduction into electro-magnetic radiations. The practical applications of the various phases of these subjects is stressed and their value in everyday life is pointed out. Both direct and alternating currents are studied in some detail with stress upon their production for use by the prospective teacher of physics. Three lectures with one two-hour laboratory period is required.

63. **GENERAL COLLEGE PHYSICS** (Formerly Phys. 3). Four hours.

Prerequisite, Physics 62.

Three hours lecture; two hours laboratory.

Physics 62 is a continuation of the general course and will take up a study of light and optics, radio waves and their production, television and its uses and applications. The modern theory of the production of electro-magnetic vibrations is studied in some detail. X-rays, cosmic rays, and sound conclude the quarter's work.

66. **HEAT AND MECHANICS**. Four hours.

Prerequisites, Physics 61, 62, 63.

Two hours lecture; four hours laboratory.

This is an advanced course in physics and presupposes a knowledge of beginning physics. It is a detailed study of mechanics and the properties of matter, a study of heat and its applications to practical affairs; the effect of heat upon the states of matter and upon the devices used in its measurement. The course will consist of two lectures per week with two two-hour laboratory periods in which the principles involved are proved and worked out.

\*Given also by correspondence.



**67. GENERAL ELECTRICITY. Four hours.**

Prerequisites, Physics 61, 62, 63.

Two hours lecture; four hours laboratory.

Through a study of this specific course in electricity the student is given a thorough knowledge of magnetism, static electricity, direct current electricity, and alternating current electricity. The practical uses of these is stressed wherever possible as well as the theory underlying their use.

**68. LIGHT AND SOUND. Four hours.**

Prerequisites, Physics 61, 62, 63.

Two hours lecture; four hours laboratory.

In the more detailed study of light and sound certain phases having to do with special aspects of them as well as a detailed study of the principles involved is necessary. Light in all its phases including refraction, reflection, dispersion, and a study of the spectrum are emphasized. Sound together with its related phenomena are stressed.

**69. THE PHYSICS OF MUSICAL INSTRUMENTS (Formerly Phys. 114). Four hours.**

A course offered primarily for music majors but available to anyone interested. The nature of sound and sound producing instruments as applied to music are studied. It consists of lectures, demonstrations, and illustrations of the principles involved. A brief study of acoustics, reproduction, and amplification is included. The course is non-technical in nature and no previous knowledge of physics is necessary.

**161-261. RADIO TRANSMISSION AND RECEPTION (Formerly Phys. 103 and 104). Four hours.**

Three hours lecture; two hours laboratory.

The first part of the course is a review of the principles of electricity and its application in producing the oscillating current needed in the transmission of the radio signal. Transmitting principles and circuits are discussed in some detail. The latter part of the course is given over to the principles of the receiving and reproduction of the radio signal as applied in the modern sets and in the television.

**163-263. PHOTOGRAPHY AND PHOTOCHEMICAL PHENOMENA (Formerly Phys. 118). Four hours.**

Two hours lecture; four hours laboratory.

The principles underlying the taking of photographs and their subsequent development and printing to make the finished picture are discussed. Practice is given in taking, analyzing pictures, and the making of lantern slides in the laboratory and dark room. The action of light in causing physical and chemical changes is discussed in some detail. While a previous knowledge of physics is not necessary it will aid the student to a better understanding of the subject.

**164-264. MODERN PHYSICS (Formerly Phys. 107). Four hours.**

Prerequisites, Physics 61, 62, 63.

This course is a popular review of the development in the field of physics beginning with 1895. It will consist of illustrated lectures and demonstrations and will involve the study of radio activity, the nature and structure of the atom, space, time, and gravitation. It will include a review of the literature in the field of modern physics.

**165. INDIVIDUAL STUDIES IN PHYSICS. Hours of credit depend upon amount of work done.**

For undergraduate students.

**166-266. X-RAYS, COSMIC RAYS, AND ULTRA-VIOLET RADIATIONS. Four hours.**

Prerequisites, Physics 61, 62, 63.

Three hours lecture; two hours laboratory.

This course consists of lectures and lecture demonstrations in the study of these radiations together with the fundamental properties and uses of each. Considerable attention is given to the application of X-rays and the ultra-violet to modern life and includes the making of pictures with the X-rays and a study of the structure of crystals. The student is given ample opportunity to exercise his adeptness in the various techniques involved.

167-267. PHYSICS OF THE AUTOMOBILE AND OF THE AIRPLANE. Four hours.

Two hours lecture; four hours laboratory.

This course is a non-technical discussion and study of the internal combustion engine, its use in the automobile, and how the automobile has been built to stand everyday usage. The airplane is studied from the standpoint of the physics involved. The types of engines, their structure, the construction of the plane, and why it flies are discussed. No attempt is made to teach flying or to make pilots but rather to give the fundamentals of the ground work. This is designed to give this information to industrial arts majors and to others interested.

### SCIENCE RESEARCH COURSES

222. INDIVIDUAL STUDIES IN BOTANY, CHEMISTRY, PHYSICS, ZOOLOGY, OR PROFESSIONAL SCIENCE. Two or four hours.

223. RESEARCH FOR GRADUATE STUDENTS. Four hours.

This course is taken by all candidates for the degree of Master of Arts during the first full quarter of regular graduate work, when research projects are conceived and started. It is a required seminar and conference course. The director of the Graduate School meets the graduate seminar four times each week and confers with individual students upon appointment. In seminar, the proper technic to be used in educational investigations and allied topics is considered, and opportunity is given each student to report upon and discuss the details of his research so far as time will permit.

224. RESEARCH FOR GRADUATE STUDENTS. Four hours.

This is the conference course offered to each graduate student during the second quarter of work on his research project by his major professor.

225. RESEARCH FOR GRADUATE STUDENTS. Four hours.

This course is a continuation of 224 during the third quarter of graduate work, when the student's research study is completed.

### SOCIOLOGY

This department offers courses in two related fields, namely, sociology and anthropology. Fundamentally, the school is a social agency and those who direct its activities are social servants, the agents of society. This certainly makes clear the fact that workers in education should have accurate knowledge of the science of society, and should know the relation and application of this science to education. One of the bases upon which safe leadership in educational theory and practice rests is this knowledge.

#### A FOUR-YEAR CURRICULUM IN SOCIOLOGY

In addition to the core subjects listed on page 36, the following courses are required of majors in this department: Soc. 125, 130, 145, 150, 160, 165, 170, and 185. Geog. S; Biol. 132; Ed. 116, 126, and 141 (for men); Hist. 208 or 209.

Sociology majors are required to elect two minors each of which consists of twenty-four quarter-hours. These minors should be determined as early as possible and in conference with the department head, whose approval is necessary.

The department is anxious to place itself at the service of every department of the College. To this end, a series of sequences in both sociology and anthropology is suggested for the consideration of (1) department heads who want their majors to present one or more sequences in these fields and (2) students who want to minor in these fields or to elect one or more sequences in them. Each of the four sequences consists of twelve quarter-hours of credit, is open to senior-college and graduate students, and runs sequentially through a single college year of three quarters.

## SEQUENCE I

1. Sociology 105
2. Sociology 125-225
3. Sociology 185-285

## SEQUENCE II

1. Sociology 105
2. Sociology 160-260
3. Sociology 165-265

## SEQUENCE III

1. Sociology 105
2. Sociology 145-245
3. Sociology 150-250

## SEQUENCE IV

1. Sociology 130-230
2. Sociology 135-235
3. Sociology 140-240

**\*1. INTRODUCTION TO SOCIOLOGY. Four hours.**

Required of all first year students.

This course is an elementary study of social principles with the view to setting forth the nature of ongoing human society, to stimulating the student's interest in his own community and those closely related to it, to sharpening his powers of social observation and to introducing him to the tools of social analysis.

**50. THE HOME AND FAMILY RELATIONSHIPS. Four hours.**

The purpose of this course is to discuss the fundamental problems of family life as influenced by the organization and administration of the modern home as contrasted with earlier homes. Some case studies of causes and effects in family stability and instability.

**55. CHILD CARE AND CHILD WELFARE. Four hours.**

Aims: (1) to give an appreciation of the significance and responsibilities of parenthood; (2) to give a subject matter foundation for the physical care of infants and children; (3) to point out the larger social aspects of the child welfare movement; (4) to discuss methods for conducting child welfare work in home, school, and community.

**60. THE EDUCATION OF THE CONSUMER. Four hours.**

A course presenting some of the everyday problems of the consumer, and suggested solutions to these problems, both from current literature and from investigations made by various agencies. The personnel of the class will determine somewhat the line of study to be followed.

**\*90. THE SOCIOLOGY OF RURAL LIFE. Two hours.**

This course presents rural life as a phase of the general social life. The social situation in rural America is treated from the standpoint of its striking complexities.

**95. THE SOCIOLOGY OF URBAN LIFE. Two hours.**

Urban sociology is a study of the conditions and trends in modern city life. This course attempts to find the underlying and unifying principles by means of which all that is most significant in urban movements may be correlated.

**100-200. CURRICULUM SEMINAR MAKING COURSES OF STUDIES IN THE SOCIAL SCIENCES. Four hours.**

This course presupposes an unified and integrated program of studies in history, political science, geography, sociology, and economics from the elementary school to the junior college, inclusive, and seeks to lay the ground work for a social-studies curriculum.

**103-203. THE SOCIOLOGY OF WORLD RELATIONS. Four hours.**

In this course, emphasis is given to the process of social interaction as it applies to the world family of national groups. Forces and movements that contribute to desirable social interaction among nations as well as those that defeat desirable social interaction are given systematic study.

**104-204. CURRENT ECONOMIC TRENDS. Two hours.**

This course makes an analysis of man's present-day economy and sets forth the significant trends and movements of modern industry.

**\*105. PRINCIPLES OF SOCIOLOGY. Four hours.**

Required of all juniors and seniors.

This course treats in detail the major sociological concepts and presents a study of processes and principles of social living. It emphasizes the scientific point of view in dealing with social phenomena.

\*Given also by correspondence.

**110-210. THE SOCIOLOGY OF CRIME. Four hours.**

Scarcely any problem in America deserves more searching analysis than that of crime and the criminal. This course utilizes scientific data on the drives of the organism, emotion, intelligence, psychopathic personality as well as on race, sex, age, heredity and attitudes. The machinery of justice is given attention.

**118-218. ETHICS AND RELIGION. Two hours.**

Historical survey of the relation of religion to ethics with particular reference to the development of Christian ethics. An effort will be made to evaluate factors in the life of today that are of significance to ethics and to religion, with special reference to the implications for education.

**119-219. CURRENT TRENDS IN RELIGIOUS THOUGHT. Two hours.**

This course will include a brief survey of the changes in the religious thought of the past twenty-five or thirty years, followed by a consideration of current religious movements such as fundamentalism, liberalism, humanism, the Barthian movement in Germany, etc., with a consideration of the factors in the social and intellectual life of today that influence such movements.

**120-220. CONTEMPORARY RELIGIONS. Four hours.**

A study of the world's principal living religions, such as Buddhism, Confucianism, Hinduism, Mohammedanism, and Christianity, with due attention to their founders, principal doctrines, rites, and ceremonies.

**\*125-225. MODERN SOCIAL PROBLEMS. Four hours.**

This course embodies the critical consideration of significant social problems arising through all sorts of factors. It attempts to throw a helpful light upon both the causes and the possible amelioration of mal-adjustments.

**130-230. GENERAL ANTHROPOLOGY. Four hours.**

A general and comparative elementary study of primitive peoples, their physical characteristics, beliefs, customs, arts, industries, forms of government, and religion.

**135-235. THE ORIGIN, DEVELOPMENT AND ANTIQUITY OF MAN AND HIS SUPERSTITION. Four hours.**

A presentation of the knowledge that has been accumulated with respect to early man and the earlier human cultures, with such scientific inferences as seem to be warranted by the facts thus far discovered.

**140-240. EARLY CIVILIZATION IN EUROPE AND AMERICA. Four hours.**

A study of the peopling of Europe and of North and South America, devoting particular attention to the early civilization of the Peruvians, Mexicans, and the Southwest Indians of the United States.

**145-245. SOCIAL EVOLUTION. Four hours.**

How the society of today has developed, the causes or conditions that have produced such development, a description of social life at its various levels, and a study of the means and methods whereby its further development may be hastened and directed.

**150-250. RACES, RACE CONTACTS AND PROBLEMS. Four hours.**

The origin, development, distribution and differentiation of races, their chief characteristics; the effects of race contact and the problems arising from it; the question of race inferiority; the Nordic question, etc.

**155-255. THE SOCIAL THEORY OF EDUCATION. Four hours.**

A philosophy of education based upon the doctrine of organic, psychic, and social evolution. It compares the aim of educational effort, the school as a social instrument, and the relation of education to social progress.

**\*160-260. HUMAN PERSONALITY AND SOCIAL BEHAVIOR. Four hours.**

This course gives critical attention to the social attitudes and to their development and modification under social pressure. Significant patterns of group behavior and the interactions of individuals and groups are treated. Attention is also given to the implications of social psychology for modifications in education.

**\*165-265. THE SOCIOLOGY OF THE FAMILY. Four hours.**

This course treats of the development of the family as a social institution. Its changed status in present-day social economy is discussed from

\*Given also by correspondence.

several points of view. Its significance to society in socializing the individual and fixing those major attitudes which determine his social adjustment is emphasized.

**\*170-270. THE SOCIOLOGY OF THE SCHOOL. Four hours.**

In this course an attempt is made to relate the principles of sociology to the problems of education. A study is made of the bearing of certain sociological concepts on educational theory and practice. School problems are treated from the social and sociological point of view.

**175-275. THE SOCIOLOGICAL ASPECTS OF PATRIOTISM, PEACE, AND WAR. Four hours.**

An attempt is made to conduct the student through a scientific study of the subjects mentioned, stressing the benefits as well as the evils of war, the effects of peace and the proposed methods of securing it, and the kind of patriotism that should be taught in the schools

**180. THE HISTORY OF SCIENCE. Four hours.**

The story of the origin and development of science, its nature, methods, great discoveries, dramatic episodes, leading promoters, contributions to progress, and its relations with philosophy and religion.

**185-285. THEORIES OF SOCIAL PROGRESS. Four hours.**

An analysis, interpretation, and evaluation is made in this course of significant theories of social progress. Attention is given to the principle of social amelioration. Each student works out his own criteria of social progress.

**190-290. SOCIOLOGICAL CONCEPTS AND THEORIES. Four hours.**

This is a course in which attention is given to significant concepts and theories in sociology. Important contributions to sociological literature are analyzed to set forth the content of sociology as a science.

**195-295. ACHIEVEMENTS IN SOCIOLOGICAL RESEARCH. Four hours.**

Hope for the advancement of sociology lies in the testing of sociological principles by a patient accumulation of observed data, scientifically classified and generalized. This course deals with such reliable technics as are available for the collection and the treatment of data in social research.

**222. INDIVIDUAL STUDIES IN SOCIOLOGY. Two or four hours.**

**223. RESEARCH FOR GRADUATE STUDENTS. Four hours.**

This course is taken by all candidates for the degree of Master of Arts during the first full quarter of regular graduate work, when research projects are conceived and started. It is a required seminar and conference course. The director of the Graduate School meets the graduate seminar four times each week and confers with individual students upon appointment. In seminar, the proper technic to be used in educational investigations and allied topics is considered, and opportunity is given each student to report upon and discuss the details of his research so far as time will permit.

**224. RESEARCH FOR GRADUATE STUDENTS. Four hours.**

This is the conference course offered to each graduate student during the second quarter of work on his research project by his major professor.

**225. RESEARCH FOR GRADUATE STUDENTS. Two hours.**

This course is a continuation of 224 during the third quarter of graduate work, when the student's research study is completed.

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\*Given also by correspondence.



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## PROFESSIONAL READING

The following publications, for the most part written by members of the faculty of Colorado State Teacher College, are on sale by the Department of Publications.

A SYSTEM OF SCHOOL RECORDS AND REPORTS FOR SMALLER CITIES — <i>H. S. Ganders, Ph.D.</i> Cloth—198 pp.....	\$1.50
CONDUCT OF STUDENT TEACHING IN STATE TEACHERS COLLEGES — <i>W. D. Armentrout, Ed.D.</i> Cloth—220 pp..... (3rd Edition)	\$2.00
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HANDBOOK OF CURRENT ENGLISH USAGE — <i>Robert C. Pooley, A.M.</i> Paper—60 pp.....	.25

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**DEPARTMENT OF PUBLICATIONS**  
Colorado State Teachers College  
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**COLORADO STATE TEACHERS COLLEGE**

**I**S a Class A member of the American Association of Teachers Colleges and of the North Central Association of Colleges and Secondary Schools.



*Office copy*

**COLORADO STATE TEACHERS COLLEGE  
BULLETIN**

**PROGRAM OF COURSES  
FOR THE  
FALL, WINTER, AND SPRING QUARTERS  
1933-1934**

(Supplement to Series XXXIII, Number 3)

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THE LIBRARY

**COLORADO STATE COLLEGE OF EDUCATION  
GREELEY, COLORADO**

## I. TEMPORARY REGISTRATION

Freshman temporary registration will take place Monday, September 25, in Gunter Hall. Other undergraduates and also graduate students will register Tuesday, September 26. In each case registration will begin promptly at 8:00 A.M., and will be closed by announcement. Most registrations will be completed by noon, hence it is advisable to appear early. Students appearing after 4:00 P.M. will be considered late and subject to the late registration fee of \$1.00.

Assemble according to direction of the registrar in the main gymnasium and remain seated until called to the registration room. While waiting, fill out the Personal Data Card with PEN and present it when requested to do so.

All Temporary Enrollment Cards must be signed as follows:

- a. Freshmen schedules by the director of personnel department or a counselor appointed by him.
- b. Candidates for the Rural Certificate by Mr. Hargrove.
- c. Candidates for the Limited Certificate (except rural) the Elementary Certificate and Elementary Majors by Dr. McCowen.
- d. Candidates for the Bachelor of Arts Degree by head of major department.
- e. Candidates for the Master of Arts Degree by Dr. Whitney and major professor.
- f. Unclassified students by Mr. Carson.

Show your Temporary Enrollment Card as you leave the registration room. All students except freshmen will receive an appointment for a health examination before leaving the registration room. The Temporary Enrollment Card will admit to classes until the close of permanent registration. Have each teacher sign the Temporary Enrollment Card at the first recitation.



## II. PERMANENT REGISTRATION

Freshmen will complete permanent registration on Friday, September 29, and all other students on Monday and Tuesday, October 2 and 3. Registrants making this exchange after 4:30 P.M. of the final dates will be charged \$1.00 late fee. **DO NOT CHANGE A TEMPORARY PROGRAM WITHOUT CONSULTING YOUR COUNSELOR.**

## III. GENERAL INSTRUCTIONS

1. **Quarter Load**—The normal load for freshmen and sophomores is seventeen hours, which must include an activity course; for all other students sixteen hours. If additional hours are desired, make petition as indicated below:

Freshmen .....	Dr. Heilman
Other undergraduates .....	Mr. Carson
Graduate students .....	Dr. Whitney

Petition should be made **BETWEEN** temporary and permanent registration. (See "Student Load" page 32 of the Year Book for basis of extra hours). Register for a normal load only at temporary registration.

## IV. MATRICULATION—Matriculation includes:

1. Payment of \$5.00 fee before permanent registration
2. Filing an acceptable High School transcript (Freshmen must furnish personal record also)
3. Three tests are required:
  - a. American Council Psychological Test (Thurstone)
  - b. Elementary Test
  - c. English Test
4. A health examination by a college physician required annually.

5. Photograph (See Mr. Shaw, Cranford 2).

Freshmen MUST have photographs made according to schedule, all other matriculating students MUST have photographs made before permanent registration is completed, otherwise an additional fee of \$1.00 will be charged.

Note: Students transferring from other colleges must present a transcript from each school. These matters must be taken care of before the student is allowed to register permanently. Unclassified students are held for these requirements.

V. LATE ENTRANCE TO CLASSES

Our plan of temporary registration is not in any sense a license for a student to remain away from classes. Accordingly, students who enter classes after the first recitation will be considered late registrants and shall not be accepted by the teacher without the registrar's approval, which must be secured in writing.

VI. WITHDRAWAL FROM COURSES

After a subject is entered on the permanent schedule card in the registrar's office it is considered a registration. If a student fails to enter a class or neglects to formally arrange, in the office of the registrar, to withdraw from a course thus registered, the grade MUST be certified by the teacher as F. The permanent schedule must be a correct listing of courses in progress at any given time.

VII. ASSEMBLY ATTENDANCE

Attendance at assembly on Wednesday at eleven is required. Students having an unsatisfactory attendance record any quarter will receive one negative hour of credit. Two or more unexcused absences constitute unsatisfactory attendance. Excuses are obtained from the deans' offices. In addition to the all-college assembly, freshmen will be required to attend freshman assembly when called on Friday at one o'clock.

## Program for the Three Quarters

**NOTE:** In cases where this Program is not in accord with information in the Year Book, the student should follow the program. Classrooms not designated in the program will be assigned on registration day. DO NOT ATTEMPT to make up your program until you have read carefully the pages immediately preceding and special instructions to be supplied on registration day.

### FALL QUARTER, 1933

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
8:00—8:50					
Art 3a	Introduction to the Study of Art	MTThF	4	Baker	Guggenheim 200
Art 16-116	Composition and Freehand Drawing	MTWTh	4	Stinchfield	Guggenheim 203
Art 111	Industrial Arts Methods	MTThF	4	Moore	Guggenheim 204
Com. Ed. 1	Shorthand I	MTThF	4	Bedinger	Cranford 202
Ed 8	Language Arts—Intermediate Grades	MTWTh	4	Lehr	Kepner 12
Ed. 31	Agriculture for Teachers in Rural Schools	MTThF	4	Hargrove	Cranford 208
Ed. 142-242	School Administration (First course)	MTThF	4	Troxel	Cranford 203
Ed. 175	Elementary Statistical Methods	MTWTh	4	Heilman	Cranford 205
Ed. 192-292	Student Teaching and the Professional Education of Teachers	MTWTh	4	Davis	Gunter 203
Eng. 36	American Literature	MTThF	4	Lindou	Crabbe 302
Eng. 41	An Outline of Literature	Daily	4	Cross	Crabbe 301
Eng. 121	Literature for the Elem. School	MTThF	4	Tobey	Crabbe 305
For. Lang. 131	The Teaching of Romance Languages	MTThF	4	Mulroney	Crabbe 207
Hist. 5	Early Modern Europe	MTWTh	4	Zimmerman	Cranford 214
Hist. 208	The American Revolution	MTWTh	4	Dickerson	Cranford 104
Home Ec. 3	Dress Appreciation	TWThF	4	Roudebush	Crabbe 304
Ind. Ed. 8a	Art Metal I (Lab. by appt.)	MTThF	4	Carter	Guggenheim 101
Ind. Ed. 14	Care and Management (Lab. by appt.)	MTWTh	4	Foulk	Guggenheim 1
Ind. Ed. 31	Elements of Printing I (Lab. by appt.)	MTWTh	2-4	Bishop	Kepner 4
Ind. Ed. 33	Principles of Printing Design (Lab. by appt.)	MTWTh	2-4	Kepner 4	Kepner 4
Ind. Ed. 41	Elem. Bookbinding and Leathercraft (Lab. by appt.)	MTWTh	4	Schaefer	Guggenheim 100
Ind. Ed. 44	Intermediate Bookbinding and Leathercraft (Lab. by appt.)	MTWTh	4	Schaefer	Guggenheim 100
Math. 107	Teaching Junior High School Math.	MTThF	4	Finley	Cranford 210
Mus. 5	Harmony	MTWTh	4	Thomas	Conservatory 6
Mus. 9	Principles of Musical Education	TTh	2	Collins	Kepner 2
P.E.M. 1	Speedball and Touchball	MWF	1	Davis	Field

FALL QUARTER, 1933—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
P. E. W. 12	Soccer	MWF	1	New	Gunter 107
P. E. W. 137	Materials and Methods in Physical Education	TWThF	4	Springer	Gunter 205
Phys. 61	General College Physics (Lab. W.3-5; T.Th.1-3)	MTTh	4	Herman	Crabbe 106
Sci. 1	Elementary Science	MTWTh	4	Lammel	Cranford 301
Sci. 3	Introduction to Science	MTWTh	4	Jean	Cranford 300
Zool. 114-214	Elementary Entomology (Lab. by appt.)	MTWTh	4	Harrah	Cranford 304
<b>9:00—9:50</b>					
Art 101	Figure Drawing	MTWTh	4	Stinchfield	Guggenheim 203
Art 103b	Advanced Composition	MTWTh	4	Stinchfield	Guggenheim 203
Bot. 21	General Botany (Lab. T.1-3, Th.3-5, F.1-5)	MTWTh	4	Jean	Cranford 302
Com. Ed. 11	Typewriting I	TWThF	4	Knies	Cranford 213
Com. Ed. 150	Accounting I	MTWTh	4	Colvin	Cranford 202
Ed. 1	Introduction to Education	Daily	4	Troxel	Cranford 203
Ed. 4	Social Arts—Primary and Intermed. Grades—Rural Majors	MTThF	4	Van Meter	Kepner 2
Ed. 55	Pre-Teaching Observation-Elem. School	MTWTh	4	Davis	Gunter 203
Ed. 76	Psychology of Learning	MTWTh	4	McCowen	Cranford 207
Ed. 116	Secondary Education	MTWF	4	Wrinkle	Gunter 205
Ed. 180	Curriculum of Religious Education	MT	2	Wilson	Gunter 103
Ed. 181	Current Tendencies in Religious Education	WTh	2	Wilson	Gunter 103
Eng. 41	An Outline of Literature	Daily	4	Cross	Crabbe 301
Eng. 132	The Development of the Novel	MTThF	4	Lindou	Crabbe 302
Eng. 147	Shakespeare's Comedies	MTThF	4	Tobey	Crabbe 305
Hist. 1	Foundation of American Nationality	MTWTh	4	Dickerson	Cranford 104
Hist. 26	The Expansion of European Civilization in Modern Times	TWTh	4	Zimmerman	Cranford 214
Home Ec. 20	Nutrition (For Men)	MTThF	4	Pickett	Crabbe 207
Hyg. I	Indiv. and Social Hygiene (Men)	MTThF	4	Davis	Gunter 201
Ind. Ed. 10	Principles of Drafting (Lab. by appt.)	MTThF	4	Carter	Guggenheim 101
Lib. Sci. 103	Classification and Cataloging	Daily	4	McKinstry	Library 6
Math. 50	Informational Mathematics	MTThF	4	Finley	Cranford 210
Mus. 45	Orchestral Instruments (Reeds and brass)	MTWTh	2	Opp	Conservatory 14
Mus. 45	Orchestral Instruments (Strings)	MTWTh	2	Thomas	Conservatory 14
P. E. M. 10	Playground Baseball	MTTh	1	Brown	Field
P. E. W. 13	Beginning Tennis	MWF	1	New	Gunter 107

FALL QUARTER, 1933—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
Phys. 66	Heat and Mechanics (Lab. by appt.)	MTWTh	4	Herman	Crabbe 106
Sci. 3	Introduction to Science	MTWTh	4	Harrah	Cranford 300
Soc. 1	Introduction to Sociology	MTWTh	4	Bell	Cranford 208
Soc. 160-260	Human Personality and Social Behavior	TWThF	4	Blue	Cranford 205
Span. 1	Elementary Spanish	MTThF	4	Mulroney	Crabbe 306
<b>10:00—10:50</b>					
Art 1	Art Appreciation	MTThF	4	Baker	Guggenheim 200
Art 5-105	Water Color Painting	WTh	2	Stinchfield	Guggenheim 203
Art 120	Oil Painting	MT	2	Stinchfield	Guggenheim 203
Chem. 141	Organic Chemistry (Lab. by appt.)	MTTh	4	Bowers	Crabbe 102
Com. Ed. 37	Business Mathematics	MTThF	4	Bedinger	Cranford 202
Com. Ed. 100	Principles of Economics	MTWTh	4	Colvin	Cranford 207
Ed. 1	Introduction to Education	Daily	4	Troxel	Cranford 203
Ed. 30	The Rural Teacher's Problems	MTThF	4	Hargrove	Gunter 205
Ed. 76	Psychology of Learning	MTWTh	4	McCowen	Cranford 205
Ed. 110-210	Improvement of Instruction—Spelling and reading	TWThF	4	McKee	Cranford 205
Eng. 12	Oral Expression	MTWTh	2	Fatherson	Kepler 12
Eng. 41	An Outline of Literature	Daily	4	Cross	Kepler 209
Eng. 131	The Short Story	MTThF	4	Hawes	Crabbe 301
Geog. 199	Conservation of National Resources	MTWTh	4	West	Crabbe 302
Hist. 27	History of Education and its Relation to Western Civilization	MTWTh	4	Mahan	Gunter 203
Hist. 205	Medieval Life and Institutions	MTWTh	4	Zimmerman	Library 1
Home Ec. 22	Foods and Cookery (Double period)	MTThF	4	Pickett	Crabbe 202
Hyg. 1	Personal Hygiene (Women)	MTWTh	4	Byson	Gunter 201
Ind. Ed. 7	Teaching Problems in Indus. Educ.	ThF	2	Hutchcroft	Guggenheim 101
Ind. Ed. 31	Elements of Printing I	MTWTh	2-4	Bishop	Kepler 4
Ind. Ed. 42	Elem. Bookbinding and Leathercraft	MTWTh	4	Schaefer	Guggenheim 100
Ind. Ed. 124	Machine Work (Lab. by apt.)	MTWTh	4	Fouk	Guggenheim 1
Ind. Ed. 132	Advanced Theory and Practice in Printing I	MTWTh	2-4	Bishop	Kepler 4
Ind. Ed. 144	Adv. Overview in Binding and Leatherwork	MTWTh	4	Schaefer	Guggenheim 100
Latin 1	Elementary Latin	MTThF	4	Gibert	Crabbe 305
Math. 9	Analytic Geometry	MTWTh	4	Mallory	Cranford 301
Math. 200	Advanced Calculus	MTThF	4	Finley	Cranford 210
Mus. 120	History of Ancient and Medieval Music	MTWTh	4	Cline	Conservatory 14

FALL QUARTER, 1933—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
P.E.M. 15	Plays and Games	MWF	1	Hancock	Field
P.E.W. 31	Fundamental Gymnastics	TThF	1	Tenney	Gunter 107
P.E.W. 103	Senior Practice	MTWTh	2	Cave	Gunter 202
Phys. 163-263	Photography and Photo Chemical Phenomena (Lab. by appt.)	MTWTh	4	Herman	Crabbe 106
Pol. Sci. 101	Government of the United States	MTWTh	4	Dickerson	Cranford 104
Sci. 3	Introduction to Science	MTThF	4	Robertson	Cranford 300
Sci. 5	Science of Human Behavior	TWThF	4	Wait	Cranford 1
Sci. 103-203	Principles of Science Instruction	MTWTh	4	Jean	Cranford 302
Soc. 1	Introduction to Sociology	MTWTh	4	Bell	Cranford 208
Soc. 105	Principles of Sociology	TWThF	4	Blue	Cranford 214
<b>11:00—11:50</b>					
Art 1	Art Appreciation	MTThF	4	Baker	Guggenheim 200
Art 113	Industrial Arts Methods for Kindergarten-Primary	MTThF	4	Moore	Guggenheim 204
Chem. 41	General Chemistry (Lab. by appt.)	MTTh	4	Bowers	Crabbe 102
Com. Ed. 40	Elementary Principles of Investments	MTThF	4	Bedinger	Cranford 202
Com. Ed. 212	Problems in Commercial Education	MTThF	4	Colvin	Cranford 207
Ed. 8	Language Arts—Intermediate Grades	MTThF	4	Luzmoor	Cranford 203
Ed. 26	Psychology of Learning for Rural Teachers	MTThF	4	Hargrove	Cranford 208
Ed. 195-295	Philosophy of Education	MTThF	4	Armentrout	Cranford 214
Eng. 13	Story Telling	MTThF	4	Tobey	Crabbe 305
Eng. 38	A Survey of Eng. Literature (700-1625)	MTThF	4	Hawes	Crabbe 301
French 5	Intermediate French	MTThF	4	Mulroney	Crabbe 302
Geog. 151	Regional Geography of English Speaking America	MTThF	4	West	Gunter 203
Math. 5	General Mathematics	MTThF	4	Mallory	Cranford 210
Mus. 2	Sight Singing	MTThF	2	Thomas	Conservatory 6
Mus. 25	An Outline of Music	MTThF	4	Mohr	Kepler 12
P.E.M. 3	Gymnastics	MF	1	von den Steinen	Gunter Hall
P.E.M. 5	Tennis	MTTh	1	Butler	Courts
P.E.M. 50	First Aid	TTh	2	von den Steinen	Gunter 205
P.E.M. 125	Physiology of Exercise	MTThF	4	Davis	Gunter 201
P.E.M. 165	Football Coaching	MTThF	4	Hancock	Gunter 103
P.E.W. 1	Clog and Athletic Dancing	MTTh	1	Cave	Gunter 202
P.E.W. 11	Plays and Games	MTTh	1	New	Gunter 107
Sci. 3	Introduction to Science	MTThF	4	Robertson	Cranford 300
Soc. 50	Home and Family Relations	MTThF	4	Roudebush	Crabbe 304

FALL QUARTER, 1933—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
<b>1:00—1:50</b>					
Com. Ed. 15	Business Reports and Compositions	MTThF	4	Bedinger	Cranford 207
Ed. 56	Pre-Teaching Observation—Secondary School	MTWTF	4	Wrinkle	Cranford 203
Ed. 162	Creative Education	MTWTh	4	Lyford	Kepner 13-
Eng. 41	An Outline of Literature	Daily	4	Tobey	Crabbe 301
Eng. 109	Advanced Composition	MTThF	4	Lindou	Crabbe 302
Eng. 112	Children's Theater	MTWTh	4	Fatherson	Kepner 209
French 205	18th Century French Literature	MTThF	4	Gibert	Crabbe 305
Hist. 25	Contributions of the Ancient and Medieval World to Mod. Civilization	TWTh	4	Zimmerman	Cranford 214
Hist. 102	Ancient Social History	MTWTh	4	Zimmerman	Cranford 214
Ind. Ed. 1	Constructive Woodwork (Lab. by appt.)	MTWTh	4	Foulk	Guggenheim 1
Ind. Ed. 44	Intermed. Bookbinding and Leathercraft (Lab. by appt.)	MTWTh	4	Schaefer	Guggenheim 100
Ind. Ed. 125	Class Management in Woodworking (Lab. by appt.)	MTWTh	4	Foulk	Guggenheim 1
Ind. Ed. 143	Teaching of Bookbinding (Lab. by appt.)	MTWTh	4	Schaefer	Guggenheim 100
Math. 50	Informational Mathematics	MTThF	4	Finley	Cranford 210
Mus. 1	Rudiments and Method	MTWTh	4	Mohr	Kepner 12
P.E.M. 2	Elementary Swimming	MWTh	1	Brown	Pool
P.E.W. 31	Fundamental Gymnastics	TThF	1	Springer	Gunter 107
P.E.W. 120	Applied Anatomy	MTWTh	4	Cave	Gunter 205
Phys. 164	Modern Physics	TWThF	4	Herman	Crabbe 106
Sci. 5	Science of Human Behavior	MTWTh	4	Wait	Cranford 1
Soc. 1	Introduction to Sociology	MTWTh	4	Bell	Cranford 208
Soc. 60	The Education of the Consumer	MTWTh	4	Roudebush	Cranford 304
Zool. 11	General Zoology (Lab. M.3-5, W.1-3, F.1-5)	MTWTh	4	Harrah	Cranford 304
<b>2:00—2:50</b>					
Art 1	Art Appreciation	MTThF	4	Moore	Guggenheim 200
Com. Ed. 10	Office Appliances	TWThF	4	Knies	Cranford 212
Ed. 1	Introduction to Education	Daily	4	McKee	Kepner 2
Ed. 5	Language Arts—Primary Grades	MTWTh	4	Harrison	Cranford 214
Ed. 125	General Psychology	TWThF	4	Wait	Gunter 205
Ed. 145-245	Technic of Making the School Curriculum	MTWTh	4	Rugg	Cranford 203
Eng. 41	An Outline of Literature	Daily	4	Hawes	Crabbe 301
Eng. 100	Journalism	MTWTh	4	Shaw	Cranford 207

FALL QUARTER, 1933—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
Eng. 111	The English Language for Teachers	MTThF	4	Lindou	Crabbe 305
Geog. 16	Rural School Geography	MTWTh	4	West	Gunter 203
Hist. 117	Teaching of History and Civics in Junior and Senior High Schools	MTWTh	4	Dickerson	Cranford 104
Home. Ec. 121	Experimental Cookery (First Half)	MTThF	2	Pickett	Crabbe 202
Home Ec. 123	Demonstration Cookery (Second Half)	MTThF	2	Pickett	Crabbe 202
Hyg. 1	Personal Hygiene (Women)	MTWTh	4	Bryson	Gunter 201
Ind. Ed. 33	Principles of Printing Design (Lab. by appt.)	MTWTh	2-4	Bishop	• Kepner 4
Ind. Ed. 132	Advanced Theory and Practice in Printing I (Lab. by app.)	MTWTh	2-4	Bishop	• Kepner 4
Math. 1	College Algebra	MTWTh	4	Mallory	Cranford 210
Math. 50	Informational Mathematics	MTWTh	4	Colvin	Cranford 202
Mus. 25	An Outline of Music	MTWTh	4	Mohr	Kepner 12
Mus. 107	Form Analysis	TTh	2	Thomas	Conservatory 6
P.E.M. 4	Mat Work	MWF	1	von den Steinen	Gunter Hall
P.E.M. 11	Advanced Mat Work	TTh	1	von den Steinen	Gunter Hall
P.E.M. 33	Advanced Swimming	Daily	1	Brown	Pool
P.E.W. 5	Folk Dancing	MTTh	1	Cave	Gunter 202
P.E.W. 129	Coaching Methods	MTWTh	2	Tenney	Gunter 107
Sci. 3	Introduction to Science	MTWTh	4	Selberg	Cranford 300
Sci. 5	Science of Human Behavior.	TWThF	4	Selberg	Cranford 1
Soc. 1	Introduction to Sociology	MTWTh	4	Lammel	Cranford 208
Soc. 185-285	Theories of Social Progress	MTWTh	4	Bell	Cranford 205
Span. 105	Romantic Drama (Spanish)	TWThF	4	Blue	Cranford 205
Zool. 113-213	Zoological Technic and Animal Histology (Lab. by apt.)	MTThF	4	Mulroney	Crabbe 306
		MTWTh	4	Harrah	Cranford 301
<b>3:00—3:50</b>					
Art 17-117	Lettering	MTh	2	Moore	Guggenheim 204
Art 106	Teaching Art Appreciation	TF	2	Moore	Guggenheim 200
Chem. 47	Qualitative Analysis (Lab. by appt.)	MTWTh	4	Bowers	Crabbe 102
Ed. 1	Introduction to Education	Daily	4	Mahan	Cranford 203
Ed. 176	Psychology of Learning for Secondary Teachers	TWThF	4	Wait	Gunter 201
Ed. 223	Research for Grad. Students	MTWTh	4	Whitney	Cranford 210
Eng. 41	An Outline of Literature	Daily	4	Hawes	Crabbe 301
Geog. 10	Materials and Methods in Geography for the Elementary Grades	MTWTh	4	West	Gunter 203



FALL QUARTER, 1933—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
Latin 5	Cicero (Second Year)	MTThF	4	Gilbert	Crabbe 302
Mus. 5	Harmony	MTWTh	4	Thomas	Conservatory 6
Mus. 25	An Outline of Music	MTWTh	4	Mohr	Kepler 12
P.E.M. 13	Elementary Basketball	MWF	1	Davis	Gunter Hall
P.E.M. 30	Freshman Football	Daily	1	Butler	Field
P.E.M. 31	Varsity Football	Daily	1	Hancock-Brown	Field
P.E.W. 2	Natural Dancing	TThF	1	Springer	Gunter 202
P.E.W. 16	Hockey	MTTh	1	Tenney	Gunter 107
P.E.W. 26	Beginning Swimming	MWF	1	Trumbull	Pool
P.E.W. 30	Individual Gymnastics	MTWTh	1	Cave	Gunter 114
P.E.W. 133	Individual Gymnastics Applied	MTWTh	2	Cave	Gunter 114
Sci. 3	Introduction to Science	TWThF	4	Selberg	Cranford 300
Soc. 1	Introduction to Sociology	TWThF	4	Blue	Cranford 208
<b>4:00—4:50</b>					
Chem. 222	Individual Problems (Lab. by appt.)		4	Bowers	Crabbe 102
Ed. 16	Campfire Girls' Leadership (4-5:40)	M	2	Lee	Cranford 210
Ed. 117	Extra-Curricular Activities and Guidance (Double period)				
Eng. 18	Debating	TTh	4	Troxel	Cranford 203
Mus. 40	Mendelssohn Club	TTh	2	Ottens	Cranford 108
Mus. 41	Schumann Club	TTh	0	Cline	Conservatory 1
P.E.M. 31	Varsity Football	MF	0	Cline	Conservatory 1
P.E.M. 34	Varsity Gymnastics	Daily	1	Hancock-Brown	Field
P.E.W. 13	Beginning Tennis	Daily	1	von den Steinen	Gunter Hall
P.E.W. 26	Beginning Swimming	TThF	1	New	Gunter 202
P.E.W.	Recreational Swimming	MWF	1	Trumbull	Pool
P.E.W. 31	Fundamental Gymnastics	TTh	0	Trumbull	Pool
		MTTh	1	Tenney	Gunter 107
<b>5:00—5:50</b>					
Mus. 42	Advanced Orchestra	MW	0	Opp	Conservatory 14
Mus. 50	Advanced Band	TTh	0	Opp	Conservatory 14
P.E.M. 34	Varsity Gymnastics	Daily	1	Von den Steinen	Gunter Hall
<b>7:30</b>					
Mus. 52	Chorus	T	0	Cline	Conservatory 14

## WINTER QUARTER, 1934

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
8:00—8:50					
Art 2a	Fine Arts Methods for Intermediate and Junior High School	MTThF	4	Moore	Guggenheim 200
Art 110	Fine Arts Methods	MTThF	4	Baker	Guggenheim 200
Bot. 130	General Bacteriology (Lab. Tu.2-5)	TWThF	4	Selberg	Cranford 303
Com. Ed. 2	Shorthand II	MTThF	4	Bedinger	Cranford 202
Ed. 1	Introduction to Education	Daily	4	Mckee	Kepner 12
Ed. 141	Admin. Village and Consolidated Schools	MTThF	4	Troxel	Cranford 203
Ed. 275	Advanced Statistical Methods	MTWTh	4	Heilman	Cranford 205
Eng. 42	An Outline of Literature	Daily	4	Hawes	Crabbe 301
Eng. 121	Literature for the Elem. School	MTThF	4	Tobey	Crabbe 305
Eng. 133	The Recent Novel	MTThF	4	Lindou	Crabbe 302
Geog. 178	Geography of Exploration	ThF	2	Barker	Gunter 203
Geog. 197	Influence of Soil on American History	MT	2	Barker	Gunter 203
Hist. 25	Contributions of the Ancient and Medieval World to Mod. Civilization	TWTh	4	Zimmerman	Cranford 214
Hist. 209	Slavery, Secession, Civil War, and Reconstruction	MTWTh	4	Dickerson	Cranford 104
Home Ec. 21	Nutrition (For women)	MTThF	4	Pickett	Crabbe 207
Ind. Ed. 19	Wood Turning (Lab. by appt.)	MTWTh	4	Fouk	Guggenheim 1
Ind. Ed. 31	Elements of Printing I (Lab. by appt.)	MTWTh	2-4	Bishop	Kepner 4
Ind. Ed. 34	Theory and Practice of Typographic Design I (Lab. by appt.)	MTWTh	2-4	Bishop	Kepner 4
Ind. Ed. 42	Elementary Bookbinding and Leathercraft (Lab. by appt.)	MTWTh	4	Schaefer	Guggenheim 100
Ind. Ed. 43	Intermed. Bookbinding and Leathercraft (Lab. by appt.)	MTWTh	4	Schaefer	Guggenheim 100
Math. 106	Descriptive Astronomy	MTThF	4	Finley	Cranford 210
Mus. 6	Harmony	MTWTh	4	Thomas	Conservatory 6
P.E.M. 7	Volley Ball	MTTh	1	Brown	Gunter Hall
P.E.W. 104	Senior Practice	MWF	1	Springer	Pool
P.E.W. 104	Senior Practice	TTh	1	Cave	Gunter 202
Phys. 62	General College Physics (Lab. Tu.3-5, W.1-3, Th.1-3)	MTTh	4	Herman	Crabbe 106
Scl. 4	Introduction to Science	MTWTh	4	Jean	Cranford 300
Zool. 14	Economic Zoology	MTWTh	4	Harrah	Cranford 304

WINTER QUARTER, 1934—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
<b>9:00—9:50</b>					
Art 3-103	Freehand Drawing I	MTWTh	4	Stinchfield	Guggenheim 203
Biol. 132-232	Genetics and Eugenics	MTWTh	4	Jean	Cranford 214
Com. Ed. 10	Office Appliances	TWThF	4	Knies	Cranford 212
Com. Ed. 101	Applied Economics	MTWTh	4	Colvin	Cranford 202
Ed. 9	Social Arts—Intermediate Grades	MTWTh	4	McCowen	Cranford 203
Ed. 26	Psychology of Learning for Rural Teachers	MTThF	4	Hargrove	Cranford 1
Ed. 55	Pre-Teaching Observation—Elem. School	MTWTh	4	Davis	Kepler 12
Ed. 118	Guidance Work of Deans and Advisers of Girls	MTWTh	4	Wilson	Cranford 207
Ed. 143-243	School Administration—(Second course)	MTThF	4	Troxel	Library 1
Eng. 42	An Outline of Literature	Daily	4	Lindou	Crabbe 301
Eng. 148	Shakespeare's Historical Plays	MTThF	4	Tobey	Crabbe 305
Geog. 50	Home Geography	MT	2	Barker	Gunter 203
Geog. 51	Geography of the Rocky Mountain Indian	ThF	2	Barker	Gunter 203
Hist. 6	Modern European History	MTWTh	4	Zimmerman	Cranford 104
Home. Ec. 26	Rural Educational Problems in Home Economics	MF	2	Roudebush	Crabbe 202
Hyg. 1	Individual and Social Hygiene (For men)	MTWTh	4	Davis	Gunter 201
Ind. Ed. 11	Projection Shade and Shadow (Lab. by appt.)	MTThF	4	Carter	Guggenheim 101
Lib. Sci. 104	Reference Work	Daily	4	McKinstry	Library 6
Math. 50	Informational Mathematics	MTThF	4	Finley	Cranford 210
Mus. 46	Orchestral Instruments (Reeds and brass)	MTWTh	2	Opp.	Conservatory 14
Mus. 46	Orchestral Instruments (Strings)	MTWTh	2	Thomas	Conservatory
P.E.M. 40	Theory of Play and Minor Sports	MTWTh	4	Hancock	Gunter 103
P.E.W. 2	Natural Dancing	MWF	1	New	Gunter 202
P.E.W. 50	Theory of Playground Organization	TWThF	2	Springer	Tower (Gunter)
Phy. 67	General Electricity (Lab. by appt.)	MTWTh	4	Herman	Crabbe 106
Sci. 4	Introduction to Science	MTWTh	4	Harrah	Cranford 300
Soc. 1	Introduction to Sociology	MTWTh	4	Bell	Cranford 208
Soc. 118-218	Ethics and Religion	MT	2	Wilson	Cranford 207
Soc. 119-219	Current Trends in Religious Thought	ThF	2	Wilson	Cranford 207
Soc. 190-290	Sociological Concepts and Theories	TWThF	4	Blue	Cranford 205
Span. 2	Elementary Spanish	MTThF	4	Mulroney	Crabbe 302
<b>10:00—10:50</b>					
Art 1	Art Appreciation	MTThF	4	Baker	Guggenheim 200
Art 2	Fine Art Methods for Kind. and Prim.	MTThF	4	Moore	Guggenheim 204
Art 112	Color Theory and Composition	MTWTh	4	Stinchfield	Guggenheim 203

WINTER QUARTER, 1934—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
Bot. 22	General Botany (Lab. T.1-3, Th.3-5, Fri.1-5)	MTWTh	4	Jean	Cranford 302
Chem. 141-241	Organic Chemistry (Lab. by appt.)	MTTh	4	Bowers	Crabbe 102
Com. Ed. 38	Commercial Law	MTThF	4	Bedinger	Cranford 207
Com. Ed. 151	Accounting II	MTWTh	4	Colvin	Cranford 202
Ed. 1	Introduction to Education	Daily	4	Troxel	Cranford 203
Ed. 6	Social Arts—Primary Grades	MTThF	4	Rosenquist	Crabbe 305
Ed. 9	Social Arts—Intermediate Grades	MTWTh	4	McCowen	Cranford 205
Ed. 76	Psychology of Learning	TWThF	4	Wait	Gunter 103
Ed. 111-211	Improvement of Instruction—Content Subjects	TWThF	4	McKee	Kepner 2
Ed. 116	Secondary Education	TWThF	4	Wrinkle	Kepner 215
Eng. 42	An Outline of Literature	Daily	4	Hawes	Crabbe 301
Eng. 126	Teaching of English in the High School	MTThF	4	Carney	Kepner 210
Geog. 102	The Changing Weather (1st half)	MTWTh	2	West	Gunter 203
Geog. 103	Climate and Man (2nd half)	MTWTh	2	West	Gunter 203
Geog. 155	Geography of Asia and Australia	MTThF	4	Barker	Gunter 203
Hist. 27	History of Education and Its Relation to Western Civilization	MTWTh	4	Mahan	Library 1
Home. Ec. 23	Cookery and Serving (Double period)	MTThF	4	Pickett	Crabbe 202
Hyg. 1	Personal Hygiene (For women)	MTWTh	4	Bryson	Gunter 201
Ind. Ed. 32	Elements of Printing II (Lab. by appt.)	MTWTh	2-4	Bishop	Kepner 4
Ind. Ed. 41	Elementary Bookbinding and Leathercraft (Lab. by appt.)	MTWTh	4	Schaefer	Guggenheim 100
Ind. Ed. 132	Advanced Theory and Practice in Printing I (Lab. by appt.)	MTWTh	2-4	Bishop	Kepner 4
Ind. Ed. 143	Teaching Bookbinding (Lab. by appt.)	MTWTh	4	Schaefer	Guggenheim 100
Ind. Ed. 120	Advanced Woodturning (Lab. by appt.)	MTWTh	4	Foulk	Guggenheim 1
Latin 2	Elementary Latin	MTThF	4	Gibert	Crabbe 302
Math. 2	Trigonometry	MTThF	4	Finley	Cranford 210
Math. 101	Differential Calculus	MTWTh	4	Mallory	Cranford 301
Mus. 25	An Outline of Music	MTWTh	4	Mohr	Kepner 12
Mus. 108	Advanced Form Analysis	TTh	2	Thomas	Conservatory 6
Mus. 121	Modern History	MTWTh	4	Cline	Conservatory 14
P.E.M. 3	Gymnastics	MTh	1	von den Steinen	Gunter Hall
P.E.M. 9	Boxing	MTTh	1	Brown	Gunter Hall
P.E.W. 5	Folk Dancing	MWF	1	New	Gunter 202
P.E.W. 31	Fundamental Gymnastics	MWF	1	Tenney	Gunter 107
P.E.W. 121	Applied Anatomy	MW	2	Cave	Gunter 205

WINTER QUARTER, 1934—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
P.E.W. 122	Kinesiology	TTh	2	Cave	Gunter 205
Phys. 161-261	Radio Transmission and Reception (Lab. by appt.)	MTWTh	4	Herman	Crabbe 106
Pol. Sci. 102	State Government	MTWTh	4	Dickson	Cranford 104
Sci. 4	Introduction to Science	MTWTh	4	Harrah	Cranford 300
Sci. 104-204	Teaching of Biological Science	MTThF	4	Robertson	Cranford 304
Soc. 1	Introduction to Sociology	MTWTh	4	Bell	Cranford 208
Soc. 90	Sociology of Rural Life	FTh	2	Hargrove	Cranford 1
Soc. 105	Principles of Sociology	TWThF	4	Blue	Cranford 214
<b>11:00—11:50</b>					
Art 107	Craft Processes and Design	MTh	2	Baker	Guggenheim 204
Art 107a	Craft Processes and Design	TF	2	Baker	Guggenheim 204
Art 109	History of Art	MTThF	4	Moore	Guggenheim 200
Art 119	Costume Design	MTThF	4	Roudebush	Crabbe 304
Chem. 42	General Chemistry (Lab. by appt.)	MTTh	4	Bowers	Crabbe 102
Com. Ed. 12	Typewriting II	MTThF	4	Bedinger	Cranford 213
Com. Ed. 213	Supervision and Administration of Commercial Education	MTThF	4	Colvin	Cranford 202
Ed. 3	Language Arts—Primary, Intermediate Grades — Rural Majors	MTThF	4	Davis	Cranford 208
Ed. 30	The Rural Teacher's Problems	MTThF	4	Hargrove	Cranford 214
Ed. 126	Teachers' Classroom Tests	MTThF	4	Troxel	Cranford 203
Eng. 39	A Survey of English Literature (1625-1798)	MTThF	4	Hawes	Crabbe 305
Eng. 122	Literature for the Junior High School	MTThF	4	Tobey	Crabbe 301
French 5	Intermediate French (Second year)	MTThF	4	Mulroney	Crabbe 302
Geog. 154	Europe and Her African Colonies	MTThF	4	West	Gunter 201
Geog. 194	Geographical Influence in American History	MTThF	4	Barker	Gunter 203
Hist. 2	Development of American Nationality	MTThF	4	Dickson	Gunter 104
Ind. Ed. 105	Principles of Architectural Drawing II (Lab. by appt.)	MTThF	4	Carter	Guggenheim 101
Ind. Ed. 108	Principles of Industrial Education	MTThF	4	Bishop	Kepler 12
Math. 6	General Mathematics	MTThF	4	Mallory	Cranford 210
Mus. 1	Rudiments and Method	MTThF	4	Mohr	Kepler 12
Mus. 3	Sight Singing	MTThF	2	Thomas	Conservatory 6
Mus. 105	Beginning Instrumentation	TTh	2	Gline	Conservatory 14
P.E.M. 170	Organization and Administration of Athletics and Phys. Ed.	MTThF	4	Hancock	Gunter 103

WINTER QUARTER, 1934—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
P.E.W. 1	Clog and Athletic Dancing	MTTh	1	Cave	Gunter 107
P.E.W. 11	Plays and Games	MTThF	1	New	Gunter 202
P.E.W. 131	Pageantry	TTh	2	Springer	Gunter 205
Sci. 3	Introduction to Science	MTThF	4	Robertson	Cranford 300
<b>1:00—1:50</b>					
Art 121	Modeling	MW	2	Stinchfield	Guggenheim 203
Art 123	Print Making	TTh	2	Stinchfield	Guggenheim 203
Com. Ed. 155	Economics of Retailing	MTThF	4	Bedinger	Cranford 202
Ed. 56	Pre-Teaching Observation—Secondary School	MTWTF	4	Wrinkle	Cranford 203
Ed. 77-177	Child Development	TWThF	4	Wait	Gunter 201
Ed. 114	Tools and Technics of Supervision in the Primary Grades	MTThF	4	Turner	Library 1
Eng. 13	Story Telling	MTWTh	4	Fatherson	Crabbe 305
Eng. 109	Advanced Composition	MTThF	4	Lindou	Crabbe 302
French 206	French Romanticism	MTThF	4	Gibert	Crabbe 301
Hist. 26	The Expansion of European Civilization in Modern Times	TWTh	4	Zimmerman	Cranford 214
Ind. Ed. 2	Constructive Woodworking II (Lab. by appt.)	MTWTh	4	Foulk	Guggenheim 1
Ind. Ed. 42	Elem. Bookbinding and Leathercraft	MTWTh	4	Schaefer	Guggenheim 100
Ind. Ed. 125	Class Management in Woodworking (Lab. by appt.)	MTWTh	4	Foulk	Guggenheim 1
Ind. Ed. 144	Adv. Overview in Binding and Leatherwork (Lab. by appt.)	MTWTh	4	Schaefer	Guggenheim 100
Math. 50	Informational Mathematics	MTThF	4	Finley	Cranford 210
Mus. 103	Beginning Counterpoint	TTh	2	Thomas	Conservatory 6
P.E.M. 2	Elementary Swimming	MWTh	1	Brown	Pool
P.E.M. 166	Basketball Coaching	MTWTh	4	Davis	Gunter 103
P.E.W. 14	Basketball	MTTh	1	Tenney	Gunter 107
P.E.W. 36	Freshman Practice	MTWTh	2	Cave	Gunter 202
Sci. 3	Introduction to Science	MTWTh	4	Herman	Cranford 300
Soc. 1	Introduction to Sociology	MTWTh	4	Bell	Cranford 208
Soc. 55	Child Care and Child Welfare	MTWTh	4	Pickett	Crabbe 207
Zool. 12	General Zoology (Lab. M.1-3, W.1-3, F.1-5)	MTTh	4	Harrah	Cranford 301

WINTER QUARTER, 1934—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
<b>2:00—2:50</b>					
Art 1	Art Appreciation	MTThF	4	Moore	Guggenheim 200
Chem. 144-244	Quantitative Gravimetric Analysis (Lab. by appt.)	MTWTh	4	Bowers	Crabbe 102
Ed. 1	Introduction to Education	Daily	4	Wilson	Cranford 1
Ed. 6	Social Arts—Primary Grades	MTWTh	4	Harrison	Kepner 2
Ed. 128	Mental Hygiene	ThF	2	Wait	Gunter 205
Ed. 146-246	Advanced Curriculum Construction	MTWTh	4	Rugg	Cranford 203
Ed. 195-295	Philosophy of Education	MTThF	4	Armentrout	Cranford 214
Eng. 42	An Outline of Literature	Daily	4	Hawes	Crabbe 301
Eng. 101	Journalism	MTWTh	4	Shaw	Cranford 207
Eng. 130	Contemporary Literature	MTThF	4	Lindou	Crabbe 305
Geog. 7	Economic Geography	MTWTh	4	West	Gunter 203
Home Ec. 10	Household Management	MF	2	Pickett	Crabbe 207
Home Ec. 26	Rural Education Problems in Home Economics	TTh	2	Roudebush	Crabbe 304
Hyg. 1	Personal Hygiene (women)	MTWTh	4	Bryson	Gunter 201
Ind. Ed. 32	Elements of Printing II (Lab. by appt.)	MTWTh	2-4	Bishop	Kepner 4
Ind. Ed. 34	Theory of Practice of Typographic Design I (Lab. by appt.)	MTWTh	2-4	Bishop	Kepner 4
Math. 50	Informational Mathematics	MTWTh	4	Colvin	Cranford 202
Math. 109	The Teaching of Algebra	MTWTh	4	Mallory	Cranford 210
Mus. 25	An Outline of Music	MTThF	4	Mohr	Kepner 12
P.E.M. 4	Mat Work	MWF	1	von den Steinen	Gunter Hall
P.E.M. 11	Advanced Mat Work	TTh	1	von den Steinen	Gunter Hall
P.E.M. 13	Elementary Basketball	Daily	1	Butler	Gunter Hall
P.E.M. 33	Varsity Swimming	Daily	1	Brown	Pool
P.E.W. 14	Basketball	MWF	1	Trumbull	Pool
P.E.W. 38	Sophomore Practice	MTWTh	1	Cave	Gunter 107
Pol. Sci. 151	History of the Foreign Policy of the United States	MTWTh	2	Dickerson	Gunter 202
Sci. 4	Introduction to Science	MTWTh	4	Lammel	Cranford 104
Soc. 1	Introduction to Sociology	MTWTh	4	Bell	Cranford 300
Soc. 110-210	Sociology of Crime	TWThF	4	Blue	Cranford 208
Span. 106	Modern Drama (3rd Year)	MTThF	4	Mulroney	Cranford 205
					Crabbe 302
<b>3:00—3:50</b>					
Chem. 48	Qualitative Analysis (Lab. by appt.)	MTWTh	4	Bowers	Crabbe 102
Ed. 223	Research for Grad. Students	MTWTh	4	Whitney	Cranford 207
Ed. 277	Psychology of Adolescence	TWThF	4	Wait	Gunter 201

WINTER QUARTER, 1934—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
Eng. 42	An Outline of Literature	Daily	4	Tobey	Crabbe 301
Geog. 10	Methods and Materials in Geography for the Elementary Grades	MTWTh	4	West	Gunter 203
Hist. 27	History of Education and its Relation to Western Civilization	MTWTh	4	Mahan	Cranford 203
Hist. 216	Latin American History	MTWTh	4	Zimmerman	Cranford 104
Home Ec. 1	Textiles (Double period)	MTWTh	4	Roudebush	Crabbe 304
Latin 6	Vergil (Second year)	MTThF	4	Gibert	Crabbe 305
Mus. 6	Harmony	MTWTh	4	Thomas	Conservatory 6
Mus. 10	Methods for Teaching Music (Lower grades)	MTWTh	4	Collins	Kepler 2
Mus. 25	An Outline of Music	MTThF	4	Mohr	Kepler 12
Mus. 114	Methods in Conducting	TTh	2	Cline	Conservatory 14
P.E.M. 8	Elementary Wrestling	MWF	1	Hancock	Gunter Hall
P.E.M. 32	Varsity Basketball	Daily	1	Davis	Gunter Hall
P.E.M. 80	Tests and Measurements	MW	2	Brown	Gunter 103
P.E.W. 17	Volleyball	MWF	1	New	Gunter 107
P.E.W. 26	Beginning Swimming	MWF	1	Trumbull	Pool
P.E.W. 27	Intermediate Swimming	TTh	1	Trumbull	Pool
P.E.W. 30	Individual Gymnastics	MTWTh	1	Cave	Gunter 114
P.E.W. 31	Fundamental Gymnastics	TThF	1	Tenney	Gunter 202
P.E.W. 133	Individual Gymnastics Applied	MTWTh	2	Cave	Gunter 114
Sci. 4	Introduction to Science	MTWTh	4	Lammel	Cranford 300
Soc. 165-265	The Sociology of the Family	TWThF	4	Blue	Cranford 208
<b>4:00—4:50</b>					
Ed. 16	Campfire Girls' Leadership (4:00—5:40)	M	2	Lee	Cranford 210
Eng. 19	Debating	TTh	2	Ottens	Crabbe 208
Mus. 40	Mendelssohn Club	TTh	0	Cline	Conservatory 1
Mus. 41	Schumann Club	MF	0	Cline	Conservatory 1
P.E.M. 32	Varsity Basketball	Daily	1	Davis	Gunter Hall
P.E.M. 34	Varsity Gymnastics	Daily	1	von den Steinen	Gunter Hall
P.E.M. 35	Varsity Wrestling	Daily	1	Hancock	Gunter Hall
P.E.W. 14	Basketball	TThF	1	Tenney	Gunter 107
P.E.W. 31	Fundamental Gymnastics	TThF	1	Trumbull	Gunter 202



WINTER QUARTER, 1934—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
5:00—5:50					
Mus. 42	Advanced Orchestra	MW	0	Opp	Conservatory 14
Mus. 50	Advanced Band	TTh	0	Opp	Conservatory 14
P.E.M. 34	Varsity Gymnastics	Daily	1	von den Steinen	Gunter Hall
P.E.M. 35	Varsity Wrestling	Daily	1	Hancock	Gunter Hall

## SPRING QUARTER, 1934

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
8:00—8:50					
Art 2	Fine Art Methods for Kindergarten-Primary	MTThF	4	Baker	Guggenheim 200
Art 104a	Design in Textiles	ThF	2	Moore	Guggenheim 204
Art 108	Pottery	MT	2	Moore	Guggenheim 204
Bot. 121-222	Plant Physiology (Lab. by appt.)	MTWTh	4	Jean	Cranford 202
Com. Ed. 3	Secretarial Practice	MTThF	4	Bedinger	Cranford 202
Ed. 1	Introduction to Education	Daily	4	Troxel	Cranford 203
Ed. 229	Mental Tests and Measurements	MTWTh	4	Heilman	Cranford 205
Eng. 43	An Outline of Literature	Daily	4	Hawes	Crabbe 301
Eng. 111	The English Language for Teachers	MTThF	4	Lindou	Crabbe 302
Eng. 149	Shakespeare's Tragedies	MTThF	4	Tobey	Crabbe 305
Geog. 152	Regional Geography of Latin America	MTThF	4	Barker	Gunter 203
Hist. 101	Commercial and Financial History of the United States	MTWTh	4	Zimmerman	Cranford 214
Hist. 105	English History	MTWTh	4	Dickerson	Cranford 104
Hist. 110	Soc. and Indus. History of the United States	MTWTh	4	Zimmerman	Cranford 214
Home Ec. 40	Methods of Teaching Home Economics	TWThF	4	Roudebush	Crabbe 304
Ind. Ed. 1	Constructive Woodworking I (Lab. by appt.)	MTWTh	4	Fouk	Guggenheim 1
Ind. Ed. 31	Elements of Printing I (Lab. by appt.)	MTWTh	2-4	Bishop	Kepner 4
Ind. Ed. 35	Theory and Practice of Typographic Design II (Lab. by appt.)	MTWTh	2-4	Bishop	Kepner 4
Ind. Ed. 41	Elem. Bookbinding and Leathercraft (Lab. by appt.)	MTWTh	4	Schaefer	Guggenheim 100
Ind. Ed. 44	Intermed. Bookbinding and Leathercraft (Lab. by appt.)	MTWTh	4	Schaefer	Guggenheim 100
Ind. Ed. 110	Sheet Metal (Lab. by appt.)	MTThF	4	Carter	Guggenheim 101
Ind. Ed. 125	Class Management in Woodworking (Lab. by appt.)	MTWTh	4	Fouk	Guggenheim 1
Math. 50	Informational Mathematics	MTThF	4	Finley	Cranford 210
Mus. 7	Harmony	MTThF	4	Thomas	Conservatory 6
Mus. 25	An Outline of Music	MTThF	4	Mohr	Kepner 12
P.E.W. 3	Natural Dancing	TThF	1	Springer	Gunter 107
P.E.W. 13a	Intermediate Tennis	MWF	1	Tenney	Gunter 202
Phys. 63	General College Physics (Lab. T.1-3, W.1-3, Th.3-5)	MTTh	4	Herman	Crabbe 106
Sci. 1	Elementary Science	MTWTh	4	Lammel	Cranford 300
Sci. 7	Teaching of General Science (Lab. by appt.)	TWThF	4	Selberg	Kepner 6
Soc. 130-230	General Anthropology	MTThF	4	Howarth	Cranford 208
Zool. 13	<b>Bird Study</b>	MTWTh	4	Harrah	Cranford 304

SPRING QUARTER, 1934—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
<b>9:00—9:50</b>					
Art 115	Freehand Drawing II	MTWTh	2-4	Stinchfield	Guggenheim 203
Bot. 23	General Botany (Lab. T.3-5, Th.1-3, Fri.1-5)	MTWTh	4	Jean	Cranford 302
Com. Ed. 14	Methods of Teaching Shorthand, Typewriting, and Allied Subjects	MTThF	4	Knies-Bedinger	Cranford 213
Com. Ed. 139	Marketing	MTWTh	4	Colvin	Cranford 202
Ed. 31	Agriculture for Rural Teachers	MTThF	4	Hargrove	Gunter 103
Ed. 55	Pre-Teaching Observation—Elementary School	MTWTh	4	Davis	Kepner 2
Ed. 126	Teachers' Classroom Tests	MTWTh	4	Hellman	Cranford 207
Ed. 144-244	School Administration—3rd Course	MTThF	4	Troxel	Cranford 203
Eng. 43	An Outline of Literature	Daily	4	Lindou	Crabbe 301
Eng. 121	Literature for the Elementary School	MTThF	4	Tobey	Crabbe 305
Geog. 50	Home Geography	MT	2	Barker	Gunter 203
Geog. 51	Geography of Rocky Mountain Indian	ThF	2	Barker	Gunter 203
Hist. 3	Recent American History	MTWTh	4	Dickerson	Library 1
Hist. 7	Recent European History	MTWTh	4	Zimmerman	Cranford 104
Hist. 27	History of Education and Its Relation to Western Civilization	MTThF	4	Mahan	Cranford 214
Home Ec. 26	Rural Education Problems in Home Economics	MF	2	Roudebush	Crabbe 304
Hyg. 1	Individual and Social Hygiene (Men)	MTWTh	4	Davis	Gunter 201
Ind. Ed. 12	Principles of Architectural Drawing I (Lab. by appt.)	MTThF	4	Carter	Guggenheim 101
Lib. Sci. 108	Practical Work in Library (Double period)	Daily	4	McKinstry	Library 6
Math. 104	The Teaching of Arithmetic in the Lower Grades (First half)	MTThF	2	Finley	Cranford 210
Math. 105	The Teaching of Arithmetic in the Upper Grades (Second half)	MTThF	2	Finley	Cranford 210
Mus. 25	An Outline of Music	MTWTh	4	Mohr	Kepner 12
Mus. 47	Orchestral Instruments (Reeds and brass)	MTWTh	2	Opp	Conservatory
Mus. 47	Orchestral Instruments (Strings)	MTWTh	2	Thomas	Conservatory
P.E.W. 13	Beginning Tennis	MWF	1	New	Gunter 107
P.E.W. 135	History and Principles of Physical Education	MTWTh	4	Cave	Gunter 105
Physics 68	Light and Sound—(Lab. by appt.)	MTWTh	4	Herman	Crabbe 106
Sci. 4	Introduction to Science	MTWTh	4	Harrah	Cranford 300
Sci. 5	Science of Human Behavior	MTWTh	4	Wait	Cranford 1
Soc. 1	Introduction to Sociology	MTThF	4	Howarth	Cranford 208
Soc. 170-270	The Sociology of the School	TWThF	4	Blue	Cranford 205
Span. 3	Elementary Spanish (1st year)	MTThF	4	Mulroney	Crabbe 302

SPRING QUARTER, 1934—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
10:00—10:50					
Art 1	Art Appreciation	MTThF	4	Moore	Guggenheim 200
Art 5-5a	Water Color Painting (Double period)	MTWTh	2-4	Stinchfield	Guggenheim 203
Art 105	Water Color Painting (Double period)	MTWTh	2	Stinchfield	Guggenheim 203
Com. Ed. 10	Office Appliances	TWThF	4	Knies	Cranford 212
Com. Ed. 165	Advanced Accounting I	MTWTh	4	Colvin	Cranford 202
Ed. 1	Introduction to Education	Daily	4	Troxel	Library 1
Ed. 112-212	Improvement of Instruction—Composition, Arith. and Handwriting	MTWTh	4	McCowen	Cranford 207
Ed. 116	Secondary Education	MTWF	4	Wrinkle	Cranford 203
Ed. 117a	Citizenship Education—Primary grades	TTh	2	Rosenquist	Kepper 2
Ed. 130-230	Recent Developments in Rural Life	MTThF	4	Hargrove	Gunter 103
Eng. 43	An Outline of Literature	Daily	4	Hawes	Crabbe 301
Eng. 125	Oral English in the High School	TTh	2	Fatherson	Kepper 209
Geog. 15	Methods and Materials for Teaching Junior High Geography	MTThF	4	Barker	Gunter 203
Geog. 179	Agricultural Regions of the World	MTWTh	4	West	Gunter 205
Hist. 26	The Expansion of European Civilization in Modern Times	TWTh	4	Zimmerman	Cranford 214
Home Ec. 25	Cookery and Table Service for Homemakers	MTThF	4	Pickett	Crabbe 202
Hyg. 1	Personal Hygiene (Women)	MTWTh	4	Bryson	Gunter 201
Ind. Ed. 31	Elements of Printing I	MTWTh	2-4	Bishop	Kepper 4
Ind. Ed. 43	Intermed. Bookbinding and Leathercraft	MTWTh	4	Schaefer	Guggenheim 100
Ind. Ed. 103	Methods in Woodworking	MTWTh	4	Fouk	Guggenheim 1
Ind. Ed. 132	Advanced Theory and Practice in Printing I	MTWTh	2-4	Bishop	Kepper 4
Ind. Ed. 143	Teaching of Bookbinding	MTWTh	4	Schaefer	Guggenheim 100
Latin 3	Elementary Latin (First year)	MTThF	4	Gibert	Crabbe 305
Math. 8-158	Surveying (Double period)	TTh	4	Finley	Field
Math. 102	Integral Calculus	MTThF	4	Mallory	Cranford 210
P.E.M. 10	Playground Baseball	TWTh	1	Hancock	Field
P.E.W. 15	Baseball	TThF	1	New	Gunter 202
P.E.W. 31	Fundamental Gymnastics	MTTh	1	Cave	Gunter 117
P.E.W. 130	Coaching Methods	MTWTh	2	Tenney	Gunter 114
Phys. 167-267	Physics of Automobile and Airplane (Lab. by appt.)	MTWTh	4	Herman	Crabbe 106
Pol. Sci. 103	Municipal Government	MTWTh	4	Dickerson	Cranford 104
Sci. 4	Introduction to Science	MTWTh	4	Jean	Cranford 300
Sci. 5	Science of Human Behavior	MTWTh	4	Wait	Cranford 1

SPRING QUARTER, 1934—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
Soc. 140-240	Early Civilization in Europe and America	MTThF	4	Howarth	Cranford 208
Soc. 195-295	Achievements in Sociological Research	TWThF	4	Blue	Cranford 205
Zool. 117-217	Human Physiology (Lab. W.1-3, Fr.1-5)	MTTh	4	Harrah	Cranford 304
<b>11:00—11:50</b>					
Art 1	Art Appreciation	MTThF	4	Moore	Guggenheim 204
Art 100	Supervision of Art Education	MTThF	4	Baker	Guggenheim 202
Art 126	Home Decoration	MTThF	4	Roudebush	Crabbe 304
Chem. 43	General Chemistry (Lab. by appt.)	MTh	4	Bowers	Crabbe 102
Com. Ed. 37	Business Mathematics	MTThF	4	Bedinger	Cranford 202
Com. Ed. 162	The Commercial Curriculum	MTThF	4	Colvin	Cranford 207
Ed. 3	Language Arts—Primary and Intermed. Grades— Rural Majors	MTThF	4	Davis	Cranford 203
Ed. 166-266	High School Administration and Supervision	MTThF	4	Troxel	Library 1
Eng. 13	Story Telling	MTThF	4	Tobey	Crabbe 305
Eng. 40	A Survey of English Literature (1798-1900)	MTThF	4	Hawes	Crabbe 301
French 7	Intermediate French (Second year)	MTThF	4	Mulroney	Crabbe 302
Geog. 11	Methods and Materials in Geography for Intermediate Grades	MTThF	4	West	Gunter 203
Geog. 162	Geography of the Tropics	MT	2	Barker	Little Theater
Geog. 170	Geography of the Polar Regions and Alaska	ThF	2	Barker	Little Theater
Hyg. 102	Materials and Meth. in Health Education	TTh	2	Bryson	Gunter 201
Math. 7	General Mathematics	MTThF	4	Mallory	Cranford 210
Mus. 4	Sight Singing	MTThF	2	Thomas	Conservatory 6
Mus. 106	Advanced Instrumentation	TTh	2	Cline	Conservatory 14
P.E.M. 5	Tennis	MTTh	1	Butler	Courts
P.E.M. 12	Double Tumbling	MT	1	von den Steinen	Gunter Hall
P.E.M. 70	Physical Examination and Normal Diagnosis	ThF	2	von den Steinen	Gunter 205
P.E.M. 168	Track Coaching	MTThF	2	Davis	Gunter 103
P.E.W. 11	Plays and Games	MTTh	1	Trumbull	Gunter 107
P.E.W. 132	Theory of Individual Gymnastics	MTThF	4	Springer	Gunter 114
Sci. 105-205	Teaching of the Physical Sciences	MTThF	4	Robertson	Cranford 300
Soc. 90	The Sociology of Rural Life	MT	2	Hargrove	Cranford 205
Soc. 150-250	Races, Race Contacts and Problems	MTThF	4	Howarth	Cranford 208

SPRING QUARTER, 1934—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
<b>1:00—1:50</b>					
Art 120	Oil Painting (Double period)	MTWTh	2	Stinchfield	Guggenheim 203
Com. Ed. 36	Handwriting Methods	MTThF	2	Bedinger	Cranford 202
Ed. 4	Social Arts—Primary and Intermed. Grades—Rural Majors	MTWTh	4	Turner	Kepner 2
Ed. 56	Pre-Teaching Observation in the Secondary School	MTWF	4	Wrinkle	Cranford 203
Ed. 76	Psychology of Learning	MTWTh	4	McCowen	Cranford 205
Ed. 278	Advanced Psychology of Learning	MTWTh	4	Wait	Gunter 201
Eng. 14	Dramatic Art	MTWTh	4	Fatherson	Little Theater
Eng. 110	Advanced Composition	MTThF	4	Lindou	Crabbe 302
Geol. 156	Elementary Geology	MTThF	4	West	Gunter 203
French 207	Twentieth Century French Literature	MTThF	4	Gibert	Crabbe 305
Hist. 25	Contributions of the Ancient and Medieval World to Mod. Civilization	TWTh	4	Zimmerman	Cranford 214
Hist. 102	Ancient Social History	MTWTh	4	Zimmerman	Cranford 214
Ind. Ed. 2	Constructive Woodworking I (Lab. by appt.)	MTWTh	4	Foulk	Guggenheim 1
Ind. Ed. 41	Elem. Bookbinding and Leathercraft	MTWTh	4	Schaefer	Guggenheim 100
Ind. Ed. 121	Adv. Cabinet Making (Lab. by appt.)	MTWTh	4	Foulk	Guggenheim 1
Ind. Ed. 144	Adv. Overview in Binding and Leatherwork	MTWTh	4	Schaefer	Guggenheim 100
Math. 50	Informational Mathematics	MTThF	4	Finley	Cranford 210
Mus. 25	An Outline of Music	MTWTh	4	Mohr	Kepner 12
P.E.M. 2	Elementary Swimming	MWTh	1	Brown	Pool
P.E.M. 15	Plays and Games	MWTh	1	Davis	Field
P.E.M. 90	Organization of Intramural Athletics	MF	2	Hancock	Gunter 103
P.E.W. 37	Freshman Practice	MTWTh	2	Cave	Gunter 202
Sci. 3	Introduction to Science	MTWTh	4	Herman	Cranford 300
Zool. 108	Embryology (Lab. by appt.)	MTWTh	4	Harrah	Cranford 304
<b>2:00—2:50</b>					
Art 1	Art Appreciation	MTThF	4	Baker	Guggenheim 200
Chem. 145	Quantitative Volumetric Analysis (Lab. by appt.)	MTWTh	4	Bowers	Kepner 2
Chem. 151	Physiological Chemistry (Lab. by appt.)	MTTh	4	Bowers	Kepner 2
Com. Ed. 36	Handwriting Methods	MTThF	2	Bedinger	Cranford 202
Ed. 1	Introduction to Education	Daily	4	Hargrove	Gunter 103
Ed. 297	Conception of Mind in Educational Theory	MTWTh	4	Armentrout	Cranford 205

SPRING QUARTER, 1934—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
Eng. 43	An Outline of Literature	Daily	4	Hawes	Crabbe 301
Eng. 102	Journalism	MTWTh	4	Shaw	Crabbe 302
Geog. 16	Rural School Geography	MTWTh	4	West	Gunter 203
Hist. 27	History of Education and Its Relation to Western Civilization	MTWTh	4	Rugg	Cranford 203
Home. Ec. 10	Household Management	MF	2	Pickett	Crabbe 207
Home Ec. 26	Rural Education Problems in Home Economics	TTh	2	Pickett	Crabbe 207
Hyg. 1	Personal Hygiene (Women)	MTWTh	4	Bryson	Gunter 201
Ind. Ed. 35	Theory and Practice of Typographic Design II	MTWTh	2-4	Bishop	Kepner 4
Ind. Ed. 132	Advanced Theory and Practice in Printing I	MTWTh	2-4	Bishop	Kepner 4
Math. 3	College Algebra	MTThF	4	Mallory	Cranford 210
Math. 50	Informational Mathematics	MTWTh	4	Colvin	Cranford 207
Mus. 104	Advanced Counterpoint	TTh	2	Thomas	Conservatory 6
P.E.M. 3	Gymnastics	MWF	1	von den Steinen	Gunter Hall
P.E.M. 33	Varsity Swimming	MWF	1	Brown	Pool
P.E.M. 50	First Aid	TTh	2	von den Steinen	Gunter Hall
P.E.W. 1a	Advanced Clog and Athletic Dancing	MTh	1	Cave	Gunter 202
P.E.W. 18	Field and Track	MTh	1	Trumbull	Gunter 107
Pol. Sci. 152	International Relations	MWF	4	Dickerson	Cranford 104
Sci. 4	Introduction to Science	TWThF	4	Selberg	Cranford 300
Sci. 5	Science of Human Behavior	MTWTh	4	Lammel	Cranford 1
Soc. 125-225	Modern Social Problems	TWThF	4	Blue	Cranford 208
Spec. 107	Modern Novel (Third year)	MTThF	4	Mulroney	Crabbe 305
<b>3:00—3:50</b>					
Art 17-117	Lettering	TTh	2	Moore	Guggenheim 200
Chem. 222	Individual Problems (Lab. by appt.)	MTWTh	4	Bowers	Crabbe 102
Ed. 223	Research for Grad. Students	MTWTh	4	Whitney	Cranford 205
Eng. 36	American Literature	MThF	4	Lindou	Crabbe 301
Eng. 43	An Outline of Literature	Daily	4	Tobey	Crabbe 305
Hist. 27	History of Education and Its Relation to Western Civilization	MTWTh	4	Mahan	Cranford 203
Home Ec. 2	Clothing Design and Construction	MTWTh	4	Roudebush	Crabbe 304
Home Ec. 24	Foods and Cooking for Boys (Double period)	MThF	4	Pickett	Crabbe 207
Latin 7	Vergil (Second year)	MTThF	4	Gibert	Crabbe 302
Mus. 1.	Rudiments and Methods	MTThF	4	Mohr	Kepner 12

SPRING QUARTER, 1934—Continued

Time and Cat. Number	Description	Days	Credit Hrs.	Teacher	Room
Mus. 7	Harmony	MTThF	4	Thomas	Conservatory 14
Mus. 11	Methods for Teaching Music	MTWTh	4	Collins	Kepner 2
Nurs. Ed. 100	History of Nursing and Contemporary Problems	MTWTh	4	Kandel	Field
P.E.M. 36	Varsity Track	Daily	1	Hancock-Davis	Courts
P.E.M. 169	Varsity Tennis	Daily	1	Butler	Gunter 103
P.E.W. 13	Baseball Coaching	MWF	1	Brown	Gunter 107
P.E.W. 26	Beginning Tennis	MTTh	1	Trumbull	Pool
P.E.W. 28	Beginning Swimming	WF	1	Springer	Pool
P.E.W. 30	Adv. Intermediate Swimming	MTWTh	1	Cave	Gunter 114
P.E.W. 39	Individual Gymnastics	MTWTh	2	Tenney	Gunter 202
P.E.W. 133	Sophomore Practice	MTWTh	2	Cave	Gunter 114
Sci. 5	Individual Gymnastics Applied	MTWTh	4	Wait	Cranford 1
Soc. 105	Science of Human Behavior	TWThF	4	Blue	Cranford 208
Soc. 105	Principles of Sociology	TWThF	4	Blue	Cranford 208

4:00—4:50

Ed. 16	Campfire Girls' Leadership (4:00—5:40)	M	2	Lee	Cranford 210
Mus. 40	Mendelssohn Club	TTh	0	Cline	Conservatory 1
Mus. 41	Schumann Club	MF	0	Cline	Conservatory 1
P.E.M. 14	Spring Football	Daily	1	Hancock	Field
P.E.M. 34	Varsity Gymnastics	Daily	1	von den Steinen	Gunter Hall
P.E.M. 37	Varsity Baseball	Daily	1	Brown	Field
P.E.W. 13	Beginning Tennis	MTTh	1	New	Gunter 202
P.E.W. 27	Intermediate Swimming	TTh	1	Trumbull	Pool
P.E.W. 27	Recreational Swimming	MWF	0	Trumbull	Pool
P.E.W. 31	Fundamental Gymnastics	MTTh	1	Tenney	Gunter 107

5:00—5:50

Mus. 42	Advanced Orchestra	MW	0	Opp	Conservatory 14
Mus. 50	Advanced Band	TTh	0	Opp	Conservatory 14
P.E.M. 14	Spring Football	Daily	1	Hancock	Field
P.E.M. 34	Varsity Gymnastics	Daily	1	von den Steinen	Gunter Hall
P.E.M. 37	Varsity Baseball	Daily	1	Brown	Field







Colorado State Teachers College Bulletin



THE NURSE  
In the New World Order

SUMMER SCHOOL

1934



GREELEY, COLORADO

Series XXXIV

January 1934

Number 1

## COLORADO STATE TEACHERS COLLEGE

Colorado State Teachers College in announcing its program for Nursing Education for the Summer Quarter 1934 desires to call attention to several very important things.

FIRST—The lower tuition rates to students in the Nursing Education courses.

SECOND—The visiting faculty members in this department.

THIRD—The unusual courses offered both in Nursing Education and in other departments.

While offering a particularly attractive program in Nursing Education, with an array of outstanding special instructors in this field, the administration has arranged for a large number of courses based on the new world order that should prove of interest and benefit to nurses and the directors of schools of nursing.

Because of her close contacts with humanity, the nurse of all professional people is probably most acutely aware of the rapidly changing world conditions. While the techniques of nursing and the operation of schools of nursing are the basic principles in preparation for the profession, because of her close relationship with the world, the nurse and all those who must work with humanity should especially be fitted to deal with the changing order of living.

Prospective students in the field of nursing education are invited to send for the Summer School bulletin and see the opportunities offered this year. The program is unusual.

Those registering for Nursing Education courses are urged to take advantage of it together with their other work.

### THE FACULTY

Miss PHOEBE M. KANDEL, Head

Dr. ANNIE WHARBURTON GOODRICH, Dean and Professor in Yale University School of Nursing.

Miss FAYE CRABBE, Educational Director, Hartford General School of Nursing.

Miss DORIS ODLE, Dietitian, Presbyterian Hospital, Denver, Colorado.

Dr. MAURICE REES, Dean of the Medical School, Colorado General Hospital, University of Colorado, Denver, Colorado.

Mr. ROBERT WITHAM, Director of the Children's Hospital, Denver, Colorado.

Mr. WALTER J. CRISTIE, Superintendent, Presbyterian Hospital, Denver, Colorado.

Mr. FRANK J. WALTER, Superintendent, St. Luke's Hospital, Denver, Colorado.

## COURSES IN NURSING EDUCATION

The College in cooperation with the Colorado State League of Nursing Education has prepared the Summer School courses with particular attention to the present day needs of the profession and after consultation with the officers and representatives of the League.

The following courses will be offered:

102a. THE CURRICULUM AND PRINCIPLES OF TEACHING IN SCHOOLS OF NURSING. Either half quarter. Four hours. Kandel.

Planned for head nurses, supervisors, teachers, and principals of nursing. A study of the construction of curricula for schools of nursing, the selection and arrangement of subject matter, the principles involved in teaching, the sequence of classes, the planning of lessons, and demonstrations.

107. THE SURVEY OF NURSING PROBLEMS. Either half quarter. Four hours. Goodrich and Kandel.

The aim of this course is to awaken a sense of individual and collective responsibility to the profession in the trend of nursing education. The different fields of nursing organization and opportunities are discussed, together with the legislation pertaining to nursing.

108. HOSPITAL ECONOMICS FOR NURSES. First half quarter. Four hours. Kandel and others.

This course is designed for all hospital personnel having to do teaching, supervision and administration, and others who may cooperate with the forces making for social progress. A brief survey of the laws governing hospitals and construction; wealth and welfare, power, capital, division of labor, buying equipment, replacement and care of it, and personnel management will be considered.

104. METHODS OF SUPERVISION AND CASE STUDY IN SCHOOLS OF NURSING. Second half quarter. Four hours. Kandel.

This course is designed for those who need a knowledge of the principles of supervision and their application to the problems in the hospital and schools of nursing. It includes (a) a study of the principles on which successful supervision is based, (b) the professional problem involved, and (c) methods of case study.

110. METHODS OF TEACHING MATERIA MEDICA IN NURSING SCHOOLS. Second half quarter. Four hours. Crabbe.

This course is designed for head nurses, instructors, and supervisors who wish help in the presentation of the elementary course in materia medica (solutions), and some of the advanced course in materia medica to student nurses. Laboratory work and demonstrations will be included in the course.

The fees in Nursing Education have been changed from \$25.00 for a half quarter to \$16.00, and \$32.00 for the full quarter, plus a \$2.00 laboratory fee for each course. This is the same fee as charged in all other departments. The regular non-resident and library fee will apply to this department.

## REGISTRATION

Registration will take place in Gunter Hall, Saturday, June 16, from 7:00 A. M. to 4 P. M.

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The summer quarter is divided into halves. The first half begins June 16 and ends July 21. The second half begins July 23 and ends August 24.

§ § §

## NURSING EDUCATION

## SUMMER SCHOOL

The Colorado League of Nursing Education  
and  
Colorado State Teachers College  
Cooperating

For additional information address the

Department of Publications

Greeley, Colorado

A black and white photograph of a classical building with large columns and a courtyard with trees and a path. The image is used as a background for the text.

COLORADO STATE TEACHERS COL

BULLETIN

SUMMER SCHOOL

# WHAT ARE YOU GOING TO DO?

---

A UNIQUE AND VITAL SCHOOL PROGRAM OFFERED FOR YOUR  
SERIOUS CONSIDERATION

---

**W**HAT will you do this summer?

In a few more weeks the schoolhouses will be locked and the children will be away on their long vacation.

Three months before you! What are YOU going to do? Perhaps you will travel. If you do you will return refreshed in mind and spirit and bring back to your school-room many new ideas. On the other hand, you may be giving serious consideration to the crisis facing education and the recent statement of the chairman of the Joint Commission on the Emergency In Education of the National Education Association appearing in the N.E.A. Journal as follows:

*This crisis can be met,  
but not in a day or a year,  
and education is a vital  
factor in the meeting of it.*  
—Franklin D. Roosevelt

*Within the next decade American education will undergo  
a reconstruction and expansion more fundamental than it has  
experienced in any other period of its history.*

Perhaps you will want to be one of those who will have a part in this important work of reconstruction and expansion.

The public schools will be called upon, as they always have in the past, to be the guiding influence in these promised changes, and the teachers who are prepared will be the ones who will have a large part in shaping the new program.

**The complete Summer School Program is contained  
in this publication. Be sure to bring it with you.**



*The most important question requiring an answer today at the hands of the American People is: What are we going to do about our public schools? Shall we maintain them on such a basis as will give our children an education in those essentials absolutely necessary to equip them as individuals and as citizens to lead such lives as men and women must be equipped to lead in a self-governing republic of free men, or are we going to let them slip back into an era of unenlightenment, bigotry, and ignorance?*

—Harold L. Ickes, Secretary of the Interior

Perhaps, as a teacher you will want to have a part in answering this question raised by Secretary Ickes.

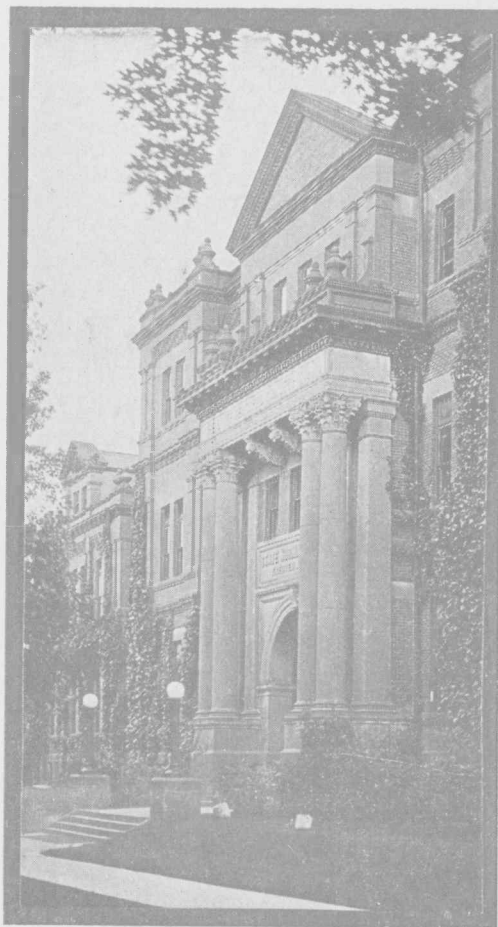
Education, with government and industry, must meet the crucial social problems of the day. The schools must be given their chance to play a part commensurate with their power in creating the new industrial and economic civilization that is in the making.

And so, perhaps, you would like to spend your time in a Summer School that has keyed its whole program to the NEW DEAL.

But you may not want to spend your whole summer in study. Therefore, Colorado State Teachers College has prepared a program of five or ten weeks.

You may want to spend a part of your time in recreation. The program can be so arranged that you can attend classes the first four days of the week and the other three days wandering amidst the beauties of the Rocky Mountains, which can be reached within an hour's ride from the campus.

Look over the program in this book. Note that the NEW DEAL is considered from the standpoint of its educational, religious, economic, and social significance.



THE LIBRARY  
COLORADO STATE COLLEGE OF EDUCATION  
GREELEY, COLORADO

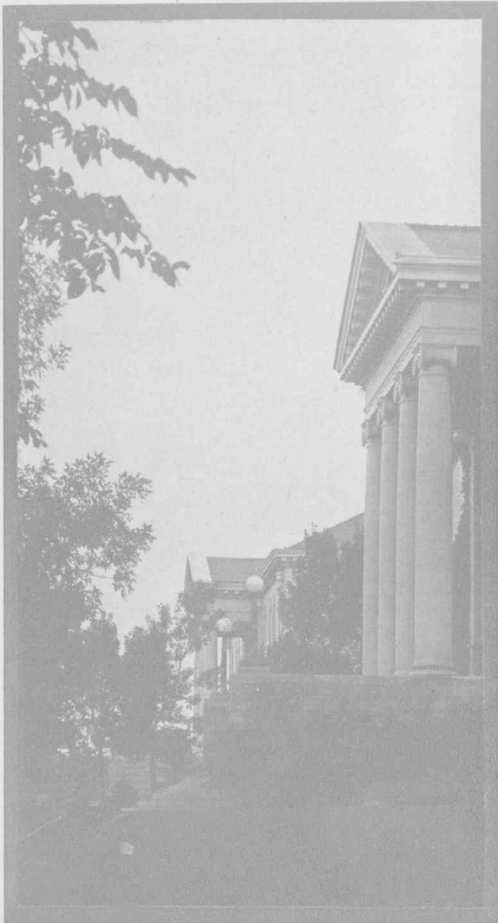
Some outstanding book of 1934 will be reviewed each afternoon the first four days of the week. Little Theatre, at 4:00 o'clock.

## A SERIES OF PANELS OR SYMPOSIUMS

- I. June 22—PROGRESSIVE EDUCATION—*F. L. Redefer, Secretary,* and *Prof. Clyde Miller, Treasurer,* Progressive Education Association, Leaders.
- II. June 29-30—TEACHER EDUCATION—A Discussion of the "National Survey." *Dr. Earle U. Rugg, Leader.*
- III. June 27—ELEMENTARY SUPERVISION—*Dr. Ernest Horn, University of Iowa,* and *Dr. Paul McKee, Leaders.*
- IV. Aug. 17-18—PERSONNEL AND GUIDANCE—*Dr. Ben Wood, Columbia University, Leader.*

## UNIT COURSES ON THE NEW DEAL

- I. June 18-29—THE RELIGIOUS SIGNIFICANCE OF THE NEW DEAL—*Dr. Herbert E. Evans, Columbia University.*
- II. July 9-20—THE SOCIAL SIGNIFICANCE OF THE NEW DEAL—*Prof. H. G. Blue, Colorado Teachers College.*



- III. July 30 - Aug. 10 — THE ECONOMIC SIGNIFICANCE OF THE NEW DEAL—*Dr. A. D. H. Kaplan, University of Denver.*
- IV. Aug. 13-24 — THE EDUCATIONAL SIGNIFICANCE OF THE NEW DEAL—*Dr. E. U. Rugg, Colorado Teachers College.*

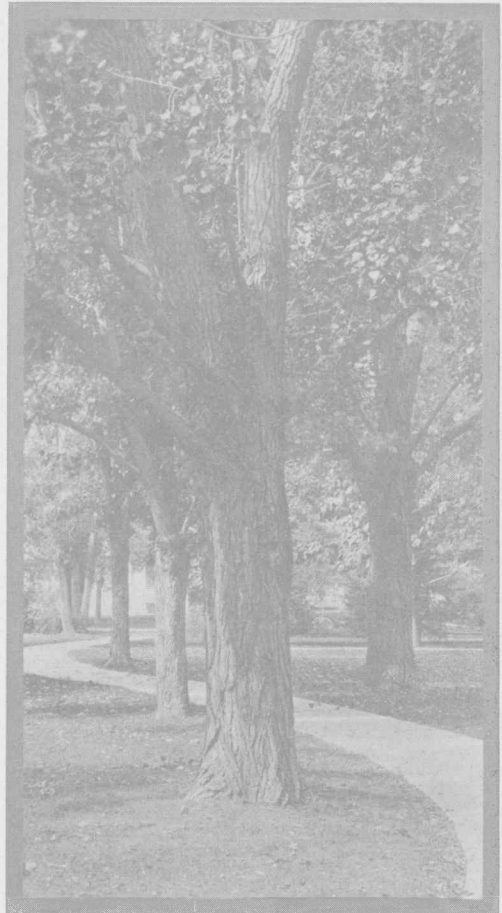
## OTHER UNIT COURSES

- I. June 18-29—EDUCATION AND THE PUBLIC — *Prof. Clyde Miller, Teachers College, Columbia University.*
- II. June 18-29—CLASSROOM TECHNICS OF PROGRESSIVE EDUCATION—*Mr. F. L. Redefer.*
- III. June 18-29 — THE NEW SPANISH REPUBLIC AND THE CONDITIONS THAT PRODUCED IT—*Dr. Percy A. Martin, Stanford University.*

# THAT WILL BE OFFERED THIS SUMMER

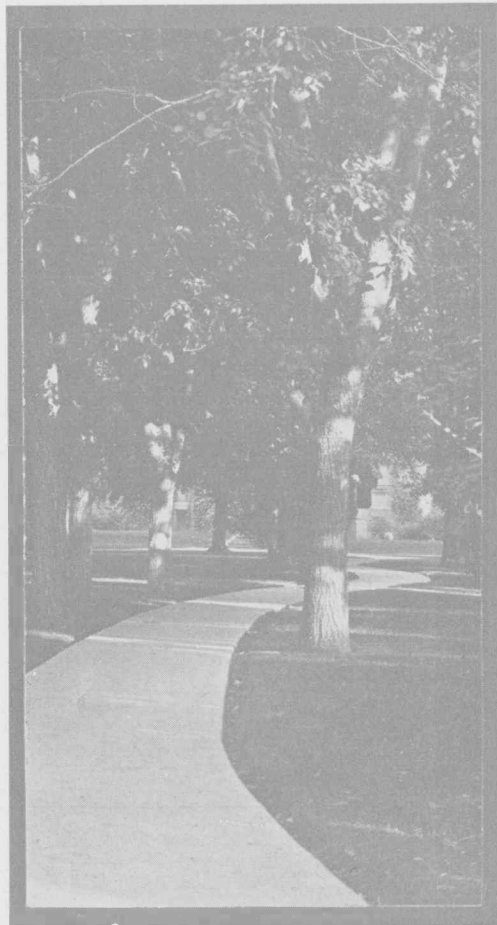
- IV. June 18-29—EDUCATIONAL FOUNDATIONS OF THE FINE AND INDUSTRIAL ARTS—*Dr. Fred Strickler*, Teachers College, Columbia University.
- V. June 18-29—TRENDS IN PHYSICAL EDUCATION—*Dr. Jay B. Nash*, New York University.
- VI. June 18-29—PHILOSOPHY OF PROGRESSIVE EDUCATION—*Mr. F. L. Redefer*.
- VII. June 18-29—THE A. B. C. POWERS IN LATIN AMERICAN SOLIDARITY—*Dr. Percy A. Martin*.
- VIII. June 18-29—SCIENCE CONTENT FOR JUNIOR HIGH SCHOOL—*Dr. Ralph Powers*, Teachers College, Columbia University.
- IX. July 9-20—USE OF MUSEUMS IN THE TEACHING OF THE SOCIAL STUDIES—*Dr. Russell H. Anderson*, Julius Rosenwald Museum of Science and Industry, Chicago.
- X. July 23-Aug. 3—ART IN THE NEW EDUCATION—*Miss H. Estelle Hayden*, Des Moines, Ia., Public Schools.
- XI. July 30 - Aug. 10 — NEW MONETARY THEORIES—*Dr. A. D. H. Kaplan*.
- XII. Aug. 13-24—CONTRIBUTIONS OF SCIENCE TO MODERN LIFE—*Dr. Ralph Powers*.
- XIII. Aug. 13-24 — GOVERNMENTAL CHANGES IN EUROPE—*Prof. Milton Loomis*, Asst. Dean, N. Y. University.
- XIV. Aug. 13-24 — PROBLEMS OF PERSONNEL RESEARCH — *Dr. Ben Wood*.
- XV. Aug. 13-24 — CURRENT GOVERNMENTAL CHANGES IN THE UNITED STATES—*Prof. Milton E. Loomis*.

In addition to the foregoing features, the program includes more than three hundred courses offered in the various departments and conducted by the regular members of the faculty.



# A SYMPOSIUM ON TAXATION

- I. June 18—THE GENERAL SITUATION—The relation of Federal taxation to state and local taxes. *Dr. O. M. Dickerson.*
- II. June 19—TAXING UNITS—An analysis of the taxes raised by the various units. *Prof. G. S. Klemedson, Colorado Agricultural College.*
- III. June 20—THE COST OF THE CENTRAL GOVERNMENT. How it is raised and what it is spent for. *Edward B. Morgan, Chairman, Colo. Tax Commission.*
- IV. June 21—THE SOURCES AND AMOUNT OF STATE REVENUE OTHER THAN THAT FROM DIRECT TAXES. *Homer F. Bedford, State Treasurer, Colorado.*
- V. July 2—THE EDUCATIONAL INSTITUTIONS. Their needs and sources of revenue. *Dr. C. A. Lory, president, Colorado Agricultural College.*
- VI. July 3—HIGHWAYS. How the money for them is raised and spent; relative cost of state and county maintenance. *Chas. D. Vail, Colorado State Highway Commissioner.*
- VII. July 5—NEW TAX BURDENS THAT MUST BE BORNE—old age pensions, unemployment relief, adult education. *Prof. Don Sowers, Colorado University.*
- VIII. July 9—GENERAL PROPERTY TAX. Its iniquities and its menace to public education. *Prof. Klemedson.*
- IX. July 10—AN ANALYSIS OF CORPORATION TAXES. *Geo. Spalding, Assistant Vice-Pres. Mountain States T. & T. Co.*
- X. July 11—ASSESSMENT AND EQUALIZATION of the total tax levies. Are present property valuations fair? What property escapes taxation? *Edward B. Morgan*



- XI. July 12 — THE TAX COMMISSION; its functions and powers. *Edward B. Morgan.*
  - XII. HOW THE TAX BURDEN AFFECTS THE VARIOUS PARTS OF OUR POPULATION:
    - July 16—THE FARMER. *Rudolph Johnson, Secretary, State Grange.*
    - July 17 — THE BUSINESS MAN. *William Russell, President Denver Chamber of Commerce.*
    - July 18—THE RAILROADS. *George P. Dodge, D. & R. G. W. Ry.*
  - XIII. PROPOSED SOLUTIONS OF THE TAX PROBLEMS:
    - July 19—BY THE TAX EXPERT. *Don Sowers.*
    - July 23—THE GOVERNOR'S PROGRAM. *Gov. Edward C. Johnson.*
    - July 24 — THE PLAN OF THE TAXPAYERS' ORGANIZATIONS. *A. L. Mumper, President, Colorado Taxpayers, Inc.*
  - XIV. July 25 — THE PLAN OF THE SCHOOL MEN. *Dr. O. L. Troxel.*
- SUMMARY AND SUGGESTIONS FOR COOPERATION. *Dr. George Willard Frasier.*

# AN ARRAY OF EMINENT TEACHERS

- DR. RUSSELL H. ANDERSON, Curator, Julius Rosenwald Museum of Science and Industry, Chicago.
- DR. FREDERICK H. BAIR, Superintendent of Schools, Shaker Heights, Ohio.
- MISS FAYE CRABBE, Educational Director, Hartford General School of Nursing.
- DR. HERBERT E. EVANS, Counselor to Protestant Students, Columbia University.
- DR. E. K. FRETWELL, Professor of Education, Teachers College, Columbia University.
- DR. ANNIE WHARBURTON GOODRICH, Dean and Professor, Yale University School of Nursing.
- MISS H. ESTELLE HAYDEN, Director of Art, Des Moines, Ia., Public Schools.
- DR. ERNEST HORN, Professor of Education, State University of Iowa.
- DR. A. D. H. KAPLAN, Professor of Economics, University of Denver.
- MR. MILTON E. LOOMIS, Professor and Assistant Dean of the School of Education, New York University.
- DR. PERCY A. MARTIN, Professor of European History, Stanford University.
- MR. CLYDE MILLER, Director of the Bureau of Educational Service and Professor, Teachers College, Columbia University.
- DR. JAY B. NASH, Director of Physical Education, School of Education, New York University.
- DR. EVELYN NEWMAN, Professor of English, Rollins College, Winter Park, Florida.
- DR. RALPH POWERS, Professor of Natural Sciences, Teachers College, Columbia University.
- DR. MERLE PRUNTY, Superintendent of Schools, Tulsa, Oklahoma.
- MR. FREDERICK L. REDEFER, Executive Secretary of the Progressive Education Association.
- DR. EVERETT B. SACKETT, Director of Research and Chairman of the Curriculum Council for the Panama Canal Zone.
- DR. FRED STRICKLER, Associate Professor in Industrial Arts Education, Teachers College, Columbia University.
- DR. BEN WOOD, Director Bureau of Collegiate Education Research, Colum-

# IDEAL LOCATION FOR SUMMER STUDY

It will be noted that Colorado State Teachers College is attempting to analyze the crisis that is facing education and is proposing a solution. A glance at the array of eminent teachers who will serve on the guest faculty will reveal the fact the administration is convinced that this is no time for educational institutions to curtail their program.

While the program makes it possible for you to focus your attention for the whole quarter on the remaking of education, if that is your chief interest, at the same time you will find the usual array of material offered in the several departments.

In view of the tremendous growth of the Graduate School, the administration is giving particular attention to the work offered in this department, designed especially to meet the demands of administrators, supervisors, and principals. One fourth of the student enrollment of the 1933 Summer Quarter was made up of graduate students. A much larger enrollment is anticipated the coming summer. Those wishing to do work toward their master's or doctor's degree are urged to communicate directly with Dr. Frederick L. Whitney, director of the Graduate School.



The administration of Colorado State Teachers College is not unmindful of the fact that while the ambitious teachers of the country want to further equip themselves professionally, at the same time summer study should be attempted only under the most favorable conditions. And, too, some play can very profitably be included in the program.

Colorado State Teachers College is located in Greeley, a beautiful little city of 12,500 population. The campus, one of the most attractive to be found anywhere in the country, comprises sixty-five acres. It is located on the main paved highway, fifty-two miles north of Denver, the capital city of Colorado, and fifty-five miles south of Cheyenne, the capital city of Wyoming. It is also located on U. S. Highway 85, the Lincoln Highway, east and west.

# AND MOUNTAIN CLIMBING AND FISHING

Located as it is, close to the Rocky Mountains, Colorado State Teachers College is an ideal place for summer study both from the standpoint of climate and recreation. A large part of the country's famous mountain attractions lie within easy reach of the campus, and the summer quarter program is so arranged that students may spend two or three days on week-ends in most delightful pastime—strolling along mountain streams, horseback riding over peaceful trails, climbing mountainsides, or automobiling over mountain boulevards to dizzy heights.

Consideration has also been given to those who for various reasons will find it inconvenient to do much traveling, and so a full and varied program of amusement and recreation has been planned for those who remain on the campus on holidays and over the week-end.

Some of the places students may go and the things they may do:

**TROUT FISHING**—In a very short time one may reach any number of excellent trout streams.

**GRAND LAKE**—A delightful one or two-day trip, going by way of Berthoud Pass and returning by way of Fall River Road.

**MOUNT EVANS**—Over Look-Out Mountain, and home through Evergreen and Bear Creek Canon.

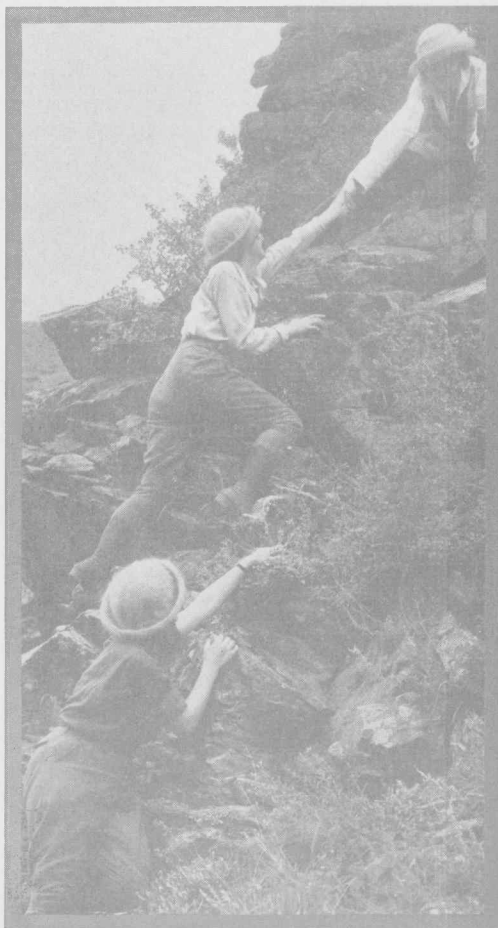
**BEAR LAKE**—An entrancing ride through St. Vrain Canon.

**LONG'S PEAK**—A thrilling adventure to the Top of the World.

**PIKE'S PEAK**—A trip that may include the wonders of the Garden of the Gods, Cave of the Winds, Seven Falls.

**ELITCH'S GARDENS**—A beautiful park and playground in Denver, with a commodious theater in which high class plays are produced each summer by a stock company of prominent actors.

Many more trips can be arranged.



# LIVING ACCOMMODATIONS FOR STUDENTS

The cost of attending Summer School at Colorado State Teachers College this year takes into consideration reduced salaries. Board and room costs are considerably reduced. One may attend a full quarter of ten weeks for as low as \$100, including all tuition, fees, and living expenses. Arrangements have been made whereby men students may enjoy this rate by living in the men's dormitories and sending check in advance. Of course, the offer lasts only so long as there is room in the dormitories.

The dormitories for women are open to Summer School students. These rent for from \$26.00 to \$28.00 for the full quarter, or \$16.00 to \$18.00 for the half quarter.

In addition to the dormitories, the capacities of which are limited, the college maintains a list of choice approved rooms in private homes, which can be had at nominal rates.

Accommodations for light housekeeping rooms may also be had.

Tea rooms, lunch rooms, and boarding houses are plentiful about the campus, where meals may be had at reasonable rates.

Students should communicate with the dean of men or the dean of women before making deposits on rooms.

Greeley is widely recognized as a city of attractive homes, and students rooming therein will find them comfortable, convenient and well cared for, and the atmosphere congenial.

Greeley is also equally well known as a city of churches and high moral standards. It is absolutely free of the vices and objectionable conditions

found in large centers of population. Even today, with legalized liquor, there are no liquor stores in Greeley.

Students will in fact find here the most ideal living conditions.





**SCHEDULE OF CLASSES**

course	Number	Description	Days	Quarter	Hrs. Cr.	Instructor	Room
:00-7:50							
rt	2	Fine Arts Methods, Kin.-Prim.	MTThF	Ei. Hf. or Full	2-4	McFie	Gugg. 200
rt	114	Ind. Arts Methods, Upper Grades	MTThF	Ei. Hf. or Full	2-4	Moore	Gugg. 204
stron.	161	Astronomy	MTWTh	Ei. Hf. or Full	2-4	Finley	Cranf'd 210
otany	127	Systematic Botany (Field trips)	MTWTh	Full Quarter	4	Jean	Cranf'd 302
hem.	141	Organic Chemistry (Lab. arr.)	TWTh	Full Quarter	4	Bowers	Crabbe 102
3m. Ed.	2	Shorthand II	MTWTh	Ei. Hf. or Full	2-4	Kelly	Cranf'd 212
om. Ed.	38	Commercial Law I	TWThF	Ei. Hf. or Full	2-4	Bedinger	Cranf'd 202
duc.	8	Language Arts, Intermed. Grades	TWThF	Ei. Hf. or Full	2-4	Luzmoor	Kepner 210
duc.	100ar	Unit Course—Classroom Technics of Progressive Educ.	Daily	June 18-29	1	Redefer	Kepner 206
duc.	113	Educational Supervision	TWThF	Ei. Hf. or Full	2-4	Turner	Kepner 209
duc.	117ab	Citizenship Educ., Elem. School	TWThF	Ei. Hf. or Full	2-4	Rosenquist	Kepner 213
duc.	145-245	Technic of Curriculum Making	MTWTh	Ei. Hf. or Full	2-4	Rugg	Cranf'd 208
duc.	175	Elementary Statistical Methods	MTWTh	Full Quarter	4	Heilman	Cranf'd 205
nglish	12	Oral Expression	MTWTh	Full Quarter	4	Blackburn	L. Th.
nglish	115	Oral Poetry and Drama	MTThF	Ei. Hf. or Full	2-4	Tobey	Crabbe 305
nglish	147	Shakespeare's Comedies	MTThF	Full Quarter	4	Hawes	Crabbe 301
egg.	104	Civilization and Climate	MTWTh	Second Half	2	West	Gunter 203
eog.	163	The New Deal and Its Geographic Aspects	MTWTh	First Half	2	West	Gunter 203
istory	7-107	Contemporary World History (a) Dictators and Dictatorships (b) Causes of Current Unrest in Europe	MTWTh	Second Half First Half	2-4	Zimmerman	Cranf'd 214
istory	208	American Revolution	MTWTh	Ei. Hf. or Full	2-4	Dickerson	Cranf'd 104
d. Ed.	1	Constructive Woodworking (Lab.)	MTWTh	Ei. Hf. or Full	2-4	Foulk	Gugg. 1
d. Ed.	8a	Art Metal (Lab. arr.)	MTWTh	Ei. Hf. or Full	2-4	Perry	Gugg. 101
d. Ed.	31	Elements of Printing I (Lab.)	MTWTh	Ei. Hf. or Full	2-4	Bishop	Kepner 4
d. Ed.	32	Elements of Printing II (Lab.)	MTWTh	Ei. Hf. or Full	2-4	Bishop	Kepner 4
d. Ed.	41	Elem. Bookbinding and Leathercraft (Lab. arr.)	MTWTh	Ei. Hf. or Full	2-4	Schaefer	Gugg. 100
d. Ed.	43	Intermed. Bookbinding and Leathercraft (Lab. arr.)	MTWTh	Ei. Hf. or Full	2-4	Schaefer	Gugg. 100
d. Ed.	109	Art Metal and Jewelry (Lab.)	MTWTh	Ei. Hf. or Full	2-4	Perry	Gugg. 101
d. Ed.	111	Sheet Metal (Lab. by appt.)	MTWTh	Ei. Hf. or Full	2-4	Hutchcroft	Kepner 16
ib. Sci.	103	Classification and Cataloging	MTWTh	First Half	2	Mohrhardt	Cranf'd 1
ib. Sci.	104	Reference Work	MTWTh	Second Half	2	Mohrhardt	Cranf'd 1
ath.	1	College Algebra	MTThF	Ei. Hf. or Full	2-4	Mallory	Kepner 205
usic	11	Teaching Music—Upper Grades	MTWTh	Full Quarter	4	Collins	Kepner 2
urs. Ed.	102a	Curriculum and Principles of Teaching in Schools of Nursing (Double period)	MTWTh	First Half	4	Kandel	Library 6
urs. Ed.	104	Methods of Supervision and Case Study in Schools of Nursing (Double period)	MTWTh	Second Half	4	Kandel	Library 6
E. W.	13	Beginning Tennis	TThF	Ei. Hf. or Full	*1	Springer	Courts
ysics	161-261	Principles of Radio (Lab.)	MTWTh	Full Quarter	4	Herman	Crabbe 306
ience	1	Elementary Science (Field trips)	MTWTh	Ei. Hf. or Full	2-4	Lammel	Cranf'd 101
ience	3	Introduction to Science	TWThF	Full Quarter	4	Selberg	Cranf'd 300
ol.	101-201	A Science Program in H. S.	TWThF	Full Quarter	4	Robertson	Kepner 217
ol.	105	Principles of Sociology	TWThF	Full Quarter	4	Blue	Cranf'd 208
ol.	120-220	Embryology (Lab. arr.)	MTWTh	Full Quarter	4	Harrah	Cranf'd 304
:00-8:50							
rt	4-104	Design	MTThF	Ei. Hf. or Full	2-4	Moore	Gugg. 105
rt	16-116	Freehand Drawing and Comp.	MTThF	Ei. Hf. or Full	2-4	Baker	Gugg. 200
rt	112	Color Theory and Composition	MTWTh	1st Hf. or Full	2-4	Ellinger	Gugg. 204
ct.	130	Bacteriology (Lab. 1-5 Tu)	TWThF	Full Quarter	4	Selberg	Carnf'd 303
em.	142	Organic Chemistry (Lab. arr.)	TWTh	Full Quarter	4	Bowers	Crabbe 102
om. Ed.	11	Typewriting I	TWThF	1st. Hf. or Full	2-4	Knies	Cranf'd 213
om. Ed.	102-102a	Unit Course—The Economic Significance of the New Deal	Daily	July 30	1	Kaplan	Cranf'd 211
uc.	9	Social Arts, Intermediate Grades	MTWTh	Ei. Hf. or Full	2-4	Van Meter	Kepner 11
uc.	100av	Unit Course—The Educational Significance of the New Deal	Daily	Aug. 13	1	Rugg	Cranf'd 203
uc.	105	School Discipline	MTWTh	Secor. Half	2	Foster	Cranf'd 301
uc.	106	Character Education	MTWTh	First Half	2	Stutsman	Cranf'd 211
uc.	117	Extra-Curricular Activities	MTWTh	Ei. Hf. or Full	2-4	Prunty	Kepner 215
uc.	130a-230a	Agricultural and Rural Adjustments Under the New Deal	MTWTh	Ei. Hf. or Full	2-4	Hargrove	Kepner 9
uc.	143-243	School Administration (3rd. Course)	MTWTh	Ei. Hf. or Full	2-4	Troxel	Cranf'd 203
uc.	215	Personnel and Guidance	TWThF	Ei. Hf. or Full	2-4	Mahan-Heilman-Wilson	Kepner 218
uc.	223	Research for Graduate Students	TTh	Full Quarter	2	Whitney	Cranf'd 1
nglish	13	Story Telling	MTThF	Ei. Hf. or Full	2-4	Fatherson	Kepner 209
nglish	86	American Literature	MTThF	Ei. Hf. or Full	2-4	Lindou	Crabbe 301
nglish	111	The English Language	MTWTh	Full Quarter	4	Cross	Crabbe 306
nglish	131	The Short Story	MTThF	Ei. Hf. or Full	2-4	Hawes	Crabbe 302
nglish	209	Comparative Literature	MTThF	Full Quarter	4	Tobey	Crabbe 305
eog.	173	Present Day Western Europe	MTThF	Ei. Hf. or Full	2-4	Barker	Gunter 203
ol.	156	Geology of the Rocky Mountains (Field trips arr.)	MTWTh	Full Quarter	4	West	Gunter 103
istory	5	Early Modern Europe	TWThF	Full Quarter	4	Peake	Cranf'd 104
istory	116-216	History of Latin America	MTWTh	Full Quarter	4	Zimmerman	Cranf'd 214
ome Ec.	20	Nutrition	MTThF	Full Quarter	4	Pickett	Crabbe 207
ome Ec.	140	Methods of Teaching Home Ec.	TWThF	1st Hf. or Full	2-4	Roudebush	Crabbe 304
ygienne	1	Personal Hygiene for Men	MTWTh	Full Quarter	4	Davis	Gunter 103
d. Ed.	10	Principles of Drafting (Lab.)	MTWTh	Ei. Hf. or Full	2-4	Carter	
d. Ed.	14	Care and Management (Lab.)	MTWTh	Ei. Hf. or Full	2-4	Foulk	Gugg. 1
d. Ed.	33	Principles of Printing Design (Lab.)	MTWTh	Ei. Hf. or Full	2-4	Bishop	Kepner 4
d. Ed.	35	Theory and Practice of Typographic Design (Lab. by appt.)	MTWTh	Ei. Hf. or Full	2-4	Bishop	Kepner 4
d. Ed.	115-215	Shop Project Development	MTWTh	Ei. Hf. or Full	2-4	Perry	Gugg. 106
ath.	2	Trigonometry	MTThF	Ei. Hf. or Full	2-4	Mallory	Cranf'd 205

Course	Number	Description	Days	Quarter	Hrs. Cr.	Room	Instructor
Math.	9	Analytics	MTWTh	Ei. Hf. or Full	2-4	Mallory	Cranf'd 20
Math.	107	Teaching 7th and 8th Grade Math	MTThF	Ei. Hf. or Full	2-4	Finley	Cranf'd 21
Music	7	Harmony (3rd quarter)	MTWTh	Full Quarter	4	Thomas	Con. 6
Music	25	Outlines of Music	MTWTh	Full Quarter	4	Mohr	Kepner 12
Music	46	Orchestral Instruments	MTWTh	Full Quarter	2	Opp	Con. 14
P. E. M.	40	Theory of Play and Minor Sports	MTWTh	First Half	2	Hancock	Gunter 201
P. E. W.	120	Anatomy	MTWTh	Full Quarter	4	Cave	Gunter 205
Phys. Ed.	164-263	Modern Physics (For. Phys. 107)	MTWTh	Full Quarter	4	Herman	Crabbe 106
Spanish Soc.	110	Advanced Spanish Conversation	TTh	Full Quarter	2	Mulroney	
	101-201a	Unit Course—The Religious Significance of the New Deal	Daily	June 18-29	1	Evans	Cranf'd 21
Soc.	101-201b	Unit Course—The Social Significance of the New Deal	Daily	July 9-20	1	Blue	Cranf'd 20
Soc. Zoology	185	Social Origins	MTWTh	Ei. Hf. or Full	2-4	Howarth	
	117-217	Human Physiology (Lab. arr.)	MTWTh	Full Quarter	4	Harrah	Cranf'd 30
Art	100a	Unit Course—Art in the New Education	Daily	July 23 Aug. 3	1	Hayden	Gugg.
Art	101	Figure Drawing	MTWTh	Ei. Hf. or Full	2-4	Ellinger	Gugg. 204
Art	121	Modeling	MTWTh	Second Half	2	Ellinger	Gugg. 204
Biol.	132	Genetics and Eugenics	MTWTh	Full Quarter	2-4	Jean	Cranf'd 30
Chem.	41	General Chemistry (Lab. arr.)	MTTh	Full Quarter	4	Bowers	Crabbe 102
Com. Ed.	1	Shorthand I	MTThF	1st Hf. or Full	2-4	Bedinger	Cranf'd 20
Com. Ed.	114-214	Recent Developments in the Teaching of Typewriting	TWThF	First Half	2	Knies	Cranf'd 20
Com. Ed.	139-239	Marketing	MTWTh	Ei. Hf. or Full	2-4	Colvin	Cranf'd 20
Educ.	30	The Rural Teacher's Problems	MTWTh	Ei. Hf. or Full	2-4	Hargrove	Kepner 9
Educ.	158	Advanced Observation	TWThF	Full Quarter	4	Davis	Cranf'd 20
Educ.	76	Psychology of Learning	MTWTh	Full Quarter	4	McCowan	Cranf'd 30
Educ.	101-201	Curriculum Seminar—Making Courses of Study in the Social Sciences	MTWTh	Ei. Hf. or Full	2-4	Rugg	Cranf'd 20
Educ.	110-210	Improvement of Instruction in Reading and Spelling	MTWTh	Ei. Hf. or Full	2-4	McKee-Horn	Kepner 11
Educ.	116	Secondary Education	MTWTh	Full Quarter	4	Prunty	Kepner 21
Educ.	126	Teachers' Classroom Tests	MTWTh	Full Quarter	4	Troxel	Cranf'd 21
Educ.	141	Administration of Village and Consolidated Schools	MTWTh	Ei. Hf. or Full	2-4	Stutsman-Foster	Kepner 2
Educ.	227	Educational Tests	TWThF	Second Half	2	Sackett	Cranf'd 20
English	14	Dramatic Art	MTThF	Ei. Hf. or Full	2-4	Blackburn	L Th.
English	100a	Journalism	MTWTh	Full Quarter	4	Shaw	Crabbe 301
English	122	Literature for the Jr. H. S.	MTThF	Ei. Hf. or Full	2-4	Tobey	Crabbe 208
English	151	International Note in Literature	MTWTh	First Half	2	Newman	
English	210	Old English	MTThF	Full Quarter	4	Lindou	Crabbe 302
Geog.	108	Human Geography	MTThF	Ei. Hf. or Full	2-4	Barker	Gunter 202
History	27-127	History of Ed. and Its Relation to Western Civilization	MTWTh	Full Quarter	4	Mahan	Kepner 11
History	102	Ancient Social History	TWThF	Ei. Hf. or Full	2-4	Peake	Kepner 11
History	185a	Unit Course—The Use of Museums in the Teaching Process in the Elementary School	Daily	July 9-20	1	Anderson	Cranf'd 30
History	140	Unit Course—The New Spanish Republic and the Conditions That Produced It	Daily	June 18-29	1	Martin	Kepner 2
History	207	Great Colonial Empires	MTWTh	Ei. Hf. or Full	2-4	Zimmerman	Cranf'd 21
Home Ec.	125	Child Care and Child Welfare	MTThF	1st. Hf. or Full	2-4	Pickett	Crabbe 207
Ind. Ed.	2	Constructive Woodworking (Lab.)	MTWTh	Ei. Hf. or Full	2-4	Foulk	Gugg. 1
Ind. Ed.	33	Principles of Printing Design (Lab. arr.)	MTWTh	Ei. Hf. or Full	2-4	Bishop	Kepner 4
Ind. Ed.	35	Theory and Practice of Typographic Design	MTWTh	Ei. Hf. or Full	2-4	Bishop	Kepner 4
Ind. Ed.	44	Intermediate Bookbinding and Leathercraft (Lab. arr.)	MTWTh	Ei. Hf. or Full	2-4	Schaefer	Gugg. 100
Ind. Ed.	114	Shop Work for Primary Teachers	MTWTh	Ei. Hf. or Full	2-4	Perry	Kepner 14
Ind. Ed.	121	Advanced Cabinet Making (Lab.)	MTWTh	Ei. Hf. or Full	2-4	Foulk	Gugg. 1
Ind. Ed.	128-228	Unit Course—Ed. Foundations of the Fine and Industrial Arts	Daily	June 18-29	1	Strickler	Gugg. 105
Ind. Ed.	143	Teaching of Bookbinding and Leathercraft (Lab. by appt.)	MTWTh	Ei. Hf. or Full	2-4	Schaefer	Gugg. 100
Math.	109	Teaching Algebra	MTThF	Ei. Hf. or Full	2-4	Finley	Cranf'd 21
Music	2	Sight Singing (Beginning)	MTWTh	Full Quarter	2	Mohr	Con. 14
Music	103	Beginning Counterpoint	MTWTh	First Half	2	Thomas	Con. 6
Music	104	Advanced Counterpoint	MTWTh	Second Half	2	Thomas	Con. 6
Nurse. Ed.	108	Hospital Economics for Nurses (Double period)	MTWTh	First Half	4	Kandel and Others	Library 6
Nurse. Ed.	110	Methods of Teaching Materia Medica in Nursing Schools (Double period)	MTWTh	Second Half	4	Crabbe	Library 6
P. E. M.	50	First Aid	MTWTh	First Half	2	von den Steinen	Gunter 20
P. E. M.	125	Physiology of Exercise	MTWTh	Full Quarter	4	Davis	Gunter 10
P. E. M.	172	Officiating and Management	MTWTh	First Half	2	Brown	Gunter 20
P. E. W.	185a	Unit Course—Trends in Phy. Ed.	MTWTh	June 18-29	1	Nash	Gunter 11
Physics	163-263	Photography and Photochemical Phenomena (Lab. arr.)	MTWTh	Full Quarter	4	Herman	Crabbe 10
Pol. Sci.	102	State Government	MTWTh	Full Quarter	4	Dickerson	Cranf'd 1
Science	5	Science of Human Behavior	MTWTh	Full Quarter	4	Wait	Cranf'd 1
Science	100-200	Experiments and Demonstrations for Teaching of Elem. Sci.	MTWTh	Ei. Hf. or Full	2-4	Lammel	Kepner 21
Science Soc.	104-204	Teaching of Biol. Science in H.S.	TWThF	Ei. Hf. or Full	2-4	Robertson	Cranf'd 30
Soc.	60	Education of the Consumer	TWThF	Ei. Hf. or Full	4	Roudebush	Crabbe 30
Soc.	120-220	Present Day Religions: Their Significance in the World Today	TWThF	First Half	2	Wilson	Cranf'd 2
Soc.	150	Race Contacts	MTWTh	Ei. Hf. or Full	2-4	Howarth	
Soc.	185-285	Theories of Social Progress in Application to the Social Changes Today	TWThF	Ei. Hf. or Full	2-4	Blue	Cranf'd 2
Spanish Zool.	0	Individual Studies in Spanish*	MTThF	Full Quarter	4	Mulroney	
Zool.	119-219	Field Zoology (Lab. arr.)	MTWTh	Full Quarter	4	Harrah	Cranf'd 3

Course	Number	Description	Days	Quarter	Hrs. Cr.	Room	Instructor
00—10:50							
	106	Teaching Art Appreciation	MTThF	Second Half	2	Moore	Gugg. 204
	108	Pottery	MTThF	First Half	2	Moore	Gugg. 204
	110-210	Methods for Teachers and Supervisors of Art	MTWTh	Ei. Hf. or Full	4	Hayden-Baker	Gugg. 200
	115	Freehand Drawing II	MT	Ei. Hf. or Full	1-2	Ellinger	Gugg. 203
	115a	Freehand Drawing III	WTh	Ei. Hf. or Full	1-2	Ellinger	Gugg. 203
	119	Home Decoration	TWThF	Ei. Hf. or Full	2-4	Roudebush	Crabbe 304
Ed.	14	Methods of Teaching Shorthand and Typewriting	TWThF	Ei. Hf. or Full	2-4	Bedinger-Knies	Cranf'd 213
n. Ed.	150-250	Accounting I	MTWTh	Ei. Hf. or Full	2-4	Colvin	Cranf'd 202
n. Ed.	31	Agriculture for Rural Schools	MTWTh	Ei. Hf. or Full	2-4	Hargrove	Kepner 9
Ed.	56	Observation in Second'y Schools	MTWTh	Full Quarter	4	Wrinkle	Cranf'd 203
Ed.	65	Junior High School Education	MTWTh	Ei. Hf. or Full	2-4	Stutsman-Foster	Kepner 2
c.	100a	Unit Course—Philosophy of Progressive Education	Daily	June 18-29	1	Redefer	Kepner 211
c.	102-202	Education and the Social Order	MTWTh	First Half	2	Frasier	Cranf'd 214
c.	108	Visual Aids in Education	TWThF	Second Half	2	Davis	Kepner 211
c.	111-211	Improvement of Instruction in Content Subjects	MTWTh	Ei. Hf. or Full	2-4	McCowen-Horn	Cranf'd 300
c.	128	Mental Hygiene	MTWTh	Second Half	2	Wait	Cranf'd 1
c.	144-244	Sch. Administration (3rd Course)	MTWTh	Ei. Hf. or Full	2-4	Troxel-Bair	Cranf'd 211
c.	174-274	Interpretation Statistical Data	MW	Full Quarter	2	Whitney	
c.	178	Psychological Implications of the New Deal	MTWTh	First Half	2	Wait	Cranf'd 1
c.	190-290	Admin. of Teachers Colleges	MTWTh	Second Half	2	Frasier-Rugg	Cranf'd 214
c.	192-292	Student Teaching and the Professional Educ. of Teachers	TWThF	First Half	2	Davis	Cranf'd 207
c.	229	Mental Tests	TWThF	Second Half	2	Sackett	Kepner 215
Ed.	16	Phonetics	MTWTh	First Half	2	Blackburn	
Ed.	109	Advanced Composition	MTThF	Full Quarter	4	Hawes	Crabbe 302
Ed.	134	Modern Drama	MTWTh	Ei. Hf. or Full	2-4	Newman-Blackburn	Crabbe 305
Ed.	144-244	World Literature to 476 A.D.	MTWTh	Full Quarter	4	Cross	Crabbe 301
Ed.	161	Literature of the Old Testament	TWThF	First Half	2	Wilson	Crabbe 207
Ed.	150	Individual Studies in French*	MTThF	Full Quarter	4	Mulroney	
Ed.	2	Political Geog. of So. America	MTWTh	Second Half	2	West	Gunter 203
Ed.	158	Pol. Geog. of Eastern Europe	MTWTh	First Half	2	West	Gunter 203
Ed.	117	Teaching of History and Civics	MTWTh	Full Quarter	4	Dickerson	Cranf'd 104
Ed.	10a	Household Equipment and Care	MTThF	1st Hf. or Full	2	Pickett	Crabbe 207
Ed.	10b	Household Management	MTThF	Second Half	2	Pickett	Crabbe 207
Ed.	110	Household Administration	Daily	Ei. Hf. Qr.	2	Pickett	Cottage
Ed.	1	Hygiene for Women	MTWTh	Full Quarter	4	Bryson	Gunter 201
Ed.	12	Architectural Drawing (Lab.)	MTWTh	Ei. Hf. or Full	2-4	Carter	
Ed.	132	Advanced Printing (Lab. arr.)	MTWTh	Ei. Hf. or Full	2-4	Bishop	Kepner 4
Ed.	203	Seminar	MTWTh	Ei. Hf. or Full	2-4	Perry	Gugg. 105
Ed.	101	Differential Calculus	MTThF	Ei. Hf. or Full	2-4	Mallory	Kepner 205
Ed.	102	Integral Calculus	MTWTh	Ei. Hf. or Full	2-4	Mallory	Kepner 205
Ed.	104	Teaching Arith. in Lower Grades	MTThF	First Half	2	Finley	Cranf'd 210
Ed.	105	Teaching Arith. Upper Grades	MTThF	Second Half	2	Finley	Cranf'd 210
Ed.	1	Rudiments and Methods	MTWTh	Full Quarter	4	Mohr	Kepner 12
Ed.	6	Harmony (2nd Quarter)	MTWTh	Full Quarter	4	Thomas	Con. 6
Ed.	105	Beginning Instrumentation	MTWTh	First Half	2	Cline	Con. 14
Ed.	106	Advanced Instrumentation	MTWTh	Second Half	2	Cline	Con. 14
Ed.	4	Mat Work	MTWTh	First Half	1	von den Steinen	Gunter
Ed.	80	Tests and Measurements	MTWTh	First Half	2	Brown	Gunter 205
Ed.	165	Basketball Coaching	MTWTh	First Half	2	Davis	Gunter 103
Ed.	5	Folk Dancing	MTTh	Ei. Hf. or Full	*1	Cave	Gunter 107
Ed.	150a	Unit Course—Current Governmental Changes in Europe	Daily	Aug. 13-24	1	Loomis	Cranf'd 207
Ed.	100a-200a	Unit Course—Contributions of Science to Modern Life	Daily	June 18-29	1	Powers	Cranf'd 301
Ed.	110-210	Crime and Criminals	TWThF	Ei. Hf. or Full	2-4	Blue	Cranf'd 205
0—11:50							
	2a	Fine Arts Meth. Interm. and Jr. High School	MTWTh	Ei. Hf. or Full	2-4	Moore	Gugg. 200
	5-105	Water Color Painting	MTWTh	Ei. Hf. or Full	2-4	Ellinger	Gugg. 203
	107	Craft Processes and Design	MTh	Ei. Hf. or Full	1-2	Baker	Gugg. 204
	107a	Design and Weaving	TF	Ei. Hf. or Full	1-2	Baker	Gugg. 204
	120	Oil Painting	MTWTh	Ei. Hf. or Full	2-4	Ellinger	Gugg. 203
Ed.	42	General Chemistry (Lab. arr.)	MTW	Full Quarter	4	Bowers	Crabbe 102
Ed.	3	Secretarial Practice	MTWTh	Ei. Hf. or Full	2-4	Bedinger	Cranf'd 202
Ed.	103-203a	The Economics of Recovery	MTWTh	First Half	2	Colvin	Cranf'd 207
Ed.	103b-203b	Unit Course—New Monetary Theories in Their National-International Aspects	Daily	July 30-Aug. 10	1	Kaplan	
Ed.	115-215	Business Education under Changing Economic Conditions	MTWTh	Second Half	2	Colvin	Cranf'd 207
	6	Social Arts—Primary Grades	TWThF	Ei. Hf. or Full	2-4	Harrison	Kepner 9
	7	Kindergarten—Primary Materials	TWThF	First Half	2	Lyford	Kepner 2
	100at	Unit Course—Education and the Public	Daily	June 18-29	1	Miller	Kepner 211
	112-212	Improvement of Instruction, Handwriting, Composition, and Arithmetic	MTWTh	Ei. Hf. or Full	2-4	McKee-Horn	Kepner 113
	131	Special Methods, Rural Life	MTWTh	Ei. Hf. or Full	2-4	Hargrove	Kepner 218
	162	Creative Education	TWThF	Second Half	2	Lyford	Kepner 2
	167-267	New Experiments in Sec. Ed.	MTWTh	Ei. Hf. or Full	2-4	Wrinkle	Kepner 219
	195-295	Philosophy of Education	TWThF	Full Quarter	4	Mahan	Gunter 205
	297	Concepts of Mind in Educational Theory	MTWTh	Full Quarter	4	Armentrout	Cranf'd 205
	228a	Problem Children in School	MTWTh	First Half	2	Wait	Cranf'd 1
	228b	Pupil Diagnosis and Adjustment	MTWTh	Second Half	2	Wait	Cranf'd 1
Ed.	40	English Literature (1798-1900)	MTThF	Full Quarter	4	Hawes	Crabbe 305
Ed.	110a	Creative Writing	MTWTh	Full Quarter	4	Cross	Crabbe 302

Students wishing any quarter of French given in the catalog should register for individual studies.

Students may take P. F. W. 5 for half credit without exam.

Course	Number	Description	Days	Quarter	Hrs. Cr.	Room	Instruct
English	114	Play Production	MTWTh	Full Quarter	4	Blackburn	L. Th.
English	126	Teaching English in the H. S.	MTThF	Full Quarter	4	Bair-Carney	Kepper 2
English	132	Development of the Novel	MTThF	Full Quarter	4	Lindou	Crabbe 2
English	141	Early 19th Century Poetry	MTThF	Ei. Hf. or Full	2-4	Tobey	Crabbe 3
French	108	French Civilization (In English)	MTh	Full Quarter	2	Mulroney	
Geog.	151	English Speaking America	MTWTh	Ei. Hf. or Full	2-4	West	Gunter 2
Geog.	171	World of the Malay	MTThF	First Half	2	Barker	Gunter 2
Geog.	172	Present Day China and Japan	MTThF	Second Half	2	Barker	Gunter 2
Hist.	26	Expansion of European Civilization in Modern Times	MTWTh	Full Quarter	4	Zimmerman	Cranf'd
Hist.	150	Unit Course—Leading Personalities in America History (a) Of the Decades Following the Civil War	Daily	July 23-Aug. 3	1	Peake	Kepper 1
Hist.	175	(b) Of the Twentieth Century History of Colorado	Daily	Aug. 6-17	1	Peake	Kepper 1
Hist.	135b	Unit Course—The Use of Museums in Teaching of the Social Studies	TWThF	First Half	2	Peake	Kepper 1
			Daily	July 9-20	1	Anderson	Cranf'd
Home Ec.	5	Dress Appreciation	MTWTh	Ei. Hf. or Full	2-4	Roudebush	Crabbe 3
Hygiene	102	Teaching of Health	TTh	First Half	2	Bryson	Gunter 2
Ind. Ed.	19	Woodturning (Lab. arr.)	MTWTh	Ei. Hf. or Full	2-4	Fouk	Gugg. 7
Ind. Ed.	31	Elements of Printing I (Lab.)	MTWTh	Ei. Hf. or Full	2-4	Bishop	Kepper 4
Ind. Ed.	32	Elements of Printing II (Lab.)	MTWTh	Ei. Hf. or Full	2-4	Bishop	Kepper 4
Ind. Ed.	42	Elem. Bookbinding and Leathercraft (Lab.)	MTWTh	Ei. Hf. or Full	2-4	Shaefer	Gugg. 10
Ind. Ed.	43	Intermed. Bookbinding and Leathercraft (Lab. arr.)	MTWTh	Ei. Hf. or Full	2-4	Shaefer	Gugg. 10
Ind. Ed.	120	Woodturning (Lab. arr.)	MTWTh	Ei. Hf. or Full	2-4	Fouk	Gugg. 7
Ind. Ed.	129-229	Unit Course—Problems in Industrial Arts Education	Daily	June 18-29	1	Strickler	Gugg. 10
Ind. Ed.	144	Overview in Bookbinding and Leathercraft (Lab. arr.)	MTWTh	Ei. Hf. or Full	2-4	Shaefer	Gugg. 10
Math.	110	Geometry for Teachers	MTWTh	Ei. Hf. or Full	2-4	Malory	Kepper 2
Math.	201	Differential Equations	MTThF	Ei. Hf. or Full	2-4	Finley	Cranf'd
Music	7	Harmony (3rd quarter)	Full Quarter	4	Thomas	Con. 6	
Music	9	Principles of Music Education	MTWTh	First Half	2	Mohr	Kepper 1
Music	121	History of Modern Music	MTWTh	Full Quarter	4	Cline	Con. 14
Nurs. Ed.	107	The Survey of Nursing Problems (Double Period)	MTWTh	Second Half	4	Goodrich-Kandel	Library
P.E.M.	5	Tennis	MTWTh	Ei. Hf. or Full	*1	Davis-Brown	Courts
P.E.M.	165	Football Coaching	MTWTh	First Half	2	Hancock	Gunter 1
P.E.W.	1	Clg and Athletic Dancing	MTTh	Ei. Hf. or Full	*1	Cave	Gunter 1
Physics	67	General Electricity (Lab. arr.)	MTWTh	Full Quarter	4	Herman	Crabbe 1
Pol. Sci.	145	Unit Course—The A B C Powers (Argentine, Brazil, Chile) and Their Contributions to Latin American Solidarity	Daily	June 18-29	1	Martin	Kepper 1
Pol. Sci.	150b	Unit Course—Current Governmental Changes in the U. S.	Daily	Aug. 13-24	1	Loomis	Cranf'd
Pol. Sci.	203	Political Science Theories	MTWTh	Full Quarter	4	Dickerson	Cranf'd
Science	4	Introduction to Science	TWThF	Full Quarter	4	Robertson	Cranf'd
Science	106a-206a	Unit Course—An Offering in Science Content for Jr. H. S.	Daily	June 18-29	1	Powers	Cranf'd
Soc.	125-225	Forum on Problems of Present Day Life	TWThF	Ei. Hf. or Full	2-4	Blue	Cranf'd
Soc.	103-203	Sociology of World Relations	MTWTh	First Half	2	Newman	
Spanish	109	Spanish Civilization (In Eng.)	TF	Full Quarter	2	Mulroney	
12:00—12:50							
Com. Ed.	10	Office Appliances	TWThF	Ei. Hf. or Full	2-4	Knies	Cranf'd
Com. Ed.	12	Typewriting II	MTWTh	Ei. Hf. or Full	2-4	Walker	Cranf'd
Com. Ed.	36	Handwriting Methods	MTWTh	Ei. Hf. or Full	1-2	Bedinger	Cranf'd
Educ.	1	Introduction to Education	TWThF	Full Quarter	4	Wilson-Sackett	Cranf'd
Educ.	5	Lang. Arts in Primary Grades	MTWTh	Ei. Hf. or Full	2-4	Dulin	Kepper 1
Educ.	100au	Unit Course—Problems of Personnel Research	Daily	Aug. 13-24	1	Wood	Cranf'd
Educ.	160	Pre-School Education	TWThF	First Half	2	Lyford	Kepper 1
Educ.	206	Personality of Young Children	TWThF	Ei. Hf. or Full	2-4	Harrison	Kepper 1
Educ.	277	Psychology of Adolescence	MTThF	Ei. Hf. or Full	2-4	Wait	Cranf'd
Educ.	280	Graphic Methods of Presenting Facts	MTWTh	Ei. Hf. or Full	2-4	Bishop	Gugg. 10
English	110	Advanced Composition	MTThF	Full Quarter	4	Lindou	Crabbe 3
English	112	Children's Theater	MTThF	First Half	2	Fatherson	Kepper 1
English	121	Literature for the E'em. School	MTThF	Ei. Hf. or Full	2-4	Tobey	Crabbe 3
English	125	Oral English in the H. S.	MTThF	Second Half	2	Fatherson	Kepper 1
Geog.	174	Islands of the Sea	MTThF	First Half	2	Barker	Gunter 2
Geog.	178	Geography of Exploration	MTThF	Second Half	2	Barker	Gunter 2
Hist.	110	Indust. and Social Hist. of U. S.	MTWTh	Full Quarter	4	Peake	Cranf'd
Music	3	Sight Singing (2nd Quarter)	MTWTh	Full Quarter	2	Mohr	Kepper 1
Music	10	Teaching Music—Lower Grades	MTWTh	Full Quarter	4	Collins	Kepper 1
Music	107	Form Analysis	MTWTh	First Half	2	Opp	Con. 6
Music	108	Advanced Form Analysis	MTWTh	Second Half	2	Opp	Con. 6
P.E.M.	164	Speedball Coaching	MTWTh	First Half	2	Doubenmier	Gunter 2
P.E.W.	11	Plays and Games	MTTh	Ei. Hf. or Full	*1	Cave	Gunter 2
P.E.W.	26	Beginning Swimming	TWThF	Ei. Hf. or Full	1	Springer	Pool
2:00—2:50							
Chem.	47	Qualitative Analysis (Lab. arr.)	MTWTh	Ei. Hf. or Full	2-4	Bowers	Crabbe
Chem.	144-244	Quantitative Analysis (Lab.)	Arrange	Ei. Hf. or Full	2-4	Bowers	Crabbe
Educ.	16	Camp Fire Leadership (2 hrs.)	MT	Ei. Hf. Qr.	2	Lee	Kepper 1

\*Students may take P.E.M. 5 or P.E.W. 1 for one-half quarter without credit.

Course	Number	Description	Days	Quarter	Hrs. Cr.	Room	Instructor
E.C.	100as	Unit Courses—					
		1. Problems of Developing Readiness and Types of Concepts in Young Children	Daily	June 18-29	1	Harrison	Kepner 210
		2. Development of Language and Literature for Young Children	Daily	July 9-20	1	Dulin	Kepner 217
		3. Making the Past Real and Testing in Primary Courses	Daily	July 23-Aug. 3	1	Turner	Kepner 216
		4. Developing Correct Number Concepts	Daily	Aug. 6-17	1	Rosenquist	Kepner 218
Ec.	25	Cookery and Table Service for Homemakers	MTWTh	1st Hf. or Full	2-4	Pickett	Crabbe 207
sc	26	Piano Lecture-Recitals	TTh	Full Quarter	2	Henderson	Con. 2
sc	114	Methods of Conducting	MTWTh	Full Quarter	1	Cline	Con. 14
.M.	0	Basketball Conf. Period**	MTWTh	First Half	0	Davis	Gunter 205
.M.	2	Elementary Swimming	MTWTh	Ei. Hf. Qr.	*1	Davis-Brown	Pool
.M.	3-12	Gym. and Double Tumbling	MTWTh	First Half	1	von den Steinen	Gunter Hall
.M.	0	Conf. Period on H. S. Ath.**	MTWTh	First Half	0	Hancock	Gunter 103
.W.	1a	Adv. Clog and Ath. Dancing	MTTh	Ei. Hf. or Full	*1	Cave	Gunter 107
.W.	129	Coaching Methods	MTWTh	1st Hf. or Full	2-4	Springer	Gunter 107
.Sci.	100-200	Symposium on Taxation	MTWTh	Full Quarter	2	Dickerson and Others	Cranf'd 214
0—3:50							
m.	48	Qualitative Analysis (Lab. arr.)	Arrange	Ei. Hf. or Full	2-4	Bowers	Crabbe 102
c.	223	Research for Graduate Students	MT	Full Quarter	2	Whitney	Cranf'd 203
sc	42	Advanced Orchestra	MTWTh	Full Quarter	2	Opp	Kepner 11
.M.	100	Forum on Ath. Activities	MTWTh	First Half	2	Hancock	Gunter 103
.W.	19	Golf	MTTh	Ei. Hf. or Full	*1	Springer	Gunter 107
.W.	26	Beginning Swimming	MTWTh	First Half	1	Doubenmier	Pool
.W.	27	Intermediate Swimming	MTWTh	Second Half	1	Doubenmier	Pool
0—4:50							
sc	50	Advanced Band (2 hr. period)	Daily	Full Quarter	*2	Cline	Kepner 11
.W.	6	Beginning Social Dancing	MTTh	Ei. Hf. or Full	*1	Springer	Gunter 107
.W.	13	Beginning Tennis	MTTh	Ei. Hf. or Full	*1	Cave	Courts
.W.	0	Recreational Swimming	Daily	Ei. Hf. or Full	0	Doubenmier	Pool
0—5:50							
sc	115	Chorus	MTh	Full Quarter	1	Cline-Collins	Kepner 215
.M.	0	Recreational Swimming	MTWTh	Ei. Hf. Quarter	0	Davis-Brown	Pool

Students may take P.E.M. 2 and P.E.W. 1, 1a, 6, 13, and 19 for one-half quarter without credit. This conference is to help coaches with their special problems.

## FEES, REGISTRATION, REGULATIONS

**REGISTRATION**—Registration for Summer School, Saturday, June 16, 7 A.M. to 4 P.M., Gunter Hall of Health. Detailed information concerning registration will be given out at that time.

**FEES**—Full quarter (ten weeks) \$32.00; half quarter, \$16.00. Non-resident, full quarter, \$5.00; half quarter, \$2.50. Library fee, paid by all students, \$2.00. Fees for less than a full program of sixteen hours, dependent on number of hours taken. Nominal laboratory fees are charged in certain departments.

**STUDENT TEACHING**—Students desiring to register for student teaching should communicate with Dr. Helen C. Davis, director of student teaching, before May 20.

**THESIS COURSES**—Graduate Students should consult their major professors regarding Thesis Courses.

## SUMMER QUARTER 1934

First Half, June 16-July 21; Second Half, July 23-Aug. 25

For additional information, write to the Department of Publications

COLORADO STATE TEACHERS COLLEGE  
GREELEY, COLORADO



COLORADO STATE TEACHERS COLLEGE  
BULLETIN



CATALOG AND YEAR BOOK  
NUMBER

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## **COLORADO STATE TEACHERS COLLEGE BULLETIN**

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# Colorado State Teachers College Bulletin

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1934-1935

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MARCH, 1934

## 1934—THE COLLEGE CALENDAR—1935

The Summer Quarter, 1934, begins June 16 and ends August 25  
First half, June 16-July 21—Second half, July 23-August 25

### FALL QUARTER

<i>Sept. 20</i>	<i>Thursday</i>	Freshman Week begins; 10:30 a. m. Gunter Hall
<i>Sept. 24</i>	<i>Monday</i>	Registration of freshmen
<i>Sept. 25</i>	<i>Tuesday</i>	Registration of upper classmen
<i>Sept. 26</i>	<i>Wednesday</i>	Classes begin
<i>Nov. 29-30</i>	<i>Thursday, Friday</i>	Thanksgiving (holiday)
<i>Dec. 8</i>	<i>Saturday</i>	Advance registration for winter quarter
<i>Dec. 13-14</i>	<i>Thursday, Friday</i>	Final examinations
<i>Dec. 15</i>	<i>Saturday</i>	Christmas vacation begins

### 1935

### WINTER QUARTER

<i>Jan. 2</i>	<i>Wednesday</i>	Registration of new students; classes begin
<i>Mar. 9</i>	<i>Saturday</i>	Advance registration for spring quarter
<i>Mar. 15-16</i>	<i>Friday, Saturday</i>	Final examinations
<i>Mar. 17</i>	<i>Sunday</i>	Spring vacation begins

### SPRING QUARTER

<i>Mar. 25</i>	<i>Monday</i>	Registration of new students; classes begin
<i>May 1</i>	<i>Wednesday</i>	Insignia Day
<i>May 30</i>	<i>Thursday</i>	Memorial Day (holiday)
<i>June 2</i>	<i>Sunday</i>	Baccalaureate
<i>June 6-7</i>	<i>Thursday, Friday</i>	Final examinations
<i>June 8</i>	<i>Saturday</i>	Commencement

### SUMMER QUARTER

<i>June 15</i>	<i>Saturday</i>	Registration
<i>June 17</i>	<i>Monday</i>	Classes begin
<i>July 4</i>	<i>Thursday</i>	Independence Day (holiday)
<i>July 20</i>	<i>Saturday</i>	First half ends (registration for second half quarter)
<i>July 22</i>	<i>Monday</i>	Second half begins
<i>Aug. 24</i>	<i>Saturday</i>	Summer convocation

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\*On leave Spring quarter, 1935.

†On leave Fall, Winter, and Spring quarters, 1934-35.

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WILLIAM HENRY HARGROVE, B.S., A.M.	<i>Professor of Rural Education</i>
EZRA CLARENCE HARRAH, A.B., A.M., Ph.D.	<i>Professor of Zoology</i>
MARTHA LUCILLE HARRISON, Ph.B., A.M.	<i>Associate Professor of Kindergarten-Primary Education; Teachers College Elementary School</i>
JOSEPHINE MARY HAWES, A.B., A.M.	<i>Associate Professor of English</i>
JACOB DANIEL HELLMAN, A.B., Ph.D.	<i>Professor of Educational Psychology</i>
FRED LOUIS HERMAN, B.S., A.M.	<i>Associate Professor of Physics</i>
IRA WOODS HOWERTH, A.B., A.M., Ph.D.	<i>Professor of Sociology, Emeritus</i>
CECIL HUTCHCROFT, A.B., A.M.	<i>Instructor in Industrial Arts</i>
FRANK COVERT JEAN, A.B., A.M., Ph.D.	<i>Professor of Biology</i>
PHOEBE M. KANDEL, R.N., B.S., A.M.	<i>Professor of Nursing Education</i>
ELIZABETH HAYS KENDEL, A.B.	<i>Associate Professor of Mathematics; Supervising Teacher, Teachers College Secondary School</i>
WINFIELD LEROY KNIES, A.B., A.M.	<i>Associate Professor of Business Education</i>
ROSE LAMMEL, A.B., A.M.	<i>Assistant Professor of Elementary Science; Supervising Teacher, Teachers College Elementary School</i>
ELIZABETH LEHR, B.S., A.M.	<i>Associate Professor of Elementary Education; Teachers College Elementary School</i>
LESLIE DAE LINDOU, A.B., A.M.	<i>Assistant Professor of English</i>
ELIZABETH LUZMOOR, B.S.	<i>Associate Professor of Elementary Education; Teachers College Elementary School</i>
GENEVIEVE L. LYFORD, B.H.S., B.S., A.M.	<i>Professor of Pre-School Education; Teachers College Elementary School</i>
THOMAS JEFFERSON MAHAN, A.B., A.M., Ph.D.	<i>Professor of Education</i>
ARTHUR ERNEST MALLORY, A.B., A.M., Ph.D.	<i>Professor of Mathematics</i>

## INSTRUCTIONAL STAFF

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ANNIE MARGARET McCOWEN, A.B., B.S., A.M., Ph.D.	<i>Professor of Elementary Education</i>
PAUL McKEE, A.B., A.M., Ph.D.	<i>Professor of Elementary Education</i>
SARAH H. McROBERTS, B.S., A.M.	<i>Instructor in Physical Education</i>
FLORENCE M. MEYER, A.B., A.M.	<i>Assistant Professor of English; Supervising Teacher, Teachers College Secondary School</i>
ESTELL ELGAR MOHR, B.S., A.M.	<i>Associate Professor of Public School Music</i>
GEORGIA ETHEL MOORE, B.S., A.M.	<i>Associate Professor of Art</i>
MARGARET MULRONEY, A.B., A.M., Ph.D.	<i>Professor of Foreign Languages</i>
VERA NEWBURN, B.S., M.S.	<i>Associate Professor of Home Arts; Supervising Teacher, Teachers College Elementary and Secondary Schools</i>
ORA BROOKS PEAKE, A.B., A.M.	<i>Associate Professor of History</i>
KENNETH FREDERICK PERRY, A.B., A.M.	<i>Professor of Industrial Arts</i>
ETHEL BLANCHE PICKETT, B.S., A.M.	<i>Associate Professor of Home Arts</i>
*PAULINE CRAIG POGUE, A.B., A.M.	<i>Assistant Professor of History; Supervising Teacher, Teachers College Secondary School</i>
MARTIN LUTHER ROBERTSON, A.B., A.M., Ph.D.	<i>Assistant Professor of Science; Supervising Teacher, Teachers College Secondary School</i>
LUCY LYNDE ROSENQUIST, B.S., Ph.B., A.M.	<i>Associate Professor of Primary Education; Teachers College Elementary School</i>
*MARGARET MOORE ROUDEBUSH, Ph.B., A.B., M.S.	<i>Professor of Home Arts</i>
EARLE UNDERWOOD RUGG, A.B., A.M., Ph.D.	<i>Professor of Education</i>
OTTO WILLIAM SCHAEFER, M. S.	<i>Professor of Industrial Arts, Emeritus</i>
EDITH MARIE SELBERG, A.B., A.M.	<i>Associate Professor of Biology</i>
JOHN HENRY SHAW	<i>Instructor in Journalism</i>
†HELEN ETTA SPRINGER, B.S.	<i>Instructor in Physical Education</i>
CHARLES E. STEWART, A.B., A.M.	<i>Associate Professor of Extra-Mural Education</i>
ESTELLE STINCHFIELD	<i>Instructor in Art</i>
KARL THEMAN, B.S.	<i>Instructor in Music</i>
FRANCES TOBEY, B.S., A.B., A.M.	<i>Professor of English</i>
OLIVER LEONARD TROXEL, B.S., A.M., Ph.D.	<i>Professor of Education</i>
**FLOSS ANN TURNER, Ph.B. A.M.	<i>Associate Professor of Primary Education; Teachers College Elementary School</i>
SUSAN HART VAN METER, B.S., A.M.	<i>Associate Professor of Elementary Education; Teachers College Elementary School</i>

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†On leave Fall, Winter, and Spring quarters, 1934-35.

\*On leave Winter, Spring, and Summer quarters, 1935.

\*\*On leave Winter and Spring quarters, 1935.

**SIGMA PI LAMBDA AWARD**—Sigma Pi Lambda, honorary educational fraternity for women, offers an award of twenty dollars to the graduate woman student who in the estimation of the committee is best qualified to meet the requirements of scholarship and personality.

**LOAN FUNDS**—Numerous loan funds, aggregating more than \$22,000, are used to help worthy students. Applications for loans must be made to the treasurer of the college. Petitions are granted when the college is satisfied that the applicant is worthy of such help, will be in a position to repay the loan within a reasonable time, is doing at least average work in college, and will be a credit to Colorado State Teachers College after graduation. The student must furnish a note acceptable to the treasurer and make arrangement for its payment when due. The following comprise the loan funds: Sigma Upsilon Graduate, Senior College, Phi Delta Kappa, Y.W.C.A. Student Aid, William Porter Herrick Memorial, Greeley Rotary Club, Hospital Fund, J. C. Kendel Music Loan, Sarah Platt Decker Memorial, Nurses' Club Loan, and Normal Students.

### RELIGIOUS ACTIVITIES

The religious activities on the campus are conducted under the direction of the religious council and the chaplain of the college.

### HONORARY FRATERNITIES

**PHI DELTA KAPPA**—A professional fraternity in education open to men of junior, senior and graduate rank.

**KAPPA DELTA PI**—A national honor society in education open to both men and women students of upper class rank.

**SIGMA PI LAMBDA**—Honorary educational fraternity for women of senior college and graduate rank.

**PI KAPPA DELTA**—National honorary debating fraternity.

**ALPHA PSI OMEGA**—National honorary dramatic fraternity.

**PHI ALPHA THETA**—National honorary historical fraternity open to both men and women of senior college rank.

**ALPHA ZETA PI**—National honorary romance language fraternity.

**ALPHA GAMMA PHI**—National honorary fraternity in art open to students above freshman rank.

**PI OMEGA PI**—National honorary fraternity in commercial education.

**LAMBDA SIGMA TAU**—Honorary science fraternity.

### FEES AND EXPENSES

The expenses of attending the college are as low as can be made possible by careful management.

1. **TUITION**—\$15.00 a quarter for Colorado residents and \$20.00 for non-residents.
2. **MATRICULATION**—\$5.00, paid only once. This covers intelligence test, English test, achievement test, health examination, photograph, and the necessary blanks in the registrar's office.
3. **REGISTRATION**—\$2.50 payable each quarter following matriculation.
4. **HEALTH SERVICE**—\$1.00 each quarter.



## 5. LIBRARY—\$2.50 each quarter.

Failure to fulfill any of these requirements within the time limit fixed in the program distributed at the time of registration will involve an additional fee of \$1.00 for each such failure. After September 1, 1934, matriculation and registration fees will be required of all students regardless of when they enrolled in college.

## 6. SPECIAL EXAMINATIONS—Students having permission to take examinations at other than the scheduled time will pay a fee of \$2.00.

## 7. MUSIC—Fees are charged for individual lessons in voice, piano, organ, violin, and other musical instruments in the college Conservatory of Music.

## THE GRADUATE SCHOOL

The purpose of the Graduate School is to increase the student's efficiency as a teacher and an independent worker in the field of education. To achieve these ends, three main phases of his education are emphasized: (1) A better background of academic information in his major and related fields; (2) more inclusive knowledge in the professional field of education and educational psychology, to the end that he may better understand the learner's mind, the laws of growth, and the means to be employed in personal development; (3) an acquaintance with the elements of research method and technic in order to give some degree of facility in recognizing, attacking, and solving problems similar to those that will later confront him in his professional life.

For detailed information on rules, requirements and curriculum, see the *Graduate School Announcement*.

**MASTER OF ARTS DEGREE**—Any student having a bachelor's degree from a reputable institution authorized by law to confer degrees and approved by the Graduate Council may be admitted to the Graduate School. A student's first quarter is considered to be a test of his ability to do acceptable graduate work. Any student whose record or personal qualifications at the end of the first quarter are unsatisfactory will not be admitted to candidacy for the degree.

**DOCTOR OF PHILOSOPHY DEGREE**—The college offers course and research work leading to the degree of doctor of philosophy. This involves the equivalent of at least two years of graduate work above the master's degree, and no degree will be conferred in less than three calendar years. Residence courses to the amount of at least four quarters of work are required. This is done only during successive summer quarters. During the academic year, while the student is under contract, field studies are carried on under the direction of the major professor. Formal admission to candidacy is decided on during the second summer of residence, after examination on the first field study.

**COURSES**—The divisional administration of the curriculum on the undergraduate level is not continued into the Graduate School, except that work leading toward the doctor's degree is offered only in the Division of Education. However, the student will find the majority of graduate courses listed with those of the seven instruction divisions. These are courses numbered 100-200 to 199-299 for both undergraduate and graduate students, and courses numbered 200 and 300 for graduate students only.

The following research courses are offered:

Res. 222—Individual Research Study—2 or 4 hours

Students may register for a maximum of eight hours only. If more than four hours are taken, succeeding units should deal with different projects. The director of the Graduate School approves every registration,

and a final typed report of each project must be filed in the graduate office before credit is recorded.

Res. 223—Research for Graduate Students—2 hours

This course is recommended for all candidates for the master's degree. The content will deal primarily with the development of a scientific attitude and an understanding of the method of reflective thought through studies of the actual traits and research methods of reputable scientists.

Res. 224, 225, and 226—Conference Courses for Graduate Students—2, 4, and 4 hours.

These are individual conference courses for the candidate for the master's degree. Res. 224 is for the purpose of selecting a research problem, writing the agendum of plans and procedures, and carrying the project through to completion. A typed copy of the agendum, signed by both major and advisory professors, must be filed in the graduate office before the admission of the student to candidacy for the master's degree.

DOCTOR'S FIELD STUDY COURSES—These are individual conference courses for candidates for the degree of doctor of philosophy offered in the Division of Education.

Ed. 322—Research Preliminary to Field Study Work—4 hours

This is taken during the first summer quarter of residence. It should result in a selection of a particular field of research and in setting up plans for the first field study in agendum form.

Ed. 323a, 323b, and 323c—Graduate Research Credit for Field Study No. 1—Each course 4 hours—Maximum 12 hours.

Ed. 324a, 324b, and 324c—Graduate Research Credit for Field Study No. 2—Each course 4 hours—Maximum 12 hours

Ed. 325a, 325b, and 325c—Graduate Research Credit for Field Study No. 3—Each course 4 hours—Maximum 12 hours

## EXTENSION DEPARTMENT

Every effort is made to organize classes in those communities where a group of people wish to study the same course. In addition to the off-campus classes, the Extension Department will upon demand of fifteen or more students organize classes to meet upon the campus during late afternoons, evenings, or Saturdays. All classes taught on the campus carry residence credit.

For the convenience of those who cannot meet in extension classes the college provides individual correspondence courses.

Twenty-four quarter hours of extension credit (all types) is the total number of hours which may be applied toward meeting requirements for the completion of the two-year rural course; thirty-six quarter hours is the total of extension credit which may be applied toward meeting requirements for completing three years of the four-year elementary curriculum. Forty-eight hours is the total of extension credit which may be applied toward meeting the requirements for the completion of the bachelor of arts degree.

Students who expect to graduate while in non-residence must communicate with the registrar before the opening of the quarter in order that proper arrangements may be made. In such cases, the last extension course, if in progress, must be completed and graded ten days before the end of the summer quarter and the beginning of the fall quarter.

Students in residence are not permitted to take work by correspondence. This regulation shall not be interpreted as prohibiting students from completing four quarter hours in correspondence between the end of the summer quarter and the beginning of fall quarter.

## LABORATORY SCHOOLS

The college provides opportunity for the laboratory study of problems in the theory and art of teaching. The courses providing for this work are offered in sequence, beginning with directed observation of classroom methods and procedures, progressing into participation, and culminating in the work in which the student becomes responsible for the pupil's learning under expert supervision. The elementary course in this sequence is Pre-Teaching Observation (Ed. 50-150). The advanced laboratory course is student teaching (Ed. 51-151). The course providing for the laboratory study of problems in supervision is Ed. 152-252.

Teachers College Elementary School comprises pre-school, kindergarten, and the first six grades. Teachers College Secondary School is a six-year unit comprising the junior high school (grades seven, eight, and nine), and the senior high school (grades ten, eleven, and twelve). Beginning with the academic year 1934-35 the college is establishing an experimental junior college which extends the period of secondary education two years.

## HORACE GREELEY JUNIOR COLLEGE

Colorado State Teachers College is carrying on an extensive experiment with the secondary curriculum under the direction of the faculty of the secondary school and with the advice of a committee of the North Central Association. As part of this experiment the secondary school has been expanded to the junior college level.

With the opening of the college year in 1934, the Horace Greeley Junior College will accept two groups of college freshmen. Each group will be limited to fifty students.

*Group A* will be given the usual freshman curriculum as found in the best junior colleges. *Group B* will be given a new integrated curriculum the purpose of which will be the completion of general education.

By action of the faculty and the Board of Trustees, all students finishing either curriculum will be admitted to full junior standing in the college.

Students of Horace Greeley Junior College will pay the same fees and have all privileges of other college students.

Students to be admitted to these two groups will be carefully selected from those who apply for membership. Application for admission should be addressed to the president of Colorado State Teachers College.

## STUDENT TEACHING

Proficiency is the basis for determining the amount of student teaching to be done and this is evaluated as "Satisfactory" "Incomplete" or "Failure."

All assignments for student teaching are made by the director of student teaching. Students offering advanced standing from other institutions must make arrangements regarding student teaching with the director of student teaching immediately upon matriculation at the college.

No student is eligible for student teaching whose college grades average below 2.5 prior to his application for student teaching, or whose grades in the subject matter field assigned for teaching average below 3. Each student shall be required to make a score above the tenth percentile point on the subject matter entrance tests.

**MINIMUM RESIDENCE REQUIREMENT**—The college does not grant any certificate or degree for less than three full quarters of undergraduate study, during which time the student must have earned at least forty-eight quarter hours of credit. If the student's first graduation is with the bachelor of arts degree, he must have spent at least three quarters in residence. Students who have already taken the two year course must spend in residence at least two additional quarters for the bachelor of arts degree. Those who have completed three years of the elementary school curriculum must spend at least one additional quarter in residence for the degree. For the maximum amount of extension credit allowed, see page 15.

Correspondence students when enrolling in residence should apply to the Extension Department for an extension of time which will permit the completion of correspondence courses at a time when the student is not enrolled in residence courses. Students in residence are not permitted to enroll in correspondence courses during vacations except during the vacation between the end of the summer quarter and beginning of the fall quarter.

## CREDITS

All credit toward graduation is computed in "quarter-hours." The term "quarter-hour" means a subject given one day a week through a quarter of a year, approximately twelve weeks. Most of the college courses call for four recitations a week.

**CREDIT FOR PHYSICAL EXERCISE COURSES**—A physical exercise course is required of all freshmen and sophomores unless physical disability is certified by the college physician. No credit will be allowed for physical exercise courses in the senior college.

**STUDENT LOAD**—The normal load for junior college students is seventeen hours, including a physical exercise course carrying a credit of one hour. The normal load for all other students is sixteen hours.

During the first quarter, the student whose score on a reliable intelligence test falls above the ninety-third percentile point for college students may be permitted to carry four hours beyond the normal load; the student whose score falls between the eighty-fourth and ninety-third percentile points inclusive may be permitted to carry two hours beyond the normal load. During subsequent quarters a student whose grade average is 4 (B) or above will be permitted to carry two or four hours above the normal load, depending upon such factors as health, test scores, and the time required to complete graduation. The student whose average grade falls below 2.5 will be required to carry two or four hours below the normal load. These regulations apply also to students attending the summer quarter.

**RELEASE OF TRANSCRIPT CREDITS**—A matriculated student is given one transcript of credits without charge. For each succeeding transcript a charge of \$1.00 is made.

Application for any certificate or degree must be made to the registrar at least sixty days before the close of the quarter in which the certificate or degree is to be granted. Applications filed after that date shall be subject to a charge of \$2.00.

**TIME LIMIT FOR COMPLETION OF COURSES**—Candidates for the limited rural certificate (two-year course) will be allowed three years to complete requirements effective at matriculation. Another three years will be allowed to complete the work of the third and fourth years under the requirements effective at the time the student begins resident work of the third year. Candidates for the limited elementary certificate (three-year course) will be allowed four years to complete the requirements under conditions effective at matriculation. Two additional years will be allowed to complete requirements for the bachelor of arts degree effective at the time the student begins residence work of the fourth year.

## THE CURRICULA

Throughout this catalog courses numbered 1-99 are primarily first and second-year subjects; 100-199 are third and fourth-year. Those numbered 200 and above are graduate work. Senior college students must select at least two-thirds of their courses in the senior college.

The curricula are built upon four principles: (1) The inclusion of a common group of general, cultural, and background courses; (2) the inclusion of a common group of professional courses; (3) the inclusion of a group of sequences in each curriculum to give adequate instruction in and preparation for teaching in two or more different subjects (preferably three); (4) leaving ample room for individual choices by students so that their education may be suited to their own likes and preferences while preparing them for a definite place in the teaching profession.

Curricula are offered to prepare teachers for the rural schools, elementary schools, secondary schools, and the special subjects—business education, physical education, music, fine and industrial arts. The secondary and special subjects curricula require teaching proficiency in three fields (a major of forty-eight hours and two minors of twenty-four hours). The elementary curriculum requires sequences prerequisite to proficiency in content in art, music, literature, science, and social studies. A general secondary curriculum is provided for those students who do not care to select a major in any one subject. To meet the requirement of this curriculum the students select twenty-four hours in four different subjects.

Functional groupings of subjects and departments has become an accepted principle in educational policy. In line with this policy the college has developed a synthesis of the material of instruction through the organization of seven divisions as follows:

- I. EDUCATION
- II. FINE AND INDUSTRIAL ARTS
- III. HEALTH AND PHYSICAL EDUCATION
- IV. LITERATURE AND LANGUAGES
- V. MUSIC
- VI. SOCIAL STUDIES
- VII. SCIENCE

### THE CORE REQUIRED SUBJECTS FOR THE FRESHMAN YEAR

	Sec. X		Sec. Y		Sec. Z
<b>Fall</b>					
Eng. 40a	4 hrs.	Eng. 40a	4 hrs.	Eng. 40a	4 hrs.
Ed. 1	4 hrs.	H. & P. E. 1	4 hrs.	Ed. 1	4 hrs.
Sci. 3a	4 hrs.	Sci. 3a	4 hrs.	S. S. 41	4 hrs.
Phys. Ed.	1 hr.	Phys. Ed.	1 hr.	Phys. Ed.	1 hr.
<b>Winter</b>					
Eng. 40b	4 hrs.	Ed. 1	4 hrs.	Eng. 40b	4 hrs.
Sci. 3b	4 hrs.	Eng. 40b	4 hrs.	H. & P. E. 1	4 hrs.
S. S. 41	4 hrs.	Sci. 3b	4 hrs.	Sci. 3a	4 hrs.
Phys. Ed.	1 hr.	Phys. Ed.	1 hr.	Phys. Ed.	1 hr.
<b>Spring</b>					
Eng. 40c	4 hrs.	Eng. 40c	4 hrs.	Eng. 40c	4 hrs.
H. & P. E. 1	4 hrs.	Sci. 3c	4 hrs.	Sci. 3b	4 hrs.
Sci. 3c	4 hrs.	S. S. 41	4 hrs.	Elective	4 hrs.
Phys. Ed.	1 hr.	Phys. Ed.	1 hr.	Phys. Ed.	1 hr.

## COLORADO STATE TEACHERS COLLEGE

THE CORE REQUIRED SUBJECTS FOR THE  
SOPHOMORE YEAR

Sec. X		Sec. Y		Sec. Z	
<b>Fall</b>					
Art 50a	2 hrs.	Art 50a	2 hrs.	Art 50a	2 hrs.
Mus. 50a	2 hrs.	Mus. 50a	2 hrs.	Mus. 50a	2 hrs.
S. S. 2a	4 hrs.	S. S. 2a	4 hrs.	S. S. 2a	4 hrs.
Phys. Ed.	1 hr.	Phys. Ed.	1 hr.	Sci. 3c	4 hrs.
				Phys. Ed.	1 hr.
<b>Winter</b>					
Art 50b	2 hrs.	Art 50b	2 hrs.	Art 50b	2 hrs.
Mus. 50b	2 hrs.	Mus. 50b	2 hrs.	Mus. 50b	2 hrs.
S. S. 2b	4 hrs.	S. S. 2b	4 hrs.	S. S. 2b	4 hrs.
Phys. Ed.	1 hr.	Phys. Ed.	1 hr.	Phys. Ed.	1 hr.
<b>Spring</b>					
Art 50c	2 hrs.	Art 50c	2 hrs.	Art 50c	2 hrs.
Mus. 50c	2 hrs.	Mus. 50c	2 hrs.	Mus. 50c	2 hrs.
S. S. 2c	4 hrs.	S. S. 2c	4 hrs.	S. S. 2c	4 hrs.
Phys. Ed.	1 hr.	Phys. Ed.	1 hr.	Phys. Ed.	1 hr.

REQUIRED JUNIOR YEAR, S. S. 185; SENIOR YEAR, Ed. 195. Time placement of observation and student teaching varies with the length of the course. Ed. 116 is required of all students except elementary majors.

RURAL SCHOOL CURRICULUM  
FRESHMAN YEAR

Sec. X		Sec. Y		
<b>Fall</b>				
Ed. 1	4 hrs.		Ed. 1	4 hrs.
H. & F. E. 1	4 hrs.		H. & P. E. 1	4 hrs.
Sci. 3a	4 hrs.		Sci. 3a	4 hrs.
S. S. 83	4 hrs.		S. S. 83	4 hrs.
Phys. Ed.	1 hr.		Phys. Ed.	1 hr.
<b>Winter</b>				
Ed. 76	4 hrs.		Ed. 76	4 hrs.
Sci. 3b	4 hrs.		Sci. 3b	4 hrs.
Eng. 13	4 hrs.		Eng. 13	4 hrs.
F. & I. A. 46	2 hrs.		F. & I. A. 46	2 hrs.
Mus. 1a	2 hrs.		Mus. 1a	2 hrs.
Phys. Ed.	1 hr.		Phys. Ed.	1 hr.
<b>Spring</b>				
Ed. 3	4 hrs.		Ed. 3	4 hrs.
Ed. 50	4 hrs.		Eng. 40c	4 hrs.
Sci. 3c	4 hrs.		Sci. 3c	4 hrs.
S. S. 41	4 hrs.		S. S. 41	4 hrs.
Phys. Ed.	1 hr.		Phys. Ed.	1 hr.

## SOPHOMORE YEAR

<b>Fall</b>				
Ed. 51	8 hrs.		Art 2	4 hrs.
Art 2	4 hrs.		Ed. 50	4 hrs.
S. S. 1a	4 hrs.		Ed. 60	4 hrs.
Phys. Ed.	1 hr.		S. S. 1a	4 hrs.
			Phys. Ed.	1 hr.
<b>Winter</b>				
Elective	4 hrs.		Ed. 51	8 hrs.
Eng. 21	4 hrs.		Elective	4 hrs.
Ed. 60	4 hrs.		S. S. 1b	4 hrs.
S. S. 1b	4 hrs.		Phys. Ed.	1 hr.
Phys. Ed.	1 hr.			
<b>Spring</b>				
Eng. 40c	4 hrs.		Eng. 21	4 hrs.
Mus. 52	4 hrs.		Mus. 52	4 hrs.
Sci. 101	4 hrs.		Sci. 101	4 hrs.
S. S. 1c	4 hrs.		S. S. 1c	4 hrs.
Phys. Ed.	1 hr.		Phys. Ed.	1 hr.

**CORE REQUIREMENTS**

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**ELEMENTARY SCHOOL CURRICULUM  
FRESHMAN YEAR**

Sec. X	Sec. Y	Sec. Z
Fall Mus. 52	Art 2	S. S. 44
Winter Art 2	S. S. 44	Mus. 52
Spring S. S. 44	Mus. 52	Art 2

**SOPHOMORE YEAR**

Sec. X	Sec. Y	Sec. Z
Fall Eng. 13 Eng. 11-111	Ed. 76 Elec. or Minor*	Eng. 21-121 S. S. 45
Winter Ed. 76 Eng. 21-121	S. S. 45 Eng. 11-111	Eng. 13 Elec. or Minor*
Spring Ed. 110 Ed. 50-150	Eng. 13 Eng. 21-121	Eng. 11-111 Ed. 76

**JUNIOR YEAR**

Sec. X	Sec. Y	Sec. Z
Fall Ed. 151 Electives or Minors*	Ed. 110 Ed. 50-150 S. S. 146	Sci. 101
Winter Ed. 111 Sci. 101 S. S. 45	Ed. 156 Electives or Minors*	Ed. 110 Ed. 50-150 S. S. 146
Spring Ed. 112 S. S. 146	Ed. 111 Sci. 101	Ed. 156 Electives or Minors*

**SENIOR YEAR**

Sec. X	Sec. Y	Sec. Z
Fall Sci. 132	Ed. 112	Ed. 111 S. S. 191
Winter S. S. 191	Sci. 132	Ed. 112
Spring	S. S. 191	Sci. 132

\* The elementary curriculum requires sequences prerequisite to proficiency in content in art, music, literature, science and social studies.

## EDUCATION

The courses outlined herewith have been arranged for the purpose of making all students familiar with the professional information, principles, and techniques of the teaching profession.

The two-year course in rural education, outlined on page 20, is intended for students who plan to teach on limited certificates in the rural and consolidated schools.

The completion of three years of the four year elementary curriculum, page 21, is designed for students who plan to teach on the limited certificate in village and city elementary schools.

The senior courses are advanced in nature for students who wish to obtain the bachelor of arts degree after successful teaching experience or who wish to continue their four years of education prior to entering upon teaching. Conditions of supply and demand of teachers today warrant four years of professional education as a minimum.

Graduate courses in education are offered, leading particularly to the master of arts and doctor of philosophy degrees. Such graduate work is primarily for experienced teachers, supervisors, and administrators who wish still more advanced education for such positions as superintendencies, elementary and high school principalships, supervisors, college teachers, advisers of girls, guidance work, measurements, and research activity.

\*1. INTRODUCTION TO EDUCATION. Four hours.

3. LANGUAGE ARTS IN RURAL SCHOOLS. Four hours.

Prerequisite, Ed. 1.

16. CAMP FIRE GIRLS' LEADERSHIP. Two hours.

17. BOY SCOUT WORK (Summer quarter only). Two hours.

41. PARENT-TEACHER ORGANIZATION AND PRACTICE. Two hours.

50-150. PRE-TEACHING OBSERVATION. Four hours.

51-151. STUDENT TEACHING. Equivalent to eight hours.

Prerequisite, 50-150.

60. INDIVIDUAL INSTRUCTION IN RURAL SCHOOLS. Four hours.

\*76. PSYCHOLOGY OF LEARNING. Four hours.

Prerequisite, Ed. 1.

77-177. CHILD DEVELOPMENT. Four hours.

100-200. UNIT COURSE IN EDUCATION (Summer quarter only). Each course one hour.

\*106-206. CHARACTER AND MORAL EDUCATION (Summer quarter only). Two or four hours.

108-208. VISUAL AIDS IN EDUCATION (Summer quarter only). Two hours.

Prerequisite, junior standing.

\*110-210. IMPROVEMENT OF INSTRUCTION IN READING AND LITERATURE. Four hours.

First advanced course in elementary education.

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\*Given also by correspondence.



\*111-211. IMPROVEMENT OF INSTRUCTION IN LANGUAGE, SPELLING AND WRITING. Four hours.

Second advanced course in elementary education. Prerequisite, junior standing.

\*112-212. IMPROVEMENT OF INSTRUCTION IN ARITHMETIC AND CONTENT SUBJECTS. Four hours.

Third advanced course in elementary education. Prerequisite, junior standing.

115-215. EDUCATIONAL AND VOCATIONAL GUIDANCE (Summer quarter only). Four hours.

116-216. SECONDARY EDUCATION. Four hours.

Prerequisite, junior standing.

\*117-217. EXTRA CURRICULAR ACTIVITIES AND GUIDANCE (Summer quarter only). Four hours.

117a-217a. CITIZENSHIP EDUCATION IN ELEMENTARY SCHOOLS (Summer quarter only). Two or four hours.

117c-217c. CITIZENSHIP EDUCATION IN SECONDARY SCHOOLS (Summer quarter only). Two or four hours.

118-218. PROBLEMS IN GUIDANCE AND COUNSELING. Four hours.

119-219. PROBLEM OF STUDY AND DISCIPLINE (Summer quarter only). Four hours.

120. INDIVIDUAL EDUCATIONAL RESEARCH FOR SENIOR COLLEGE STUDENTS. Two or four hours.

\*125. GENERAL PSYCHOLOGY. Four hours.

\*127-227. TEACHERS' CLASSROOM TESTS. Four hours.

128-228. MENTAL HYGIENE. Four hours.

130-230. RECENT DEVELOPMENTS IN RURAL LIFE. Four hours.

\*135-235. HISTORY OF EDUCATION WITH SPECIAL REFERENCE TO MODERN TIMES (Summer quarter only). Two hours.

\*136-236. HISTORY OF EDUCATION IN THE UNITED STATES. Four hours.

137-237. COMPARATIVE EDUCATION (Summer quarter only). Two hours.

\*140. PLATOON SCHOOL ORGANIZATION (Summer quarter only). Two hours.

141. ADMINISTRATION OF VILLAGE AND CONSOLIDATED SCHOOLS. Four hours.

142-242. SCHOOL ADMINISTRATION. First course. Four hours.

143-243. SCHOOL ADMINISTRATION. Second course. Four hours.

144-244. SCHOOL ADMINISTRATION. Third course. Four hours.

\*145-245. TECHNIQUE OF MAKING THE SCHOOL CURRICULUM. Four hours. Prerequisite, junior standing.

146-246. ADVANCED CURRICULUM CONSTRUCTION. Four hours.

Prerequisite, junior standing.

152-252. STUDENT SUPERVISION. Four hours.

158. ADVANCED OBSERVATION. Four hours.

160-260. THE PRE-SCHOOL (Summer quarter only). Four hours.

\*Given also by correspondence.

## BOOK BINDING AND LEATHERCRAFT

- 38 a,b,c. BOOKBINDING. Six hours. Two hours each quarter.  
 39. ADVANCED BOOKBINDING. Two or four hours.  
 139. ADVANCED BOOKBINDING. Two or four hours.

## CLOTHING

40. DRESS APPRECIATION. Four hours.  
 41. CLOTHING DESIGN AND CONSTRUCTION. Four hours.  
 90. CLOTHING (A continuation of 41). Four hours.  
 94. TEXTILES AND COSTUME DESIGN. Two hours.

## CRAFTS

73. GENERAL CRAFT. Two hours.  
 75-175. POTTERY. Two hours.  
 76-176. CRAFT PROCESSES AND DESIGN. Two or four hours.  
 Prerequisite, 4, or the equivalent.  
 104a-204a. TEXTILE PROCESSES. Two hours.  
 118-218. STAGECRAFT AND PAGEANTRY. Two hours.  
 124-224. PROCESSES IN PRINT-MAKING. Two or four hours.

## DESIGN AND COLOR

- 4-104. DESIGN. Four hours.  
 6. INDUSTRIAL ARTS DESIGN. Two hours.  
 17. LETTERING. Two hours.  
 112-212. COLOR THEORY AND DESIGN. Four hours.

## DRAWING AND COMPOSITION

- 3-103. FRESHAND DRAWING AND PERSPECTIVE. Four hours.  
 16-116. COMPOSITION. Four hours.  
 23.a.b. ELEMENTS OF MECHANICAL DRAWING. Four hours. Two hours each quarter.  
 101-201. FIGURE DRAWING. Four hours.  
 115-215. ADVANCED DRAWING. Two hours.  
 123. THE DRAWING OF SHOP PROBLEMS. Two hours.  
 125-225. MODELING. Two hours.

## FOODS AND COOKERY

43. FOODS AND COOKERY. Four hours.  
 44. COOKERY AND TABLE SERVICE. Four hours.  
 45. FOODS AND COOKERY FOR MEN. Four hours.  
 91. NUTRITION. Four hours.  
 Open to both men and women to aid students in their food habits, and in their work as teachers or coaches.

92. COOKERY AND TABLE SERVICE FOR HOMEMAKERS. Four hours.

UNIT COURSES IN COOKING—Units are to be given one hour per day for one half quarter. One hour credit for each:

96a. FOODS AND REFRESHMENTS FOR SOCIAL GATHERINGS.

96b. FOODS FOR HOLIDAY FESTIVITIES.

97a. FOODS FOR LUNCHEONS OR SUPPERS.

97b. FOODS AND DINNERS.

#### METAL

32. GENERAL METAL WORK. Two hours.

33. SHEET METAL. Two hours.

34-134. ART METAL. Two hours.

#### PAINTING

5-105. WATER COLOR PAINTING. Hours by arrangement.

120-220. OIL PAINTING. Hours by arrangement.

#### PRINTING

29 a,b,c. ELEMENTS OF PRINTING. Six hours. Two hours each quarter.

30 a,b,c. ADVANCED THEORY AND PRACTICE OF TYPOGRAPHIC DESIGN. Six hours. Two hours each quarter.

31-131. ADVANCED THEORY AND PRACTICE OF TYPOGRAPHIC DESIGN. Two or four hours.

#### WOODWORKING

26 a,b,c. ELEMENTS OF WOODWORKING. Six hours. Two hours each.

27. WOODWORKING. Four periods. Two hours.

85 a,b,c. WOODTURNING. Six hours. Two hours each.

86-186. ADVANCED WOODWORKING. Four periods. Two hours.

## HEALTH AND PHYSICAL EDUCATION

All freshmen and sophomore students are required to take one activity course each quarter in residence. Of the six courses required of women two must be in sports and two must be in dancing, unless a student has an excuse from the school medical adviser. Corrective gymnastics will be substituted for women for an activity course upon presentation of a request from the medical adviser of women. Excuses from any other doctor must be referred to the school physician.

An extensive program of intramural athletics is provided for both men and women. It has for its aim competitive athletics for every student, and carries on a completely organized program which attempts to bring every student who wishes to compete into some athletic activity each quarter. No credit is given, but prizes are awarded in the form of medals and trophies. Intramural athletics for women are handled through the Physical Education Association and the Women's Athletic Association.

There is no major for men in Health and Physical Education. Required courses for men who will minor in Health and Physical Education:

- FIRST YEAR** Health and Phys. Ed. 30, 50, 52  
**SECOND YEAR** Health and Phys. Ed. 21, 33, 53, F. & I. A. 91  
**THIRD YEAR** Health and Phys. Ed. 125, 169, Sci. 117  
**FOURTH YEAR** Health and Phys. Ed. 165, 166, 168, 169, 170

Women majoring in Health and Physical Education are required to take the following courses:

Health and Physical Education 2, 12, 13a, 16, 31, and 32, to meet the core requirements of six hours of Physical Education during freshman and sophomore years. Majors must have had sufficient training in 13, 14, 15, 17, and 30 during high school work to prepare them for the more advanced work given in major courses or else take them in college for no credit. Where such preparation has not been had 13 and 30 should be taken during the freshman year in order to be prepared for the more advanced work when offered.

An examination consisting of both written and practical work must be taken in Health and Physical Education 13, 14, 15, 17, and 30 in order for a major to be exempt from taking the course. Any major is free to take a like examination in any of the above numbered courses required for majors to meet the six hours of Physical Education required if she feels that she has had their equivalent in high school.

Four hours of student teaching in Physical Education is required.

In addition to the core subjects listed on pages 19, 20, the following courses are required of women who major in Health and Physical Education:

- FIRST YEAR** Health and Phys. Ed. 2, 12, 31, 45 a,b, Sci. 41  
**SECOND YEAR** Health and Phys. Ed. 13a, 16, 32, 47 a,b, 50, 51  
**THIRD YEAR** Health and Phys. Ed. 100 a,b, 120 a,b, 122, 129 a,b, 132, 137, Sci. 117, Ed. 116, F. & I. A. 91  
**FOURTH YEAR** Health and Phys. Ed. 103 a,b, 125, 135, Sci. 132, Ed. 125.

Majors are required to take one quarter of student teaching in the campus school for four hours credit and one quarter in the off-campus schools. Each major must have two minors outside the division.

Suggested courses for women who wish to minor in Health and Physical Education:

Health and Phys. Ed. 2, 11, 12, 13, 14, 15, 17, 18, six of which may be used to meet the general physical education requirements for all junior college students. In addition the following courses must be taken in this division: Health and Phys. Ed. 46, 47, 48, 50, 51, 129, 130, 135, 137.

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1. PERSONAL HYGIENE. Four hours.
  - 45 a,b. FRESHMAN PRACTICE. Four hours. Two hours each quarter.
  - 47 a,b. SOPHOMORE PRACTICE. Four hours. Two hours each quarter.
  50. FIRST AID. Two hours.
  51. THEORY OF PLAYGROUND ORGANIZATION. Two hours.
  52. THEORY OF PLAY AND MINOR SPORTS. Four hours.
  53. TESTS AND MEASUREMENTS IN PHYSICAL EXAMINATIONS. Two hours.
  - 100 a,b. JUNIOR PRACTICE. Four hours. Two hours each quarter.
  - 102-202. PROBLEMS IN HEALTH EDUCATION. Two hours.
  - 103 a,b. SENIOR PRACTICE. Four hours. Two hours each quarter.
  106. HOME HYGIENE AND CARE OF THE SICK. Four hours.
  - 120 a,b-220 a,b. APPLIED ANATOMY. Six hours. Four hours first quarter, two hours second quarter.
  - 122-222. KINESIOLOGY. Two hours.
  - 125-225. PHYSIOLOGY OF EXERCISE. Four hours.
  - 129 a,b. COACHING OF SPORTS FOR WOMEN. Four hours. Two each quarter.
  131. PAGEANTRY. Two hours.
  132. THEORY OF INDIVIDUAL GYMNASTICS. Four hours.
  - 135-235. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION. Four hours.
  136. PLAYGROUND SUPERVISION. Two hours.
  137. PRESENTATION OF MATERIALS IN PHYSICAL EDUCATION. Four hours.
  165. FOOTBALL COACHING. Four hours.
  166. BASKETBALL COACHING. Four hours.
  168. TRACK COACHING. Two hours.
  169. BASEBALL COACHING. Two hours.
  170. ORGANIZATION AND ADMINISTRATION OF ATHLETICS AND PHYSICAL EDUCATION. Four hours.

For graduate research courses, see pages 13 and 14.

## ACTIVITY COURSES AND SPORTS

FOR WOMEN—*Dancing*, including: 1. Clog and Athletic; 1a. Advanced Clog and Athletic; 2. Natural; 4. Fundamental Rhythms; 5. Folk; 6 Social.

*Sports*, including: 12. Soccer; 13. Tennis; 14. Basketball; 15. Baseball; 16. Hockey; 17. Volleyball; 18. Field and Track; 19. Golf; 30. Swimming. Students enrolled in swimming classes will be required to pay for laundering suits.

*Miscellaneous*: 11. Plays and Games; 20. Horseback Riding; 33. Individual Gymnastics; 34. Fundamental Gymnastics.

FOR MEN—11. Plays and Games; 13. Tennis; 14. Basketball; 15. Softball; 17. Volleyball; 21; Mat Work; 22. Double Tumbling; 30. Swimming; 33. Gymnastics; 34. Spring Football.

*Varsity Sports*: 35. Freshman Football; 36. Football; 37. Freshman Basketball; 38. Swimming; 39. Gymnastics; 40. Wrestling; 41. Track; 42. Basketball; 43. Tennis.

## LITERATURE AND LANGUAGES

The Division of Literature and Languages offers courses in the literature, language studies, and the teaching of the following languages: English, French, German, Latin, and Spanish. Since the requirements for majors and minors in English and Foreign Languages are different, these are stated separately in the following pages.

### ENGLISH MAJORS

An English teacher in a high school may be called upon at one time or another to do all of the following things:

- I. Teach classes in English and American Literature.
- II. Teach composition classes; all the techniques of writing.
- III. Conduct the high school paper.
- IV. Direct debating, dramatic and speaking contests.
- V. To correct speech defects of pupils.
- VI. Direct the current reading of the pupils.

To prepare prospective English teachers to meet these situations the division requires the following basic essential courses:

Eng. 56 a,b, 58 a,b,c, 62, 63, 64, 100a, 110 a,b,c, 111, 118, 126.

In addition the student should add eight to eleven hours selected in accord with his special interest from the following courses:

Oral: Eng. 13, 17, 112, 114, 118. Composition: Eng. 100b, 100c.

Literature: Eng. 132, 133, 134, 142, 155 a,b.

An English major must have proficiency in one language in addition to English before receiving the bachelor of arts or master of arts degree. This additional language may be Latin, French, Spanish, or German. The demand for teachers indicates that the Latin and English combination is the best one. The best arrangement of all is English, Latin, and either Spanish or French. The department strongly recommends proficiency in Latin and one modern language, but does not require this. Proficiency in languages shall be determined by objective testing. In Latin it will consist of ability to read (silently and orally) and to translate standard Latin prose into good English, and to write easy Latin composition. In a modern language the requirement is the same except that ability to carry on an ordinary conversation is added to the requirements.

This proficiency may be acquired altogether in the high school before coming to college, partly in high school and partly in college, or wholly in college. A student who has had two years of a foreign language in high school may reasonably expect to meet the proficiency requirements at once or at most by taking an additional eight or twelve hours of that language in college. Two years of high school language plus eighteen college hours is sufficient to meet the college requirements for a minor in that language, and the North Central requirement for certification to teach it in secondary schools.

English majors may be allowed one minor in a foreign language—Latin, Spanish, French, or German. The other minor must be entirely outside the Division of Literature and Languages.

### FOREIGN LANGUAGE MAJORS

Students expecting to be certificated as foreign language teachers must be proficient in one foreign language before being accepted for entrance upon that major. This proficiency may be acquired in high school

or partly in high school and partly in college. Before being granted the bachelor of arts or master of arts degree the candidate must be proficient in one or more language chosen from the following:

Latin, Spanish, French, German (Greek or Italian may be offered by students having already acquired one or the other before entering the college).

A foreign language major shall consist of proficiency in the use of the language, plus twenty-four hours in courses in the literature of that language.

The foreign language major will have the use of two languages (proficiency in one and adequate preparation in another). The student may use English as one minor if he so chooses, but is required to take the other minor outside the division.

*The Book Hour.* Once a week (Wednesdays 3:00 to 4:30 p. m.) the Library and Literature and Language Division will conduct a book hour in the Little Theater. Book reviews, play readings, readings from short story, novels, poetry, and miscellaneous literature. Talks on current books as guides to reading. Attendance voluntary. No credit.

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### ENGLISH

- 13. STORY TELLING. Four hours.
- 17. VOICE TRAINING. Two hours.
- 18-118. DEBATING. Two hours.
- 21-121. LITERATURE FOR THE ELEMENTARY SCHOOL. Four hours.
- 40 a,b,c. WORLD LITERATURE. Nine hours. Three hours each quarter.
- 56 a,b. AMERICAN LITERATURE. Four hours. Two hours each quarter.
- 58 a,b,c. A SURVEY OF ENGLISH LITERATURE. Nine hours. Three hours each quarter.
- 62. FIRST COURSE IN SPEAKING. Two hours.
- 63. PLAY PRODUCTION AND DRAMATICS. Two hours.
- 64. ORGANS OF SPEECH AND PHONETICS. Two hours.
- 100 a,b,c. JOURNALISM. Six hours. Two hours each quarter.
- \*110 a,b,c. ADVANCED COMPOSITION AND CREATIVE WRITING. Six hours. Two hours each quarter.
- 111. THE ENGLISH LANGUAGE FOR TEACHERS. Four hours.
- 112. CHILDREN'S THEATER. Four hours
- 114. ADVANCED PLAY PRODUCTION. Four hours.  
Prerequisite English 63.
- \*126. THE TEACHING OF ENGLISH IN THE HIGH SCHOOL. Four hours.
- 131-231. THE SHORT STORY. Four hours.
- \*132-232. THE DEVELOPMENT OF THE NOVEL. Four hours.
- \*133-233. THE RECENT NOVEL. Four hours.
- \*134-234. MODERN DRAMA. Four hours.
- 142-242. VICTORIAN POETRY. Four hours.
- 155 a,b-255 a,b. SHAKESPEARE'S COMEDIES, HISTORICAL PLAYS AND TRAGEDIES. Eight hours. Two hour each quarter.
- 160. LITERATURE OF THE OLD TESTAMENT. Four hours.

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\*Given also by correspondence.



161. LITERATURE OF THE NEW TESTAMENT. Four hours.  
 210. OLD ENGLISH. Four hours.  
 211. CHAUCER AND MIDDLE ENGLISH. Four hours.  
 241. COMPARATIVE LITERATURE—Greek and Latin. Four hours.  
 242. COMPARATIVE LITERATURE—Italian, Spanish and French. Four hours.  
 243. COMPARATIVE LITERATURE—German, Scandinavian, and Russian. Four hours.  
 For graduate research courses, see pages 13 and 14.

## FRENCH

- 1-2-3. ELEMENTARY FRENCH. Twelve hours. Four hours each quarter.  
 \*5-6-7. INTERMEDIATE FRENCH. Twelve hours. Four hours each quarter.  
 105 a,b. THE CLASSICAL THEATRE. Eight hours. Four hours each quarter.  
 107. SEVENTEENTH CENTURY PROSE. Four hours.  
 205. EIGHTEENTH CENTURY FRENCH LITERATURE. Four hours.  
 206. FRENCH ROMANTICISM. Four hours.  
 207. TWENTIETH CENTURY FRENCH LITERATURE. Four hours.

## SPANISH

- 1-2-3. ELEMENTARY SPANISH. Twelve hours. Four hours each quarter.  
 \*5-6-7. INTERMEDIATE SPANISH. Twelve hours. Four hours each quarter.  
 \*105. ROMANTIC DRAMA. Four hours.  
 \*106. MODERN DRAMA. Four hours.  
 \*107. MODERN NOVEL. Four hours.  
 108. MODERN POETRY AND ESSAY. Four hours.  
 131. THE TEACHING OF ROMANCE LANGUAGES. Four hours.  
 205. DON QUIJOTE. Four hours.  
 206. CLASSICAL DRAMA. Four hours.  
 207. CLASSICAL PROSE AND POETRY. Four hours.

## LATIN

- 1-2-3. ELEMENTARY LATIN. Twelve hours. Four hours each quarter.  
 \*5. CICERO. Four hours.  
 \*6-7. VERGIL. Eight hours. Four hours each quarter.  
 105. LIVY. Four hours.  
 106. PLINY. Four hours.  
 107. HOBACE. Four hours.

## GERMAN

- 1-2-3. ELEMENTARY GERMAN. Twelve hours. Four hours each quarter.  
 \*5-6-7. INTERMEDIATE GERMAN. Twelve hours. Four hours each quarter.  
 For. Lang. 131. TEACHING OF FOREIGN LANGUAGES. Four hours.  
 For graduate research courses, see pages 13 and 14.

\*Given also by correspondence.

## MUSIC

The Music Division consists of the department of public school music and the conservatory of music. It is maintained primarily for the purpose of thoroughly preparing teachers in public school music. The student life of the college is influenced directly by the large part music plays in all the student activities. It is necessary to maintain a large and well prepared music faculty in order properly to educate the public school music supervisor. Thus, it becomes possible to offer high-class instruction to those who are interested in the study of vocal and instrumental music.

Student recitals are given which provide the students an opportunity to appear in public. During the school year an oratorio is given by the college chorus, and the glee clubs of the institution give an opera each spring.

The college orchestra and band offer excellent training for those interested. The Greeley Philharmonic Orchestra is a symphony orchestra of fifty members, comprised of talent of the college and city which gives monthly concerts. The standard symphonies are studied and played. Advanced students capable of playing music used by the organization are eligible to join upon invitation of the director.

All majors in music must pass a third grade test on the piano and must be able to sing with an agreeable quality by time of graduation. Orchestra or band required each quarter. Chorus or glee club required each quarter.

Pianos are rented at \$4.00 per quarter. Band and orchestral instruments are rented at \$5.00 per quarter.

In addition to the core subjects listed on pages 19, 20, music majors are required to take the following:

Music 1a,b,c, 2a,b,c, 53a,b,c, 54, 55, 102a,b,c, 103a,b, 114, 120a,b.

Music majors must select two twenty-four hour minors outside the department.

Required courses for students from other departments who chose a minor in music:

- I. *Classroom Supervision*: Music 1 a,b,c, 53, a,b,c, 54, 114 and six hours of applied music.
- II. *Instrumental Supervision*: Music 1 a,b,c, 2a,b,c, 55, 114, and eight hours of applied music.

Music majors must show proficiency in applied music. Twelve credit hours will be given upon recommendation of the applied music committee. Applied music will include band, orchestra, chorus, and small instruments. (It follows from the foregoing statement that applied music will not appear in the student's quarterly program load.)

One quarter hour of credit is given for one lesson a week with practice under the instruction of a member of the music division of the college faculty. Students who are not majors or minors in music may offer not less than three or more than twelve hours credit in applied music.

Excellent teachers are maintained in order that all students of the college may have the benefit of the best instruction. Instruction is offered in the following:

30-130. Voice; 31-131. Piano; 32-132. Violin; 33-133. Pipe-Organ; 34. Class Piano; 35-135. Brass and Reed Instruments; 36-136. Cello.

The following musical organizations are open to all students and membership may be obtained through selection:

40-140. Mendelssohn Club (men); 41-141. Schumann Club (women); 42-142. Advanced Orchestra; 43-143. Advanced Band; 44-144. A cappella Choir.

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1 a,b,c. MUSIC READING, THEORY AND ELEMENTARY SONGS. Six hours. Two hours each quarter.

2 a,b,c. PLAYING MUSICAL INSTRUMENTS. Six hours. Two hours each quarter.

50 a,b,c. OUTLINES OF MUSIC. Six hours. Two hours each quarter.

52. MUSIC IN THE ELEMENTARY SCHOOL. Four hours.

53 a,b,c. HARMONIC ANALYSIS AND ADVANCED CHORAL MATERIALS. Six hours. Two hours each quarter.

54. TEACHING VOCAL MUSIC IN SCHOOLS. Four hours.

55. INSTRUMENTAL MATERIALS AND CLASS PROCEDURE. Two hours.

102 a,b,c. HARMONY, COUNTERPOINT, AND COMPOSITION. Six hours. Two hours each quarter.

103 a,b. ORCHESTRATION AND COMPOSITION. Four hours. Two hours each quarter.

114. TECHNIQUE AND PRACTICE OF CONDUCTING. Two hours.

120 a,b. HISTORY OF MUSIC. Eight hours. Four hours each quarter.

## SCIENCES

The primary aim of the Division of Sciences is to prepare science teachers for the public schools. It also endeavors to provide certain courses that are specifically designed to give students in other fields an adequate background for their professional work, and to prepare them for the common activities of life.

Students majoring in science will select one of the two following general plans:

I. They may take the following Science core (Students following this plan are not required to take Science 3 a.b.):

Science 21-22, 42†, 43, 156, 77\*, 180, 62††, 63, 103-104, 11-12.

In addition to the above Science core the student will select twenty-eight hours in the Biological Sciences, Mathematics or the Physical Sciences.

Students selecting this plan must take in addition at least one minor of twenty-four hours in a field outside the Science Division.

II. Students may major in Mathematics by taking the following courses:

Science 75 a,b, 76, 78 a,b,c, and 82, 175, 176; and eight hours from the following group: Science 178, 179, 181, 182, 183.

Freshmen who are to major in Mathematics should plan to begin their work with Science 75a if they have had only one year of high school algebra, and with Science 78 if they have had a year and a half or more. In addition to the major in Mathematics, students must also take two minors of at least twenty-four hours each, one of which must be in a field outside the Science Division.

### MINORS FOR MAJORS FROM OTHER DIVISIONS

Students majoring in other departments may take minors in any of the following fields:

1. Biological Science: Sci. 11, 12, 21, 22, 130.

2. Mathematics: Sci. 75 a,b., 76, and two other four-hour mathematics courses; or Sci. 78 a,b,c and two other four-hour mathematics courses.

3. Physical Science: Sci. 41, 42, and 43 if the student has had no high school chemistry; Sci. 42, 43, and 47 if he has had a year of high school chemistry. If the student has had no high school physics, Sci. 61, 62, and 63; if he has had a year of high school physics, Sci. 62 and 63.

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† If the student has had no high school chemistry, Sci. 41 must also be taken.

†† If the student has had no high school physics, Sci. 61 must also be taken.

• For Physics majors.

## UNSPECIALIZED SCIENCE COURSES

\*3 a,b,c. INTRODUCTION TO SCIENCE. Three quarters. Four hours each.

101. ELEMENTARY SCIENCE. Four hours. Field trips arranged.

## PROFESSIONALIZED SCIENCE COURSES

103-104, 203-204. THE TEACHING OF SCIENCE. Two quarters. Four hours each.

## BOTANY

21-22. GENERAL BOTANY. Two quarters. Four hours each.

Four hours class; three hours laboratory.

121-221. PLANT PHYSIOLOGY. Four hours.

Prerequisite, Botany 21 and 22. Four hours class, four hours laboratory.

126-226. BOTANICAL TECHNIQUE AND PLANT HISTOLOGY. Four hours.

Offered in 1934 and alternate years. Prerequisite Bot. 21. Three hours class; five hours laboratory.

127-227. SYSTEMATIC BOTANY. Four hours.

Three hours class; four hours laboratory and field.

130-230. GENERAL BACTERIOLOGY. Four hours.

Four hours class, three hours laboratory.

## BIOLOGY

131-231. EVOLUTION. Four hours.

132-232. GENETICS AND EUGENICS. Four hours.

For graduate research courses, see pages 14 and 15.

## CHEMISTRY

41. GENERAL CHEMISTRY. Four hours.

Three hours class; three hours laboratory.

42. GENERAL CHEMISTRY. Four hours.

Three hours class; three hours laboratory.

\*43. GENERAL QUALITATIVE CHEMISTRY. Four hours.

Two hours class; five hours laboratory.

48. QUALITATIVE ANALYSIS. Four hours.

Prerequisites, Chem. 41, 42, and 43. Two hours class; five hours laboratory.

141-241-142-242. ORGANIC CHEMISTRY. Two quarters. Four hours each.

Prerequisites, Chem. 41, 42. Three hours class; three hours laboratory.

144-244. 145-245. QUANTITATIVE ANALYSIS. Two quarters. Four hours each.

Prerequisites, Chem. 41, 42, 43, and 48.

151-251. PHYSIOLOGICAL CHEMISTRY. Four hours.

Prerequisites, Chem. 41 and 42. Three hours class; three hours laboratory.

For graduate research courses, see pages 13 and 14.

\*Given also by correspondence.

## GEOLOGY

156. ELEMENTARY GEOLOGY. Four hours.
157. HISTORICAL GEOLOGY. Four hours.
159. GEOLOGY OF THE ROCKY MOUNTAINS. Four hours.  
Four hours class; field trips as desired.

## MATHEMATICS

- \*75 a,b. COLLEGE ALGEBRA. Eight hours. Four each quarter.
- \*76. PLANE TRIGONOMETRY. Four hours.
77. GENERAL MATHEMATICS. Four hours.
- 78 a,b,c. GENERAL MATHEMATICS. Three quarters. Four hours each.
81. MATHEMATICAL INSTRUMENTS AND SURVEYING. Two or four hours.
- \*82. ANALYTIC GEOMETRY. Four hours.
- \*175. DIFFERENTIAL CALCULUS. Four hours.
- \*176. INTEGRAL CALCULUS. Four hours.
- \*177. THEORY OF EQUATIONS. Four hours.
- \*178. ARITHMETIC IN LOWER GRADES. Two hours.
- \*179. ARITHMETIC IN THE INTERMEDIATE GRADES. Two hours.
180. DESCRIPTIVE ASTRONOMY. Four hours.  
Four hours class; field observation arranged.
- \*181-281. THE MATHEMATICS OF THE JUNIOR HIGH SCHOOL. Four hours.
- \*182-282. THE TEACHING OF ALGEBRA. Four hours.
- \*183-283. GEOMETRY FOR TEACHERS. Four hours.
- \*184-284. HISTORY OF MATHEMATICS. Two hours.
- \*285. ADVANCED CALCULUS. Four hours.  
A continuation of the work given in Math. 101 and 102.
- \*286. DIFFERENTIAL EQUATIONS. Four hours.  
For graduate research courses, see pages 13 and 14.

## PHYSICS

61. ELEMENTARY PHYSICS. Four hours.  
Three hours lecture; four hours laboratory.
- 62-63. GENERAL PHYSICS. Two quarters, Four hours each.  
Three hours lecture; four hours laboratory.
161. HEAT AND MECHANICS. Four hours.  
Prerequisites, Phys. 62, 63. Four hours lecture; four hours laboratory.
162. GENERAL ELECTRICITY. Four hours.  
Prerequisites, Phys. 62, 63. Four hours lecture; four hours laboratory.

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\*Given also by correspondence.

163. LIGHT AND SOUND. Four hours.  
Prerequisites, Phys. 62, 63. Four hours lecture; four hours laboratory.
- 166-266. RADIO TRANSMISSION AND RECEPTION. Four hours.  
Prerequisites, Phys. 62 and 63. Three hours lecture; three hours laboratory.
- 167-267. PHOTOGRAPHY AND PHOTOCHEMICAL PHENOMENA. Four hours.  
Two hours lecture; four hours laboratory.
- 168-268. CONTEMPORARY PHYSICS. Four hours.
- 169-269. X-RAYS, COSMIC RAYS, AND OTHER TYPES OF ELECTROMAGNETIC WAVES. Four hours.  
Prerequisites, Phys. 61, 62, 63. Three hours lectures. Two hours laboratory.
- 170-270. PHYSICS OF THE AUTOMOBILE AND OF THE AIRPLANE. Four hours.  
Two hours lecture; four hours laboratory.  
For graduate research courses, see pages 13 and 14.

## ZOOLOGY

- 11-12. GENERAL ZOOLOGY. Two quarters. Four hours each.  
Three hours class; four hours laboratory.
13. BIRD STUDY. Four hours.  
Four hours class; field trips arranged.
- 113-213. ZOOLOGICAL TECHNIQUE AND ANIMAL HISTOLOGY. Four hours.  
Prerequisites, Zool. 11 and 12 or equivalent. Three hours class; five hours laboratory.
- 114-214. ELEMENTARY ENTOMOLOGY. Four hours.  
Three hours class; four hours laboratory.
115. ECONOMIC ZOOLOGY. Four hours.
- 117-217. HUMAN PHYSIOLOGY. Four hours.  
Three hours class; four hours laboratory.
- 119-219. A FIELD COURSE IN ZOOLOGY. Four hours.
120. EMBRYOLOGY. Four hours.  
Three hours class; four hours laboratory.
211. MORPHOLOGY OF THE VERTEBRATES. Four hours.  
Prerequisites, Zool. 11 and 12.

## SOCIAL STUDIES

The Division of Social Studies has three main functions. In the first place, it offers specific preparation for those who are to teach materials in the public schools. At the present time this includes history, political science (civics,) economics, geography, sociology, and various combinations of these subjects under varying names.

Its second function is to prepare special teachers of business education, including the related skills of shorthand, typewriting, accounting, handwriting, and office appliances.

Its third function is to provide a cultural background in the general fields of past civilizations, modern governments, modern society and its problems, theories of social progress, and international relations for those who have no intention of devoting the major portion of their time to teaching social subjects, but wish to understand the civilization in which they live.

Three programs are offered for those who major in the Social Studies:

- I. A general program which will prepare the student to teach all of the six subjects most frequently found in the junior and senior high schools and that are separately certified under the rules of the North Central Association. These are: American history, economics, political science, European history, geography, sociology.
- II. An alternative plan in which students may, with the consent of their advisers, plan larger sequences in at least three of the above subjects. These should include both social and political types.
- III. Preparation for teaching business and commercial education with less preparation in the other social studies. This must include a twelve-hour sequence in economics and in each of two other social subjects; proved proficiencies in the business skills (bookkeeping, shorthand, and typewriting), and Social Studies 118 and 119.

### GENERAL REQUIREMENTS

- I. All who take programs (I) or (II) must plan a teaching sequence in each of two subjects entirely outside the Social Studies sufficient to meet minimum standards in the North Central Association.
- II. Those who take program (III) must plan one such sequence outside of the Social Studies.
- III. Final electives in the senior year should not be used until requirements listed above have been met.
- IV. A course in the teaching of the Social Studies is required of all majors.
- V. The general courses numbered Social Studies 2 a,b,c, listed in the college core, may be omitted and other courses substituted on the written approval of the student's adviser.

### GENERALIZED COURSES

1. a,b,c. SOCIAL STUDIES FOR RURAL SCHOOLS. Three quarters. Four hours each.
2. a,b,c. AN INTRODUCTION TO THE SOCIAL STUDIES. Three quarters. Four hours each.
5. SOCIO-ECONOMICS (Formerly Math. 50). Four hours.



## PROFESSIONALIZED COURSES

113-213. THE TEACHING OF THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. Four hours.

117-217. THE TEACHING OF THE SOCIAL STUDIES IN THE SECONDARY SCHOOL. Four hours.

118 a,b. THE TEACHING OF SHORTHAND AND TYPEWRITING. Four hours. Prerequisite, Proficiencies 20b and 20d, or the equivalent.

119-219. THE SECONDARY SCHOOL BUSINESS CURRICULUM. Four hours.

## BUSINESS EDUCATION

PROFICIENCIES IN BUSINESS SKILLS—Credit in quarter hours toward the Bachelor or Arts Degree may be established for proficiency in the business skills as follows:

S. S. 20. (a) Bookkeeping—eight hours; (b) Gregg Shorthand—eight hours; (c) Office Appliances—four hours; (d) Typewriting—four hours; (e) Handwriting—two hours.

Proficiencies must be demonstrated by the student through passing an examination which will satisfy the examination committee that the student is qualified in his own mastery of skill to teach the subjects in the secondary school. The examinations will be given every quarter and the student who fails in one may take another. Special laboratories will be available for study and preparation for the examinations. A student who registers for one laboratory section will be restricted to a twelve hour program, except in the case of Proficiency 20e.

21. SECRETARIAL PRACTICE. Four hours. Prerequisite, 20b, or the equivalent.

\*22. BUSINESS MATHEMATICS. Four hours.

\*23-123. BUSINESS LAW. Four hours.

127-227. PARTNERSHIP AND CORPORATION ACCOUNTING. Four hours. Prerequisite, Proficiency 20, or the equivalent.

128-228. THE ANALYSIS OF FINANCIAL STATEMENTS. Four hours. Prerequisite, Proficiency 20, or the equivalent.

129-229. PROBLEMS IN BUSINESS EDUCATION. Four hours. For graduate research courses, see pages 13 and 14.

## ECONOMICS

Suggested Sequences:

I. S. S. 130, 136

II. S. S. 130, 134, 136

III. S. S. 130, 132, 134, and 135 or 136

130. PRINCIPLES OF ECONOMICS. Four hours.

\*131. WORLD ECONOMIC GEOGRAPHY. Four hours.

\*132. APPLIED ECONOMICS. Four hours.

133. MARKETING. Four hours.

134-234. MONEY AND BANKING. Four hours.

\*Given also by correspondence.

135-235. BUSINESS AND FINANCIAL HISTORY OF THE UNITED STATES. Four hours.

\*136-236. ELEMENTARY PRINCIPLES OF INVESTMENT. Four hours.

137-237. BUSINESS ORGANIZATION. Four hours.

138. RETAIL MERCHANDISING. Four hours.

### GEOGRAPHY

Suggested Sequences:

I. S. S. 40, 41

II. S. S. 44, 45, 46 or 142, 143, 144

III. S. S. 25, 65, 66, 191

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40-140. HUMAN GEOGRAPHY. Four hours.

41. WORLD GEOGRAPHY. Four hours.

42-142. GEOGRAPHY OF THE ROCKY MOUNTAIN INDIAN. Two hours.

43-143. ISLANDS OF THE SEA. Two hours.

44-144. THE CONTINENTS OF THE NEW WORLD. Four hours.

\*45-145. EUROPE AND HER AFRICAN COLONIES. Four hours.

\*46-146. ASIA AND AUSTRALIA. Four hours.

\*140-240. CLIMATE AND CIVILIZATION. Four hours.

141-241. CONTRASTING REGIONS. Four hours.

142-242. THE MONGOLIAN AND MALAY WORLDS OF SOUTHERN ASIA.

143-243. PRESENT DAY EUROPE. Four hours.

144-244. THE RESOURCES OF SOVIET RUSSIA. Four hours.

145-245. GEOGRAPHY AND WORLD POWER. Four hours.

\*146-246. GEOGRAPHIC INFLUENCE IN AMERICAN HISTORY. Four hours.

147-247. GEOGRAPHY AND COMMUNITY LIFE. Four hours.

148-248. CONSERVATION OF NATURAL RESOURCES. Four hours.

249. INTENSIVE GEOGRAPHY OF GREELEY AND VICINITY. Two hours.  
For graduate research courses, see pages 13 and 14.

### HISTORY

Suggested Sequences:

AMERICAN HISTORY—S. S. 50 b,c, or 153, 263, 264, and one of the following 263, 264, or 266.

EUROPEAN HISTORY—S. S. 51, 52, 54 a, b, c, 151, or 51, 52, 260, 265.

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50 a, b, c.-150. AMERICAN HISTORY. Three quarters. Four hours each.

51. CONTRIBUTIONS OF THE ANCIENT AND MEDIEVAL WORLD TO MODERN CIVILIZATION. Four hours.

\*Given also by correspondence.

52. THE EXPANSION OF EUROPEAN CIVILIZATION IN MODERN TIMES. Four hours.

53. HISTORY OF EDUCATION AND ITS RELATION TO WESTERN CIVILIZATIONS. Four hours.

54 a, b, c.-154. A HISTORY OF MODERN EUROPE. Three quarters. Four hours.

55-155. CONTEMPORARY HISTORY. Two hours.

56-156. HISTORY OF COLORADO. Two hours.

151-251. ANCIENT SOCIAL HISTORY. Four hours.

152-252. WESTERN AMERICAN HISTORY. Four hours.

153-253. ENGLISH HISTORY. Four hours.

158-258. SOCIAL AND INDUSTRIAL HISTORY OF THE UNITED STATES. Four hours.

259. THE REFORMATION. Four hours.

260. MEDIEVAL LIFE AND INSTITUTIONS. Four hours.

261. THE FRENCH REVOLUTION. Four hours.

262. THE GREAT COLONIAL EMPIRES OF THE TWENTIETH CENTURY. Four hours.

263. THE AMERICAN REVOLUTION. Four hours.

264. SLAVERY, SECESSION, CIVIL WAR, AND RECONSTRUCTION. Four hours.

265. HISTORY OF THE INDUSTRIAL REVOLUTION. Four hours.

266. THE LITERATURE OF AMERICAN HISTORY. Two hours.

267. LATIN-AMERICAN HISTORY. Four hours.

268. HISTORY OF THE FAR EAST. Four hours.

269. SEMINAR IN HISTORICAL TECHNIQUES. Two hours.

For graduate research courses, see pages 13 and 14.

#### POLITICAL SCIENCE

Suggested Sequences:

I. S. S. 170, 171

II. S. S. 170, 171, 174

III. S. S. 170, 171, 173, 174

\*170. GOVERNMENT OF THE UNITED STATES. Four hours.

\*171. STATE GOVERNMENT. Four hours.

172. MUNICIPAL GOVERNMENT. Four hours.

173-273. HISTORY OF THE FOREIGN POLICY OF THE UNITED STATES. Four hours.

174-274. INTERNATIONAL RELATIONS. Four hours.

275. POLITICAL SCIENCE THEORY. Four hours.

For graduate research courses, see pages 13 and 14.

\*Given also by correspondence.

## SOCIOLOGY

## Suggested Sequences:

- I. S. S. 180, 183
  - II. S. S. 180, 160-260, and 165-265
  - III. S. S. 105, 125-225, 145-245, and 185-285
- 

- 80-180. THE HOME AND FAMILY RELATIONSHIPS. Four hours.
- 81-181. CHILD CARE AND CHILD WELFARE. Four hours.
- 82-182. THE EDUCATION OF THE CONSUMER. Four hours.
- \*83. SOCIOLOGY OF RURAL LIFE. Four hours.
- \*185. INTRODUCTION TO SOCIOLOGY. Four hours.
- 186-286. THE SOCIOLOGY OF CRIME. Four hours.
- 187-287. REVOLUTION AND RELIGIOUS CHANGE. Four hours.
- 188-288. MODERN SOCIAL PROBLEMS. Four hours.
- 189-289. GENERAL ANTHROPOLOGY. Four hours.
- 190-290. SOCIAL EVOLUTION. Four hours.
- \*191-291. HUMAN PERSONALITY AND SOCIAL BEHAVIOR. Four hours.
- 192-292. THE SOCIOLOGY OF THE FAMILY. Four hours.
- 193-293. THEORIES OF SOCIAL PROGRESS. Four hours.
- 194-294. ACHIEVEMENTS IN SOCIOLOGICAL RESEARCH. Four hours.
- For graduate research courses, see pages 13 and 14.

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\*Given also by correspondence.

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COLORADO STATE TEACHERS COLLEGE

IS a Class A member of the American Association of Teachers Colleges and of the North Central Association of Colleges and Secondary Schools.





**COLORADO STATE TEACHERS COLLEGE BULLETIN**

*Schedule of Classes*

For the

**Fall, Winter, and Spring  
Quarters**

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**1934-1935**

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GREELEY, COLORADO

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SERIES XXXIV

JUNE

NUMBER 4

## **COLORADO STATE TEACHERS COLLEGE BULLETIN**

Entered as second class matter at the postoffice at Greeley, Colorado, under the Act of August 24, 1912. Published four times a year, in January, February, March, and June. Current numbers of any of the college publications may be had on application to the President of the College Greeley, Colorado.

# Schedule of Classes

NOTE: To avoid conflicts of required courses, the student is urged to make out in advance a complete tentative program for all three quarters.

## FALL QUARTER, 1934

Division	No.	Description	Days	Cr. Hrs.	Instructor	Room
<b>8:00-8:50</b>						
Education	1	Introduction to Education	Daily	4	Lehr	Kepner 206
	1	Introduction to Education	Daily	4	McKee	Kepner 218
	142-242	School Admin.—First course	MTThF	4	Troxel	Cranf'd 203
	175-275	Elementary Statistical Methods	MTWTh	4	Heilman	Cranf'd 207
Fine and Industrial Arts	3a-103a	Introduction to Study of Art	MTThF	4	Baker	Gugg. 204
	29a	Elements of Printing	2	Bishop	Kepner 4	
	39-189	Advanced Bookbinding	MTWTh	2	Schaefer	Gugg. 100
	91	Nutrition	MTThF	4	Pickett	Crabbe 202
Health and Physical Education	12	Soccer (Women)	MTTh	1		Gunter 114
	100a	Junior Practice	MTWTh	2	McRoberts	Gunter 202
Literature and Languages	17	Voice Training	TF	2	Blackburn	L. Th.
	21-121	Literature for Element'y School	MTWTh	4	Tobey	Crabbe 302
	40a	World Literature	Daily	4	Hawes	Crabbe 305
	40a	World Literature	Daily	4	Cross	Crabbe 301
	64	Phonetics	MTh	2	Blackburn	L. Th.
	Sp. 5	Intermediate Spanish	MTThF	4	Mulroney	Crabbe 207
Music	2a	Playing Musical Instruments	MTWTh	2	Ginsburg	Con. 14
	54	Teaching Vocal Music in School	MTWTh	4	Collins	Kepner 2
Sciences	3a	Introduction to Science	MTWTh	4	Harrah	Cranf'd 300
	101	Elementary Science	MTWTh	4	Lammel	Cranf'd 303
	103-203	Teaching of Science	MTWTh	4	Robertson-Jean	Cranf'd 301
	167-267	Photography and Photochemistry (Lab. arr.—3 hrs.)	MTWTh	4	Herman	Crabbe 106
	182-282	The Teaching of Algebra	MTThF	4	Finley	Cranf'd 210
Social Studies	20d	Typewriting	Daily	4	Bedinger	Cranf'd 213
	191-291	Human Personality and Social Behavior	TWThF	4	Blue	Cranf'd 205
	146-246	Geographic Influences in American History	MTThF	4	Barker	Gunter 203
	263	The American Revolution	MTWTh	4	Dickerson	Cranf'd 104
<b>9:00-9:50</b>						
Education	1	Introduction to Education	Daily	4	Troxel	Cranf'd 203
	50-150	Pre-Teaching Observation—Elementary School	MTWTh	4	Davis	Kepner 218
	76	Psychology of Learning	MTWTh	4	McCowen	Cranf'd 205
Fine and Industrial Arts	26b	Elements of Woodworking	MTWTh	2	Foulk	Gugg. 1
	30a	Advanced Theory and Practice of Typographic Design	MTWTh	2	Bishop	Kepner 4
	33-133	Sheet Metal	MTWTh	2	Hutchcroft	Kepner 15
	34-134	Art Metal	MTWTh	2	Perry	Gugg. 101
	42	Household Management	TTh	2	Pickett	Crabbe 202
Health and Physical Education	1	Personal Hygiene (Men)	MTWTh	4	Davis	Gunter 201
	12	Touch Football (Men)	MWF	1	Brown	Field
	13a	Beginning Tennis (Women)	MWF	1		Gunter 114
	120a-220a	Applied Anatomy	MTWTh	4	Cave	Gunter 205
Literature and Languages	40a	World Literature	Daily	4	Cross	Crabbe 301
	40a	World Literature	Daily	4	Hawes	Crabbe 305
	62a	First Course in Speaking	MTh	2	Blackburn	L. Th.
	63	Play Production and Dramatics	TF	2	Blackburn	L. Th.
	Sp. 1	Elementary Spanish	MTThF	4	Mulroney	Crabbe 207.
Sciences	3a	Introduction to Science	MTWTh	4	Harrah	Cranf'd 300
	21	General Botany (Lab. T. 1-3, Th. 3-5, F. 1-5)	MTWTh	4	Jean	Cranf'd 302
	32	Analytic Geometry	MTThF	4	Finley	Cranf'd 210
	166-266	Radio Transmission and Reception (Lab. Arr.—3 hrs.)	MTWTh	4	Herman	Crabbe 106

Division	No.	Description	Days	Cr. Hrs.	Instructor	Room
Social Studies	20d	Typewriting	Daily	4	Bedinger	Cranf'd 213
	20c	Office Appliances	Daily	4	Knies	Cranf'd 212
	40-140	Human Geography	MTThF	4	Barker	Gunter 208
	45-145	Europe and Her African Colonies	MTWTh	4	West	Gunter 108
	58	History of Education (Formerly Hist. 27)	MTWTh	4	Mahan	Cranf'd 208
54a-154a	History of Modern Europe—Early	TWThF	4	Peake	Cranf'd 104	
80-180	Home and Family Relationships	MTThF	4	Roudebush	Crabbe 304	
180	Principles of Economics	MTWTh	4	Colvin	Cranf'd 207	
<b>10:00-10:50</b>						
Education	1	Introduction to Education	Daily	4	Troxel	Cranf'd 208
	110-210	Improvement of Instruction in Reading and Literature	TWThF	4	McKee	L. Th.
	150	Pre-Teaching Observation—Secondary School	MTWTh	4	Davis	Cranf'd 207
Fine and Industrial Arts	2-102	Fine Arts in Element'y School	MTThF	4	Moore	Gugg. 204
	20	Introduction to Industrial Arts Education	MT	2	Perry	Gugg. 105
	26c	Elements of Woodworking	MTWTh	2	Foull	Gugg. 1
	81-181	Advanced Theory and Practice of Typographic Design	MTWTh	2-4	Bishop	Kepner 4
	38a	Bookbinding	MTWTh	2	Schaefer	Gugg. 100
	40	Dress Appreciation	MTThF	4	Roudebush	Crabbe 304
	48	Foods and Cookery (Double period)	MTThF	4	Pickett	Crabbe 202
50	Art Appreciation (Formerly Art 1)	MTThF	4	Baker	Gugg. 200	
Health and Physical Education	1	Personal Hygiene (Women)	MTWTh	4	Bryson	Gunter 201
	84	Fundamental Gymnastics	MTTh	1	Cave	Gunter 107
	128a	Coaching of Sports for Women	MTThF	2		Gunter 114
165	Football Coaching	MTThF	4	Hancock	Gunter 108	
Literature and Languages	18	Story Telling	MTThF	4	Blackburn	Crabbe 302
	40a	World Literature	Daily	4	Cross	Crabbe 301
	40a	World Literature	Daily	4	Lindou	Crabbe 305
	241	Comparative Literature—Greek and Latin	MTWTh	4	Tobey	Crabbe 304
	Fr. 105a	French (Classical Theatre)	MTThF	4	Mulroney	Crabbe 207
Music	1a	Music Reading, Theory, and Elementary Songs	MTWTh	2	Collins	Kepner 2
	53a	Harmonic Analysis and Advanced Choral Materials	TTh	2	Theman	Con. 6
	120a	History of Music	MTWTh	4	Cline	Con. 14
Sciences	3a	Introduction to Science	MTWTh	4	Jean	Cranf'd 300
	61	Elementary Physics (Lab. arr.—4 hrs.)	MTTh	4	Herman	Crabbe 106
	141-241	Organic Chemistry (Lab. arr.)	MTTh	4	Bowers	Crabbe 101
Social Studies	20b	Shorthand	Daily	4	Bedinger	Cranf'd 202
	20c	Office Appliances	Daily	4	Knies	Cranf'd 212
	148-248	Conservation of Natural Resources	MTThF	4	Barker	Gunter 208
	170	Government of the United States	MTWTh	4	Dickerson	Cranf'd 104
	194-294	Achievements in Sociological Research	TWThF	4	Blue	Cranf'd 205
<b>11:00-11:50</b>						
Education	181	Classification and Cataloging	MTThF	4	Wightman	Library 6
	195-295	Philosophy of Education (For seniors and graduates only)	MTThF	4	Armentrout	Cranf'd 214
Fine and Industrial Arts	16-116	Frechand Drawing and Composition	MTThF	4	Stinchfield	Gugg. 203
	23a	Elements of Mechanical Drawing	MTThF	2	Hutchcroft	Gugg. 106
	27	Woodworking	MTThF	2	Foull	Gugg. 1
Health and Physical Education	5	Folk Dancing	MTTh	1		Gunter 107
	15	Playground Baseball	MTTh	1	Brown	Field
	33	Gymnastics	MF	1	von den Steinen	Gunter Hall
	50	First Aid	TTh	2	von den Steinen	Gunter 205
	125-225	Physiology of Exercise	MTThF	4	Davis	Gunter 108
Literature and Languages	181-231	The Short Story	MTThF	4	Hawes	Crabbe 301
	Fr. 1	Elementary French	MTThF	4	Gibert	Crabbe 207

Division	No.	Description	Days	Cr. Hrs.	Instructor	Room
Music	50	Outlines of Music (Formerly Mus. 25)	MTThF	4	Mohr	
Sciences	41 75a 78a	General Chemistry (Lab. arr.) College Algebra General Mathematics	MTTh MTThF MTThF	4 4 4	Bowers Finley Mallory	Crabbe 101 Cranf'd 211 Cranf'd 210
Social Studies	1a 20b 41 50a-150a 50a-150a 82-182 187-237	Social Studies for Rural Schools Shorthand World Geography American History to 1800 American History to 1800 Education of the Consumer Business Organization	MTThF Daily MTThF MTThF MTThF MTThF MTThF	4 4 4 4 4 4 4	Hargrove Bedinger Barker Peake Dickerson Roudebush Colvin	Cranf'd 205 Cranf'd 202 Gunter 208 Cranf'd 208 Crabbe 304 Cranf'd 207
<b>1:00-1:50</b>						
Fine and Industrial Arts	26a 101-201	Elements of Woodworking Figure Drawing	MTWTh MTWTh	2 4	Foulk Ellinger	Gugg. 1 Gugg. 203
Health and Physical Education	80 47a 137	Elementary Swimming (Men) Sophomore Practice Presentation of Materials in Physical Education	MTTh MTWTh MTWTh MTWTh	1 2 4 4	Brown Cave McRoberts	Pool Gunter 107 Gunter 205
Literature and Languages	58a 111 Ger. 1	A Survey of English Literature English Language for Teachers Elementary German	MWTh MTWTh MTWTh	3 4 4	Hawes Cross Gibert	Crabbe 305 Crabbe 301 Crabbe 207
Music	52	Music in the Elementary School	MTWTh	4	Mohr	
Sciences	8a 11 161	Introduction to Science General Zoology (Lab. hrs. M. 3-5, W. 1-3, F. 1-5) Heat and Mechanics (Lab. arr.—4 hrs.)	MTWTh MTWTh MTWTh	4 4 4	Mallory Harrah Herman	Cranf'd 210 Cranf'd 304 Crabbe 106
Social Studies	20e 53 158-258	Handwriting History of Education (Formerly Hist. 27) Social and Industrial History of the United States	Daily MTWTh MTWTh	2 4 4	Bedinger Mahan Peake	Cranf'd 202 Cranf'd 208 Cranf'd 104
<b>2:00-2:50</b>						
Education	1 1 60 116-216 145-245	Introduction to Education Introduction to Education Individual Instruction in Rural Schools Secondary Education Technique of Making the School Curriculum	Daily Daily MTThF MTWF MTWTh	4 4 4 4 4	McCowen Troxel Hargrove Wrinkle Rugg	Cranf'd 301 Cranf'd 207 Cranf'd 205 Cranf'd 203 Cranf'd 208
Fine and Industrial Arts	5-105 6 95-195 120-220 50	Water Color Painting (Hrs. arr.) Industrial Arts Design The House and Its Decoration Oil Painting (Hrs. arr.) Art Appreciation (Formerly Art 1)	MW MTh MTThF MW MTThF	2 2 4 2 4	Stinchfield Ellinger Roudebush Stinchfield Moore	Gugg. 203 Gugg. 105 Crabbe 304 Gugg. 208
Health and Physical Education	1 11 13 21a 21b 88	Personal Hygiene (Women) Plays and Games Tennis (Men) Mat Work Advanced Mat Work Varsity Swimming	MTWTh MTTh MWF TTh MWF Daily	4 1 1 1 1 1	Bryson Cave Davis von den Steinen von den Steinen Brown	Gunter 201 Gunter 107 Courts Gunter Hall Gunter Hall Pool
Literature and Languages	40a 40a 100a Lat. 1 Sp. 205	World Literature World Literature Journalism Elementary Latin Spanish (Don Quijote)	Daily Daily TTh MTThF MTThF	4 4 2 4 4	Lindou Tobey Shaw Gibert Mulroney	Crabbe 305 Crabbe 301 Library 6 Crabbe 207 Crabbe 302
Music	102a	Harmony, Counterpoint, and Composition	TTh	2	Ginsburg	Con. 14
Sciences	114-214 156 285	Elementary Entomology (Lab. hrs. W. 1-5) Elementary Geology Advanced Calculus	MTWTh MTWTh MTThF	4 4 4	Harrah West Finley	Cranf'd 303 Gunter 203 Cranf'd 210

Division	No.	Description	Days	Cr. Hrs.	Instructor	Room
Social Studies	20a	Bookkeeping	Daily	4	Colvin	Cranf'd 202
	81-181	Child Care and Welfare	MTThF	4	Pickett	Crabbe 304
	117-217	Teaching Social Studies In Secondary School	MTWTh	4	Dickerson	Cranf'd 104
	185	Introduction to Sociology	TWThF	4	Blue	Cranf'd 214
	187-287	Revolution and Religious Change	MTWTh	4	Wilson	Cranf'd 211
<b>3:00-3:50</b>						
Education	1	Introduction to Education	Daily	4	Turner	Kepner 206
	228	Research for Graduate Students	MT	2	Whitney	Cranf'd 205
Fine and Industrial Arts	96a	Foods and Refreshments for Social Gatherings (1st half)	MTThF	1	Pickett	Crabbe 202
	96b	Foods and Holiday Festivities (2nd half)	MTThF	1	Pickett	Crabbe 202
	100-209	History of Art	MTh	2	Ellinger	Gugg. 200
	114	Industrial Arts in the Elementary School	MTThF	4	Moore	Gugg. 204
Health and Physical Education	2a	Natural Dancing	MWF	1		Gunter 107
	16	Hockey	MWF	1		Gunter 202
	18	Elementary Wrestling	MWF	1	Hancock	Gunter Hall
	80a	Beginning Swimming (Women)	TTh	1		Pool
	88	Individual Gymnastics	MTWTh	1	Cave	Gunter 114
	87	Freshman Basketball	MTW	1	Davis	Gunter Hall
42	Varsity Basketball (8:00-4:45, after Nov. 1.)	Daily	0	Davis	Gunter Hall	
Literature and Languages	40a	World Literature	Daily	4	Tobey	Crabbe 301
	56a	American Literature	MW	2	Lindou	Crabbe 305
	110a	Advanced Composition	TTh	2	Lindou	Crabbe 305
	Lat. 5	Latin (Cicero)	MTThF	4	Gibert	Crabbe 207
Music	44-144	A Cappella Choir	MTWTh	0	Cline	Con. 14
	50	Outlines of Music (Formerly Mus. 25)	MTThF	4	Mohr	
Sciences	8a	Introduction to Science	MTWTh	4	Mallory	Cranf'd 210
	48	Qualitative Analysis (Lab. arr.)	MTWTh	4	Bowers	Crabbe 101
	126-226	Botanical Technique and Plant Histology (Lab. hrs. M., T., W., Th., 3-5)	MTWTh	4	Jean	Cranf'd 302
Social Studies	5	Socio-Economics (Formerly Math 51)	MTWTh	4	Colvin	Cranf'd 203
	88	Sociology of Rural Life	MTThF	4	Hargrove	Cranf'd 207
	44-144	The Continents of the New World	MTWTh	4	West	Gunter 203
	151-251	Ancient Social History	MTWTh	4	Peake	Cranf'd 104
<b>4:00-4:50</b>						
Education	16	Camp Fire Girls' Leadership (4:00-5:40)	M	2	Lee	Gunter 201
Health and Physical Education	4	Fundamental Rhythms	MTTh	1	Cave	Gunter 107
	18a	Beginning Tennis (Women)	MTTh	1		Gunter 114
	80a	Beginning Swimming (Women)	TTh	1		Pool
	86	Varsity Football	Daily	1	Hancock-Brown von den Steinen	Field
89	Varsity Gymnastics	Daily	1		Gunter Hall	
Literature and Languages	18-118	Debating	MT	2	Garrett	Gunter 205
Music	42-142	Advanced Orchestra	MTWTh	0	Ginsburg	Con. 14
<b>5:00-5:50</b>						
Health and Physical Education	36	Varsity Football	Daily		Hancock-Brown von den Steinen	Field
	39	Varsity Gymnastics	Daily			Gunter Hall
Music	48-148	Advanced Band	MTWTh	0	Cline	Con. 14
<b>7:00</b>						
Music	44-144	A Cappella Choir	M	0	Theman	Con. 14

## WINTER QUARTER, 1934

Division	No.	Description	Days	Cr. Hrs.	Instructor	Room
<b>8:00-8:50</b>						
Education	1	Introduction to Education	Daily	4	McKee	Kepner 218
	141	Administration of Village and Consolidated Schools	MTThF	4	Troxel	Cranf'd 203
	275	Advanced Statistical Methods	MTWTh	4	Heilman	Cranf'd 207
Fine and Industrial Arts	29b	Elements of Printing	MTWTh	2	Bishop	Kepner 4
	89	Bookbinding	MTWTh	2	Schaefer	Gugg. 100
	76-176	Craft Processes and Design	MTThF	4	Baker	Gugg. 204
Health and Physical Education	14	Basketball	MTTh	1	Brown	Gunter 107
	17	Volleyball	MTTh	1		
Literature and Languages	40b	World Literature	Daily	4	Cross	Crabbe 301
	40b	World Literature	Daily	4	Hawes	Crabbe 305
	21-121	Literature for the Elementary School	MTWTh	4	Tobey	Crabbe 302
	Sp. 6	Intermediate Spanish	MTThF	4	Mulroney	Crabbe 207
Music	1a	Music Reading (For rural majors)	MTWTh	2	Collins	Kepner 2
	2b	Playing Musical Instruments	MTWTh	2	Ginsburg	Con. 14
Sciences	3b	Introduction to Science	MTWTh	4	Mallory	Cranf'd 300
	22	General Botany (Lab. hrs. T. 1-3, Th. 3-5, F. 1-5)	MTWTh	4	Jean	Cranf'd 302
	104-204	Teaching of Science	MTThF	4	Robertson	Cranf'd 301
	115	Economic Zoology	MTWTh	4	Harrah	Cranf'd 304
	130-230	General Bacteriology (Lab. hrs. T. 1-5)	TWThF	4	Selberg	Cranf'd 303
	165-268	Contemporary Physics	MTWTh	4	Herman	Crabbe 106
	175	Differential Calculus	MTThF	4	Finley	Cranf'd 210
Social Studies	20d	Typewriting	Daily	4	Bedinger	Cranf'd 213
	51	Contributions of Ancient and Medieval World to Modern Civilization (Formerly Hist. 25)	MTWTh	4	Zimmerman	Cranf'd 214
	131	World Economic Geography	MTWTh	4	West	Gunter 205
	185	Introduction to Sociology	TWThF	4	Blue	Cranf'd 205
	264	Slavery, Secession, Civil War, Reconstruction	MTWTh	4	Dickerson	Cranf'd 104
<b>9:00-9:50</b>						
Education	1	Introduction to Education	Daily	4	Troxel	Cranf'd 205
	50-150	Pre-Teaching Observation—Elementary School	MTWTh	4	Davis	Kepner 218
	76	Psychology of Learning	MTWTh	4	McCowen	Cranf'd 207
Fine and Industrial Arts	26b	Elements of Woodworking	MTWTh	2	Foulk	Gugg. 1
	30b	Advanced Theory and Practice of Typographic Design	MTWTh	2	Bishop	Kepner 4
	32	General Metal	MTWTh	2	Hutchcroft	Kepner 16
	38b	Bookbinding	MTWTh	2	Schaefer	Gugg. 100
	42	Household Management	MF	2	Pickett	Crabbe 202
	46	Problems in Home Making (Rural majors)	TTh	2	Pickett	Crabbe 304
	34-184	Art Metal	MTWTh	2	Perry	Gugg. 101
Health and Physical Education	1	Personal Hygiene (Men)	MTWTh	4	Davis	Gunter 201
	1a	Advanced Clog and Athletic Dancing	MWF	1		Gunter 107
	11	Plays and Games	MWF	1	Hancock	Gunter Hall
	53	Tests and Measurements in Physical Examinations	MW	2	Brown	Gunter 103
	120b-220b	Applied Anatomy	MW	2	Cave	Gunter 205
	122-222	Kinesiology	TTh	2	Cave	Gunter 205
Literature and Languages	17	Voice Training	TF	2	Blackburn	L Th
	40b	World Literature	Daily	4	Cross	Crabbe 301
	40b	World Literature	Daily	4	Hawes	Crabbe 305
	64	Organs of Speech and Phonetics	MTh	2	Blackburn	L. Th.
	Sp. 2	Elementary Spanish	MTThF	4	Mulroney	Crabbe 207
Music	103a	Orchestra and Composition	TTh	2	Cline	Con. 6
Sciences	3b	Introduction to Science	MTWTh	4	Harrah	Cranf'd 300
	3c	Introduction to Science	TWThF	4	Wait	Cranf'd 1
	132-232	Genetics and Eugenics	MTWTh	4	Jean	Cranf'd 214

Division	No.	Description	Days	Cr. Hrs.	Instructor	Room
Sciences (Cont'd.)	162	General Electricity (Lab. arr.—3 hrs.)	MTWTh	4	Herman	Crabbe 106
	180	Descriptive Astronomy	MTThF	4	Finley	Cranf'd 210
Social Studies	5	Socio-Economics (Formerly Math. 51)	MTWTh	4	Colvin	Cranf'd 208
	20c	Office Appliances	Daily	4	Knies	Cranf'd 212
	20d	Typewriting	Daily	4	Bedinger	Cranf'd 213
	45-145	Europe and Her African Colonies	MTThF	4	West	Gunter 208
	54b-154b 146-246	History of Modern Europe—Later Geographic Influence in American History	MTWTh MTThF	4 4	Zimmerman Barker	Cranf'd 104 Cranf'd 301
<b>10:00-10:50</b>						
Education	1 8	Introduction to Education Language Arts (Rural majors only)	Daily MTWTh	4 4	Troxel McCowen	Cranf'd 208 Cranf'd 801
	111-211	Improvement of Instruction in Language, Spelling, and Writing	TWThF	4	McKee	L. Th.
	116-216	Secondary Education	MTWF	4	Wrinkle	Cranf'd 208
Fine and Industrial Arts	2-102	Fine Arts in Elementary School	MTThF	4	Moore	Gugg. 105
	115-215	Advanced Drawing	MW	2	Stinchfield	Gugg. 203
	38b	Bookbinding	MTWTh	2	Schaefer	Gugg. 100
	44	Cookery and Table Service	MTThF	4	Pickett	Crabbe 202
	50	Art Appreciation (Formerly Art 1)	MTThF	4	Baker	Gugg. 200
	81-181	Advanced Theory and Practice of Typographic Design	MTWTh	2	Bishop	Gugg. 1
86-186 121-221	Advanced Woodworking	MTWTh	2	Foulk	Gugg. 1	
	Foundations of Industrial Arts Education	MTWTh	4	Perry	Gugg. 105	
Health and Physical Education	1	Personal Hygiene (Women)	MTWTh	4	Bryson	Gunter 201
	5	Folk Dancing	MWF	1	Davis	Gunter 107
	14	Basketball	TWF	1		Gunter Hall
	38	Gymnastics	MTh	1	von den Steinen	Gunter Hall
	47b 181	Sophomore Practice Pageantry	MTWTh MW	2 2	Cave	Gunter 114 Gunter 202
Literature and Languages	13	Story Telling	MTThF	4	Blackburn	Crabbe 302
	40b	World Literature	Daily	4	Cross	Crabbe 801
	40b	World Literature	Daily	4	Lindou	Crabbe 305
	110b	Advanced Composition	TTh	2	Hawes	Crabbe 804
	242	Comparative Literature—Italian, Spanish, and French	MTWTh	4	Tobey	Crabbe 306
	Fr. 105b	French (Classical Theatre)	MTThF	4	Mulroney	Crabbe 207
Music	1b	Music Reading, Theory, and Elementary Songs	MTWTh	2	Collins	Kepner 2
	58b	Harmonic Analysis and Advanced Choral Materials	TTh	2	Theman	Con. 6
	120b	History of Music	MTWTh	4	Cline	Con. 1
Sciences	8b 62-88	Introduction to Science General Physics (Lab. arr.—4 hrs.)	MTWTh MTTh	4 4	Jean Herman	Cranf'd 300 Crabbe 106
	78b 142	General Mathematics Organic Chemistry (Lab. by appt.)	MTWTh MTTh	4 4	Mallory Bowers	Cranf'd 211 Crabbe 101
	178	Arithmetic in the Lower Grades	MT	2	Finley	Cranf'd 210
	179	Arithmetic in the Intermediate Grades	ThF	2	Finley	Cranf'd 210
	Social Studies	20b	Shorthand	Daily	4	Bedinger
20c		Office Appliances	Daily	4	Knies	Cranf'd 212
58		History of Education (Formerly Hist. 27)	MTThF	4	Mahan	Cranf'd 1
188		Retail Merchandising	MTWTh	4	Colvin	Cranf'd 207
145-245		Geography and World Power	MTThF	4	Barker	Gunter 208
171		State Government	MTWTh	4	Dickerson	Cranf'd 104
192-292		Sociology of the Family	TWThF	4	Blue	Cranf'd 205
261		The French Revolution	TWThF	4	Peake	Cranf'd 214
<b>11:00-11:50</b>						
Education	143-243	School Administration— 1st Course	MTThF	4	Troxel	Cranf'd 208
	182	Library Reference Work	MTThF	4	Wightman	Kepner 206



Division	No.	Description	Days	Cr. Hrs.	Instructor	Room	
Fine and Industrial Arts	23b	Elements of Mechanical Drawing	MTThF	2	Hutchcroft Foulk	Gugg. 106 Gugg. 1	
	85b		Woodturning	MTThF			2
Health and Physical Education	14	Basketball	MTTh	1	Brown Hancock	Gunter 107 Gunter Hall Gunter 108	
	16		Boxing	MTTh			1
	170		Organization and Administration of Athletics and Physical Education	MTThF			4
Literature and Languages	114	Advanced Play Production	MTThF	4	Blackburn Carney	L. Th. Kepner 209	
	126		Teaching English in the High School	MTThF			4
	210	Old English	MTThF	4	Lindou	Crabbe 805	
	Fr. 2	Elementary French	MTThF	4	Gibert	Crabbe 207	
Music	50	Outlines of Music (Formerly Mus. 25)	MTThF	4	Mohr		
Sciences	3b	Introduction to Science	MTThF	4	Robertson	Cranf'd 300	
	42		General Chemistry (Lab. arr.)	MTTh	4	Bowers	Crabbe 101
	76		Plane Trigonometry	MTThF	4	Finley	Cranf'd 210
Social Studies	1b	Social Studies for Rural Schools	MTThF	4	Hargrove	Cranf'd 205	
	20b	Shorthand	Daily	4	Bedinger	Cranf'd 202	
	50b-150b	American History—1800-1865	MTThF	4	Dickerson	Cranf'd 104	
	50b-150b	American History—1800-1865	MTThF	4	Peake	Cranf'd 214	
	143-243	Present Day Europe	MTThF	4	Barker	Gunter 203	
<b>1:00-1:50</b>							
Education	128-228	Mental Hygiene	TWThF	4	Wait	Cranf'd 1	
Fine and Industrial Arts	8-108	Freehand Drawing and Perspective	MTWTh	4	Ellinger	Gugg. 203	
	26b	Elements of Woodworking	MTWTh	2	Foulk	Gugg. 1	
Health and Physical Education	30a	Elementary Swimming (Men)	MTTh	1	Brown	Pool	
	45a		Freshman Practice	MTWTh	2	Cave	Gunter 107
	100b		Junior Practice	TWThF	2	McRoberts	Gunter 202
	166		Basketball Coaching	MTWTh	4	Davis	Gunter 108
Literature and Languages	58b	A Survey of English Literature	MWTh	3	Hawes Gibert	Crabbe 805 Crabbe 207	
	Ger. 2		Elementary German	MTWTh			4
Music	52	Music in the Elementary School	MTWTh	4	Mohr		
Sciences	3a	Introduction to Science	MTWTh	4	Herman	Cranf'd 300	
	12		General Zoology (Lab. hrs. M., W. 1-3, F. 1-5)	MTWTh	4	Harrah	Cranf'd 304
Social Studies	28-123	Business Law	MTWTh	4	Bedinger	Cranf'd 207	
	41	World Geography	MTThF	4	Barker	Gunter 203	
	52	Expansion of European Civilization (Formerly Hist. 26)	MTWTh	4	Zimmerman	Cranf'd 104	
<b>2:00-2:50</b>							
Education	1	Introduction to Education	Daily	4	Wilson Hargrove	Cranf'd 203 Cranf'd 207	
	60		Individual Instruction in Rural Schools	MTThF			4
	125	General Psychology	TWThF	4	Wait	Cranf'd 1	
	50-150	Pre-Teaching Observation in Secondary School	MTWTh	4	Davis	Cranf'd 208	
	195-295	Philosophy of Education (For seniors and graduates only)	MTWTh	4	Armentrout	Cranf'd 214	
Fine and Industrial Arts	17-117	Lettering	TTh	2	Ellinger	Gugg. 1	
	42	Household Management	MF	2	Pickett	Crabbe 207	
	46	Home Making (Rural majors)	TTh	2	Pickett	Crabbe 804	
	50	Art Appreciation (Formerly Art 1)	MTThF	4	Moore	Gugg. 200	
	125-225	Modeling	MW	2	Ellinger	Gugg. 203	
Health and Physical Education	1	Personal Hygiene (Women)	MTWTh	4	Bryson	Gunter 201	
	11	Plays and Games	MTTh	1	Cave	Gunter 107	
	21a	Mat Work	MWF	1	von den Steinen	Gunter Hall	
	21b	Advanced Mat Work	TTh	1	von den Steinen	Gunter Hall	
	34	Fundamental Gymnastics	MTTh	1		Gunter 202	
	38	Varsity Swimming (Men)	Daily	1	Brown	Pool	

Division	No.	Description	Days	Cr. Hrs.	Instructor	Room
Literature and Languages	40b	World Literature	Daily	4	Lindou	Crabbe 305
	40b	World Literature	Daily	4	Tobey	Crabbe 301
	100b	Journalism	TTh	2	Shaw	Library 6
	Lat. 2 Sp. 206	Elementary Latin Spanish (Classical Drama)	MTThF MTThF	4 4	Gibert Mulroney	Crabbe 207 Crabbe 302
Music	102b	Harmony, Counterpoint, and Composition	TTh	2	Ginsburg	Con. 6
Sciences	8b	Introduction to Science	MTWTh	4	Harrah	Cranf'd 800
	8c	Introduction to Science	MTThF	4	Mahan	Cranf'd 301
Social Studies	20a	Bookkeeping	Daily	4	Colvin	Cranf'd 202
	173-273	History of Foreign Policy of the United States	MTWTh	4	Dickerson	Cranf'd 104
	189-289	General Anthropology	TWThF	4	Blue	Cranf'd 205
<b>3:00-3:50</b>						
Education	1	Introduction to Education	MTWTh	4	Harrison	Kepler 206
	223	Research for Graduate Students	MT	2	Whitney	Cranf'd 205
	177-277	Psychology of Adolescence	TWThF	4	Wait	Cranf'd 1
Fine and Industrial Arts	45	Foods and Cookery for Men (Double period)	MTThF	4	Pickett	Crabbe 202
	104a-204a	Textile Processes	MT	2	Moore	Gugg. 204
	111-211	Industrial Arts in the Public Schools	ThF	2	Moore	Gugg. 204
	112-212	Color Theory and Design	MW	2	Ellinger	Gugg. 203
Health and Physical Education	17	Volleyball	MWF	1		Gunter 107
	80a	Beginning Swimming (Women)	MW	1		Pool
	30b	Intermediate Swimming (Women)	TTh	1		Pool
	83	Individual Gymnastics	TWThF	1	McRoberts	Gunter 114
	42	Varsity Basketball (3:00-4.45)	Daily	1	Davis	Gunter Hall
	51	Theory of Playground Organization	MTWTh	2	Cave	Gunter 205
Literature and Languages	40b	World Literature	Daily	4	Tobey	Crabbe 301
	56b	American Literature	TTh	2	Lindou	Crabbe 305
	Lat. 6	Latin (Vergil)	MTThF	4	Gibert	Crabbe 207
Music	44-144	A Capella Choir	MTWTh	0	Cline	Con. 14
	50	Outlines of Music (Formerly Mus. 25)	MTThF	4	Mohr	
Sciences	8a	Introduction to Science	MTWTh	4	Mallory	Cranf'd 300
	144-244	Quantitative Analysis (Lab. arr.)	MTWTh	4	Bowers	Crabbe 101
Social Studies	1b	Social Studies for Rural Schools	MTThF	4	Hargrove	Cranf'd 207
	44-144	Continents of the New World	MTThF	4	West	Gunter 203
	182	Applied Economics	MTWTh	4	Colvin	Cranf'd 210
	265	History of Industrial Revolution	MTWTh	4	Zimmerman	Cranf'd 104
<b>4:00-4:50</b>						
Education	16	Camp Fire Girls' Leadership (4:00-5:40)	M	2	Lee	Gunter 201
Health and Physical Education	2a	Natural Dancing	TThF	1	McRoberts	Gunter 202
	6	Social Dancing	MTThF	1		Gunter 107
	89	Varsity Gymnastics (4:45-6:00)	Daily	1	von den Steinen	Gunter Hall
	40	Varsity Wrestling	Daily	1	Hancock	Gunter Hall
Literature and Languages	18-118	Debating	MT	2		Gunter 205
Music	42-142	Advanced Orchestra	MTWTh	0	Ginsburg	Con. 14
<b>5:00-5:50</b>						
Music	43-143	Advanced Band	MTWTh	0	Cline	Con. 14
<b>7:00</b>						
Music	44-144	A Cappella Choir	M	0	Theman	Con. 14

## SPRING QUARTER, 1935

Division	No.	Description	Days	Cr. Hrs.	Instructor	Room
<b>8:00-8:50</b>						
Education	1	Introduction to Education	Daily	4	Troxel	Cranf'd 203
	163-263 229b	Organization and Administration of the Elementary School Mental Tests and Measurements	TWThF MTWTh	4 4	McKee Heilman	Kepner 218 Cranf'd 207
Fine and Industrial Arts	29c	Elements of Printing	MTWTh	2	Bishop	Kepner 4
	139	Advanced Bookbinding	MTWTh	2-4	Schaefer	Gugg. 100
Health and Physical Education	13a	Beginning Tennis (Women)	MWF	1		Gunter 107
	132	Theory of Individual Gymnastics	MTWTh	4	Cave	Gunter 205
Literature and Languages	40c	World Literature	Daily	4	Cross	Crabbe 301
	40c	World Literature	Daily	4	Hawes	Crabbe 305
	21-121	Literature for the Elementary School	MTWTh	4	Tobey	Crabbe 302
	Sp. 7	Intermediate Spanish	MTThF	4	Mulroney	Crabbe 207
Music	2c	Playing Musical Instruments	MTWTh	2	Ginsburg	Con. 14
Sciences	8b	Introduction to Science	MTWTh	4	Jean	Cranf'd 300
	8c	Introduction to Science	MTWTh	4	Wait	Cranf'd 1
	18	Bird Study (Field trips)	MTWTh	4	Harrah	Cranf'd 304
	101	Elementary Science	MTWTh	4	Lammel	Cranf'd 303
	170-270	Physics of the Automobile and the Airplane	MTWTh	4	Herman	Crabbe 106
	176 183-283	Integral Calculus Geometry for Teachers	MTThF MTWTh	4 4	Finley Mallory	Cranf'd 210 Cranf'd 211
Social Studies	20d	Typewriting	Daily	4	Bedinger	Cranf'd 213
	52	Expansion of European Civilization (Formerly Hist. 26.)	MTWTh	4	Zimmerman	Cranf'd 214
	146-246	Geographic Influence in American History	MTThF	4	Barker	Gunter 203
	153-253 185	English History Introduction to Sociology	MTWTh TWThF	4 4	Dickerson Blue	Cranf'd 104 Cranf'd 208
<b>9:00-9:50</b>						
Education	50-150	Pre-Teaching Observation in Elementary School	MTWTh	4	Davis	Kepner 213
	76	Psychology of Learning	MTWTh	4	McCowen	Cranf'd 205
	144-244	School Administration—Third Course	MTThF	4	Troxel	Cranf'd 203
Fine and Industrial Arts	4	Design	MTWTh	4	Ellinger	Gugg. 105
	30c	Advanced Theory and Practice of Typographic Design	MTWTh	2	Bishop	Kepner 4
	182	General Metal Work	MTWTh	2	Hutchcroft	Kepner 16
	42	Household Management	MF	2	Pickett	Crabbe 304
	46	Problems in Home Making (Rural majors)	TTh	2	Pickett	Crabbe 304
	74-174	Shop Work for Elementary School Teachers	MTWTh	2	Perry	Kepner 14
85c	Woodturning	MTWTh	2	Foulk	Gugg. 1	
Health and Physical Education	1	Personal Hygiene (Men)	MTWTh	4	Davis	Gunter 201
	13b	Intermediate Tennis (Women)	MTTh	1	McRoberts	Gunter 107
	15	Baseball	MWF	1		Gunter 114
	135-235	History and Principles of Physical Education	MTWTh	4	Cave	Gunter 205
	165	Baseball Coaching	MW	2	Brown	Gunter 103
Literature and Languages	40c	World Literature	Daily	4	Cross	Crabbe 301
	40c	World Literature	Daily	4	Hawes	Crabbe 305
	134-234	Modern Drama	MTThF	4	Blackburn	Crabbe 302
	Sp. 3	Elementary Spanish	MTThF	4	Mulroney	Crabbe 207
Music	103b	Orchestration and Composition	TTh	2	Cline	Con. 6
Sciences	8c	Introduction to Science	MTWTh	4	Wait	Cranf'd 1
	121-221	Plant Physiology	MTWTh	4	Jean	Cranf'd 302
	163	Light and Sound (Lab. Arr.—3 hrs.)	MTWTh	4	Herman	Crabbe 106
	184-284 186	History of Mathematics The Curriculum in Secondary Mathematics	MTThF MTWTh	4 4	Finley Mallory	Cranf'd 210 Cranf'd 211

Division	No.	Description	Days	Cr. Hrs.	Instructor	Room
Social Studies	20c	Office Appliances	Daily	4	Knies	Cranf'd 212
	20d	Typewriting	Daily	4	Bedinger	Cranf'd 213
	54c-154c	History of Modern Europe —Recent	MTWTh	4	Zimmerman	Cranf'd 104
	184-234 141-241	Money and Banking Contrasting Regions	MTWTh MTThF	4 4	Colvin Barker	Cranf'd 207 Gunter 203
10:00-10:50						
Education	8	Language Arts (Rural majors only)	MTWTh	4	McCowen	Cranf'd 208
	112-212	Improvement of Instruction in Arithmetic and Content Subjects	TWThF	4	McKee	L. Th.
	127-227	Teachers' Classroom Tests	MTThF	4	Troxel	Cranf'd 203
Fine and Industrial Arts	81-181	Advanced Theory and Practice of Typographic Design	MTWTh	2-4	Bishop	Kepner 4
	88c	Bookbinding	MTWTh	2	Schaefer	Gugg. 100
	50	Art Appreciation (Formerly Art 1)	MTThF	4	Stinchfield	Gugg. 200
	86-186	Advanced Woodworking	MTWTh	2	Foulk	Gugg. 1
	92	Cookery and Table Service for Homemakers	MTThF	4	Pickett	Crabbe 202
	110	Fine Arts in the Public Schools	MTThF	4	Moore	Gugg. 105
	120-220	Oil Painting (hours arr.)	MW	2	Ellinger	Gugg. 203
	122-222	Teaching Problems in Industrial Arts	MT	2	Perry	Gugg. 105
Health and Physical Education	1	Personal Hygiene (Women)	MTWTh	4	Bryson	Gunter 201
	18	Tennis (Men)	MWF	1	Davis	Courts
	34	Fundamental Gymnastics	MTTh	1		Gunter 114
	52	Theory of Play and Minor Sports	MTWTh	4	Hancock	Gunter 103
Literature and Languages	18	Story Telling	MTThF	4	Blackburn	Crabbe 302
	40c	World Literature	Daily	4	Cross	Crabbe 301
	40c	World Literature	Daily	4	Lindou	Crabbe 305
	248	Comparative Literature—German Scandinavian, and Russian	MTWTh	4	Tobey	Crabbe 306
	Fr. 107	French (Seventeenth Century Prose)	MTThF	4	Mulroney	Crabbe 207
Music	1c	Music Reading, Theory, and Elementary Songs	MTWTh	2	Collins	Kepner 2
	58c	Harmonic Analysis and Advanced Choral Materials	TTh	2	Theman	Con. 6
	55	Instrumental Materials and Class Procedure	TTh	2	Ginsburg	Con. 1
	114	Technique and Practice of Conducting	TTh	2	Cline	Con. 14
Sciences	8b	Introduction to Science	MTWTh	4	Jean	Cranf'd 300
	68	General Physics (Lab. Arr.—4 hrs.)	MTTh	4	Herman	Crabbe 106
	78c	General Mathematics	MTWTh	4	Mallory	Cranf'd 210
	81	Mathematical Instruments and Surveying (Double period)	TTh	4	Finley	Field
	117-217	Human Physiology (Lab. hrs. W. 1-5, F. 1-5)	MTWTh	4	Harrah	Cranf'd 304
151-251	Physiological Chemistry (Lab. arr.)	MTTh	4	Bowers	Crabbe 101	
Social Studies	5	Socio-Economics (Formerly Math. 50)	MTWTh	4	Knies	Cranf'd 214
	20b	Shorthand Laboratory	Daily	4	Bedinger	Cranf'd 202
	42	Geography of Rocky Mountain Indian	TTh	2	Barker	Gunter 203
	186-286	Elementary Principles of Investment	MTWTh	4	Colvin	Cranf'd 207
	142-242	Mongolian and Malay Worlds of Southern Asia	MF	2	Barker	Gunter 203
	172	Municipal Government	MTWTh	4	Dickerson	Cranf'd 104
	193-293	Theories of Social Progress	TWThF	4	Blue	Cranf'd 205
	287	Latin-American History	MTWTh	4	Zimmerman	Cranf'd 211

Division	No.	Description	Days	Cr. Hrs.	Instructor	Room
<b>11:00-11:50</b>						
Education	117-217	Extra-Curricular Activities	MTThF	4	Troxel	Cranf'd 208
Fine and Industrial Arts	6	Industrial Arts Design	TTh	2	Ellinger	Gugg. 105
	27	Woodworking	MTThF	2	Foulk	Gugg. 1
	123	The Drawing of Shop Problems	MTThF	2	Hutchcroft	Gugg. 106
Health and Physical Education	15	Playground Baseball	MTTh	1	Hancock	Field
	22	Double Tumbling	MTTh	1	von den Steinen	Gunter Hall
	129b	Coaching of Sports for Women	MTThF	2	McRoberts	Gunter 114
	163	Track Coaching	MT	2	Davis	Gunter 103
Literature and Languages	62	Advanced Course in Speaking	MTh	2	Blackburn	L. Th.
	63	Play Production and Dramatics	TF	2	Blackburn	L. Th.
	110c	Advanced Composition	TTh	2	Cross	Crabbe 301
	111	English Language for Teachers	MTThF	4	Lindou	Crabbe 305
	Fr. 3	Elementary French	MTThF	4	Gibert	Crabbe 207
Music	50	Outlines of Music (Formerly Mus. 25)	MTThF	4	Mohr	
Sciences	3b	Introduction to Science	MTThF	4	Robertson	Cranf'd 300
	43	Qualitative Chemistry (Lab. arr.)	MTTh	4	Bowers	Crabbe 101
Social Studies	1c	Social Studies for Rural Schools	MTThF	4	Hargrove	Cranf'd 205
	20b	Shorthand	MTThF	4	Bedinger	Cranf'd 202
	41	World Geography	MTThF	4	Barker	Gunter 205
	50c-150c	American History—Recent	MTThF	4	Dickerson	Cranf'd 104
	50c-150c	American History—Recent	MTThF	4	Peake	Cranf'd 214
	53	History of Education (Formerly His. 27)	MTThF	4	Mahan	Cranf'd 208
	118a	The Teaching of Shorthand	TTh	2	Bedinger	Cranf'd 207
	128-228	The Analysis of Financial Statements	MTThF	4	Colvin	Cranf'd 210
<b>1:00-1:50</b>						
Education	50-150	Pre-Teaching Observation in Secondary School	MTWTh	4	Davis	Kepner 218
	102	Curriculum and Principles of Teaching Nursing Education	MTWTh	4	Kandel	Library 6
	176-276	Psychology of Learning for Secondary Teachers	MTWTh	4	Wait	Cranf'd 1
Fine and Industrial Arts	26c	Elements of Woodworking	MTWTh	2	Foulk	Gugg. 1
Health and Physical Education	30	Elementary Swimming	MTTh	1	Brown	Pool
	45b	Freshman Practice	MTWTh	2	Cave	Gunter 107
	102-202	Problems in Health Education	TTh	2	Bryson	Gunter 201
Literature and Languages	58c	A Survey of English Literature	MWF	3	Hawes	Crabbe 301
	Ger. 3	Elementary German	MTWTh	4	Gibert	Crabbe 207
Music	52	Music in the Elementary School	MTWTh	4	Mohr	
Sciences	3a	Introduction to Science	MTWTh	4	Herman	Cranf'd 300
	8c	Introduction to Science	MTWTh	4	Mahan	Cranf'd 203
	119-219	Field Zoology (Field trips)	MTWTh	4	Harrah	Cranf'd 301
Social Studies	20e	Handwriting	Daily	2	Bedinger	Cranf'd 202
	45-145	Europe and Her African Colonies	MTWTh	4	West	Gunter 202
	51	Contributions of the Ancient and Medieval World to Modern Civilization (Formerly Hist. 25)	MTWTh	4	Zimmerman	Cranf'd 214
<b>2:00-2:50</b>						
Education	108	Ward Management and Ward Teaching	MTWTh	4	Kandel	Library 6
	116-216	Secondary Education	MTWF	4	Wrinkle	Cranf'd 203
	237	Conceptions of Mind in Educational Theory	MTWTh	4	Armentrout	Cranf'd 205

Division	No.	Description	Days	Cr. Hrs.	Instructor	Room
Fine and Industrial Arts	5-105	Water Color Painting	TF	2	Stinchfield	Gugg. 203
	42	Household Management	MF	2	Pickett	Crabbe 202
	50	Art Appreciation (Formerly Art 1)	MTThF	4	Moore	Gugg. 200
Health and Physical Education	1	Personal Hygiene (Women)	MTWTh	4	Bryson	Gunter 201
	11	Plays and Games	MTTh	1	Cave	Gunter 107
	88	Gymnastics	MWF	1	von den Steinen	Gunter Hall
	88	Varsity Swimming (Men)	MWF	1	Brown	Pool
	50	First Aid	TTh	?	von den Steinen	Gunter 205
Literature and Languages	40c	World Literature	Daily	4	Hawes	Crabbe 301
	40c	World Literature	Daily	4	Tobey	Crabbe 305
	56a	American Literature	MW	2	Lindou	Crabbe 302
	56b	American Literature	TTh	2	Lindou	Crabbe 302
	100c	Journalism	TTh	2	Shaw	Cranf'd 211
	Lat. 8 Sp. 207	Elementary Latin Spanish (Classical Prose and Poetry)	MTThF	4	Gibert	Crabbe 306
			MTThF	4	Mulroney	Crabbe 207
Music	102c	Harmony, Counterpoint, and Composition	TTh	2	Ginsburg	Con. 6
Sciences	8c	Introduction to Science	MTWTh	4	Wait	Cranf'd 1
	75b	College Algebra	MTThF	4	Mallory	Cranf'd 210
Social Studies	1c	Social Studies for Rural Schools	MTThF	4	Hargrove	Cranf'd 207
	5	Socio-Economics (Formerly Math. 50)	MTWTh	4	Colvin	Cranf'd 208
	174-274	International Relations	MTWTh	4	Dickerson	Cranf'd 104
	249	Intensive Geography of Greeley and Vicinity	MTWTh	4	West	Gunter 203
<b>3:00-3:50</b>						
Education	104	School Nursing	MTWTh	4	Kandel	Library 6
	180-230	Recent Developments in Rural Life	MTThF	4	Hargrove	Cranf'd 208
	223	Research for Graduate Students	MT	2	Whitney	Cranf'd 203
Fine and Industrial Arts	2-102	Fine Arts in the Elementary School	MTThF	4	Moore	Gugg. 204
Health and Physical Education	1b	Tap Dancing	MTTh	1	Cave	Gunter 107
	18	Field and Track	MWF	1		Gunter 202
	80a	Beginning Swimming (Women)	MW	1		Pool
	80c	Advanced Intermediate Swimming (Women)	TTh	1		Pool
	88	Individual Gymnastics	TWThF	1	McRoberts	Gunter 114
	41	Varsity Track	Daily	1	Hancock	Field
	48	Varsity Tennis (Men)	Daily	1	Davis	Courts
Literature and Languages	40c	World Literature	Daily	4	Lindou	Crabbe 801
	142-242	Victorian Poetry	MTWTh	4	Tobey	Crabbe 805
	Lat. 8	Latin (Vergil)	MTThF	4	Gibert	Crabbe 207
Music	44-144	A Cappella Choir	MTWTh	0	Cline	Con. 14
	50	Outlines of Music (Formerly Mus. 25)	MTThF	4	Mohr	
Sciences	145-245	Quantitative Analysis (Lab. arr.)	MTWTh	4	Bowers	Crabbe 101
Social Studies	22	Business Mathematics	MTWTh	4	Colvin	Cranf'd 207
	44-144	Continents of the New World	MTWTh	4	West	Gunter 203
	188-288	Modern Social Problems	TWThF	4	Blue	Cranf'd 205
	268	History of the Far East	MTWTh	4	Peake	Cranf'd 104
<b>4:00-4:50</b>						
Education	16	Camp Fire Girls' Leadership (4:00-5:40)	M	2	Lee	Gunter 201
Health and Physical Education	6	Social Dancing	TThF	1	McRoberts	Gunter 107
	18a	Beginning Tennis (Women)	MTTh	1		Gunter 114
	80b	Intermediate Swimming (Women)	TTh	1		Pool
	84	Spring Football	Daily	1	Hancock	Field

<b>Division</b>	<b>No.</b>	<b>Description</b>	<b>Days</b>	<b>Cr. Hrs.</b>	<b>Instructor</b>	<b>Room</b>
<b>Health and Physical Education</b>	<b>39</b>	<b>Varsity Gymnastics</b>	<b>Daily</b>	<b>1</b>	<b>von den Steinen</b>	<b>Gunter Hall</b>
<b>(Cont'd.)</b>	<b>41</b>	<b>Varsity Track</b>	<b>Daily</b>	<b>1</b>	<b>Davis</b>	<b>Field</b>
	<b>44</b>	<b>Varsity Baseball</b>	<b>Daily</b>	<b>1</b>	<b>Brown</b>	<b>Field</b>
<b>Music</b>	<b>42-142</b>	<b>Advanced Orchestra</b>	<b>MTWTh</b>	<b>0</b>	<b>Ginsburg</b>	<b>Con. 14</b>
<b>5:00-5:50</b>						
<b>Music</b>	<b>43-143</b>	<b>Advanced Band</b>	<b>MTWTh</b>	<b>0</b>	<b>Cline</b>	<b>Con. 14</b>
<b>7:00</b>						
<b>Music</b>	<b>44-144</b>	<b>A Cappella Choir</b>	<b>M</b>	<b>0</b>	<b>Theman</b>	<b>Con. 14</b>





*Summer Quarter  
Convocation*

*1934*

Colorado State Teachers College  
Greeley, Colorado



THE LIBRARY  
COLORADO STATE COLLEGE OF EDUCATION  
GREELEY, COLORADO

The College Campus  
Saturday, August 25, 1934

Ten o'clock a.m.

# THE PROGRAM

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Processional: *Entrance and March of the Peers* - - - Sullivan  
Colorado State Teachers College Concert Band  
J. DeForest Cline, B.M., Director

Invocation - THE REVEREND A. F. ZIMMERMAN, B.D., Ph.D.  
Chaplain of the College

Tenor Solo: *Great Peace Have They* - - - - - Rogers  
J. Allen Grubb  
Arthur W. Henderson, B.M., Accompanist

The Convocation Address: *Educational Values*  
WALTER PIETY MORGAN, A.B., Ph.M., Ed.D.  
President, Western Illinois State Teachers College

Violin Solo: *Gypsy Airs* - - - - - Sarasate  
Henry Trustman Ginsburg, B.M.  
Arthur W. Henderson, B.M., Accompanist

Presentation of Candidates for Certificates and the Bachelor of  
Arts Degree

WINFIELD D. ARMENTROUT, Ed.D.  
Vice-President of the College

Presentation of Candidates for the Degrees of Master of Arts and  
Doctor of Philosophy

FREDERICK L. WHITNEY, Ph.D.  
Director of the Graduate School

Conferring of Degrees

GEORGE WILLARD FRASIER, Ph.D., LL.D.  
President of the College

Presentation of Diplomas

HARRY V. KEPNER, Sc.D., Ed.D.  
President of the Board of Trustees

Presentation of Awards

CHARLES N. JACKSON  
Chairman Executive Committee  
Board of Trustees

Benediction - - - - - DOCTOR ZIMMERMAN

Recessional: *Coronation March* - - - - - Meyerbeer  
Colorado State Teachers College Concert Band

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Faculty Marshal - - - - - OLIVER M. DICKERSON, Ph.D.  
Professor of History and Political Science

*(The audience will remain seated until the close of the recessional)*

# CANDIDATES FOR DEGREES

SUMMER, 1934

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## DOCTOR OF PHILOSOPHY

HUNT, ROBIN LARKEY, A.B., William Jewell College, A.M., Colorado State Teachers College

- Field Studies: (1) *A Study of School Discipline*  
(2) *A Study of Weaknesses and Essential Qualifications of School Superintendents in Small School Systems*  
(3) *A Public School Character Education Curriculum*

PRUNTY, MERLE CHARLES, A.B., University of Kansas, A.M., University of Chicago

- Field Studies: (1) *The Administration of Curriculum Reconstruction in Tulsa, Oklahoma*  
(2) *The Nature of the Reconstructed Curriculum in Tulsa, Oklahoma*  
(3) *An Evaluation of the Reconstructed Curriculum in Tulsa, Oklahoma*

UNZICKER, SAMUEL PETER, A.B., Goshen College, A.M., University of Wisconsin

- Field Studies: (1) *A Study of Acceleration in the Junior High School*  
(2) *A Study of Citizenship Traits in the Junior High School*  
(3) *A Study of Trait Actions in the Junior High School*

WHITLOW, CYRIL MELVIN, A.B., Baker University, A.M., University of Kansas

- Field Studies: (1) *The High School Graduate and His School*  
(2) *The Smaller High Schools of Colorado*  
(3) *Attitudes and Behavior of High School Pupils*
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## MASTER OF ARTS

AKERS, HOWARD JOHN, A.B., Colorado State Teachers College. (History and Political Science) Thesis—A History of Greeley High School.

AKEY, ETHEL GERALDINE, A.B., Colorado State Teachers College. (Education) Thesis—An Analysis of Elementary English Textbooks.

BLAGEN, DORA DOUCETTE, A.B., Colorado State Teachers College. (English and Literature) Thesis—The Correction of Faulty Speech Habits of High School Sophomores.

BOCK, BLANCHE P., A.B., Highland Park College. (Sociology) Thesis—The Establishment of Disabled Persons in Remunerative Employment.

BOONE, HENRY ARTHUR, A.B., Morningside College. (Education) Thesis—Inarticulation Between Grades Eight and Nine.

BURGESS, EMMA KATHLEEN, A.B., Miami University. (Education) Thesis—The Relation of Personality Traits to Participation in Extra-Curricular Activities.

BURRUS, MARGUERITE, A.B., Colorado State Teachers College. (Education) Thesis—A Curriculum Study in Rural Life.

BUTLER, LONIS CONNER, A.B., Colorado State Teachers College. (Education) Thesis—Intramural Athletics for Small Colleges.

- CASE, MARIE EDNA, B.S., Kansas State Teachers College. (Physical Education) Thesis—The Education of Physical Education Majors in Relation to the Subjects They Teach.
- CHRISTENSEN, LEONARD THEODORE, A.B., Nebraska State Teachers College. (History and Political Science) Thesis—Conditions and Events Leading to the Enactment of the Homestead Law of 1862.
- CRAWLEY, ROYAL CLAIR, B.S., Nebraska State Normal College. (Education) Thesis—School Finance in South Dakota.
- CULLERS, J. EDGAR, B.S., North Texas State Teachers College. (Industrial Education) Thesis—A Survey of Industrial Arts in the Public Schools of Texas.
- DALLA, FURY, A.B., Colorado State Teachers College. (History and Political Science) Thesis—The History of Mining in San Juan County.
- DIXON, PERYL CLAUD, A.B., Colorado State Teachers College. (Education) Thesis—Outlining as a Study Skill in Social Science.
- DOVEY, IRMA, B.A., Iowa State Teachers College. (Education) Thesis—The Relation Between the Literary Background of Young Children and Their Appreciation of Poetry.
- FARRELL, FRANCES VERL, A.B., Colorado State Teachers College. (Education) Thesis—Time Expenditure by Teachers College Education Majors.
- FILE, VICTOR ANTON, A.B., Minot State Teachers College. (Sociology) Thesis—Grade Placement of Place Geography Reference Material.
- FORTNER, MARGARET, A.B., Colorado State Teachers College. (English and Literature) Thesis—A Latin Storybook.
- GARDNER, RICHARD NELSON, B.S., George Peabody College. (Biology) Thesis—Some Phyllopod Crustacea of Colorado.
- GRAVES, ETHEL GERTRUDE, A.B., University of Minnesota. (Geography) Thesis—The Granites of the St. Cloud Area.
- HAILEY, JOHN R., A.B., Colorado State Teachers College. (Education) Thesis—A Comparison of Test-Study Method with the Study-Test Method of Teaching Spelling.
- HAWKINS, EDWIN CURTIS, B.S., Kansas State Teachers College. (Education) Thesis—Situations Involved in Sportsmanship as a Character Trait.
- HEADLEY, JOHN WILLIAM, B.S., Eastern State Normal. (Education) Thesis—Origin, Growth, and Administration of the Permanent School Fund of South Dakota.
- HOOPER, GEORGE JOSEPH, A.B., William Jewell College. (Education) Thesis—Analysis of Content for Pupil Report Card in the Elementary School.
- HOVDE, ADOLPH BENJAMIN, A.B., Colorado State Teachers College. (Education) Thesis—Relation Between Ability to do College Work and Scholastic Rank in High Schools of Different Sizes.
- HOVDE, HERMAN OLIVER, A.B., Colorado State Teachers College. (Education) Thesis—A Comparison of Allusions to Chemistry in Magazines with the Content of High School Chemistry Textbooks.
- HUME, RAY CLEMENT, B.S., University of Colorado. (Education) Thesis—Factors Influencing High School Achievement.
- HUPP, CARRIE ALICE, B.S., Northwestern University. (Physical Education) Thesis—Analysis of the Leisure Time Activities of the Graduates of the St. Cloud State Teachers College, St. Cloud, Minnesota.
- IRISH, FRANCES, A.B., University of Illinois. (Mathematics) Thesis—Sex Differences Shown by College Freshmen on the Elementary and English Tests.

- LANE, JESSIE ISABELLA, A.B., Colorado State Teachers College. (Education) Thesis—A Study of the Spoken Vocabulary of Pre-School Children.
- LEE, LILLIAN, A.B., Bob Jones College. (Chemistry) Thesis—The Chemistry Found in General Botany Textbooks Used in Teachers Colleges.
- LINDENMEIER, LEE CLAIRE, B.S., Colorado Agricultural College. (Education) Thesis—Distribution of Drill for Quadratic Equations in First Year Algebra Textbooks.
- MCBRIDE, HELEN, A.B., Lincoln College. (Mathematics) Thesis—A Study of the Unit Method of Teaching Algebra.
- MCCLENAHAN, STELLA, A.B., Colorado State Teachers College. (English and Literature) Thesis—Growth of School Libraries in America.
- MCGAUGHEY, MERICK DAVIS, A.B., North Texas State Teachers College. (Education) Thesis—Publicity for the Improvement of Rural School Conditions.
- MAPLE, ROY, A.B., Colorado State Teachers College. (Educational Psychology) Thesis—Relation of Student Teaching Success to Certain Personality Traits.
- MOORE, LINCOLN DAVIS, A.B., St. Mary's University of San Antonio. (Education) Thesis—Theories and Practices in the Preparation of Geography Teachers in Teachers Colleges—1932.
- MOYLAN, ESTELLE GARNIER, A.B., Colorado State Teachers College. (Education) Thesis—Unevenness of Intellectual Abilities of Individuals.
- NEWELL, BRYCE KELLEY, A.B., Colorado State Teachers College. (Education) Thesis—High School Achievement in Weld County, Colorado.
- NEWTON, E. PEARL, A.B., Colorado State Teachers College. (Geography) Thesis—Geographic Factors Influencing Establishment and Continuation of Industry in Cincinnati.
- OGLE, J. MAX, A.B., Colorado State Teachers College. (Education) Thesis—The Informative Articles of the Saturday Evening Post as a Source of Social Science Concepts.
- PAOLAZZI, QUIRINO L. C., A.B., Colorado State Teachers College. (Education) Thesis—Issues and Generalizations of Secondary Education.
- PARKS, HARRY GLENN, A.B., Michigan State Normal College. (History and Political Science) Thesis—The Removal of the Indians from Kansas.
- PEASE, CLARENCE ALEXANDER, B.S., Des Moines College. (Education) Thesis—An Analysis of the Distribution of Drill in Arithmetic Textbooks.
- PETERSON, ROBERT ALBIN, A.B., Colorado State Teachers College. (Education) Thesis—School News from the Colorado Newspaper Editor's Point of View.
- PORTER, LAURA FRANCES, A.B., Bob Jones College. (English and Literature) Thesis—Voice Training and Interpretative Reading for High School Pupils.
- RILEY, MAURICE, A.B., Colorado State Teachers College. (Education) Thesis—Prognostic Examination for Music Appreciation.
- ROBINSON, RUTH VOORHEES, A.B., Colorado Woman's College. (Sociology) Thesis—The Social and Industrial Effects of Adult Education on the Blackfoot Indian Reservation in Montana.
- RUPP, FRED STEWART, A.B., Colorado State Teachers College. (Education) Thesis—Administration of Beginning Instrumental Music in High School.

- SAMPSON, WILLIAM PERRIN, A.B., Colorado State Teachers College. (Commercial Education) Thesis—A Survey of Commercial Education in the Junior Colleges of the United States Compared with Contemporary Surveys of Commercial Education in the Secondary Schools.
- SCHLOSSER, WALTER CARL, A.B., Colorado State Teachers College. (Education) Thesis—Time Distribution of Small Rural and Urban School Superintendents.
- SOLA, PETER, A.B., Colorado State Teachers College. (History and Political Science) Thesis—The English Theater: 1806-1834.
- SPRAGUE, HAROLD MILTON, A.B., Nebraska State Normal College. (Education) Thesis—An Analysis of Associated Press Dispatches with Respect to Location Facts and Material Concerning European Cities.
- STEADMAN, GWENDOLYN EARL, A.B., Mississippi Woman's College. (Education) Thesis—The Development of Public School Music in a Consolidated School.
- TAYLOR, JOHN THOMAS, B.S., Central Missouri State Teachers College. (Education) Thesis—Professional Terms Found in Popular Textbooks in Education.
- THOMASON, HERMAN DERWARD, B.A., East Texas State Teachers College. (Education) Thesis—Budgetary Practices in Texas Small School Systems.
- THOMPSON, ARTHUR EDWARD, A.B., University of Colorado. (English and Literature) Thesis—Testing Acquaintance in Free Reading Preferences in the Secondary School.
- THOMPSON, HARRY GEORGE, A.B., Colorado State Teachers College. (Education) Thesis—Small Schools of Colorado Having Five or Fewer Pupils in Average Daily Attendance.
- THOMPSON, KENNETH HERMAN, A.B., Nebraska State Normal College. (Education) Thesis—Character Traits Developed By the Knighthood of Youth.
- WAGNER, RONALD OSCAR, B.S., Kansas State Teachers College. (Commercial Education) Thesis—Vocational Business Education in Winnemucca, Nevada.
- WALKER, BESSIE MAE GRIFFIN, B.S., Texas College of Arts and Industries. (History and Political Science) Thesis—The Development of the Port of Houston, Texas.
- WALKER, VINCENT, A.B., Colorado State Teachers College. (Biology) Thesis—The Reliability of the Dry Weight Increment Method of Measuring the Rate of Photosynthesis in Turgid and Wilted Sugar Beet Leaves.
- WEBER, IRVIN MARTIN, B.S., University of Nebraska. (Sociology) Thesis—A Study of Representative Courses in Sociology in Selected Teachers Colleges and Normal Schools, 1932.
- WILLIS, SOLOMON THEODORE, B.S., North Texas State Teachers College. (Education) Thesis—Duties of Vice-Principals of Junior High Schools in Texas.
- WILSON, JANET P., A.B., Colorado State Teachers College. (Education) Thesis—Concepts Found in Beginning Reading Material.
- WOODS, ADRIA ALMIRA, A.B., Nebraska State Teachers College. (Education) Thesis—An Analysis of the Conferences in the Laboratory Schools of Three Typical Rocky Mountain Institutions for the Education of Teachers.
- WOZENCRAFT, MARIAN, B.S., Texas State College for Women, College of Industrial Arts. (Education) Thesis—Concepts Contained in Primers and First Grade Readers Adopted by the State of Texas.

## BACHELOR OF ARTS

- |   |  |
|---|--|
| Adams, Doris<br>Intermediate Education                  | Cox, William<br>Industrial Education             |
| Allen, Don<br>Art                                       | Crawford, Ethel P.<br>English and Literature     |
| Allen, Mildred Agnes<br>Home Economics                  | Cree, Clyde Lemoin<br>Industrial Education       |
| Anders, Bernice<br>Kindergarten-Primary                 | Crow, LaVerne Eileen<br>Commercial Education     |
| Anderson, Carolyn Maxine<br>Music                       | Culverwell, Wauneta Mae<br>Mathematics           |
| Andrews, Isabel<br>English and Literature               | Curry, Daisy Evalena<br>English and Literature   |
| Archbold, Dana Gilbert<br>Industrial Education          | Dakan, Mary<br>Sociology                         |
| Baker, Grace Elizabeth<br>Kindergarten-Primary          | Dean, Raymond Fletcher<br>Sociology              |
| Beauchamp, Nathan<br>Mathematics                        | Duis, Emma<br>Music                              |
| Black, Marian Jane<br>English and Literature            | Earl, Bessie Stevens<br>Kindergarten-Primary     |
| Bliss, Leslie Morgan<br>Intermediate Education          | Eichel, Lucy<br>Education                        |
| Bowen, Ralph Edwards<br>Music                           | Elmer, Colgate<br>Industrial Education           |
| Bryan, Eva<br>Upper Grades-Junior High                  | Engberg, Laurel<br>History and Political Science |
| Burriss, Lillian Frances<br>Kindergarten-Primary        | Evans, Paul Lee<br>Science                       |
| Burroughs, John Harris<br>History and Political Science | Fehlmann, Ferne<br>Biology                       |
| Butler, Thelma Hait<br>Physical Education               | Fleming, Dorothy L.<br>Kindergarten-Primary      |
| Case, Sadie Imo<br>Intermediate Education               | Flynn, Sister Odilia<br>Mathematics              |
| Cash, Edith Alma<br>Music                               | Fraizer, Dorothy Helen<br>English and Literature |
| Cederberg, Hanna<br>Upper Grades-Junior High            | Gillespie, Bertrand Eldridge<br>Mathematics      |
| Clayton, Dorothy Louise<br>English and Literature       | Gray, Mamie Serilda<br>Home Economics            |
| Clifton, Lois Perle<br>English and Literature           | Green, Lenette<br>Kindergarten-Primary           |
| Coatney, Lois Grace<br>Kindergarten-Primary             | Greenwell, Alice Betronia<br>Nursing Education   |
| Cotter, Kenneth C.<br>Physical Education                |  |

Griffiths, Henry Willard Commercial Education	Linderholm, Esther Joan Upper Grades-Junior High
Groves, Edna G. Kindergarten-Primary	McCane, Delaware Asher Educational Psychology
Handke, Margaret Sinton Kindergarten-Primary	McCartney, Alda Loretto Commercial Education
Hargrove, Margaret Helen Kindergarten-Primary	McConnell, Guyla Kindergarten-Primary
Harper, Ruby Rose Intermediate Education	McCoy, Lois Baugher Upper Grades-Junior High
Hawman, Grace Marie Intermediate Education	McEnerney, Lawrence Cornelius Mathematics
Hay, Lester Leonard Commercial Education	McMillan, Mildred Kindergarten-Primary
Hecht, Glee Upper Grades-Junior High	Maley, Raymond Ralph Industrial Education
Heckman, Dorothy M. Literature and Languages	Martin, Charlotte Earlene History and Political Science
Hinsey, Mabel Alice Kindergarten-Primary	Messerschmitt, Darwin E. Upper Grades-Junior High
Hofmeister, Dannie Edmund Education	Montgomery, Cle History and Political Science
Hofwolt, Clifford Arnold Biology	Montgomery, Eunice Margaret Commercial Education
Hovde, Elizabeth Mathilda Sociology	Moore, Melvin F. History and Political Science
Hudner, Mildred Elizabeth Kindergarten-Primary	Morgan, Wilma Anne Kindergarten-Primary
Jackson, Esther Sweeny Intermediate Education	Newell, Edith E. Intermediate Education
Jennings, Viola Marie Kindergarten-Primary	Ogle, Emmet Alfred Mathematics
Jones, Richard Hutton History and Political Science	Olander, Eleanor Althouse Physical Education
Kalbaugh, William Fred Industrial Education	Olander, Emil Industrial Education
Kearns, Mary Beatrice History and Political Science	O'Neal, Ruth Kindergarten-Primary
Kilgus, Irma B. Kindergarten-Primary	Petrick, Albert Henry History and Political Science
Kitts, Pauline English and Literature	Pluss, Nellie Commercial Education
Lauck, Edward G. Commercial Education	Poole, Ruth Fuller Home Economics
Lay, Josephine Rhinehart Kindergarten-Primary	Powers, Esther B. Kindergarten-Primary



Putman, Charlotte Irene  
Intermediate Education

Quakenbush, Mary Louise  
Commercial Education

Ratterree, William Wess  
Industrial Education

Reeve, Gertrude Lois Smith  
Intermediate Education

Riddle, John Paul  
History and Political Science

Roberts, Roland Shreeves  
Music

Rorem, Virginia  
Education

Samples, Basil Burdett  
Music

Schauer, Louise  
Music

Schlessinger, Frederick Richard  
Biology

Schneider, Laura Oleta  
Art

Schuler, Dorothy A.  
Intermediate Education

Scott, Delia Dee  
Intermediate Education

Simpson, John Allen  
Chemistry

Smith, Frances Charlotte  
Kindergarten-Primary

Spencer, Grace Vicar  
Kindergarten-Primary

Stender, John Chester  
Music

Stickley, Dorothy Loraine  
Physical Education

Summers, Marion Marshall  
Upper Grades-Junior High

Thomas, James Jones  
Music

Thompson, James Ogilvie  
Commercial Education

Twist, Russel Benning  
Mathematics

Walker, Maude Lucille  
Intermediate Education

Wildhack, Louise Amanda  
History and Political Science

Williams, Lois Elinor  
Kindergarten-Primary

Wilson, May Murray  
Art

Woodman, Vernon Elmer  
Education

Yard, Mary Corinne  
Intermediate Education

Zapf, Frieda B.  
Intermediate Education

### LIFE CERTIFICATE (Three-year course)

Blackerby, Vesta Mozel  
Intermediate

Burrough, Margaret K.  
Kindergarten-Primary

Christensen, Julius  
Upper Grades-Junior High

Cree, Clyde  
Upper Grades-Junior High

Davies, Bronwen Aurelia  
Intermediate Education

Ferrero, Marie Margaret  
Intermediate Education

Hensleigh, Edith Nancy  
Intermediate Education

Johnson, Mellie Elizabeth  
Kindergarten-Primary

Kensley, Elsie Lucile  
Intermediate Education

Lindblad, Mabel Henriette  
Upper Grades-Junior High

Mitchell, Louise Kathryn  
Kindergarten-Primary

Mortimer, Janet  
Kindergarten-Primary

Sampson, Norma  
Kindergarten-Primary

Smith, Mildred Caroline  
Kindergarten-Primary

Snyder, Roberta Lee  
Kindergarten-Primary

Young, Dorothy Beatrice  
Kindergarten-Primary

### LIMITED ELEMENTARY CERTIFICATE (Three-year course)

Cadwalader, Roy  
Upper Grades-Junior High

Cotter, Mary Eileen  
Kindergarten-Primary

Davidson, Charles  
Upper Grades-Junior High

Kuerten, Ellen Ruth  
Kindergarten-Primary

Lewis, Ruth  
Upper Grades-Junior High

Piper, Mabel Agnes  
Intermediate Education

Sheldon, Faye Emily  
Kindergarten-Primary

### LIMITED CERTIFICATE (Two-year course)

Bangerter, Inez  
Upper Grades

Bondi, Antoinette  
Kindergarten-Primary

Carroll, Alice Josephine  
Intermediate

Eberharter, Martha Ann  
Upper Grades

Edgar, Marjorie Edna  
Intermediate

Elam, Elizabeth  
Upper Grades

Evans, Vernice Lucile  
Kindergarten-Primary

George, Juanita  
Intermediate

Hadley, Doris  
Kindergarten-Primary

Heaton, Ruth Ashton  
Upper Grades

Holzworth, Elizabeth  
Upper Grades

Hudson, Alberta  
Upper Grades

Irwin, Edith  
Intermediate

Kershner, Elma Fern  
Intermediate

Klingenberg, Elna L.  
Intermediate

Lambert, Leota Vianna  
Upper Grades

Leahy, Ellen Marie  
Upper Grades

LeRoy, Shirley  
Kindergarten-Primary

Lightsey, Leola Grace  
Upper Grades

McKibbin, Pearle Jeannette  
Kindergarten-Primary

Rife, Stella Lorraine  
Intermediate

Rockwell, Mary Alice  
Kindergarten-Primary

Roop, Laura Elberta  
Upper Grades

Smith, Eva Bohl  
Kindergarten-Primary

Thompson, Lauretta Addelene  
Kindergarten-Primary

### LIMITED RURAL CERTIFICATE (Two-year course)

Alps, Marvel  
Rural

Bautch, Mary  
Rural

Beck, Iva Sarah  
Rural

Condit, Clara Louise  
Rural

Sears, Margaret Mae  
Rural

Simmons, Kenneth  
Rural

Taylor, Netra Norma  
Rural





COLORADO STATE

TEACHERS COLLEGE

BULLETIN



ER SCHOOL

1935

# Summer School, 1935

GEORGE WILLARD FRASIER, *President*

*Since the preparation of this bulletin the name  
Colorado State Teachers College has been changed  
by legislative enactment to*  
**Colorado State College of Education**



**A**T last, school teachers who want to go to Summer School have a chance.

You don't have to go all summer to obtain coveted credits.

You may go two weeks, six weeks, or eight weeks.

You may obtain as many credits in eight weeks as you formerly did in ten weeks, and you may still have time for a vacation.

The Summer School program for 1935 at Colorado State Teachers College has been arranged that the student may have time for much needed rest and for play.

There will also be opportunity to attend the National Education Association meeting to be held in Denver.

In other words, students attending the 1935 Summer School at Colorado State Teachers College may satisfy a three-fold desire:

1. ATTEND THE N. E. A. MEETINGS
2. ATTEND SUMMER SCHOOL IN AN INVIGORATING CLIMATE
3. ENJOY A VACATION AMID THE SPLENDORS OF THE ROCKY MOUNTAINS

Never before has this college offered a program so rich in opportunities for all—Administrators, Superintendents, Supervisors, Classroom Teachers.

First, there is the division of the schedule, which offers

TWO WEEKS SESSION, offering four hours credit

SIX WEEKS SESSION, offering twelve hours credit

EIGHT WEEKS SESSION, offering sixteen hours credit

# Shorter Session=Maximum Credit

THREE FACTORS have played an important influence in arranging the program for the Summer School at Colorado State Teachers College this year:

FIRST—A desire to give students the greatest amount of study time in the least number of weeks for the maximum credit to the end that there might be more time for vacation.

This is accomplished by scheduling classes for five days a week instead of four as has been the custom. This makes possible a 16-hour course in eight weeks, and a 12-hour course in six weeks. (This is the credit plan now in use in the two largest Summer Schools in America.)

SECOND—A desire to make it possible for as many as wish to attend the National Education Association meetings in Denver. These meetings will be held the first week in July.

The first, or long, session of Summer School will begin on June 17, and then there will be a week's intermission to allow attendance at the N. E. A. meetings. (Denver is only fifty-two miles from the campus.)

THIRD—A desire and a willingness to meet what seems to be the majority demands of students. The College administration submitted the question of a change in the length of the Summer School to the student body in the Summer quarter, 1934. The vote was for a shorter session.

The reason is quite plain. A great many school people are anxious to continue study and advance their professional standing. Summer study is the only opportunity for most of them. At the same time, a full summer in school robs them of their only opportunity for a needed vacation. Under the plan for the 1935 Summer School here, they can do both.

## ***The Graduate School***

In view of the ever increasing registration in the Graduate School, even greater attention has been given this year to courses desired by those seeking advanced work. The program shows a large number of courses in which graduate students will find particular interest. A greatly increased graduate faculty has been provided for this Summer. Those wishing to do work toward their master's or doctor's degree may have additional information on request or communicating directly with Dr. F. L. Whitney, director of the Graduate School.

# Some of the Features

THERE ARE over three hundred courses listed in the class schedule, which is found in the back of this bulletin. These cover thoroughly all the usual courses to be found in a complete college program, and in addition there will be a large number of special features, a few of which are here briefly mentioned.

## ***Progressive Education***

A series of Seminars (June 17-29) and Regional Conference (June 28-29) of the Progressive Education Association, with Dr. William Heard Kilpatrick participating, together with Dr. H. Gordon Hullfish, Dr. Goodwin Watson, Dr. Jean Betzner, Dr. Caroline Zachry, and Dr. L. Thomas Hopkins. (Special bulletin sent on request.)

## ***Teacher Education***

A conference on Teacher Education will be conducted on Friday June 28, lasting all day, and continuing Saturday morning. This is the week preceding the N. E. A. meetings in Denver. On the evening of June 29 there will be a joint session with the Progressive Education Association. Leaders in this conference will be Dr. William C. Bagley and Dr. Charles Russell.

## ***Secondary Education***

The Three Hundredth anniversary of American Secondary Education is being observed this year. The Secondary School of Colorado State Teachers College has been recognized by the North Central Association for experimentation. Among those who will take part in the conference (July 19-20) are Dr. V. T. Thayer, Dr. Frank Eversull, Dr. Eli Foster, Dr. Merle Prunty.

## ***Social Studies Survey***

The report of the National Commission on Social Studies of the American Historical Association has tremendous significance. It will be made the basis of a thorough discussion at a special conference devoted exclusively to this subject (Aug. 9-10). Dr. A. C. Krey, chairman of the Commission, will lead in the discussion.

## ***League College***

The National League of Teachers' Associations, an organization of some 20,000 classroom teachers, will hold its League College here. It will run two weeks, July 8 to 19. The general topic will be "The Mental Security of the Teacher." A dynamic program has been arranged. Those who will participate include Mrs. Georgia Bonneville Parsons, president of the League, and a member of the faculty of the Los Angeles Public Schools; Dr. Ben Cherrington of Denver University, Mrs. Jean Crosby Hansen, Dr. Evelyn Newman. (Special bulletin sent on request.)



# Panels--Conferences--Unit Courses

## PANELS AND CONFERENCES

- June 28-29 PROGRESSIVE EDUCATION. Leaders, Dr. William Heard Kilpatrick, Dr. Goodwin Watson, Dr. H. Gordon Hullfish, Dr. Caroline B. Zachry, Dr. Jean Betzner, Dr. L. Thomas Hopkins.
- II. June 28-29 TEACHER EDUCATION. Leaders, Dr. William C. Bagley, Dr. Charles Russell.
- II. July 12-13 GUIDANCE FOR DEANS OF GIRLS. Leaders, Mrs. Jean Crosby Hansen, Dr. Grace H. Wilson.
- V. July 19-20 SECONDARY EDUCATION. Leaders, Dr. V. T. Thayer, Dr. Frank Eversull, Mr. Eli Foster, Dr. Merle Prunty.
- V. Aug. 2-3 PERSONNEL AND GUIDANCE. Leader, Dr. Ben Wood.
- VI. Aug. 9-10 REPORT OF THE NATIONAL COMMISSION ON SOCIAL SURVEY. Leader, Dr. A. C. Krey.

## UNIT COURSES

These are a few of the Unit Courses offered:

- June 17-28 EDUCATION AND THE PUBLIC—Dr. Clyde Miller, Teachers College, Columbia University, Leader.
- June 17-28 PROGRESSIVE EDUCATION IN THE ELEMENTARY SCHOOL—Dr. Jean Betzner, Teachers College, Columbia University, Leader.
- June 17-28 CONTRASTING THEORIES OF EDUCATION—Dr. Charles Russell, President, Westfield, Massachusetts, Leader.
- June 17-28 COMPOSITION IN PAINTING—Mr. Thomas Benton, Leader in Modern Art, New York City, Leader.
- June 17-28 CURRENT PROBLEMS OF THE ARTS—Dr. Fred Strickler and Dr. David Snedden, Teachers College, Columbia University, Leaders.
- June 17-28 TECHNIQS FOR TEACHING SCIENCE IN THE INTERMEDIATE GRADES—Miss Bertha M. Parker, University of Chicago, Leader.
- June 17-28 STUDIES OF SPECIAL GOVERNMENT ACTIVITIES, TENNESSEE VALLEY AUTHORITY—Dr. Arthur E. Morgan, President Antioch College, Yellow Springs, Ohio, Leader.
- June 17-28 MATERIALS AND METHODS OF HEALTH TEACHING—Mr. Lloyd E. Webster, University of Southern California, Leader.
- June 17-28 THE SENIOR HIGH SCHOOL SCIENCE PROGRAM—Dr. S. R. Powers, Teachers College, Columbia University, Leader.
- June 17-28 RECENT DEVELOPMENTS IN INDUSTRIAL AND BUSINESS PLANNING—Dr. Walter Rautenstrauch, Columbia University, Leader.
- June 17-28 THE CREATIVE DANCE FOR CHILDREN—Miss Evelyn Davis, School of the Dance, Washington, D. C., Leader.
- July 8-19 TREATMENT PROGRAM FOR JUVENILE OFFENDERS AND PREDELINQUENTS—Dr. Walter Cade Reckless, Vanderbilt University, Nashville, Tenn. Leader.
- July 8-19 FINE ARTS FOR RURAL SCHOOLS—Miss Rachel W. Taylor, Director of Art Education, State of Delaware, Dover, Leader.
- July 8-19 HOME AND SCHOOL RELATIONSHIPS—Mrs. Jean Crosby Hansen, Home Counselor, Phoenix Union High School, Arizona, Leader.
- July 8-19 THE SECONDARY SCHOOL CURRICULUM IN TRANSITION—Dr. V. T. Thayer, Ethical Culture School, New York, Leader.
- July 15-26 DESIGN IN THE SECONDARY SCHOOL—Miss Helen Ridgaway, Artist and Teacher, New York City, Leader.
- July 22-Aug. 2 ADULT EDUCATION—Dr. Henry M. Busch, Head of Division of Extension Education, Western Reserve University, Cleveland, Ohio, Leader.
- July 22-Aug. 2 THE CREATIVE ASPECT OF EXTRA-CURRICULAR ACTIVITIES—Dr. Frank Eversull, President Huron College, Huron, South Dakota, Leader.
- July 22-Aug. 2 STUDENT PARTICIPATION IN SCHOOL CONTROL—Dr. Merle Prunty, Director of Personnel, Stephens College, Columbia, Missouri, Leader.
- Aug. 5-16 PROVISIONS FOR INDIVIDUAL DIFFERENCES IN HIGH SCHOOL—Mr. Eli Foster, Principal, Central High School, Tulsa, Oklahoma, Leader.
- Aug. 5-16 CONTRIBUTIONS OF SWEDISH AND FINNISH IMMIGRATION TO AMERICAN CIVILIZATION—Dr. Laurence M. Larson, University of Illinois, Leader.
- Aug. 5-16 PARENT EDUCATION—Dr. Dura Louise Cockrell, Director of Parent Teacher Education, Public Schools, Fort Worth, Texas, Leader.
- Aug. 5-16 ANALYSIS OF REPORT OF COMMISSION ON SOCIAL STUDIES—Dr. A. C. Krey, University of Texas, Austin, Leader.

# Progressive Education

(JUNE 17-29)

- I. 8 a.m. PROGRESSIVE EDUCATION IN THE ELEMENTARY SCHOOL  
Dr. Betzner.  
  
PROGRESSIVE EDUCATION IN THE SECONDARY SCHOOL  
Dr. Hullfish.
- II. 9 a.m. PROGRESSIVE EDUCATION AND MENTAL HYGIENE. Dr.  
Zachry.
- III. 10 a.m. PROGRESSIVE EDUCATION AND CURRICULUM CONSTRUCTION. Dr. Hopkins.
- IV. 11 a.m. PROGRESSIVE EDUCATION AND THE SOCIAL CHANGE. Dr.  
Watson.
- V. 4-6 p.m. SEMINAR: THE PHILOSOPHY OF PROGRESSIVE EDUCATION  
Dr. Kilpatrick.
- VI. REGIONAL CONFERENCE. June 28-29 (write for special bulletin.)

## Social Security Symposium

- I. July 8-12 National Schemes of old age pensions. Dr. F. E. Townsend is  
person will present his plan.
- II. July 15-24 Program of the national administration, followed by the program  
of other nations: Participating will be official representatives of  
the United States, Germany, England, Denmark, Norway, Sweden,  
Latin-American countries.
- III. July 25-Aug. 2 What industry has done, is doing, and can do to meet the prob-  
lem. Speakers include D. W. Fischer, Superintendent of Relief and  
Employment, and chairman of the Board of Pensions, C. B. & Q.  
R. R., A. C. Richter, member of the chief statistician's staff  
American Telegraph and Telephone Company, and other direc-  
representatives of large industries.
- IV. Aug. 5-9 The program of Organized Labor. Representatives of the Ameri-  
can Federation of Labor and other labor organizations will present  
the facts.
- V. Aug. 12-16 Recent state legislation, state systems—how they work and how  
supported.

# Vacation and Recreation

**G**REELEY, COLORADO, the home of Colorado State Teachers College, is an ideal place for the Summer School student, because of its advantages. It is a good place to live and to work, and it is close enough to the mountains that one may leave at the close of the day and enjoy nature's great playground within an hour or so, or spend the weekends amid towering mountain peaks or beside cool mountain streams.

In planning the Summer School program the College has taken into consideration the needs of the students for recreation, and this will be found whether one desires to leave the campus or remain close by. Here are just a few of the things in which you may find recreation and pleasure:

**Trip to Alaska** For those who want to spend only two weeks in Unit Courses, the first two weeks or last four weeks of the Summer School, and would like to see the wonders of Alaska, there will be such an opportunity in a tour to be conducted under the direction of Dr. H. V. Kepner, principal of West High School, Denver. Professor George A. Barker, professor of geography of Colorado State Teachers College, will go along and those who desire may earn four hours college credit. Both Dr. Kepner and Professor Barker have made several trips to Alaska and a tour with them will be rich beyond comparison. If you are interested, special literature will be sent to you on request, either to Dr. Kepner or to the Department of Publications of the College.

**BOOK REVIEWS DAILY**                      **WEEK-END TRIPS TO THE MOUNTAINS**

**LITTLE THEATRE OF THE ROCKIES** will present a worthwhile dramatic production each week. A cast of experienced players.

**BAND CONCERT TWICE A WEEK**, by the Teachers College Concert Band.

**ANNUAL STATE STUNT NIGHT.** This is staged by the Summer School students, and is a riot of fun.

**SOFTBALL TOURNAMENT FOR STUDENTS — GOLF TOURNAMENT FOR STUDENTS.**

**CENTRAL CITY OPERA HOUSE**—Annual trip to historic mining town and theatrical production in famous old playhouse.

**SWIMMING—TENNIS.**

**WILD WEST RODEO**, one day, July 4, by the Greeley Spud Rodeo of the Greeley Chamber of Commerce. This annual show is noted the country over as next to the Frontier Days Celebration in Cheyenne. And of course those who desire may attend the Cheyenne Rodeo. Cheyenne is only fifty miles from the campus.

**MOUNTAIN CLIMBING, FISHING, PICNICS IN THE MOUNTAINS** for those who want to. Then entrance to the Big Thompson Canon, gateway to Rocky Mountain National (Estes) Park is only twenty-five miles from the campus. Longer mountain trips may be arranged.

# An Array of Eminent Educators

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HEREWITH IS LISTED some of the more prominent educational leaders who will serve as members of the guest faculty in the Summer School, as teachers, lecturers, leaders, or participants in one or more of the conferences.

ALLAN ABBOTT, Teachers College, Columbia University.

FRED C. AYER, Professor of School Administration, University of Texas, Austin.

WILLIAM C. BAGLEY, Professor of Education, Teachers College, Columbia University.

THOMAS BENTON, Leader in Modern Art, New York City.

JEAN BETZNER, Assistant Professor of Education, Teachers College, Columbia University.

HENRY M. BUSCH, Head of Division of Extension Education, Western Reserve University, Cleveland; Deputy Director of Coat and Suit Code Authority.

LUCILLE P. COFF, Bureau of School Nursing, Albany, New York.

DURA-LOUISE COCKRELL, Director of Parent Teacher Education, Public Schools, Fort Worth, Texas.

E. P. COSTIGAN, United States Senator, Denver, Colorado.

EVELYN DAVIS, Evelyn Davis School of the Dance, Washington, D. C.

HERBERT E. EVANS, Counselor to Protestant Students, Columbia University.

FRANK EVERSULL, President Huron College, Huron, South Dakota.

ELI FOSTER, Principal, Central High School, Tulsa, Oklahoma.

EDWARD HOWARD GRIGGS, Author and Lecturer, Croton-on-Hudson, New York.

JEAN CROSBY HANSEN, Home Counselor, Phoenix, Arizona, Union High School.

L. THOMAS HOPKINS, Associate Professor of Education, Teachers College, Columbia University.

LOUIS D. HUDDLESTON, Department of Commerce, John Adams High School, Cleveland, Ohio.

H. GORDON HULLFISH, Professor of Education, Ohio State University, and Educational Adviser, Dalton School, New York.

WILLIAM L. HUNTER, Head, Division of Industrial Arts, Iowa State College, Ames, Iowa.

WILLIAM HEARD KILPATRICK, Professor of Education, Teachers College, Columbia University.

A. C. KREY, Professor of History, University of Minnesota, and Chairman, Commission on Social Studies, American Historical Association.

LAURENCE M. LARSON, Head of the Department of History, University of Illinois.

# Will Assist on Guest Faculty

- A. R. McALLISTER, Director, Joliet Township High School and Junior College Band,  
Joliet, Illinois.
- CLYDE R. MILLER, Director, Bureau of Educational Service, Teachers College, Colum-  
bia University.
- ARTHUR E. MORGAN, President, Antioch College, Yellow Springs, Ohio; Chairman,  
T.V.A.
- JOHN H. NAPIER, Jr., Superintendent of Schools, Emeryville, California.
- EVERLYN NEWMAN, Professor of English, Rollins College, Winter Park, Florida.
- BERTHA M. PARKER, Teacher of Science, Elementary school, University of Chicago,
- GEORGIA BONNEVILLE PARSONS, President, National League of Teachers' Associa-  
tions, Hollywood, California.
- J. R. POWERS, Professor of Natural Sciences, Teachers College, Columbia University.
- MERLE PRUNTY, Director of Personnel, Stephens College, Columbia, Missouri.
- WALTER RAUTENSTRAUCH, Professor and Head of the Department of Industrial  
Engineering, Columbia University.
- WALTER CADE RECKLESS, Professor of Sociology, Vanderbilt University, Nash-  
ville, Tennessee.
- HELEN RIDGAWAY, Artist and Teacher, New York City.
- CHARLES RUSSELL, President, State Teachers College, Westfield, Massachusetts.
- FRED STRICKLER, Associate Professor of Industrial Arts, Teachers College, Columbia  
University.
- DAVID SNEDDEN, Professor of Education, Teachers College, Columbia University.
- RACHEL W. TAYLOR, Director of Art Education, State of Delaware, Dover.
- V. T. THAYER, Director, Ethical Culture School, New York.
- F. E. TOWNSEND, Founder of the Townsend Old Age Pension Plan, Pasadena, Cali-  
fornia.
- WILLIAM E. WARNER, Professor of Industrial Arts, Ohio State University, Columbus.
- GOODWIN WATSON, Associate Professor of Education. Columbia University.
- LOYD E. WEBSTER, Associate Professor of Physical Education, University of South-  
ern California, Los Angeles.
- ULU K. WOLF, Assistant Professor of Nursing, Medical College of Richmond, Virginia.
- BEN WOOD, Director, Bureau of Collegiate Educational Research, Columbia University.
- CAROLYN ZACHRY, Director, Mental Hygiene Institute, and Associate Professor of  
Education and Psychology, New Jersey State College, Montclair.

# SCHEDULE OF CLASSES

**IMPORTANT.** *Students are cautioned to note carefully the numerals in the credit hour column. . . four-hour credit courses begin June 17 and close August 17; three hour credit courses begin July 8 and close August 17. The combination 3-4 in the credit hour column indicates that the course is open to students entering either on June 17 or July 8. Dates are given for all classes.*

TIME	DESCRIPTION	Days	Date	Hrs. Cr.	Instructor	Room
7:00- 7:50 a. m.	Education					
100bf-200bf	Unit Course—Auditorium Work in Platoon School	Daily	July 8-19	1	Hambrick	Kepner 20
117a-217a	Citizenship Education—Elementary School	Daily	July 8-Aug. 17	3	Rosenquist	Kepner 21
118a-218a	Unit Course—Social Problems for Deans of Girls	Daily	June 17-28	1	Wilson	Cranf'd 2
118b-218b	Unit Course—Adm. Problems for Deans of Girls	Daily	July 8-19	1	Wilson	Cranf'd 2
146-246	Advanced Curriculum Construction—Major Fields	Daily	July 8-Aug. 17	3	Rugg	Cranf'd 2
146a-246a	Unit Course—Philosophy of Curriculum Making	Daily	June 17-28	1	Rugg	Cranf'd 2
175-275	Elementary Statistical Methods	Daily	June 17-Aug. 17	4	Heilman	Cranf'd 2
Nur. 103-203	Ward Management and Ward Teaching (dbl. per.)	Daily	June 17-Aug. 17	4	Kandel	Gunter 20
<b>Fine and Industrial Arts</b>						
26a	Elements of Woodworking (Lab. arr.)	Daily	June 17-Aug. 17	4	Foulk	Gugg. 1
29-129	Elements of Printing (Lab. arr.)	Daily	June 17-Aug. 17	3-4	Bishop	Kepner 4
38a	Ele. Bookbinding and Leathercraft (Lab. arr.)	Daily	June 17-Aug. 17	4	Schaefer	Gugg. 100
74-174	Shopwork for Elementary School Teachers	Daily	June 17-Aug. 17	3-4	Perry	Kepner 14
116-216	Composition and Freehand Drawing	Daily	June 17-Aug. 17	4	Stinchfield	Gugg. 203
119-219	Theory and Practice in Puppetry	Daily	July 8-Aug. 17	3	Moore	Gugg. 200
133-233	Sheet Metal for Public Schools	Daily	July 8-Aug. 17	3	Hutchcroft	Kepner 16
<b>Health and Physical Education</b>						
139-239	Unit Course—Health Inspection	Daily	July 8-19	1	Allen	Gunter 11
<b>Literature and Languages</b>						
13	Story Telling	Daily	June 17-Aug. 17	3-4	Blackburn	Crabbe 30
58a	English Literature (700-1625)	Daily	July 8-Aug. 17	3	Hawes	Crabbe 30
111-211	English Language for Teachers	Daily	June 17-Aug. 17	3-4	Cross	Crabbe 30
112	The Children's Theatre	Daily	July 8-Aug. 17	3	Kepner 21	Kepner 21
Fr. 1. 2. 3	Elementary French (Students must enroll for 12 hours at 7, 9, and 11 o'clock)	Daily	June 17-Aug. 17	12	Gibert	Crabbe 30
<b>Music</b>						
54	Teaching Vocal Music	Daily	July 8-Aug. 17	3	Collins	Kepner 21
<b>Science</b>						
3a	Introduction to Science—Physical	Daily	June 17-Aug. 17	4	Hurd	Cranf'd 3
13	Bird Study (Field trips arr.)	Daily	June 17-Aug. 17	4	Harrah	Cranf'd 3
106-206	Individual Instruction in Science	Daily	July 8-Aug. 17	3	Selberg	Cranf'd 3
121-221	Plant Physiology (Lab. 3-6, Tu-Th)	Daily	June 17-Aug. 17	4	Jean	Cranf'd 3
141-241	Organic Chemistry (4 hrs. Lab. arr.)	Daily	June 17-Aug. 17	4	Bowers	Crabbe 10
167-267	Photog. & Photo Chem. Phenom. (3 hrs. Lab. arr.)	Daily	June 17-Aug. 17	4	Herman	Crabbe 10
176-276	Integral Calculus	Daily	June 17-Aug. 17	4	Mallory	Kepner 20
180-280	Descriptive Astronomy	Daily	June 17-Aug. 17	4	Finley	Cranf'd 2
<b>Social Studies</b>						
20c	Office Appliances	Daily	June 17-Aug. 17	4	Knies	Cranf'd 2
20d	Typewriting	Daily	June 17-Aug. 17	2	Bedinger	Cranf'd 2
45-145	Geography of Old World	Daily	June 17-Aug. 17	4	West	Gunter 20
52-152	Expansion of European Civilization in Mod. Times	Daily	June 17-Aug. 17	4	Zim'man	Cranf'd 2
164-264	Slavery, Secession, Civil War, Reconstruction	Daily	June 17-Aug. 17	4	Dickerson	Cranf'd 2
188-288	Modern Social Problems	Daily	June 17-Aug. 17	4	Quillen	Cranf'd 2
<b>8:00- 8:50 a.m. Education</b>						
100bs-200bs	Unit Course—Applied Gestalt Psychology	Daily	June 17-28	1	Wait	Cranf'd 1
101b-201b	Unit Course—Progressive Education—Elementary	Daily	June 17-28	1	Betzner	Kepner 2
101c 201c	Unit Course—Progressive Education—Secondary	Daily	June 17-28	1	Hullfish	Cranf'd 2
117-217	Extra Curricular Activities	Daily	July 8-Aug. 17	3	Whitlow	Kepner 2
125-225	General Psychology	Daily	June 17-Aug. 17	4	Chadwick	Kepner 2
130-230	Recent Developments in Rural Life	Daily	June 17-Aug. 17	3-4	Hargrove	Cranf'd 3
142-242	School Administration—First Course	Daily	June 17-Aug. 17	3-4	Troxel	Cranf'd 2
181	Library Classification and Cataloging	Daily	June 17-Aug. 17	4	Branson	Kepner 2
198a-298a	Unit Course—Contrasting Theories of Education	Daily	June 17-28	1	Russell	Cranf'd 2
215	Personnel and Guidance	Daily	July 8-Aug. 17	3	Hansen, Heilman, Mahan, Wood	Cranf'd 2
215a	Unit Course—Personality Problems of Youth	Daily	June 17-28	1	Wilson	Cranf'd 2
223	Research for Graduate Students	M W	June 17-Aug. 17	2	Whitney	Cranf'd 2
228b	Problem Children in School	Daily	July 8-Aug. 17	3	Wait	Cranf'd 1
<b>Fine and Industrial Arts</b>						
2-102	Fine Arts in Elementary and Junior High School	Daily	June 17-Aug. 17	4	Moore	Gugg. 105
2a-102a	Unit Course—Fine Arts for Rural Schools	Daily	July 8-19	1	Taylor	Gugg. 105
26b-26c	Elements of Woodworking (Lab. arr.)	Daily	June 17-Aug. 17	4	Foulk	Gugg. 1
39-139	Adv. Bookbinding and Leathercraft (Lab. arr.)	Daily	June 17-Aug. 17	4	Schaefer	Gugg. 100
95-195	House and Its Decoration	Daily	July 8-Aug. 17	3	Roudebush	Crabbe 20
101-201	Figure Drawing	Daily	June 17-Aug. 17	4	Stinchfield	Gugg. 203
116a-216a	Unit Course—Comp. in Painting	Daily	June 17-28	1	Benton	Gugg. 203
125-225	Modeling	Daily	July 8-Aug. 17	3	Ellinger	Crabbe 1
131-231	Advanced Typographic Design (Lab. arr.)	Daily	June 17-Aug. 17	3-4	Bishop	Kepner 4
132-232	Ornamental Iron Work	Daily	June 17-Aug. 17	3-4	Hutchcroft	Kepner 1
163-263	Shop Projects and Instruction Aids	Daily	June 17-Aug. 17	3-4	Perry	Gugg. 100
191-291	Nutrition	Daily	June 17-Aug. 17	4	Pickett	Crabbe 20
<b>Health and Physical Education</b>						
1	Personal Hygiene for Men	Daily	June 17-Aug. 17	4	Davis (J.)	Gunter 20
13a	Beginning Tennis (Women)	Daily	July 8-Aug. 17	3	Anderson	Courts
62	Theory of Play and Minor Sports (Men)	Daily	July 8-Aug. 17	1	Hancock	Gunter 10
135-235	History and Princ. of Phy. Ed.	Daily	June 17-Aug. 17	3-4	Cave	Gunter 20

Time.	Description	Days	Date	Cr.	Instructor	Room
<b>00- 8:50</b>	<b>(Continued) Literature and Languages</b>					
110ab	Advanced Composition	Daily	June 17-Aug. 17	3-4	Hawes	Crabbe 302
114	Advanced Play Production	Daily	June 17-Aug. 17	3-4	Blackburn	Grotto
131-231	The Short Story	Daily	June 17-Aug. 17	3-4	Cross	Crabbe 301
121	Literature of Elem. School	Daily	June 17-Aug. 17	3-4	Tobey, Abbott	Crabbe 305
156-256	Elizabethan Drama	Daily	June 17-Aug. 17	3-4	Lindou	Crabbe 306
Lat. 105	Individual Studies in Latin Prose	Daily	June 17-Aug. 17	3-4	Gibert	Kepner 211
Sp. 5	Intermediate Spanish	Daily	June 17-Aug. 17	3-4	Mulroney	Crabbe 304
	<b>Music</b>					
2 a, b, c	Playing Musical Instruments	Daily	June 17-Aug. 17	2	Ginsburg, McAllister	Con. 14
50	Outlines of Music	Daily	June 17-Aug. 17	4	Mohr	Kepner 2
	<b>Sciences</b>					
75a	College Algebra	Daily	June 17-Aug. 17	4	Reynolds	Cranf'd 302
101-201	Elementary Science (Field trips arr.)	Daily	June 17-Aug. 17	4	Lammel	Cranf'd 300
107-207	Investigations in the Teaching of Science	Daily	July 8-Aug. 17	3	Robertson	Cranf'd 303
131-231	Organic Evolution	Daily	July 8-Aug. 17	3	Harrah	Cranf'd 304
166-266	Radio Trans. and Reception (3 hrs. Lab. arr.)	Daily	June 17-Aug. 17	4	Herman	Crabbe 106
175-275	Differential Calculus	Daily	June 17-Aug. 17	4	Mallory	Kepner 205
179-279	Arithmetic for Teachers	Daily	July 8-Aug. 17	3	Finley	Cranf'd 210
	<b>Social Studies</b>					
20b	Shorthand	Daily	June 17-Aug. 17	4	Bedinger	Cranf'd 213
118-218	Recent Developments in Teaching Typewriting	Daily	June 17-Aug. 17	4	Knies	Cranf'd 212
119-219	Business Curriculum	Daily	June 17-Aug. 17	4	Huddleston	Kepner 9
130-230	Social Economics of Agriculture	Daily	June 17-Aug. 17	3-4	Hargrove	Cranf'd 301
139-239	Unit Course—Analysis of N.R.A. Codes	Daily	July 22-Aug. 2	1	Busch	Cranf'd 202
140-240	Climate and Civilization	Daily	July 8-Aug. 17	3	West	Cranf'd 207
143-243	The South Seas	Daily	June 17-Aug. 17	4	Barker	Gunter 203
155-255	Contemp. World History—Quest for Security	Daily	June 17-Aug. 17	4	Zim'man	Cranf'd 104
168-268	The Far East	Daily	June 17-Aug. 17	4	Peake	Cranf'd 205
187c-287c	Unit Course—The Church in Changing Soc.	Daily	Aug. 5-17	1	Evans	Kepner 11
194-294	Research Techniques and Achievements in Social Studies	Daily	July 8-Aug. 17	3	Blue	Cranf'd 211
	<b>Education</b>					
<b>00- 9:50</b>						
60	Individual Instruction in Rural Schools	Daily	June 17-Aug. 17	4	Hargrove	Cranf'd 301
0bg-200bg	Unit Course—Parent Teacher Organization	Daily	June 17-28	1	Foster, A.J.	Cranf'd 203
101d-201d	Unit Course—Progressive Ed. & Mental Hygiene	Daily	June 17-28	1	Zachry	Cranf'd 214
110	Improvement of Instruction, Reading and Lit.	Daily	June 17-Aug. 17	3-4	McKee	Kepner 215
116-216	Secondary Education	Daily	June 17-Aug. 17	4	Wrinkle	Kepner 218
119-219	Problem of Study and Discipline	Daily	June 17-Aug. 17	3-4	Mahan	Kepner 2
127-227	Classroom Tests	Daily	July 8-Aug. 17	3	Napier	Kepner 206
27a-227a	Unit Course—Correct and Incorrect Use of Marks and Tests	Daily	June 17-28	1	Russell	Kepner 206
128-228	Mental Hygiene	Daily	July 8-Aug. 17	3	Wait	Cranf'd 1
144-244	School Administration—Third Course	Daily	June 17-Aug. 17	3-4	Troxel	Cranf'd 205
148-248	Curriculum Revision: Texas Course of Study	Daily	July 8-Aug. 17	3	Ayer	Cranf'd 211
150-250	Pre-Teaching Observation—Secondary Ed. Majors	Daily	June 17-Aug. 17	4	Davis (H.)	Kepner 222
158-258	Advanced Observation—Student Teaching	Daily	June 17-Aug. 17	4	Davis (H.)	Kepner 222
165-265	The Junior High School	Daily	July 8-Aug. 17	3	Wasson	Kepner 211
210	Improvement of Instruction, Read. and Lit. for Graduate Students	Daily	June 17-Aug. 17	4	McCowen	Cranf'd 207
ur. 100-200	Fundamentals of Health Organization	Daily	June 17-Aug. 17	4	Coff	Gunter 202
	<b>Fine and Industrial Arts</b>					
29-129	Elements of Printing (Lab. arr.)	Daily	June 17-Aug. 17	3-4	Bishop	Kepner 4
40-140	Dress Appreciation	Daily	June 17-Aug. 17	4	Wiebking	Crabbe 202
46-146	Problems in Home Arts	Daily	June 17-Aug. 17	3-4	Newburn	Crabbe 207
100-200	Unit Course—Supervision of Art Education	Daily	July 8-19	1	Taylor	Gugg. 200
105-205	Water Color Painting (Double period)	Daily	June 17-Aug. 17	3-4	Stinchfield	Gugg. 203
112-212	Color Theory and Design	Daily	June 17-Aug. 17	3-4	Ellinger	Gugg. 202
123-223	Problems of the Drafting Lab.	Daily	June 17-Aug. 17	3-4	Hutchcroft	Gugg. 106
131-231	Advanced Typographic Design (Lab. arr.)	Daily	June 17-Aug. 17	3-4	Bishop	Kepner 4
137-237	Organ. & Admin. of Bookbinding, Sec. Schools	Daily	June 17-Aug. 17	3-4	Baab	Gugg. 100
176-276	Craft Processes and Design	Daily	June 17-Aug. 17	4	Baker	Gugg. 204
186-286	Advanced Woodworking (Lab. arr.)	Daily	June 17-Aug. 17	4	Foulk	Gugg. 1
266	Current Problems in Ind. Arts Education	Daily	July 8-Aug. 17	3	Warner, Hunter, Ericson, Perry	Gugg. 105
266a	Unit Course—Current Problems of the Arts	Daily	June 17-28	1	Strickler, Snedden	Gugg. 105
	<b>Health and Physical Education</b>					
50	First Aid	Daily	July 8-Aug. 17	3	von den Steinen	Gunter 205
72	Officiating and Management	Daily	July 8-Aug. 17	3	Brown	Gunter 103
125	Physiology of Exercise	Daily	July 8-Aug. 17	3	Davis (J.)	Gunter 201
125b-225b	Unit Course—Physiology of Exercise	Daily	June 17-28	1	Webster	Gunter 201
132a-232a	Unit Course—Theory of Massage	Daily	July 8-19	1	Springer	Gunter 114
	<b>Literature and Languages</b>					
100a	Journalism	Daily	July 8-Aug. 17	3	Shaw	Crabbe 306
115	Oral Reading of Poetry and Drama	Daily	July 8-Aug. 17	3	Tobey	Crabbe 301
133-233	The Recent Novel	Daily	June 17-Aug. 17	3-4	Lindou	Crabbe 305
134	The Drama (Ibsen to 1930)	Daily	June 17-Aug. 17	3-4	Blackburn	Grotto
Lang. 131-231	The Teaching of Foreign Languages	Daily	July 8-Aug. 17	3	Mulroney	Crabbe 304
	<b>Music</b>					
1a	Music Reading, Theory and Elem. Songs	Daily	June 17-Aug. 17	2	Collins	Kepner 219
102 a, b	Harmony and Counterpoint	Daily	June 17-Aug. 17	4	Ginsburg	Con. 6
120a	History of Music (Ancient)	Daily	June 17-Aug. 17	4	Mohr	Con. 1
	<b>Sciences</b>					
3b	Introduction to Science—Biological	Daily	June 17-Aug. 17	4	Hurd	Cranf'd 300
41	General Chemistry (4 hrs. Lab. arr.)	Daily	June 17-Aug. 17	4	Bowers	Crabbe 101

Time	Description	Days	Date	Cr.	Instructor	Room
9:00-9:50 (Continued)	Sciences					
100c-200c	Unit Course—Technics for Teaching Science in the Intermediate Grades	Daily	June 17-28	1	Parker	Cranf'd 30
102-202	Elem. Sci. Demonstrations	Daily	July 8-Aug. 17	3	Lammel	Cranf'd 30
180-230	Gen. Bacteriology (Lab. 1-5 Tu)	Daily	June 17-Aug. 17	4	Selberg	Cranf'd 30
182-232	Genetics and Eugenics	Daily	June 17-Aug. 17	4	Jean	Kepler 9
159-259	Geology of Rocky Mt. Region	Daily	July 8-Aug. 17	3	West	Cranf'd 2
162	General Electricity (3 hrs. Lab. arr.)	Daily	June 17-Aug. 17	4	Herman	Crabbe 10
183-283	Plane Geom. Content and Materials for Teachers	Daily	July 8-Aug. 17	3	Mallory	Kepler 20
	Social Studies					
20d	Typewriting	Daily	June 17-Aug. 17	2	Bedinger	Cranf'd 2
80-180	Home and Family Relations	Daily	July 8-Aug. 17	3	Roudebush	Kepler 12
100-200	Unit Course—Treatment for Juvenile Offenders	Daily	July 8-19	1	Reckless	Cranf'd 30
116-216	Measurement in Business Education	Daily	June 17-Aug. 17	4	Huddlestone	Cranf'd 2
188-238	Retail Merchandising	Daily	June 17-Aug. 17	4	Colvin	Cranf'd 20
141-241	Contrasting Geographical Regions	Daily	June 17-Aug. 17	4	Barker	Gunter 20
156-256	History of Colorado and West	Daily	June 17-Aug. 17	4	Peake	Cranf'd 1
178-278	Unit Course—Tennessee Valley Authority	Daily	June 17-28	1	Morgan	Cranf'd 20
181-281	Child Care and Welfare	Daily	June 17-Aug. 17	4	Pickett	Crabbe 30
191-291	Human Personality and Social Behavior	Daily	June 17-Aug. 17	4	Blue	Cranf'd 20
199-299	Unit Course—Mental Security of The Teacher	Daily	July 8-19	1		Kepler 11
	1. Freedom of Teaching (Controversial Issues)		July 8		Blue	
	2. Freedom of Teach. (International Problems)		July 9		Newman	
	3. The Teacher in Politics		July 10		Cher'ng't'n	
	4. Freedom to Live as an Individual		July 11		Rugg	
	5. Professional Ethics		July 12		Mahan	
	6. Mental Health of Teacher		July 15		Wait	
	7. Salary, Tenure, Retirement		July 16		Troxel	
	8. Credit Unions		July 17		Parsons	
	9. Married Teachers		July 18		Hansen	
	10. General Conference		July 19		Wilson	
10:00-10:50 a.m.	Education					
100ba-200ba	Unit Course—					
	1. Admin. of Higher Education	Daily	June 17-28	1	Frasier	Kepler 9
	2. Financing Higher Education	Daily	July 8-19	1	Frasier	Kepler 9
	3. Curriculum in Higher Education	Daily	July 22-Aug. 2	1	Rugg	Cranf'd 2
	4. Instruction in Higher Education	Daily	Aug. 5-17	1	Arm'ntr'ut	Kepler 2
100bc-200bc	Unit Course—Home and School Relationships	Daily	July 8-19	1	Hansen	Cranf'd 2
100bu-200bu	Unit Course—Improving Secondary Instruction	Daily	July 22-Aug. 2	1	Prunty	Kepler 21
100bw-200bw	Unit Course—Adult Education	Daily	July 22-Aug. 2	1	Busch	Kepler 21
101c-201c	Unit Course—Progressive Edu. & Curr. Construc.	Daily	June 17-28	1	Hopkins	Kepler 21
141-241	Admin. of Village and Consolidated Schools	Daily	June 17-Aug. 17	4	Foster, A.J.	Cranf'd 2
168-268	The Small High School	Daily	July 8-Aug. 17	3	Whitlow	Cranf'd 2
†201-202	Elem. School Reading Clinic	Daily	June 17-Aug. 17	3-4	Wait	Cranf'd 1
211	Improvement of Instruction Lang. Arts.--Graduates	Daily	June 17-Aug. 17	4	Davis (H.)	Cranf'd 2
	Fine and Industrial Arts					
4-104	Theory and Practice of Design	Daily	July 8-Aug. 17	3	Moore	Gugg. 105
104b-204b	Unit Course—Design in the Secondary School	Daily	July 15-26	1	Ridgaway	Gugg. 105
106-206	Industrial Arts Design	Daily	July 8-Aug. 17	3	Ellinger	Gugg. 106
127-227	Unit Course—Trends in American Painting	Daily	June 17-28	1	Benton	Gugg. 200
134-234	Art Metal (Lab. arr.)	Daily	June 17-Aug. 17	3-4	Perry	Gugg. 104
136-236	Projects in Printing (Lab. arr.)	Daily	June 17-Aug. 17	3-4	Bishop	Kepler 4
142	Household Management, Theory and Cottage	Daily	June 17-Aug. 17	4	Pickett	Cottage
	Health and Physical Education					
21	Mat Work	MTWTh	June 17-Aug. 17	1	von den Steinen	Gunter
53	Tests and Measurements in Physical Education	Daily	July 8-Aug. 17	3	Brown	Kepler 2
102b-202b	Unit Course—Materials & Meth. in Health Ed.	Daily	July 17-28	1	Webster	Gunter 20
132b-232b	Theory Ind. Gymnastics	Daily	July 8-Aug. 17	3	Springer	Gunter 20
165	Basketball Coaching (Men)	Daily	July 8-Aug. 17	3	Davis (J.)	Gunter 10
	Literature and Languages					
141-241	English Poetry (1850-1930)	Daily	June 17-Aug. 17	3-4	Hawes	Crabbe 30
207	Comparative Literature—Greek and Latin	Daily	June 17-Aug. 17	3-4	Tobey	Crabbe 30
211	Chaucer and Middle English	Daily	June 17-Aug. 17	4	Lindou	Crabbe 30
*Fr. 75	Individual Studies in French	Daily	June 17-Aug. 17	3-4	Gibert	Crabbe 20
*Sp. 75	Individual Studies in Spanish	Daily	June 17-Aug. 17	3-4	Mulroney	Crabbe 30
	Music					
52	Music in Elem. Schools	Daily	June 17-Aug. 17	4	Mohr	Con. 14
53a	Harmonic Analysis and Choral Material	Daily	June 17-Aug. 17	4	Theman	Con. 6
103 a, b	Instrumentation and Composition	Daily	June 17-Aug. 17	4	Cline	Con. 1
	Sciences					
30c	Intro. to Human Behavior	Daily	June 17-Aug. 17	4	Leu'nb'rg'r	Cranf'd 2
100a-200a	Unit Course—Science in the Senior H. S.	Daily	June 17-28	1	Powers	Cranf'd 2
100b-200b	Unit Course—Recent Developments in Chemistry	Daily	July 8-19	1	Collier	Crabbe 11
100c-200c	Unit Course—Recent Developments in Physics	Daily	July 22-Aug. 2	1	Utterbach	Crabbe 11
100d-200d	Unit Courses—Recent Developments in Biology	Daily	Aug. 5-16	1	Smith	Cranf'd 2
117-217	Human Physiology (3 hrs. lab. arr.)	Daily	June 17-Aug. 17	4	Harrah	Cranf'd 2
282	Algebra for Teachers	Daily	June 17-Aug. 17	4	Finley	Cranf'd 2
	Social Studies					
1a	Social Studies in Rural Primary Grades	Daily	June 17-Aug. 17	4	Hargrove	Cranf'd 2
20c	Handwriting	Daily	July 8-Aug. 17	2	Bedinger	Cranf'd 2
50c-150c	Recent American History	Daily	July 8-Aug. 17	3	Peake	Cranf'd 2
101-201	Unit Course—The School and The Problem Child	Daily	July 8-19	1	Reckless	Cranf'd 2
126-226	Unit Course—Recent Developments in Industrial and Business Planning	Daily	June 17-28	1	Rautenstrauch	Cranf'd 2
130a-230a	Unit Course—American Economic Theory	Daily	July 22-Aug. 17	2	Kaplan	Kepler 1
181-281	World Economic Geography	Daily	June 17-Aug. 17	4	West	Gunter 2
182-282	Applied Economics	Daily	July 8-Aug. 17	3	Knies	Kepler 2
142-242	The Malay World	Daily	July 8-Aug. 17	3	Barker	Gunter 2
173-273	Foreign Policy of U. S.	Daily	June 17-Aug. 17	4	Dickerson	Cranf'd 2
192-292	Family in Modern Social Life	Daily	June 17-Aug. 17	4	Blue	Cranf'd 2



Time	Description	Days	Date	Cr.	Instructor	Room
:00-11:50 a.m.	<b>Education</b>					
76 100at 0bh-200bh 0bn-200bn	Psychology of Learning Unit Course—Education and the Public Unit Course—Credit Unions for Teachers Unit Course—New Movements in Secondary Ed.	Daily Daily Daily	July 8-Aug. 17 June 17-28 July 8-19	3 1 1	Wasson Miller Parsons	Kepner 206 Kepner 11 Kepner 215
	1. The Curriculum in Transition 2. The Creative Aspect of Extra-Curric. Activities 3. Student Participation in School Control 4. Provision for Individual Differences in H. S.	Daily Daily Daily Daily	July 8-19 July 22-Aug. 2 July 22-Aug. 2 Aug. 5-17	1 1 1 1	Thayer Eversull Prunty Foster (E)	Kepner 217 Kepner 215 Kepner 217 Kepner 215
101f-201f 112 162-262 163-263 167-267 182 195-295 212	Unit Course—Progressive Ed. & Social Change Improvement of Instruc., Arith. & Content Sub. Creative Education Organization of an Elementary School New Experiments in Secondary Education Library Reference Work Philosophy of Education Improvement of Instruction—Arith. and Content Subjects.—Graduate Students	Daily Daily Daily Daily Daily Daily Daily	June 17-28 June 17-Aug. 17 June 17-Aug. 17 June 17-Aug. 17 July 8-Aug. 17 July 17-Aug. 17 June 17-Aug. 17 July 17-Aug. 17	1 3-4 3-4 3-4 3 3 4 4	Watson McCowen Lyford Scott Wrinkle Wightman Arment'r't McKee	Kepner 215 Cranf'd 300 Kepner 222 Cranf'd 211 Kepner 218 Kepner 2 Cranf'd 214 Kepner 207
229b r. 104-204	Mental Tests and Measurements School Nursing	Daily Daily	July 8-Aug. 17 June 17-Aug. 17	3 4	Napier Coff	Kepner 9 Gunter 205
	<b>Fine and Industrial Arts</b>					
85b 85a-185a 109-209 114-214 114a-214a	Ele. Bookbinding and Leathercraft (Lab. arr.) Woodturning (Lab. arr.) History of Art Industrial Arts in Elem. and Junior High School Unit Course—Teaching Art Creatively in the Elem. and Secondary Schools	Daily Daily Daily Daily Daily	June 17-Aug. 17 June 17-Aug. 17 July 8-Aug. 17 June 17-Aug. 17 July 15-26	4 4 3 4 1	Schaefer Fouk Baker Moore Riddaway	Gugg. 100 Gugg. 7 Gugg. 200 Gugg. 204 Gugg. 204
120-220 150a-250a 164-264	Oil Painting Unit Course—Teaching of Art Appreciation Concrete and Alabaster in Gen. Shop (Lab. arr.)	Daily Daily Daily	June 17-Aug. 17 June 17-28 July 8-Aug. 17	3-4 1 3	Ellinger Baker Hutchcroft	Gugg. 203 Gugg. 204 Gugg. 102
	<b>Health and Physical Education</b>					
1 13	Hygiene for Women Tennis (Men)	Daily MTWTh	June 17-Aug. 17 June 17-Aug. 17	4 1	Cave Brown Davis (J.)	Gunter 201 Courts
30b 138-238 165	Intermediate Swimming (Women) Sociology of Play Football Coaching	MTWTh Daily Daily	June 17-Aug. 17 June 17-Aug. 17 July 8-Aug. 17	1 3-4 3	Anderson Springer Hancock	Pool Gunter 214 Gunter 103
	<b>Literature and Languages</b>					
13 62 110c 126-226	Story Telling First Course in Speech Creative Writing The Teaching of English in High School	Daily Daily Daily Daily	June 17-Aug. 17 July 8-Aug. 17 July 8-Aug. 17 June 17-Aug. 17	3-4 3 3 3-4	Tobey Blackburn Cross Carney, Abbott	Crabbe 301 Crabbe 207 Crabbe 302 Kepner 210
136 155b-255b	Recent Poetry, English and American Shakespearean Drama	Daily Daily	June 17-Aug. 17 June 17-Aug. 17	3-4 3-4	Newman Hawes	Crabbe 304 Crabbe 305
	<b>Music</b>					
110 120b	Principles of Music Education History of Music (Modern)	Daily Daily	July 8-Aug. 17 June 17-Aug. 17	3 4	Mohr Theman	Con. 6 Con. 1
	<b>Sciences</b>					
76 82 104-204 108-208	Plane Trigonometry Plane Analytical Geometry Teaching of Physical Sciences Science of Out-of-Doors (Trips, Wed. 1-5)	Daily Daily Daily Daily	June 17-Aug. 17 June 17-Aug. 17 June 17-Aug. 17 June 17-Aug. 17	4 4 4 4	Reynolds Mallory Robertson West, Jean, Harrah	Cranf'd 207 Kepner 205 Cranf'd 302 Cranf'd 301
151-251 168-268 286	Physiological Chemistry (4 hrs. lab. arr.) Contemporary Physics Differential Equations	Daily Daily Daily	June 17-Aug. 17 July 8-Aug. 17 June 17-Aug. 17	4 3 4	Bowers Herman Finley	Crabbe 101 Crabbe 106 Cranf'd 210
	<b>Social Studies</b>					
53-153 83 116-216 117-217 134a-234a 146-246 157a-257a 185-285	History of Ed. & Its Relation to Mod. Civilization The Sociology of Rural Life Meth. of Teaching Shorthand and Transcriptions Teaching Social Subjects—High School Modern Capitalism and Its Competitors Geographic Influence on American History Unit Course—Contribution of Swedish and Finnish Immigration to American Civilization Principles of Sociology	Daily Daily Daily Daily Daily Daily Daily Daily	June 17-Aug. 17 June 17-Aug. 17 June 17-Aug. 17 June 17-Aug. 17 July 22-Aug. 17 June 17-Aug. 17 Aug. 5-17 June 17-Aug. 17	4 4 4 4 2 4 1 4	Mahan Hargrove Bedinger Dickerson Kaplan Barker Larson Blue	Cranf'd 205 Cranf'd 203 Cranf'd 202 Cranf'd 104 Grotto Gunter 203 Kepner 217 Cranf'd 104
:00-12:50 p.m.	<b>Education</b>					
00bi-200bi 100j-200j 106-206 111 160-260 180 207	Unit Course—School Law Unit Course—The Public Junior College Character Education Improvement of Instruction—Language Arts The Pre-School Graphic Methods of Presenting Facts Personality of Young Children	Daily Daily Daily Daily Daily Daily Daily	June 17-28 June 17-28 July 8-Aug. 17 June 17-Aug. 17 June 17-Aug. 17 June 17-Aug. 17 June 17-Aug. 17	1 1 1 3-4 3-4 4 4	Foster, A.J. Scott Scott Lehr Lyford Bishop Harrison	Cranf'd 800 Cranf'd 207 Kepner 207 Kepner 215 Kepner 222 Kepner 2 Kepner 206
39-139 93-193	<b>Fine and Industrial Arts</b> Adv. Bookbinding and Leathercraft (Lab. arr.) Management of Home Arts Laboratories on Individual Instruction Plan	Daily Daily	June 17-Aug. 17 June 17-Aug. 17	4 3-4	Schaefer Newburn	Gugg. 100 Crabbe 207
	<b>Health and Physical Education</b>					
1b 30a 51b 73	Tap Dancing Beginning Swimming (Women) Playground Organization and Craft Work Speedball and Touchball (Men)	MTWTh MTWTh Daily Daily	July 8-Aug. 17 July 8-Aug. 17 July 8-Aug. 17 July 8-Aug. 17	1 1 2 2	Cave Anderson Springer Do'benmier	Gunter 107 Pool Gunter 205 Field
	<b>Literature and Languages</b>					
56 a, b 118a	American Literature Coaching Debate and Public Speaking	Daily Daily	June 17-Aug. 17 July 8-Aug. 17	4 3	Lindou Case	Crabbe 301 Crabbe 302

Time	Description	Days	Date	Cr.	Instructor	Room
12:00-12:50	(Continued) Literature and Languages					
122	Literature for Junior High School	Daily	June 17-Aug. 17	3-4	Tobey Abbott	Crabbe 30
135	Contemporary Drama (1930-1935)	Daily	June 17-Aug. 17	3-4	Newman	Crabbe 30
Sp. 109	Spanish Civilization (in English)	Daily	July 8-Aug. 17	3	Mulroney	Crabbe 30
<b>Music</b>						
55	Instrumental Materials and Class Procedure	Daily	June 17-Aug. 17	2	Ginsburg, McAllister	Con. 14
<b>Social Studies</b>						
20a	Bookkeeping	Daily	June 17-Aug. 17	4	Colvin	Cranf'd 2
189-239	Unit Course—The Rise and Fall of Technocracy	Daily	June 17-28	1	Rauten- strauch	Cranf'd 2
113-213	Teaching Social Subjects in Ele. Schools	Daily	June 17-Aug. 17	4	Hambrick	Cranf'd 2
115-215	Extra-Curric. Activities of Commercial Dept.	Daily	June 17-Aug. 17	4	Huddleston	Cranf'd 2
151-251	Ancient Social History	Daily	June 17-Aug. 17	4	Zim'erman	Cranf'd 2
157b-257b	Unit Course—Contribution of Norwegian and Danish Immigration to American Civilization	Daily	Aug. 5-17	1	Larson	Cranf'd 2
158-258	Social and Industrial History U. S.	Daily	June 17-Aug. 17	4	Peake	Cranf'd 1
187a-287a	Unit Course—Revolution and Religious Change	Daily	June 17-28	1	Wilson	Cranf'd 2
187b-287b	Unit Course—Revolution and Religious Change	Daily	July 8-19	1	Wilson	Cranf'd 2
1:00- 1:50						
<b>Education</b>						
Nur. 102	Curriculum and Principles of Teaching Applied to Schools of Nursing (double period)	Daily	June 17-July 19	4	Wolf, Kandel	Gunter 20
Nur. 157-257	Supervision in Schools of Nursing (double period)	Daily	July 22-Aug. 17	4	Kandel	Gunter 20
<b>Fine and Industrial Arts</b>						
194-294	Economic and Social Aspects of Rayon	Daily	July 8-Aug. 17	3	Roudebush	Crabbe 30
2:00- 2:50						
<b>Education</b>						
16	Camp Fire Leadership	M T	June 17-Aug. 17	2	Lee	Gunter 20
100bk-200bk	Unit Course—Primary Education					
	1. Use of Visual Materials	Daily	June 17-28	1	Rosenquist	Kepner 20
	2. Making the Past Real and Testing	Daily	July 8-19	1	Turner	Kepner 20
	3. Selection of Books for Very Young Children	Daily	July 22-Aug. 2	1	Dulin	Kepner 20
	4. The Kindergarten and the Courses in Reading	Daily	Aug. 5-17	1	Harrison	Kepner 20
100bl-200bl	Unit Course—Parent Education	Daily	Aug. 5-17	1	Cockrell	Cranf'd 2
100bm-200bm	Unit Course—Secondary Education					
	1. The Secondary School and American Tradition	Daily	July 8-19	1	Thayer	Cranf'd 2
	2. Provision for Guidance	Daily	July 22-Aug. 2	1	Eversull	Cranf'd 2
	3. New Objectives	Daily	Aug. 5-17	1	Foster, Eli	Cranf'd 2
*222	Educational Research and Clinic	Daily	June 17-Aug. 17	4		Cranf'd 2
	Elementary Education	M	June 17-Aug. 17		McKee	
	Educational Administration	T	June 17-Aug. 17		Troxel	
	Curriculum	W	June 17-Aug. 17		Rugg	
	Secondary Education	Th	June 17-Aug. 17		Wrinkle	
	Psychology	F	June 17-Aug. 17		Heilman	
<b>Fine and Industrial Arts</b>						
43	Home Makers Course (Cookery and Table Service, double period)	Daily	July 8-Aug. 17	3	Pickett	Crabbe 20
43a	Unit Course—Home Makers Course Cookery and Table Service (double period)	Daily	June 17-28	1	Pickett	Crabbe 20
<b>Health and Physical Education</b>						
11	Plays and Games (Women)	MTWTh	June 17-Aug. 17	1	Cave	Gunter 20
30	Elementary Swimming (Men)	MTWTh	June 17-Aug. 17	1	Brown	Pool
33	Gymnastics (Men)	MTWTh	June 17-Aug. 17	1	Davis, J. von den Steinen	Gunter
55	Unit Course—The Modern Dance (double period)	Daily	June 17-28		Davis, E.	Gunter 10
129a	Coaching Sports for Women	Daily	July 8-Aug. 17	2	Anderson	Gunter 10
<b>Music</b>						
114	Methods of Conducting	Daily	June 17-Aug. 17	2	Cline, McAllister	Con. 14
<b>Social Studies</b>						
176-276	Symposiums on Social Security—Old Age Pensions and Unemployment Insurance	Daily	July 8-Aug. 17	3	Dickinson, and others	Cranf'd 2
3:00- 3:50						
<b>Education</b>						
100bt-200bt	Unit Course—Mental Growth of Pre-School Child.	Daily	Aug. 5-17	1	Cockrell	Cranf'd 2
149-249	Seminar in Curric. Revision—Texas Program	Daily	July 8-Aug. 17	3	Ayer	Cranf'd 2
223	Research Graduate Students	M W	June 17-Aug. 17	2	Whitney	Cranf'd 2
<b>Health and Physical Education</b>						
19	Golf (Women)	MTWTh	July 8-Aug. 17	1	Springer	Gunter 10
22	Double Tumbling (Men)	MTWTh	June 17-Aug. 17	1	von den Steinen	Gunter
30a	Beginning Swimming (Women)	MTTh	June 17-Aug. 17	1	Anderson	Pool
22a	Problems in Physical Education	Daily	June 17-Aug. 17	3-4	Cave	Gunter 10
<b>Music</b>						
42-142	Orchestra	Daily	June 17-Aug. 17	2	Ginsburg	Kepner 1
43	Band	Daily	June 17-Aug. 17	2	Cline, McAllister	Kepner 9
<b>Sciences</b>						
47-48	Qualitative Analysis (6 hrs. lab. arr.)	Daily	June 17-Aug. 17	4	Bowers	Crabbe 10
<b>Social Studies</b>						
112-212	Unit Course—Analysis of the Report of Commission on Social Studies	Daily	Aug. 5-17	1	Krey	Cranf'd 1

Time	Description	Days	Date	Crs.	Instructor	Room
00- 4:50 p.m.	<b>Education</b>					
101a-201a	Unit Course—Philosophy of Progressive Education	Daily	June 17-28	1	Kilpatrick	L. Th.
	<b>Health and Physical Education</b>					
6 13a 105-205	Beginning Social Dancing	MTTh	July 8-Aug. 17	0	Springer Anderson Davis, E. Life Guard	Gunter 107 Courts Gunter 202 Pool
	Beginning Tennis (Women)	MTWTh	June 17-Aug. 17	1		
	Unit Course—The Creative Dance for Children	Daily	June 17-28			
	Recreational Swimming (Women)	MTWTh	June 17-Aug. 17	0		
00- 5:50 p.m.	<b>Health and Physical Education</b>					
	Recreational Swimming (Men)	MTWTh	June 17-Aug. 17	0	Hancock, Davis, (J.) Brown	Pool Jackson Field
	All College Softball Tournament	Daily	June 17-Aug. 17	0		
	<b>Music</b>					
43-143 44-144	Band	Daily	June 17-Aug. 17	2	Cline Theman	Kepner 11 Kepner 215
	Chorus	M Th	June 17-Aug. 17	1		

## Fees, Registration, Living Accommodations

The Summer School is open to all those who care to attend. Transfer of credits is not required until matriculation.

**REGISTRATION**—First Registration, Saturday, June 15; Second Registration, Saturday, July 6, 7 a. m. to 4 p. m., Gunter Hall of Health. Detailed information will be given out at time of registration.

**TUITION**—Two weeks, \$12.00, residents and non-residents; six weeks, \$25.00 for residents of Colorado, \$30.00 for non-residents; eight weeks, \$35.00 for residents of Colorado, \$40.00 for non-residents. *There are no laboratory, library, student, health, or any other fees.*

NOTE: *Wives of regularly enrolled students may take any courses offered, without credit, and without cost.*

**LIVING ACCOMMODATIONS**—Students are advised to obtain rooms through the Housing Bureau of the College. A list of approved rooms will be found in the Bureau. Prices: Six weeks dormitories, \$20.00 to \$28.00; off-campus houses, \$18.00 to \$24.00. Nine weeks dormitories, \$26.00 to \$34.00; off-campus houses, \$26.00 to \$36.00. Only a limited number of dormitory rooms are furnished with bedding. Board, \$4.00 to \$6.00 weekly. Men's dormitories—Board and room \$63.00 for full session of nine weeks.

**STUDENT TEACHING**—Students desiring to register for student teaching should communicate with Dr. Helen C. Davis, director of student teaching, before May 20.

### Summer Quarter, 1935

Long Session, June 17-August 17

Short Session, July 8-August 17

For additional information, write to the Department of Publications

# Colorado State Teachers College



H. J. W. O'CONNELL HALL OF INDUSTRIAL ARTS

DEDICATED TO THE  
NORMAL SCHOOL  
BY H. J. W. O'CONNELL





Colorado  
State  
College  
of  
Education  
Bulletin

Formerly  
Colorado State Teachers College

Year Book  
Number  
1935-1936

Greeley,  
Colorado

# College Calendar

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1935

## Summer Quarter

June	15	Saturday	- - -	Registration for long session
June	17	Monday	- - -	Classes begin
July	6	Saturday	- - -	Registration for short session
July	8	Monday	- - -	Classes begin

## Fall Quarter

Sept.	19	Thursday	-	Freshman Week begins; 10:30 a.m. Gunter Hall
Sept.	23	Monday	- - -	Registration of freshmen
Sept.	24	Tuesday	- - -	Registration of upper classmen
Sept.	25	Wednesday	- - -	Classes begin
Nov.	28-29	Thursday, Friday	- -	Thanksgiving (holiday)
Dec.	12-13	Thursday, Friday	- -	Final examinations
Dec.	14	Saturday	- - -	Christmas vacation begins

1936

## Winter Quarter

Dec.	30	Monday	-	Registration of new students; classes begin
Mar.	12-13	Thursday, Friday	- -	Final examinations
Mar.	14	Saturday	- - -	Spring vacation begins

## Spring Quarter

Mar.	23	Monday	-	Registration of new students; classes begin
May	6	Wednesday	- - -	Insignia Day
May	30	Saturday	- - -	Memorial Day
May	31	Sunday	- - -	Baccalaureate
June	4-5	Thursday, Friday	- -	Final examinations
June	6	Saturday	- - -	Commencement



COLORADO STATE COLLEGE  
OF EDUCATION · GREELEY

OFFICE OF THE PRESIDENT

Colorado State College of Education takes pleasure in presenting this, the 1935-36 Catalog and Yearbook.

An effort has been made to present not only general information about the college and a list of the courses offered, but to answer any questions a student or prospective student might desire answered.

It is my purpose to call your attention to a few special features. The admission requirements are different from most colleges. Student government is a vital part of the college administration. Two full time doctors look after the health of students, and hospitalization is paid for as a part of the college fees.

The first two years of college work (The General College) are non-professional and are concerned with the completion of a general education. The Professional College, beginning with the junior year, is organized for the professional preparation of teachers.

If you are already graduated from college you will find a well organized and functioning Graduate School. A special Graduate School catalog will be sent to you if you desire.

Graduates of Colorado State College of Education are employed in every state in the Union and in many foreign countries.

You will find this a college known far and wide for its progressiveness and its sincere professional work. You will also find that the friendly spirit so typical of the west permeates the campus and is present wherever students and faculty meet.

If you still have unanswered questions after you have read this catalog please write to me.

Sincerely

George Willard Frasier  
President

# A Guide for the Student

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The student will find in this catalog much information not contained in any of the other college publications. This should be used as your official guide.

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The following index will help you to find what you want.

Academic Regulations .....	Page 107
Admission Regulations	
General College .....	Page 27
Professional College .....	Page 37
Courses open to General College Students.....	Page 29
Courses open to Professional College Students .....	
These are listed by divisions and will be found on pages as follows: Arts (Fine), 40; (Home Arts), 44; (Industrial Arts), 47; Education, 52; Health and Physical Education, 63; Literature and Languages, 68; Music, 79; Sciences, 83; Social Studies, 94; (Business), 97; (Geography), 99; (History), 100; (Political Science), 103; Sociology, 103.	
Faculty .....	Page 17
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# Expenses for Each Quarter

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The expenses here set forth are for one quarter of college work.

Tuition (Out-of-state residents pay \$5.00 additional) .....	\$15.00
Registration Fee (Excepting when matriculation fee is paid) .....	2.50
Health Service Fee .....	1.00
Library Fee .....	2.50
Associated Students Fee (average) .....	5.00
Board and Room (average) .....	84.00
Books (estimated) .....	5.00
<b>Total</b> .....	<b>\$115.00</b>
Matriculation fee (Paid once; by new students only) .....	5.00

*ing his proposal, he said himself that "about a thousand letters were received" from interested persons.*

*When after several meetings in New York the plan was well-formed, a committee was sent out to this land of promise so vividly pictured by Mr. Meeker to find a location for the proposed colony. The committee went first to Denver, and then to Colorado Springs, and even farther south. It went to Utah. But eventually it returned to the vicinity that Mr. Meeker had originally suggested, the spot that inspired him to propose the plan, and the spot that became Greeley, named in honor of the famous New York editor, Horace Greeley, was finally selected as the one best located and holding the greatest promise.*

*"A community of men of temperance and good habits" was the ideal of Mr. Meeker, and to insure such a community not only for the time being, but for all time, there was written into the deed of every parcel of land in the colony the injunction that no intoxicating liquors should be manufactured or sold on the premises. And Greeley has for all time been a clean, wholesome city—truly a place where parents might rear their children, and send them to school with a feeling of security.*

*Thus was the original organization formed, and soon after, in 1870, the Greeley Colony was established on the banks of the Poudre, and the injunction laid down by Mr. Meeker at the formation has been the sound foundation on which the community was builded, has thrived, and on which it continues to stand as a bulwark against all the destructive changes of society and time:*

*"The leading object is to have schools, churches, and good society."*

*The reputation of this new community spread rapidly; a reputation for character and stability, and a land of promise. It became the center of agriculture and livestock development, and the climate and the location, with the mountains so close at hand, added to the lure which brought new settlers. Today*

*it is the center of the largest and most prosperous agricultural district in all the west. It has a population of 13,000. It is a city of attractive homes, and shade trees line its wide streets in every direction.*

*Schools, churches, and good society have ever since been the foremost thought of all who have had a controlling influence in the life and government of Greeley.*

*It is this wholesome atmosphere that has made Colorado State College of Education an ideal place for young people seeking higher education.*

## *The First Normal School*

*Mr. Meeker said that not only should one of the first institutions established be a common school, but that "also higher branches should be taught." That this thought should be carried out seemed assured early in the life of the colony—and perhaps it was by necessity—for very early there was experienced a difficulty in obtaining sufficient teachers for the rapidly increasing number of children in the schools. There was no institution in Colorado devoted exclusively to the task of preparing teachers, and it was necessary to send to other states for them.*

*Thus it happened that when the colony was only eighteen years old there was started a movement to establish a state normal school, started quite naturally by those who were carrying out the plans of Nathan Meeker as suggested in the foundation of the Greeley Colony. As a result there was created by the legislature the State Normal School. On April 1, 1889, Job A. Cooper, governor of the state, signed the bill.*

*But there was precious little money with which to buy necessary land and erect buildings, and, much opposition had to be overcome.*

*The bill establishing the Normal School said "provided that a donation shall be made of a site for said State Normal*

*School. It also stipulated that the building to be erected thereon should cost not less than \$25,000, and at the same time it carried an appropriation of only \$10,000. But there was a joker in the bill. The \$10,000 was to come out of state funds "not otherwise appropriated." There were no such funds.*

*But the pioneer spirit still prevailed, and those who were following in the footsteps of Nathan Meeker were not to be thwarted by little things. They had been used to hardships, and to trials and tribulations, and as they had faced them before and had overcome them, they found the way to surmount these new obstacles to success.*

*The original campus, consisting of forty acres, was donated. Thirty-two acres of it was donated by J. P. Cranford of New York City, who owned a large tract of land in this new country; and the rest of the land as well as the \$15,000 necessary to make up the \$25,000 fixed by the legislators as the price of the first building were contributed by what was known as the Colorado Mortgage and Investment company of London, a company financed by residents of Great Britain who saw the advantages in this ideal community.*

### *Friday the Thirteenth*

*Again the pioneer spirit manifested itself. There was needed the other \$10,000 necessary to comply with the provisions of the bill fixing \$25,000 as the cost of the building. This fund was raised by local subscription.*

*At last the big difficulties seemed to be out of the way and the first normal school in the state was now a certainty. It is significant that in the face of all the obstacles encountered, those back of the movement hurled defiance at superstition and set Friday the thirteenth of June, 1890, as the date for laying the cornerstone.*

*The state acknowledged its debt to the people of Greeley in the following words of Governor Cooper in his message to the Eighth General Assembly:*

*It is for the General Assembly to make such provision for the financial support of the Normal School as will meet its necessities. Nearly one hundred teachers are already in training, the school having opened its doors on October 6, 1890. Thus far the state is indebted to the city of Greeley and the County of Weld for every dollar invested in this school.*

*The wisdom of the choice of Nathan Meeker found confirmation twenty years afterward in the words of Governor Cooper when at the laying of the cornerstone of this, the state's first normal school, he said:*

*"As I stand here today and look out upon this beautiful panorama of mountain, valley, and plain, I desire to congratulate the people of this commonwealth on the magnificent location of the State Normal School.*

*"We meet \*\*\*\*\* to rejoice together in another step taken by our proud state towards the bettering, the educating, the elevating of its people. \*\*\*\*\* We congratulate today those who, realizing that material prosperity alone will not build a worthy state, have with untiring zeal pushed forward the well laid plans that have made the ceremonies of today possible.*

*"Universal education must be the foundation stone upon which we must build for the future. The school room must be the nursery and citadel of intelligence, liberty, Americanism.*

*"Upon this foundation stone laid today will rise an institution to prepare leaders in this great work. Everywhere in all branches of work there is a constantly increasing demand for trained workers. The apprentice serves years before he attempts to fill the place of the master workman. The nurse is under long discipline before she is entrusted with the perplexities of physical ills. Successful generals have not become so by intuition or by accident. Long years of study, tireless labor, and drill in their own line have fitted them for their special work. Shall we then turn over the highest of all callings, the most momentous and vital of all interests, to untrained and unskilled hands?*

*"Possession of knowledge in no wise proves a power to impart it, and is but a small part of the*

*thorough preparation needed for the education of youth. All the necessity of knowing how that exists in other lines of work exists here in a greater degree in proportion to the interest at stake, which is no less than the largest prosperity of our nation, the stability and beneficence of our government."*

*Eager to carry forward the aims of education and culture, the people could not wait for occupancy of the building they had just started to erect. And again they showed their spirit of progressiveness and determination by electing a president of the college-to-be and a staff of four instructors and began classes in rented rooms in downtown office buildings and a church. Thus the normal school began to function.*

## *Steady March of Progress*

*Colorado State College of Education has been reared on ideals first promulgated in the words of Fred Dick, then State Superintendent of Public Instruction, delivered at the cornerstone laying as follows:*

*"First, its diplomas should stand for knowledge, and should constitute an unquestioned credential in this state or anywhere else.*

*"Second, it must stand for mental power. Its graduates must be leaders and able to give instructions in other matters than the ordinary routine of school duties.*

*"Third, it must stand for character. On this depends the teachers' influence. No question as to the character of any graduate of the State Normal School of Colorado must ever be raised."*

*From this beginning of one wing of a building and a staff of a president and four instructors, there has grown a physical plant of sixteen substantial buildings, modern in every respect for the purposes for which they were erected, and a staff of ninety-seven instructors, an institution recognized everywhere as one of the foremost teacher-education colleges in the country. From the first year's enrollment of*



*ninety-six, the student body has grown to an average of 1800 annually, with an average summer school enrollment of 2000.*

*Equally significant, if not more so, has been the progress from an educational standpoint. This may be incidentally noted in the changes of names of the institution. When it was felt that the title Normal School did not adequately represent the advanced education that had followed with development of the school, the proper steps were taken to give the school the more significant title of college—Colorado State Teachers College—and now because of still more advanced thinking and educational progression it has seemed proper to change the title to the Colorado State College of Education.*

*This change has not all been voluntary. The advancement of education generally has had much to do with it, and the demands of the public schools, based on the requirements for more advanced preparation of the teachers, have also had their influence. The normal school is a two year institution. In accordance with the regulations set up by the profession and by professional organizations, Colorado State Normal School granted certificates on the completion of the two year course. With the granting of the bachelor of arts degree on the completion of four years' preparation, the Normal School passed to the status of a college, and the change of the title to Colorado State Teachers College was a natural consequence. There was added the fifth year of work, which carried with it the conferment of the master of arts degree. This was followed, in 1927, by still more advanced work leading to the doctor of philosophy degree. With a fully developed graduate as well as undergraduate college, the name was again changed on February 16, 1935, to Colorado State College of Education.*





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Vice-President of the College; Professor of Education.

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CLARENCE T. BAAB, A.B., A.M., *Colorado State College of Education*.

Instructor in Industrial Arts.

GRACE M. BAKER, B. ART ED., *Chicago Art Institute*; B.S., A.M., *Columbia University*.

Professor of Art; Head of Division of the Arts.

GEORGE ALEXANDER BARKER, B.S., M.S., *University of Chicago*.

Professor of Geography.

SAMUEL CLAY BEDINGER, LL.B., *LaSalle Extension University*; A.B., A.M., *Colorado State College of Education*.

Assistant Professor of Business Education.

JOHN RANDOLPH BELL, PH.B., A.M., *University of Colorado*; LITT.D., *University of Denver*.

Professor of Sociology.

RALPH THOMAS BISHOP, A.B., *Colorado State College of Education*; A.M., *Stanford University*.

Professor of Industrial Arts.

MARGARET BLACKBURN, A.B., A.M., *University of Iowa*; *Central School of Speech*, London; *Theodora Irvine School of the Theatre*, New York.

Assistant Professor of English.

HAROLD GRANVILLE BLUE, A.B., A.M., *Colorado State College of Education*.

Professor of Sociology.

WILLIAM GRAY BOWERS, B.S., *Ohio Wesleyan University*; A.M., *Indiana University*; PH.D., *Ohio State University*.

Professor of Chemistry.

PETER BROWN, A.B., *Colorado State College of Education*.

Instructor in Physical Education.

MARGARET ELIZABETH BRYSON, A.B., *University of Texas*; A.M., *Colorado State College of Education*; M.D., *University of Colorado*.

Professor of Physical Education; Physician for Women.

ELIZABETH CARNEY, A.B., A.M., *Colorado State College of Education*.

Associate Professor of English; Supervising Teacher, College Secondary School.

JEAN CAVE, B.S., *Kansas State Teachers College*; A.M., *Columbia University*; student, *Niels Bukh School of Gymnastics, Ollerup, Denmark*.

Professor of Physical Education; Co-Head of Division of Health and Physical Education.

JOHN ELBERT CHADWICK, A.B., A.M., *Colorado State College of Education*; student with Iliiff Garrison, Harry L. Vibbard, Dr. William Berwald, Dr. Adolf Frey, Charles Marie Widor, and Henri Libert, *Premier Prix d'Orgue at Fontainebleu, France*.

Instructor in Piano.

JAMES DEFOREST CLINE, B.M., *Eastman School of Music, University of Rochester*; student with Kuria Strong, Percy Rector Stephens, Arthur Edward Johnstone, Howard Hansen, and Eugene Goosens.

Professor of Music; Head of Division of Music.

BLANCHE RUMBLY COLLINS, Diploma in Public School Music, *Cornell University*; Music Certificate, *University of Colorado*; A.B., *Colorado State College of Education*.

Assistant Professor of Public School Music; Supervising Teacher, College Elementary and Secondary Schools.

AMBROSE OWEN COLVIN, B.C.S., *Denver University*; A.M., *Colorado State College of Education*.

Professor of Business Education.

ETHAN ALLEN CROSS, A.B., *University of Illinois*; A.M., *University of Chicago*; PH.D., *Columbia University*.

Professor of English; Head of Division of Literature and Languages.

\*HELEN CALDWELL DAVIS, A.B., *Grinnell College*; A.M., *University of Iowa*; PH.D., *University of Chicago*.

Professor of Elementary Education; Director of Student Teaching.

JOHN SOLOMON DAVIS, B.S., *Ottawa University*; A.M., *Colorado State College of Education*.

Associate Professor of Physical Education.

OLIVER MORTON DICKERSON, A.B., A.M., PH.D., *University of Illinois*.

Professor of History and Political Science; Head of Division of the Social Studies.

JULE STATTON DOUBENMIER, A.B., A.M., *Colorado State College of Education*.

Assistant Professor of Physical Education; Supervising Teacher, College Elementary and Secondary Schools.

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\*On leave Fall quarter, 1935.

ETHEL TURNER DULIN, B.S., *George Peabody College for Teachers*; A.M., *Columbia University*.

Associate Professor of Primary Education; Supervising Teacher, College Elementary School.

RICHARD GORDON ELLINGER, A.B., *Harvard University*; Diploma, *Massachusetts School of Art*; student of Maurice Sterne, Jonas Lie, and Eugene Steinhof.

Associate Professor of Art.

GEORGE WILLIAM FINLEY, B.S., M.S., *Kansas State Agricultural College*.

Professor of Mathematics.

CHESTER KIMES FLETCHER, A.B., *Pacific University*; A.M., *Colorado State College of Education*.

Associate Professor of Extra-Mural Education.

ARTHUR JOSEPH FOSTER, A.B., A.M., *Colorado State College of Education*.

Associate Professor of Extra-Mural Education.

CHARLES MEADE FOULK.

Professor of Industrial Arts, Emeritus.

CATHERINE CRATES GIBERT, A.B., *Ohio Wesleyan University*; A.M., *Ohio State University*; student, *University of Dijon*, *University of Strasbourg*; *Institut de Touraine*.

Associate Professor of Foreign Languages.

HENRY TRUSTMAN GINSBURG, B.M., *Denver College of Music*; Student with Henry Schradieck, Sametini, Svecenski, Saslavsky, Heifetz, and Thibaud.

Instructor in Music.

FITZHUGH LEE HAMBRICK, A.B., *University of Oklahoma*; A.M., *Colorado State College of Education*.

Assistant Professor of Elementary Social Studies; Supervising Teacher, College Elementary School.

JOHN WILLIAM HANCOCK, JR., A.B., *State University of Iowa*.

Professor of Physical Education; Co-Head of Division of Health and Physical Education.

WILLIAM HENRY HARGROVE, B.S. in Agri. Ed., B.S., *School of Education, University of Missouri*; A.M., *Colorado State College of Education*.

Professor of Rural Education.

\*EZRA CLARENCE HARRAH, A.B., *Southwestern College*; A.M., PH.D., *University of Illinois*.

Professor of Zoology.

MARTHA LUCILLE HARRISON, PH.D., A.M., *University of Chicago*.

Associate Professor of Kindergarten-Primary Education; Supervising Teacher, College Elementary School.

\*\*JOSEPHINE MARY HAWES, A.B., A.M., *Colorado State College of Education*; Student, *Cambridge University*, England.

Associate Professor of English.

\*On leave Fall quarter, 1935.

\*\*On leave Winter, Spring, and Summer quarters, 1936.

JACOB DANIEL HEILMAN, A.B., *Muhlenberg College*; PH.D., *University of Pennsylvania*.

Professor of Educational Psychology; Director of Personnel Department.

ARTHUR WILLIAM HENDERSON, B.M., *University of Rochester, Eastman School of Music*; Student with Max Landow, Edgar J. Rose, Donald M. Tweedy, Melville Smith, Irvine McHose, Edward Royce, Bernard Rogers, Herbert Inch and Harold Gleason.

Instructor in Music.

FRED LOUIS HERMAN, B.S., *University of Nebraska*; A.M., *Stanford University*; Student, *Sorbonne, Ecole de Cavalaire Saumur, France*.

Associate Professor of Physics.

IRA WOODS HOWERTH, A.B., *Northern Indiana Normal School*; A.B., *Harvard University*, A.M., PH.D., *University of Chicago*.

Professor of Sociology, Emeritus.

†CECIL ROBERT HUTCHCROFT, A.B., A.M., *Colorado State College of Education*.

Instructor in Industrial Arts.

FRANK COVERT JEAN, A.B., A.M., PH.D., *University of Nebraska*.

Professor of Biology; Head of Division of the Sciences.

PHOEBE MILLER KANDEL, R.N., *Western Reserve University School of Nursing*; B.S., A.M., *Teachers College, Columbia University*.

Professor of Nursing Education.

ELIZABETH HAYS KENDEL, A.B., *Colorado State College of Education*.

Associate Professor of Mathematics; Supervising Teacher, College Secondary School.

WINFIELD LE ROY KNIES, A.B., *Colorado State College of Education*; A.M., *University of Washington*.

Associate Professor of Business Education.

ROSE LAMMEL, A.B., A.M., *Colorado State College of Education*.

Assistant Professor of Elementary Science; Supervising Teacher, College Elementary School.

HELEN LANGWORTHY, A.B., A.M., *State University of Iowa*; Student, *American Laboratory Theater, New York City*, and *Irvine Studio for the Theatre, New York City*.

Assistant Professor of English.

ELIZABETH LEHR, B.S., A.M., *Teachers College, Columbia University*.

Associate Professor of Elementary Education; Supervising Teacher, College Elementary School.

LESLIE DAE LINDOU, A.B., *University of Minnesota*; A.M., *University of Wisconsin*.

Assistant Professor of English.

GENEVIEVE LEMON LYFORD, B.H.S., *Oregon Agricultural College*; B.S., *Columbia University*; A.M., *Colorado State College of Education*.

Professor of Pre-School Education; Supervising Teacher, College Elementary School.

†On leave Fall, Winter, and Spring quarters. 1935-1936.



THOMAS JEFFERSON MAHAN, A.B., A.M., *Colorado State College of Education*;  
PH. D., *Columbia University*.

Professor of Education; Dean of Men.

ARTHUR ERNEST MALLORY, A.B., A.M., *University of Kansas*; PH.D.,  
*George Peabody College for Teachers*.

Professor of Mathematics.

††ANNIE MARGARET MCCOWEN, A.B., *Bessie Tift College*; B.S., A.M.,  
*Teachers College, Columbia University*; PH.D., *University of Iowa*.

Professor of Elementary Education; Adviser of Elementary Majors.

PAUL MCKEE, A.B., *Monmouth College*; A.M., PH.D., *University of Iowa*.

Professor of Elementary Education; Director of College Elementary  
School.

SARAH HALE MCROBERTS, B.S., *University of Iowa*; A.M., *New York Uni-  
versity*.

Instructor in Physical Education.

FLORENCE MARGUERITE MEYER, A.B., *Grinnell College*; A.M., *University of  
Chicago*.

Assistant Professor of English; Supervising Teacher, College Elementary  
School.

ESTELL ELGAR MOHR, B.S., *Teachers College, Columbia University*; A.M.,  
*Colorado State College of Education*.

Associate Professor of Public School Music.

GEORGIA ETHEL MOORE, B.S., A.M., *Teachers College, Columbia University*.

Assistant Professor of Art.

MARGARET MULRONEY, A.B., A.M., PH.D., *University of Iowa*; Student,  
*Centro de Estudios Historicos, Madrid, Spain*.

Professor of Foreign Languages.

VERA NEWBURN, B.S., *Hastings College*; M.S., *Teachers College, Columbia  
University*.

Associate Professor of Home Arts; Supervising Teacher, College Ele-  
mentary and Secondary Schools.

ORA BROOKS PEAKE, A.B. A.M. PH.D. *University of Michigan*.

Associate Professor of History.

KENNETH FREDERICK PERRY, A.B., A.M., *Colorado State College of Educa-  
tion*.

Professor of Industrial Arts.

ETHEL BLANCHE PICKETT, B.S., A.M., *Teachers College, Columbia University*.

Associate Professor of Home Arts.

\*\*PAULINE CRAIG POGUE, A.B., A.M., *Colorado State College of Education*.

Associate Professor of History; Supervising Teacher, College Secondary  
School.

†† On leave Winter Quarter, 1936.

\*\* On leave Winter, Spring, and Summer Quarters, 1936.

- ISAAC JAMES QUILLEN, A.B., *University of Delaware*; A.M., *Yale University*.  
Assistant Professor of Social Sciences; Supervising Teacher, College Secondary School.
- MARTIN LUTHER ROBERTSON, A.B., *Michigan State Normal College*; A.M., PH.D., *University of Michigan*.  
Assistant Professor of Science; Supervising Teacher, College Secondary School.
- LUCY LYNDE ROSENQUIST, PH.B., *University of Chicago*; A.M., *Teachers College, Columbia University*.  
Associate Professor of Primary Education; Supervising Teacher, College Elementary School.
- MARGARET MOORE ROUDEBUSH, PH.B., *University of Chicago*; A.B., *Mississippi State College for Women*; M.S., *University of Chicago*.  
Professor of Home Arts; Director of Off-Campus Housing.
- EARLE UNDERWOOD RUGG, A.B., A.M., *University of Illinois*; PH.D., *Columbia University*.  
Professor of Education; Head of Division of Education; Librarian.
- OTTO WILLIAM SCHAEFER, M.S., *Colorado State College of Agriculture and Mechanic Arts*.  
Professor of Industrial Arts, Emeritus.
- EDITH MARIE SELBERG, A.B., A.M., *Colorado State College of Education*.  
Associate Professor of Biology; Supervising Teacher, College Secondary School.
- JOHN HENRY SHAW.  
Instructor in Journalism; Director of Department of Publications.
- HELEN ETTA SPRINGER, B.S., *University of Iowa*.  
Assistant Professor of Physical Education.
- CHARLES EDMUND STEWART, A.B., A.M., *Colorado State College of Education*.  
Associate Professor of Extra-Mural Education.
- ESTELLE STINCHFIELD, B.F.A., *University of Denver*; Special Diploma in Fine Arts, *Teachers College, Columbia University*; Student *Academie Montparnasse*; Andre Shote Critic, Paris, France; Percival Tudor-Hort, London, England.  
Instructor in Art.
- FRANCES TOBEY, B.S., *Western Normal College (Iowa)*; A.B., *Colorado State College of Education*; A.M., *Teachers College, Columbia University*; Student, *University of Oxford*.  
Professor of English.
- OLIVER LEONARD TROXEL, B.S., *North Central College (Illinois)*; A.M., PH.D., *University of Minnesota*.  
Professor of Education.
- FLOSS ANN TURNER, PH.D., *University of Chicago*; A.M., *Teachers College, Columbia University*.  
Associate Professor of Primary Education; Supervising Teacher, College Elementary School.

- SUSAN HART VAN METER, B.S., *University of Missouri*; A.M., *Teachers College, Columbia University*.  
Associate Professor of Elementary Education; Supervising Teacher, College Elementary School.
- EDWARD VON DEN STEINEN, M.D., *Western Reserve University*.  
Professor of Physical Education; Physician for Men.
- WALLACE THEODORE WAIT, B.S., *Whitworth College*; A.M., PH.D., *University of Washington*.  
Professor of Educational Psychology.
- LEE ROY WEST, B.S., *Southwestern State Teachers College (Oklahoma)*; A.M., *George Peabody College for Teachers*.  
Associate Professor of Geography.
- FREDERICK LAMSON WHITNEY, ED.B., PH.B., A.M., *University of Chicago*; PH.D., *University of Minnesota*.  
Professor of Education; Director of the Graduate School.
- EMITH GALE WIEBKING, A.B., A.M., *Colorado State College of Education*.  
Associate Dean of Women; Associate Professor of Home Arts.
- GRACE HANNAH WILSON, A.B., *Colorado College*; A.M., PH.D., *Columbia University*.  
Professor of Education; Dean of Women.
- WILLIAM LAWRENCE WRINKLE, A.B., A.M., *Colorado State College of Education*; PH.D., *New York University*.  
Professor of Secondary Education; Director of the College Secondary School.
- HELENA ZAHNEN, A.B., *University of Colorado*; A.M., *Teachers College, Columbia University*; Student, *Universidad Nacional, Mexico*.  
Instructor in Languages; Supervising Teacher, College Secondary School.
- ARTHUR FRANKLIN ZIMMERMAN, A.B., *McKendree College*; A.M., *Teachers College, Columbia University*; B.D., *Drew Theological Seminary*; PH.D., *University of Illinois*.  
Professor of History; College Chaplain.



## Library

EARLE UNDERWOOD RUGG, A.B., A.M., PH.D.  
Librarian.

ALBERT FRANK CARTER, M.S., *State Normal School (Pennsylvania)*; A.B.,  
*Colorado State College of Education*.  
Professor of Library Administration, Emeritus.

DORIS GATELY DOYLE, A.B., *University of Denver, School of Librarianship*.  
Assistant Librarian.

RACHEL BRANSON-GILBERT, A.B., *University of Nebraska*; B.S. in L.S.,  
*Western Reserve University*.  
Assistant Librarian.

STELLA McCLENAHAN, A.B., A.M., *Colorado State College of Education*.  
Assistant Librarian.

CLIFFORD BUEL WIGHTMAN, A.B. in Ed., *University of Michigan*; A.B. in  
*Library Science, University of Michigan*; A.M., *University of Michigan*.  
Reference Librarian.



# Guest Faculty

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## Summer School, 1935

- DR. ALLAN ABBOTT, *Teachers College, Columbia University.*
- DR. FRED C. AYER, Professor of School Administration, *University of Texas.*
- DR. WILLIAM C. BAGLEY, Professor of Education, *Teachers College, Columbia University.*
- MR. THOMAS BENTON, Leader in Modern Art, New York City.
- DR. JEAN BETZNER, Assistant Professor of Education, *Teachers College, Columbia University.*
- DR. HENRY M. BUSCH, Head of Division of Extension Education, *Western Reserve University.*
- DR. BEN MARK CHERRINGTON, Professor of International Relations, *University of Denver.*
- DR. DURA-LOUISE COCKRELL, Director of Parent Teacher Education, Fort Worth, Texas.
- MISS EVELYN DAVIS, *Evelyn Davis School of the Dance, Washington, D.C.*
- MR. E. E. ERICSON, Director, Division of Industrial Education, Santa Barbara, California.
- DR. HERBERT E. EVANS, Counselor to Protestant Students, *Columbia University.*
- DR. FRANK EVERSULL, President, *Huron College, Huron, South Dakota.*
- MR. ELI FOSTER, Principal, *Central High School, Tulsa, Oklahoma.*
- DR. EDWARD HOWARD GRIGGS, Author and Lecturer, Croton-on-Hudson, New York.
- MRS. JEAN CROSBY HANSEN, Home Counselor, *Union High School, Phoenix, Arizona.*
- DR. L. THOMAS HOPKINS, Associate Professor of Education, *Teachers College, Columbia University.*
- MR. LOUIS D. HUDDLESTON, Department of Commerce, *John Adams High School, Cleveland, Ohio.*
- DR. H. GORDON HULLFISH, Professor of Education, *Ohio State University.*
- MR. WILLIAM L. HUNTER, Head of Division of Industrial Arts, *Iowa State College.*

- DR. A. D. H. KAPLAN, Professor of Economics, *University of Denver*.
- DR. WILLIAM HEARD KILPATRICK, Professor of Education, *Teachers College, Columbia University*.
- DR. A. C. KREY, Professor of History, *University of Minnesota*.
- DR. LAURENCE M. LARSON, Head of Department of History, *University of Illinois*.
- MR. A. R. MCALLISTER, Director, *Joliet High School Township and Junior College Band, Joliet, Illinois*.
- MR. CLYDE R. MILLER, Director, Bureau of Educational Service, *Teachers College, Columbia University*.
- DR. JOHN H. NAPIER, JR., Superintendent of Schools, Emeryville, California.
- DR. EVELYN NEWMAN, Professor of English, *Rollins College, Winter Park, Florida*.
- MISS BERTHA M. PARKER, Elementary School, *University of Chicago*.
- MRS. GEORGIA BONNEVILLE PARSONS, President, *National League of Teachers Associations, Hollywood, California*.
- DR. S. R. POWERS, Professor of Natural Sciences, *Teachers College, Columbia University*.
- DR. MERLE PRUNTY, Director of Personnel, *Stephens College, Columbia, Missouri*.
- DR. WALTER RAUTENSTRAUCH, Professor of Industrial Education and Head of Department, *Columbia University*.
- DR. WALTER CADE RECKLESS, Professor of Sociology, *Vanderbilt University*.
- MISS HELEN RIDGAWAY, Artist and Teacher, New York City.
- DR. CHARLES RUSSELL, President, *State Teachers College, Westfield, Massachusetts*.
- MR. IRA SCOTT, Superintendent of Schools, Garden City, Kansas.
- DR. FRED STRICKLER, Associate Professor of Industrial Arts, *Teachers College, Columbia University*.
- DR. DAVID SNEDDEN, Professor of Education, *Teachers College, Columbia University*.
- MISS RACHEL W. TAYLOR, Director of Art Education, State of Delaware.
- MR. V. T. THAYER, Director, *Ethical Culture School, New York*.
- DR. WILLIAM E. WARNER, Professor of Industrial Arts, *Ohio State University*.
- DR. GOODWIN WATSON, Associate Professor of Education, *Columbia University*.
- MR. LLOYD E. WEBSTER, Associate Professor of Physical Education, *University of Southern California*.
- MISS LULU K. WOLF, Assistant Professor of Nursing, *Medical College of Richmond, Virginia*.
- DR. BEN WOOD, Director, Bureau of Collegiate Educational Research, *Columbia University*.
- DR. CAROLINE B. ZACHRY, Committee on the Study of Adolescents, *Progressive Education Association, New York*.

# The General College

COLORADO STATE COLLEGE OF EDUCATION  
LIBRARY  
AT  
GREELEY







# The General College

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THE General College was organized to satisfy a demand for two years of college work following the secondary school. It has a two-fold purpose: (1) Provide a general education for those who for various reasons will not attend college longer than two years, and (2) provide the best possible preparation for advanced study in the Professional College.

## Admission

Admission to the General College is open to all graduates of accredited high schools on recommendation of the high school principal. The principal will base his recommendation on health, good character, and ability to do college work.

Entering freshmen take a battery of examinations. These are not a part of the entrance requirements, but the scores are used for the purpose of advice and guidance.

Graduates of non-accredited high schools will be conditionally admitted on recommendation of the high school principal. Upon the completion of successful college work for one year all conditions will be removed.

High school graduates whose scholastic rating places them in the lowest twenty-five per cent of the class seldom do acceptable college work and therefore are not encouraged to apply for admission.

Admission will be granted to others who have not graduated from high school provided the applicant is not under twenty years of age and makes satisfactory scores in the matriculation tests and meets the other requirements relative to health, character, and ability. Such applicants should consult the registrar before taking the tests.

Every student must take a health examination given by one of the college physicians. Admission will be denied anyone having a communicable disease.

## Program of Studies

The General College offers three plans of study. These are designated as Curriculums, A, B, C.

### CURRICULUM A

Curriculum A is planned to meet the interests, needs, and abilities of each student enrolled. There are no prescribed courses. The program for each student is arranged by the student in cooperation with the director of the Personnel Department. Students will be admitted to Curriculum A only upon application. Enrollment in this group is limited to sixty freshmen.

### CURRICULUM B

Curriculum B will consist of courses in the arts, the sciences, and the social-economic studies, and in addition will include attention to experiences in effective social living through a social activities program with individual and group guidance. The election of courses on the basis of individual interests will be encouraged, but the extent of election will be limited in most cases to one course or activity because of the amount of time given to the general program. Newest developments in educational practice will be introduced into this program. Two or more teachers in a single class, freedom for individual research and experimentation, extensive student participation, and many other interesting aspects of progressive education will be involved. Students will be admitted to Curriculum B only upon application. Enrollment in this group is limited to sixty freshmen.

## CURRICULUM C

Curriculum C will be open to all other freshmen entering the General College.

## FRESHMAN YEAR

No.		Hrs.
Eng. 40a, b, c.	World Literature .....	12
Sci. 3a, b, c.	Introduction to Science ....	12
Art 20a, b, c.	Art Appreciation .....	6 hrs.
Music 1a, b, c.	Outlines of Music .....	6 hrs.
		<hr/>
		12
Soc. Studies 4.	Contemporary World History .....	4 hrs.
Soc. Studies 41.	World Geography .....	4 hrs.
Health and Phys. Ed. 1.	Personal Hygiene .....	4 hrs.
		<hr/>
		12
		<hr/>
		48

## SOPHOMORE YEAR

Soc. Studies 2a, b, c.	An Introduction to the Social Studies .....	12
Subjects to be selected by the student.....		36
		<hr/>
		48

In selecting studies for the sophomore year in Curriculum C the student should be guided by his plans for later major and minor fields. In general, he should select three sequences running through the year. Subjects for Curriculum C during the sophomore year will be found on the following pages.

## Division of the Arts

The work of the General College in the Division of the Arts is designed to give instruction in fundamentals pertaining to the respective fields.

The courses presented lead to a development and understanding of the arts basic in a cultural education.

The following nonspecialized art courses must be taken by all students in Curriculum C:

No.	Hrs.
20a, b, c. Art Appreciation (2 hrs. each quarter).....	6

The following courses are open to students in the General College:

### Fine Arts

Students who plan to major in Fine Arts in the Professional College should take 1, 2, and 12 during the sophomore year.

No.	Hrs.
1. Freehand Drawing .....	4
2. Composition and Freehand Drawing .....	4
5. Color Theory and Composition .....	2-4
12. Design .....	4
14. Design in Textiles .....	2
16. Craft Processes and Design .....	2-4

### Home Arts

Students who plan to major in Home Arts should take 71, 72, and 73 during their sophomore year. For other courses to be taken in the sophomore year, see the description of Home Arts majors on page 44.

No.	Hrs.
70. Dress Appreciation .....	4
71. Textiles .....	4
72. Alteration and Construction of Clothing ....	4
73. Design and Construction of Clothing .....	4

### Industrial Arts

Five types of work in the industrial arts field are offered in the General College. Students planning to major in this department should select two of the following sequences during the sophomore year:

	No.	Hrs.
I.	41a, b, c. Elements of Printing (2 hrs. each quarter)....	6
II.	46a, b, c. Elementary Bookbinding and Leathercraft (2 hrs. each quarter) .....	6
III.	50a, b, c. Woodworking (2 hrs. each quarter).....	6
IV.	55a. Elementary Sheet Metal .....	2
	55b. Ornamental Iron Work .....	2
	55c. Art Metal Work .....	2
V.	61a, b, c. Principles of Drafting (2 hrs. each quarter) .....	6

# Division of Health and Physical Education

All men and women in the General College are required to take one activity course each quarter in residence. First year women are required to take one group sport, one individual sport, and one dancing class for one hour credit each. Second year students may take any one hour course not previously taken. Individual gymnastics will be substituted for women for an activity course upon presentation of a request from the medical adviser of women. Excuses from any other doctor must be referred to the school physician.

An extensive program of intramural athletics is provided for both men and women. It has for its aim competitive athletics for every student, and comprises a completely organized program which attempts to bring every student who wishes to compete into some athletic activity each quarter. No credit is given, but prizes are awarded in the form of medals and trophies. Intramural athletics for women are handled through the Physical Education Association and the Women's Athletic Association.

A fee is charged in all swimming classes for women to cover cost of laundering suits.

All freshmen students must take H. & P.E. 1, Personal Hygiene, 4 hours.

Women students who plan to major or minor in Health and Physical Education should take the following courses during their sophomore year:

No.	Hrs.
45a, b, c. Dancing .....	6
46a, b. Individual Sports, Gymnastics, Tumbling.....	4
47. Use of Music in the Dance.....	2

Students in the General College may take any six of the following courses:

## Activity Courses

WOMEN	
No.	Hrs.
DANCING	
2. Clog and Athletic .....	1
3. Tap .....	1
4. Natural .....	1
5. Folk .....	1
6. Social .....	1
GROUP SPORTS	
12. Soccer .....	1
14. Basketball .....	1
15. Baseball .....	1
16. Hockey .....	1
17. Volleyball .....	1

## INDIVIDUAL SPORTS

No.	Hrs.
13a, b. Tennis (1 hr. each quarter).....	2
18. Field and Track .....	1
19. Golf .....	1
20. Minor Individual Sports .....	1
30a, b, c. Swimming (1 hr. each quarter).....	3

## MISCELLANEOUS

11. Plays and Games .....	1
33. Individual Gymnastics .....	1
34. Fundamental Gymnastics .....	1

## MEN

## GENERAL SPORTS

11. Plays and Games .....	1
12. Touch Football .....	1
13. Tennis .....	1
14. Basketball .....	1
15. Softball .....	1
16. Boxing .....	1
17. Volleyball .....	1
18. Wrestling .....	1
21a, b. Mat Work (1 hr. each quarter) .....	2
22. Double Tumbling .....	1
30. Swimming .....	1
33. Gymnastics .....	1
34. Spring Football .....	1

## VARSITY SPORTS

35. Freshman Football .....	1
36. Football .....	1
37. Freshman Basketball .....	1
38. Swimming .....	1
39. Gymnastics .....	1
40. Wrestling .....	1
41. Track .....	1
42. Basketball .....	1
43. Tennis .....	1
44. Baseball .....	1

## Division of Literature and Languages

In the General College the Division of Literature and Languages offers sequences in world literature and in elementary speaking and writing, forming the foundation for more advanced work in the Professional College.

The following courses must be taken by all students in Curriculum C:

No.	Hrs.
40a, b, c. World Literature (3 hrs. each quarter).....	9
41. Elementary English Composition.....	3

The following additional courses are open to students in the General College:

## English

No.	Hrs.
4. Elementary Composition (Make-up) .....	0
13. Story Telling .....	4
15. Reading of Literature (oral) .....	2
17. Speech Defects (Corrective) .....	0
18. Debating .....	2
19. Debating (advanced) .....	2
58a. Survey of English Literature .....	4
58b. Survey of English Literature .....	4
58c. American Literature .....	4
62. First Course in Speaking .....	2
63. First Course in Dramatic Art .....	4
64. Phonetics and the Organs of Speech .....	2

## Latin

1, 2, 3. Elementary Latin .....	12
5. Cicero .....	4
6. Vergil .....	4
7. Vergil .....	4

## French

1, 2, 3. Elementary French .....	12
5, 6, 7. Intermediate French .....	12

## German

1, 2, 3. Elementary German .....	12
5, 6, 7. Intermediate German .....	12

## Spanish

1, 2, 3. Elementary Spanish .....	12
5, 6, 7. Intermediate Spanish .....	12

Students expecting to major or minor in the Division of Literature and Languages in the Professional College must take in the sophomore year the sequence English 58a, b, and c, 62, 63, and 64 supplemented by English 13, 15, and 18.

Those expecting to become majors in Foreign Languages take any twelve hour sequence in Latin, French, German, or Spanish, for which they have adequate preparation.

## Division of Music

The Division of Music presents a varied program for students in the General College. Those who do not plan to major in music will find individual lessons and class courses suited to their needs. Individual lessons are offered in voice, piano, violin, organ, and the brass and reed instruments, all of which may be taken with or without credit.

The following nonspecialized courses must be taken by all students in Curriculum C:

No.	Hrs.
1a, b, c. Outlines of Music (two hrs. each quarter).....	6

Students who plan to major in music in the professional college should take the following courses in the sophomore year:

No.	Hrs.
2a, b, c. Music Reading, Theory, and Elementary Songs (two hrs. each quarter).....	6

The following additional courses are open to students in the General College:

No.	Hrs.
21. Instrumental Ensemble .....	1
22. Vocal Ensemble .....	1
30. Voice Lessons (individual) .....	1
31. Piano Lessons (individual) .....	1
32. Stringed Instruments Lessons (individual).....	1
33. Organ Lessons (individual) .....	1
35. Brass and Reed Instruments Lessons (individual) .....	1
40. Mendelssohn Glee Club (Men) .....	1
41. Schumann Glee Club (Women) .....	1
42. Orchestra .....	1
43. Band .....	1
44. A Cappella Choir .....	1
45. Piano Lessons (class) .....	1

## Division of the Sciences

The courses in the General College of the Division of the Sciences are designed to give instruction in those aspects of this field that will contribute to a general cultural education, and which will also furnish certain fundamental skills and information preparatory for more advanced courses in the Professional College.

The following science courses must be taken by all freshmen taking Curriculum C:

No.	Hrs.
3a, b, c. Introduction to Science (4 hrs. each quarter)...	12

The following additional courses are open to General College students:



## Botany

No.	Hrs.
21-22. General Botany (4 hrs. each quarter).....	8

## Chemistry

41. General Chemistry (For students who have had no high school chemistry.).....	4
42. General Chemistry .....	4
43. Qualitative Chemistry .....	4

## Mathematics

75a, b. College Algebra (4 hrs. each quarter).....	8
76. Trigonometry .....	4
78a, b, c. General Mathematics (4 hrs. each quarter)....	12

## Physics

61. General College Physics (For students who have had no high school physics).....	4
62. General College Physics .....	4
63. General College Physics .....	4

## Zoology

11-12. General Zoology (4 hrs. each quarter).....	8
13. Bird Study .....	4

Students who plan to major or minor in the Division of the Sciences should consult the requirements for the sophomore year as outlined on page 84.

# Division of the Social Studies

The courses in the General College of the Division of the Social Studies are designed to give additional general education and prepare for more advanced and specialized courses in the Professional College.

The following courses must be taken by all students in Curriculum C:

No.	Hrs.
4. Contemporary World History .....	4
41. World Geography .....	4
2a, b, c. An Introduction to the Social Studies (4 hours each quarter).....	12

The following additional courses are open to General College students:

## Business Education

No.		Hrs.
20.	Business Skills	
	(a) Bookkeeping .....	8
	(b) Gregg Shorthand .....	8
	(c) Office Appliances .....	4
	(d) Typewriting .....	4
	(e) Handwriting .....	2

Credit in the above business skills is given only upon demonstrated proficiency. For details see page 97.

## Geography

No.		Hrs.
40.	Human Geography .....	4
41.	World Geography .....	4
42.	Regional Geography .....	4

## History

50a, b, c.	American History (four hrs. each quarter).....	12
	Modern European History (four hrs. each	
54a, b, c.	quarter) .....	12

## Political Science

70.	Government of the United States.....	4
71.	State Government .....	4
72.	Municipal Government .....	4

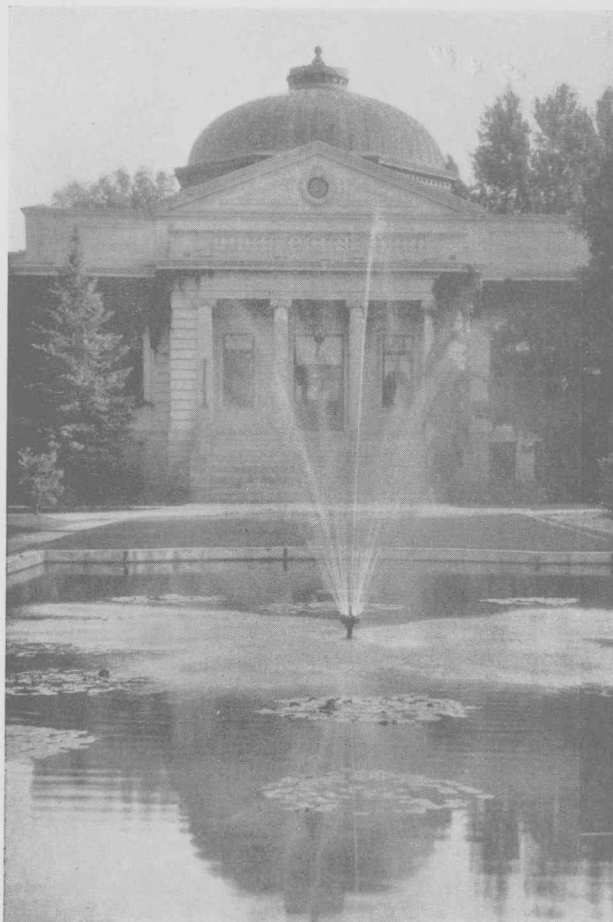
## Sociology

No.		Hrs.
82.	The Nature of Society and How It Came To Be What It Is .....	4
83.	The Sociology of Rural Life .....	4
84.	The Sociology of Urban Life .....	4

Students planning to major in Social Studies should consult page 95 for subjects to be taken during the sophomore year. Those desiring additional work in economics may with the approval of their advisers take courses listed in the Professional College.

# The Professional College

COLORADO STATE COLLEGE OF EDUCATION  
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# The Professional College

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**T**HE purpose of the Professional College is to develop teachers—teachers for rural, elementary, and secondary schools, as well as teachers and supervisors for all special subjects usually found in the best public schools; teachers in colleges, too, and principals, and superintendents.

Good teaching demands a thorough knowledge of subject matter, both in major and minor fields, combined with understanding of the child, and the best techniques of teaching.

In the Professional College the student is afforded opportunity to observe good teaching technique and do teaching under supervision.

## Admission

Admission to the Professional College is granted on the recommendation of the personnel office and the head of the division in which the student elects as his major and minor teaching fields. Such recommendations will be based on character, health, personality, ability to do college work as evidenced by two years of successful work in the General College or its equivalent, the results of comprehensive examinations in all of the academic divisions of the college, and a command of fundamental processes such as speaking, writing, and reading. The student's cumulative record of his first two years in college will be an important consideration in determining his admission to the Professional College.

Transfer students must submit credentials to the registrar.

A physical examination by one of the college physicians is given to each applicant for admission. Those having communicable diseases or serious physical defects are not admitted.

Admission to the General College does not guarantee admission to the Professional College.

## Preparatory Requisites

Students who plan to enter the Professional College should decide on their major field by the beginning of the sophomore year and select the necessary sequences leading to further specialization. They will then be ready when entering the Professional College to concentrate on the subject of a chosen field and courses in education, psychology, observation, and student teaching.

## Program of Studies

The Professional College offers a program of studies leading to a Rural Certificate, a Life Certificate and the degrees of A.B., A.M., and Ph.D. For requirements for these certificates and degrees see the division of the catalog entitled General Information.

## Provision for Majors and Minors

Students specializing in academic and special subjects select a major and two minors. One minor must be in another division outside the major division. For example, a student may major in English literature and language, minor in Spanish literature and language; and elect a second minor, in another division; for example, history in the social studies division.

In selecting a major the student should consult the personnel department and the head of the division in which he wishes to major. He should also become familiar with the special requirements of admission to the division. These are to be found in the description of majors in each division. Elective courses in the sophomore year should be selected to meet the prerequisites of the division in which the student wishes to major in the Professional College.

Specialized curricula are also provided in the Division of Education on the graduate level alone for superintendents, elementary and high school principals and supervisors, and teachers for normal schools and teachers colleges. Successful teaching experience is desirable for these graduate curricula. For details of these curricula consult the catalog of the Graduate School.

Throughout his professional preparation the student should not lose sight of opportunities to promote his individual culture through electives and independent of formal curriculum and course requirements, through reading, study, lectures, and travel.

It is desirable for the student to participate in extra-curricular activities while in preservice preparation, not alone for the intrinsic personal values of such participation, but also for the use of this participation subsequently in sponsoring such activities in the community in which he may be employed as a teacher.

Finally, the development of a rich, many-sided personality involving the promotion of the characteristics of a scholar and a leader is essential, and every opportunity afforded should be embraced.

Students preparing to teach academic subjects in the secondary schools or special subjects in the elementary and secondary schools should have courses in methods and materials in each of the three fields in which they are preparing to teach. Such courses are counted as a part of the certificate requirements in education.

All men in the Professional College are advised to take Ed. 141, Administration of Village and Consolidated Schools.

## Core Subjects

Below will be found the core subjects to be taken in the Professional College. In addition to the prescribed courses outlined in the General College and those designated for the student's major and minor teaching subjects, each student in the Professional College (except those in the three year Rural Curriculum) must take the courses in education and psychology outlined below to meet the certificate requirements of the State of Colorado.

No.		Hrs.
105.	American Education .....	4
*176.	Psychology of Learning .....	4
†150.	Observation and Applied Techniques of Teaching .....	4-8
151.	Student Teaching .....	8
195.	Philosophy of Education .....	4

The courses for the three year rural curriculum are found in the statement of that curriculum on page 52.

Students preparing to teach in the secondary schools must take Ed. 116 and methods courses in their major and minor fields.

\*Students preparing to teach in the elementary school, take 176a, those preparing to teach in the secondary school, take 176b.

†Observation in the elementary schools, 8 hours; observation in the secondary schools, 4 hours.

## Division of the Arts

The Division of the Arts, consisting of Fine Arts, Home Arts, and Industrial Arts, offers instruction in both the General College and the Professional College.

The work of the Professional College in this division supplements that of the General College and offers professional courses together with more advanced general courses.

The plan of the work in the two colleges is to develop a major and a minor course in each of the fields, Fine Arts, Home Arts, and Industrial Arts.

### Fine Arts Major

Students wishing to major in Fine Arts in the Professional College should do superior work in Art 1, 2, and 12 as a part of their General College work. It is advised that these students also take a sequence of twelve hours in the Home Arts or Industrial Arts during the sophomore year.

The student majoring in Fine Arts may choose a minor of twelve or twenty-four hours within the division. Courses chosen must have the approval of the division head.

Courses to be taken by students majoring in the Fine Arts are as follows:

#### JUNIOR YEAR

No.		Hrs.
103.	Water Color Painting .....	4
104.	Figure Drawing .....	4
105.	Color Theory .....	4
113.	Lettering .....	2
116.	Craft Processes and Design .....	2
126.	Fine Arts in the Elementary and Secondary Schools .....	4
127.	Teaching Art-Crafts in the Elementary and Secondary Schools .....	4

#### SENIOR YEAR

106.	Advanced Drawing in Different Media .....	4
107.	Oil Painting .....	2-4
108.	Modeling the Figure and Animal Forms .....	2-4
121.	History of Art .....	2
123.	Teaching Art Appreciation .....	2
128.	Curriculum Content and Problems of Administration in Art Education .....	2

#### GRADUATE YEAR

Graduate courses should be selected from the following:

202.	Composition and Freehand Drawing .....	4
203.	Water Color Painting .....	4



No.	Hrs.
204. Figure Drawing .....	4
205. Color Theory .....	4
206. Advanced Drawing in Different Media .....	4
207. Oil Painting .....	2-4
208. Modeling .....	2-4
215. Design for the Stage and Stage Craft .....	2
218. Puppetry .....	2
223. Teaching Art Appreciation .....	2
225. Art Crafts in the Elementary School .....	2
226. Fine Arts in the Elementary and Secondary Schools .....	4
227. Teaching Art-Crafts in the Elementary and Secondary Schools .....	4
228. Curriculum Content and Problems of Administration in Art Education .....	2
230. Individual Studies in Art Education .....	2
231. Tests in Art Education .....	2
232. Research in Curriculum .....	2-4

## Fine Arts Minor

Students wishing to minor in Fine Arts should take a group of related courses. The following courses are suggested and other courses may be chosen with the approval of the head of the division.

No.	Hrs.
1. Freehand Drawing .....	4
12. Design .....	4
16, 125, or 127 .....	2-4
124 or 126 .....	4

Courses for the minor in Fine Arts are open to any student.

## Description of Courses

1. *FREEHAND DRAWING.* The foundation course in drawing, and should be taken preliminary to any advanced work in creative art. Designed to develop the student's power in graphic expression. Attention is given to plan and procedure in drawing, aims and objectives, analysis of the problem of form, analysis of modes of representation, essentials of perspective, constructive and expressive drawing. Work is done in a variety of mediums and modes of expression. *Four hours credit.*

2. *COMPOSITION AND FREEHAND DRAWING.* Prerequisite, 1 or equivalent. The purpose is to develop power in freehand drawing and the use of compositional principles. In working out problems, line quality, the meaning of line directions, and dark and light relations are considered. These structural attributes are used both in their two dimensional design relations and in the building of plastic or three dimensional form. This course may be continued for two or four hours as Art 202. *Four hours credit.*

5. *COLOR THEORY AND COMPOSITION.* An extensive study of the field of color as one of the major elements in plastic expression. Emphasis is placed upon the art principles involved in color organization. A course for everyone who works creatively in color. *Two or four hours credit.*

12. *DESIGN.* The principles of order underlying good design. Ability to apply them in creative problems is developed. Appreciation of design in its

many applications in all fields of art. Designs are created in many crafts as well as in abstract problems. *Four hours credit.*

13. *LETTERING.* Objectives are to give students the ability to design and execute fine lettering, and to increase the student's appreciation of the beauty of letters in form and arrangement. *Two hours credit.*

14. *DESIGN IN TEXTILES.* Art structure as the basis of fine pattern is presented through the study of historic woven and printed textiles, such as coptic and Byzantine, Persian, Italian, Spanish, and French. Practice in designing textiles and in the textile processes of stitchery, tie dyeing, free brush, batik, and block printing. *Two hours credit.*

16-116. *CRAFT PROCESSES AND DESIGN.* A study of the different art crafts; the harmonious relationships of construction and design in artistic products; experience in loom weaving, leather craft, carving, basketry, and other miscellaneous crafts. This course may be continued for two or four hours credit as 116a. *Two hours credit.*

20a, b, c. *ART APPRECIATION.* An introduction to the elements and fundamental principles of the space arts; how to recognize and understand these principles at work in simple harmonies. Study of rhythm, balance, and proportion in art objects such as sculpture, painting, architecture, clothing, and furnishings; simple facts about color and how to use color intelligently; appreciation of color as a source of enjoyment; art in the home. In addition to illustrated lectures pertaining to the world's art, the student will be given opportunity for expression in the various forms of industrial art and arcrafts, in the home arts, and in the fine arts. *Two hours credit each quarter.*

102-202. *COMPOSITION AND FREEHAND DRAWING.* For description see Art 2. *Four hours credit.*

103-203. *WATER COLOR PAINTING.* This gives the student a technical command of the medium, to develop individual expression in creative painting. May be continued for two additional hours as Art 103a. *Four hours credit.*

104-204. *FIGURE DRAWING.* The human figure in its relation to artistic expression. A study of the figure as a whole, proportion, essentials of artistic anatomy, the figure in action, rhythm, drawing from life model and from memory, the figure in composition; work in a variety of media. May be continued for four hours as 104a. *Four hours credit.*

105-205. *COLOR THEORY.* For description, see Art 5. *Four hours credit.*

106-206. *ADVANCED DRAWING IN DIFFERENT MEDIA.* A synthesis in different media of the drawing studies in Art 1, 2, 104. *Four hours credit.*

107-207. *OIL PAINTING.* Prerequisites, Art 1, 2. The purposes are to ground students in the fundamentals of good painting, develop the student's individual power of expression in this medium, to give the student a vital interest in creative art through power gained in the use of the oil medium, and to acquaint the student with viewpoints of the different schools of painting. *Two or four hours credit.*

108-208. *MODELING.* The purpose is to broaden the student's conception of form in the third dimension, to develop perception and appreciation of organization in nature, develop a certain technical mastery and power of expression in this medium. Work from the figure and from animals as well as creative compositions from imagination. *Two or four hours credit.*

109. *PRINT MAKING*. Etching, lithograph, wood cut, monotype. A study of print processes. Experience in the making of prints. *Two or four hours credit.*

112. *DESIGN*. For description, see Art 12. *Four hours credit.*

113. *LETTERING*. For description, see Art 13. *Two hours credit.*

114. *DESIGN IN TEXTILES*. For description, see Art 14. *Two hours credit.*

115-215. *DESIGN FOR THE STAGE AND STAGECRAFT*. A study of the art of the theater from the designer's viewpoint. Practical experience in working out the art problems involved in amateur productions. *Two hours credit.*

117. *POTTERY*. The historical development of pottery as a craft is presented with emphasis on standards for judging the art value. Practice is given in modeling by the coil and slab processes. Experience is obtained in decorating with incised lines, matt and majolica glazes, and in casting and firing. *Two hours credit.*

118-218. *PUPPETRY*. An analysis of the creative possibilities of the puppet show. These include the dramatization of a favorite story, historical event, etc.; the making of puppets to portray these characters, designing stage setting, lighting, choosing accompanying music, etc. The student analyzes the types of construction and learns to fit the interest and abilities of the kindergarten youngsters through the college. *Two hours credit.*

121. *HISTORY OF ART*. The purpose is to give a background of knowledge of the world's art and its development from the beginning of history, increase the student's appreciation and understanding of the different kinds of art. The content includes growth of the great schools and their influences, study of important masters and their work as an index to the time in which they lived, and study of the crafts and minor arts in relation to the progress of civilization. *Two hours credit.*

122. *CONTEMPORARY ART*. The art of today as a social and aesthetic expression is an essentially vital subject. A study of the force and trends in the contemporary field and the works of the creative leaders in design, painting, sculpture, and architecture. *Two hours credit.*

123-223. *TEACHING ART APPRECIATION*. This presents definitely organized lesson plans and course units for the teaching of art appreciation. The content includes analysis of paintings, sculpture, architecture, and products of the minor arts with methods of teaching adapted to the different schools; to differentiate the historic, the story, and the art values in subjects considered. *Two hours credit.*

124. *ART IN THE ELEMENTARY SCHOOL*. Provides experience in and methods of teaching fine arts. Practice includes creative art expression, organizing of subject content, and lesson planning. *Four hours credit.*

125-225. *ART CRAFTS IN THE ELEMENTARY SCHOOL*. A study of art in the industries with relation to the life of the individual and the community. Problems in basketry, clay, textiles, costume, the interior, toys and puppets are executed in the study of clothing, food, shelter, utensils and records. *Two hours credit.*

126-226. *FINE ARTS IN THE ELEMENTARY AND SECONDARY SCHOOLS*. For art majors and art minors. The art needs of the elementary and high school student, the subject matter related to the teaching of fine

art, methods of teaching, organization and adaptation of art subject matter for the child mind. *Four hours credit.*

127-227. *TEACHING ARTCRAFTS IN THE ELEMENTARY AND SECONDARY SCHOOLS.* For art majors and art minors. The industrial needs of the child from the first grade through junior high school. The content includes problems in clay modeling, mold making, paper-mache, paper construction, book-making, toys, puppets, textile study, and decoration, weaving, costume, and the interior. A study of products such as food, clothing, shelter, records, utensils, tools and machines. *Four hours credit.*

128-228. *CURRICULUM CONTENT AND PROBLEMS OF ADMINISTRATION IN ART EDUCATION.* Organization of curriculum material and a survey of current literature in the field of art education. *Two hours credit.*

130-230. *INDIVIDUAL STUDIES IN ART EDUCATION.* A provision to allow independent study of a particular problem under the supervision of the instructor. *Two hours credit.*

231. *TESTS IN ART EDUCATION.* A study of the content of tests in art education and experience in compiling tests in aesthetics. *Two hours credit.*

232. *RESEARCH IN CURRICULUM.* A provision to develop and execute a research problem in the art field. *Two or four hours credit.*

## Home Arts Major

Students wishing to major in Home Arts in the Professional College should do superior work in their Sophomore year in the following three sequences:

### SOPHOMORE YEAR

	No.		Hrs.
I. SCIENCE	41-42.	General Chemistry .....	8
II. ARTS (Fine Arts)	5.	Color Theory and Composition ..	2
	12.	Design .....	4
	14.	Design in Textiles .....	2
	70.	Dress Appreciation .....	4
III. ARTS (Home Arts)	71.	Textiles .....	4
	72.	Alteration and Construction of Clothing .....	4
	73.	Design and Construction of Clothing .....	4

The major in Home Arts in the Professional College should include the following:

### JUNIOR YEAR

SCIENCE	130.	General Bacteriology .....	4
	147.	Household Chemistry .....	4
	165.	Household Physics .....	4
ARTS (Home Arts)	180.	Selection and Preparation of Foods	4
	181.	Cookery and Table Service .....	4
	182.	Nutrition .....	4

	No.	Hrs.
SOCIAL STUDIES	190a. Household Management (Theory)	2
	190b. Household Management (Practice)	2
	191. Teaching the Home Arts	2
	180. The Home and Its Relationships	4
	181. Child Care and Child Welfare	4
	108. Household Economics	4

SENIOR YEAR

I. ARTS (Home Arts)	198. Experimental Cookery	4
	174. Children's Clothing	4
	176. Nursing and First Aid	4
EDUCATION	160. Pre-School	4
II. ARTS (Fine Arts)	116. Craft Processes and Design	4
	175. The House and Its Decoration	4

Students majoring in Home Arts may select a minor of twelve or twenty-four hours within the division. Courses chosen must have the approval of the head of the division.

## Home Arts Minor

Students wishing to minor in Home Arts should take a group of related courses. The following courses are suggested and other courses may be chosen with the approval of the head of the division.

	No.	Hrs.
ARTS (Home Arts)	70. Dress Appreciation	4
	72. Alteration and Construction of Clothing	4
	175. The House and Its Decoration	2
	181. Cookery and Table Service	4
	182. The Fundamentals of Nutrition	4
	190b. Household Management (Practice Cottage)	4

## Description of Courses

70. *DRESS APPRECIATION.* The objectives are to analyze one's own type and dress accordingly; to appreciate the importance of being becomingly and appropriately dressed at all times. *Four hours credit.*

71. *TEXTILES.* Development of ability to recognize the beauty and worth of fabrics, to prevent the waste of income on worthless shoddy materials. *Four hours credit.*

72. *ALTERATION AND CONSTRUCTION OF CLOTHING.* Learning to recognize well made garments, the careful upkeep of one's wardrobe. *Four hours credit.*

73. *DESIGN AND CONSTRUCTION OF CLOTHING.* The selection and adaptation of pattern and material through the construction and repair of clothing. *Four hours credit.*

93. *PROBLEMS IN HOME ARTS FOR RURAL EDUCATION MAJORS.* The nutritional problems of the rural school child and the organization and administration of the hot school lunch program. *Two hours credit.*

170. *DRESS APPRECIATION*. For description, see Art 70. *Four hours credit.*

171. *TEXTILES*. For description, see Art 71. *Four hours credit.*

172. *ALTERATION AND CONSTRUCTION OF CLOTHING*. For description, see Art 72. *Four hours credit.*

173. *DESIGN AND CONSTRUCTION OF CLOTHING*. For description, see Art 73. *Four hours credit.*

174. *CHILDREN'S CLOTHING*. Design, construction and decoration of children's clothing. *Four hours credit.*

175. *THE HOUSE AND ITS DECORATION*. The objectives are to recognize and enjoy harmonious surroundings, to create beauty in one's environment on moderate means. *Four hours credit for majors; two hours for minors.*

176. *NURSING AND FIRST AID*. Learning to deal with the more common emergencies in the home. Practice is given in the use of simple household devices for the treatment and care of the sick and injured. *Four hours credit.*

180. *SELECTION AND PREPARATION OF FOODS*. A series of units dealing with the problems of marketing, preparation and serving of foods for breakfasts, luncheons, and suppers. *Four hours credit.*

181. *COOKERY AND TABLE SERVICE*. A continuation of 180. A series of units which cover the foods to be served for dinners, teas, receptions, and other social gatherings. *Four hours credit.*

182. *THE FUNDAMENTALS OF NUTRITION*. The course aims to give sufficient subject matter background to develop an appreciation of the importance of diet to health, wise food selection, aid in recognizing and dealing with nutritional problems, methods of teaching food selection to children. *Four hours credit.*

183. *COOKERY AND TABLE SERVICE FOR HOMEMAKERS*. For minors and non-majors. Fundamental processes of cookery through the preparation of typical dishes chosen on the meal basis plan, instruction in table service. *Four hours credit.*

184. *COOKERY AND TABLE SERVICE FOR MEN*. Simple cookery processes for home or camp; demonstrations of the role of a host in carving and serving; table etiquette and social usages. *Four hours credit.*

185. *EXPERIMENTAL COOKERY*. An appreciation of the field of food research work; training in the technique of food research problems. *Four hours credit.*

186. *DEMONSTRATION COOKERY*. Through observation and practice, to broaden the student's knowledge of cookery; to equip her to do community work as a demonstrator. *Two hours credit.*

190a. *HOUSEHOLD MANAGEMENT (Theory)*. Homemaking as a business and a profession. Planning and scheduling the work of the home; time study records; family finances; budget plans; household accounts; children's allowances, and education in the use of money; a study of the various items which make up the family budget. *Two hours credit.*

190b. *HOUSEHOLD MANAGEMENT (Practice Cottage)*. Students live in the house and meet the problems of developing a satisfying home for all members of the group. The various phases of home-making which have been

developed in other theory courses are integrated into a valuable experience for the student. *Four hours credit for majors; two for minors.*

191. *TEACHING THE HOME ARTS.* The principles of modern education applied to the teaching of the home arts. *Two hours credit.*

## Industrial Arts Major

Students are permitted to enroll as majors in Industrial Arts in the Professional College on the basis of their record in the two six-hour sequences of work taken in the General College.

In order that each student may become skilled in several types of work to meet the demands of the general shop, the following courses, offered in the junior and senior years, should be taken. The sequences of work taken in the General College need not be repeated in the Professional College. With the consent of the adviser, a student may select courses to meet individual needs, otherwise each sequence should be continued for three consecutive quarters.

No.	Hrs.
134. Introduction to Industrial Arts .....	2
135. Foundations of Industrial Arts .....	4
136. Teaching Problems in Industrial Arts .....	2
141a, b, c. Elements of Printing (two hours each quarter) .....	6
146a, b, c. Elementary Bookbinding and Leathercraft (two hours each quarter) .....	6
150a, b, c. Woodworking (two hours each quarter) .....	6
155a. Elementary Sheet Metal .....	2
155b. Ornamental Iron Work .....	2
155c. Art Metal .....	2
161a, b, c. Principles of Drafting (two hours each quarter) .....	6
164. Industrial Arts Design .....	2

In addition to these courses the student is expected to select two types of work and carry enough additional hours in them to develop a high degree of proficiency. H. and P. E. 110, First Aid, should also be taken before graduation.

Students majoring in Industrial Arts may select one minor in Fine Arts or Home Arts. Courses chosen must have the approval of the head of the division.

## GRADUATE YEAR

Graduate courses should be selected from the following:

No.	Hrs.
235. Foundations of Industrial Arts .....	4
236. Teaching Problems in Industrial Arts .....	2
237. Current Theory and Practice in the Arts .....	4
238. Current Problems in Industrial Arts Education .....	4
239. Development of Shop Problems and Instruction Aids .....	4
243. Advanced Graphic Arts .....	2-4
248. Organization and Administration of Bookbinding for Secondary Schools .....	4
251. Machine Woodwork .....	2
252. Problems in Woodworking .....	2

No.		Hrs.
256.	Sheet Metal Work for the Public Schools .....	2
257.	Advanced Art Metal .....	2
258.	Problems of the Metal Shop .....	4
259.	General Metal .....	2
262.	Problems of the Drafting Laboratory .....	2
265.	Alabaster and Concrete in the School Shop .....	2

## Industrial Arts Minor

Courses for a minor in industrial arts should be chosen carefully to meet the individual's specific needs. The department offers enough kinds of work to meet the requirements of any type of teaching situation and the courses should be selected in terms of the school in which the student expects to teach. All minors should include the following courses:

No.		Hrs.
136.	Teaching Problems in Industrial Arts .....	2
150a, b, c.	Woodworking (two hours each quarter) .....	6
159.	General Metal Work .....	2
161a, b.	Principles of Drafting (two hours each quarter) .....	4
164.	Industrial Arts Design .....	2

All minor programs should be developed with the advice of the head of the division.

## Description of Courses

41a, b, c. *ELEMENTS OF PRINTING.* Deals with fundamental knowledge and use of tools, materials, and techniques involved in the production of pieces of printed matter. Sequence may be started in any quarter. *Two hours credit each quarter.*

46a, b, c. *ELEMENTARY BOOKBINDING AND LEATHERCRAFT.* Introduction to the terms, tools, and equipment necessary in elementary work, including the binding of small volumes in fabricoid, and the first steps in binding magazines in full buckram and half goat. Beginning of hot and cold tooling, and lettering. Pattern making. *Two hours credit each quarter.*

50a. *WOODWORKING.* A beginners' course and suitable for majors or those taking the work as an elective. Beginning problems in woodworking and studies in equipment and materials. *Two hours credit.*

50b. *WOODWORKING.* A continuation of 50a, leading the student into a more advanced line of work in the designing and construction of various types of woodworking problems. Methods of finishing and study of finishes. *Two hours credit.*

50c. *WOODWORKING.* A general line of cabinet making, such as might be used in either junior or senior high school work. The cutting of stock and keeping shop accounts. *Two hours credit.*

55a. *ELEMENTARY SHEET METAL.* The sources and industrial treatment of galvanized iron, galvaneal, black iron, tin plate, and aluminum. The construction of simple, practical projects. *Two hours credit.*

55b. *ORNAMENTAL IRON WORK.* Demonstrations in the use and application of mild steel, tool steel, wrought iron, and heavy cold iron. Students



will plan and construct simple projects requiring the application of good design. *Two hours credit.*

55c. *ART METAL WORK.* The use of copper, brass, bronze, and nickel silver in school shops, camps, and clubs. The student develops skill in the use of tools, a knowledge of related materials and an understanding of the relation of this work to other school subjects. Processes covered include raising, piercing, soldering, annealing, and planishing. *Two hours credit.*

61a. *PRINCIPLES OF DRAFTING.* Instruction in the use and care of drafting equipment and materials and the solving of simple problems in geometric construction and orthographic projection. *Two hours credit.*

61b. *PRINCIPLES OF DRAFTING.* Interpretation and construction of floor plans, working sketches, isometric, cabinet, and oblique drawings, tracings and blueprints. Prerequisite 61a. *Two hours credit.*

61c. *PRINCIPLES OF DRAFTING.* The problems of architectural and machine drafting, and pattern development by means of parallel line, radial, and triangulation methods. Prerequisites 61a and 61b or equivalent. *Two hours credit.*

134. *INTRODUCTION TO INDUSTRIAL ARTS.* A course to assist students to better understand the problems which they will face both in their preparation for teaching and later in their actual teaching situations. *Two hours credit.*

135-235. *FOUNDATIONS OF INDUSTRIAL ARTS.* The historical background of the industrial arts, the relation of the work to a philosophy of education, and the specific objectives are studied. The problems of leisure, the place of the industrial arts in the whole educational program, and the possibilities of the work in the adjustment of problem cases are among the topics considered. Prerequisite, 134. *Four hours credit.*

136-236. *TEACHING PROBLEMS IN INDUSTRIAL ARTS.* Actual shop problems which the teacher will meet are studied in terms of the objectives of the arts and the laws involved in the learning process, including the development of courses of study, testing, and the use of instruction sheets and visual aids. Prerequisite, 135-235. *Two hours credit.*

137-237. *CURRENT THEORY AND PRACTICE IN THE ARTS.* Discussion centers around the most important issues confronting the industrial arts teacher at the time the course is given. Integration of the arts with other school subjects, the advantages and disadvantages of standardization, methods of shop organization, the teaching of gifted and retarded children, the arts as a "frill" or a necessity in a well rounded education, are among the problems studied. Offered winter quarter alternate years. Prerequisite, 135-235. *Four hours credit.*

138-238. *CURRENT PROBLEMS IN INDUSTRIAL ARTS EDUCATION* (Summer quarter only). Testing, integration, adult education, leisure, and the treatment of problem cases in the shop are discussed in their relation to the industrial arts teacher. *Four hours credit.*

139-239. *DEVELOPMENT OF SHOP PROJECTS AND INSTRUCTION AIDS* (Summer quarter only). Problems and projects to meet specific teaching situations are planned, drawn, and blueprinted. Such instruction sheets as are necessary are worked out. When desirable, special projects are constructed

and photographed. Each member of the class receives copies of the blueprints, instruction sheets, information sheets, and photographs made by the class. *Four hours credit.*

141a, b, c. *ELEMENTS OF PRINTING.* For description see I. A. 41a, b, c. Sequence may be started in any quarter and should be continued for three consecutive quarters. *Two hours credit each quarter.*

142a, b, c. *ADVANCED THEORY AND PRACTICE OF TYPOGRAPHIC DESIGN.* The principles of good design and workmanship in printing. The student is taught to apply them in creation of printing of artistic merit. Problems of teaching and school shop management are dealt with. Sequence may be started in any quarter. *Two hours credit each quarter.*

143-243. *ADVANCED GRAPHIC ARTS.* For students who have acquired technical skill in the use of type and equipment. An appreciation and understanding of the principles of good design. For those who want to do work of a more creative nature than was possible in preceding courses. *Two or four hours credit.*

146a, b, c. *ELEMENTARY BOOKBINDING AND LEATHERCRAFT.* For description, see 46. *Two hours credit each quarter.*

147a, b, c. *ADVANCED BOOKBINDING.* A practical course in bookbinding and leathercraft and laboratory set-up for the teacher and the craftsman. Advanced project work. *Two hours credit each quarter.*

148-248. *ORGANIZATION AND ADMINISTRATION OF BOOKBINDING FOR SECONDARY SCHOOLS.* How to plan and construct equipment for the average shop and where to purchase necessary supplies and materials; development of a course of study for bookbinding and leather work; special problems which the teacher must face and their possible solutions. *Four hours credit.*

150a, b, c. *WOODWORKING.* For description, see 50a, b, c. *Two hours credit each quarter.*

151-251. *MACHINE WOODWORK.* This acquaints the student with various woodworking machines and how to perform such operations as he is most likely to encounter. The care of these machines is stressed throughout the course. *Two hours credit.*

152-252. *PROBLEMS IN WOODWORKING.* Various problems that will confront students in woodworking in their teaching situations are discussed and solutions worked out. *Two hours credit.*

153a, b, c. *WOOD TURNING.* A sequence in woodturning, teaching the care and operation of a lathe. How the lathe may be used to supplement regular shop teaching. Processes taught include spindle, faceplate, and chuck turning. *Two hours credit each quarter.*

154. *SHOP WORK FOR ELEMENTARY SCHOOL TEACHERS.* Development of skills and an understanding of how to work with few tools and inexpensive materials. Both wood and metal are used. Part of the class hour

is spent in formulating a course to supplement the regular work of the elementary or rural school. *Two hours credit.*

155a. *ELEMENTARY SHEET METAL.* For description, see 55a. *Two hours credit.*

155b. *ORNAMENTAL IRON WORK.* For description, see 55b. *Two hours credit.*

155c. *ART METAL WORK.* For description, see 55c. *Two hours credit.*

156-256. *SHEET METAL WORK FOR THE PUBLIC SCHOOLS.* The application of design to metal projects, development of patterns, planning and execution of advanced problems in sheet metal and the integration of sheet metal work with other school subjects. Prerequisite, 155a. *Two hours credit.*

157-257. *ADVANCED ART METAL.* A continuation of 155c. Additional processes include etching, chasing, and the use of enamel. Coin silver, sterling silver, and gold may be used in addition to the four metals used in the beginning course. Prerequisite 155c. *Two hours credit.*

158-258. *PROBLEMS OF THE METAL SHOP.* The place of metal work in the general shop, the introduction of metal work with limited equipment, problems of finishing, the evaluation of published materials and the sources for the purchase of equipment and materials. Prerequisite, four hours of metal work. *Four hours credit.*

159-259. *GENERAL METAL.* Projects that use many kinds of metal will be planned and constructed. The combination of wood and metal in a single project and the place and kind of metal work for the general shop will be presented. Students minoring in the department should take this course. *Two hours credit.*

161a, b, c. *PRINCIPLES OF DRAFTING.* For description, see 61a, b, c. *Two hours credit each quarter.*

162-262. *PROBLEMS OF THE DRAFTING LABORATORY.* The organization of a course of study for high school, problems of presenting certain materials, how to purchase equipment and supplies, and the evaluation of published materials in the field. Prerequisite 160a, 160b, 160c or equivalent. *Two hours credit.*

163. *DRAWING OF SHOP PROBLEMS.* Emphasis is placed equally on careful selection and planning of projects to meet specific teaching situations and the correct drawing of those problems. After the project has been approved as acceptable for its purpose, it is traced and blueprinted. Each student receives a copy of all blueprints produced in the class. Prerequisites, 160a, 160b, 160c or equivalent. *Two hours credit.*

164. *INDUSTRIAL ARTS DESIGN.* Creative projects in design. Orientation of student to the philosophy of design. The realization that human need must be satisfied in more than its material aspect. *Two hours credit.*

165-265. *ALABASTER AND CONCRETE IN THE SCHOOL SHOP.* The source, cost, and possibilities of alabaster will be presented, together with demonstrations of how practical projects may be made with inexpensive equipment. Organization of a course to include ornamental concrete work and alabaster in the typical school course. *Two hours credit.*

## Division of Education

The Division of Education, consisting of Education, Nursing Education, and Psychology, offers instruction in the Professional College alone.

The program is viewed from the standpoint of the two great objectives of education—tolerant understanding of society and the nature and needs of the child. The courses are designed to contribute to an understanding of the problems of what the school should be and what teachers should do in order to preserve the child's physical and mental health, respect his native capacities and tendencies, attain his normal development, utilize his best modes of learning, and measure the efficiency of his responses.

The division provides a three year major in rural education, four year majors in elementary and secondary education, and a fifth year major for superintendents of schools, for elementary and high school principals, and for supervisors of elementary and secondary schools. Students who complete the three year rural curriculum and who wish to obtain the bachelor of arts degree should transfer to the elementary curriculum for the fourth year of college work. A fifth year of work in elementary education leading to the master of arts degree in elementary education is also offered.

### The Rural Major

Students who expect to prepare for rural education and qualify for the rural certificate should take Social Studies 1a, b, c in the General College. For other courses to be taken in the General College during the sophomore year for the rural certificate, consult the adviser of rural majors.

The following courses are to be taken in the junior year:

	No.		Hrs.
Ed.	130.	Introduction to Rural Education and Teaching	4
S.S.	1a, b, c.	The Social-Economics of Rural Life (4 hrs. each quarter)	12
Ed.	132.	Individual Instruction in Rural Schools	4
Ed.	176a.	Psychology of Learning for Elementary Teachers	4
Art.	124.	Art in the Elementary School	4
Mus.	101.	Music in the Elementary School	4

Eight hours of electives to be selected by student and faculty adviser of rural majors according to individual interests and needs.

### The Elementary Major

Students who expect to prepare for teaching in the elementary schools should utilize the thirty-six hours of elective work in the sophomore year in the General College to obtain subject matter courses appropriate as background for teaching the various subjects taught in the elementary schools. In selecting these courses consult the adviser of elementary majors.

Elementary majors will find it valuable to learn to play simple accompaniments on the piano. The Division of Music has arranged for group instruction in piano for a small quarterly fee.

Elementary majors who have entered college prior to fall, 1935, follow course prescriptions of the catalog under which they enrolled.

Courses for students majoring in Elementary Education are as follows:

### JUNIOR YEAR

	No.		Hrs.
Arts	124.	Art in the Elementary School.....	4
Mus.	101.	Music in the Elementary School.....	4
H. & P.E.	102.	Problems in Health Education.....	2
Lit. & Lang.	13.	Story Telling.....	4
Lit. & Lang.	121.	Literature in the Elementary School.....	4
Sci.	101.	Elementary Science.....	4
S.S.	144a, b.	Regional Geography (4 hours each quarter)....	8
S.S.	146.	Geographical Influence in American History....	4
S.S.	158.	Social and Industrial History of the U. S.....	4
Electives to complete subject matter minors of twenty-four hours each in art, English, geography, history, music, and science.			

### SENIOR YEAR

	No.		Hrs.
Ed.	110.	Improvement of Instruction in Reading and Literature.....	4
Ed.	111.	Improvement of Instruction in Language, Spelling, and Writing.....	4
Ed.	112.	Improvement of Instruction in Arithmetic and Content Subjects.....	4
Sci.	132.	Genetics and Eugenics.....	4
S.S.	191.	Human Personality and Social Behavior.....	4

### GRADUATE YEAR

Graduate courses should be selected from the following:

	No.		Hrs.
Ed.	227.	Teachers' Classroom Tests.....	4
Ed.	228.	Mental Hygiene.....	4
Ed.	245.	Technique of Making the School Curriculum....	4
Ed.	260.	The Pre-School.....	4
Ed.	262.	Creative Education.....	4
Ed.	263.	Organization and Administration of the Elementary School.....	2-4
Ed.	275.	Elementary Statistical Methods.....	4
Ed.	277.	Child Development.....	4
Ed.	207.	Personality of Young Children.....	4
Ed.	229b.	Mental Tests and Measurements.....	4
Ed.	278.	Advanced Psychology of Learning.....	4

## The Elementary Minor

Students majoring in special subjects such as the arts, music, or physical education, who may have to teach or supervise on the elementary level could

profitably take one minor in elementary education. Courses suggested for this elementary minor are:

	No.		Hrs.
Art	124.	Art in the Elementary School .....	4
Ed.	110-210.	Improvement of Instruction in Reading and Literature .....	4
Ed.	111-211.	Improvement of Instruction in Language, Spelling, and Writing.....	4
Ed.	112-212.	Improvement of Instruction in Arithmetic and Content Subjects .....	4
Mus.	101.	Music in the Elementary School.....	4
Sci.	101.	Elementary Science .....	4

## The Secondary Major

A general secondary major is provided for those students who do not care to select a major in any one of the divisions which prepares secondary teachers. Four subject matter minors of twenty-four hours each should be selected with the approval of the adviser of secondary majors.

## Graduate Majors in Administration and Supervision

Majors on the graduate level alone are offered for students interested to prepare themselves as school superintendents and elementary and high school supervisors and principals. Course work for these majors will be outlined by the major professor of the student.

Graduate students in administration and supervision should make selections from the following:

	No.		Hrs.
Ed.	210.	Improvement of Instruction in Reading and Literature .....	4
Ed.	211.	Improvement of Instruction in Language and Writing .....	4
Ed.	212.	Improvement of Instruction in Arithmetic and Content Subjects.....	4
Ed.	215.	Educational and Vocational Guidance .....	4
Ed.	216.	Secondary Education .....	4
Ed.	217.	Extra-Curricular Activities and Guidance .....	4
Ed.	218.	Guidance work of Deans and Advisers of Girls .....	4
Ed.	227.	Teachers' Classroom Tests.....	4
Ed.	228.	Mental Hygiene .....	4
Ed.	241.	Administration of Village and Consolidated Schools .....	4
Ed.	242.	School Administration (First Course).....	4
Ed.	243.	School Administration (Second Course).....	4
Ed.	244.	School Administration (Third Course).....	4
Ed.	245.	Technique of Making the School Curriculum ...	4
Ed.	267.	New Experiments in Secondary Education....	4
Ed.	275.	Elementary Statistical Methods.....	4
Ed.	297.	Conception of Mind in Educational Theory....	4
Ed.	229b.	Mental Tests and Measurements.....	4
Ed.	227.	Psychology of Adolescence .....	4
Ed.	278.	Advanced Psychology of Learning.....	4

## Description of Courses

100-200. *UNIT COURSES IN EDUCATION*. Units given different letters for each summer. *One hour credit*.

102. *CAMP FIRE GIRLS' LEADERSHIP*. Preparation for leadership in leisure time activities for girls. A desirable course for teachers interested in sponsoring extra-curricular activities of girls. The course leads to the certificate for leadership in Camp Fire Girls' work. *Two hours credit*.

103. *BOY SCOUT WORK* (Summer quarter only). This course has similar objectives for directing the extra-curricular activities of boys as has the Camp Fire course for girls. *Two hours credit*.

\*104. *PARENT-TEACHER ORGANIZATION AND PRACTICE* (Summer quarter only). Consideration will be given to the fundamental significance of the objectives, and to the program of parent-teacher work. *Two hours credit*.

105. *AMERICAN EDUCATION*. The first professional course which aims to introduce the student to the study of education and to orient him in the field of teaching and to prepare him for the more specialized courses that follow in junior, senior, and graduate years. *Four hours credit*.

106-206. *CHARACTER AND MORAL EDUCATION* (Summer quarter only). Planned to give the teacher a practical method of attacking this problem in the school room. Actual moral situations from typical school systems are the bases for the conclusions and recommendations made. *Two or four hours credit*.

108-208. *VISUAL AIDS IN EDUCATION* (Summer quarter only). Topics discussed are: the meaning of visual education; how to keep informed on the subject of visual aids; different types of visual aids and their comparative effectiveness; administration problems; and the accomplishments of the movement. The use of the different types of visual aids will be illustrated and discussed. *Two hours credit*.

110-210. *IMPROVEMENT OF INSTRUCTION IN READING AND LITERATURE*. First advanced course in Elementary Education. Prerequisites Ed. 150 & 151 or teaching experience. A student may earn up to twelve hours in this elementary education sequence by taking Ed. 110-210, 111-211, and 112-212. In the light of the results of research, the following items will be considered in Ed. 110-210, 111-211, 112-212: Selection of the content of the course of study; determination of grade-placement; selection of efficient methods and materials teaching; and selection of procedures in measuring pupil accomplishment. *Four hours credit*.

111-211. *IMPROVEMENT OF INSTRUCTION IN LANGUAGE, SPELLING AND WRITING*. Second advanced course in Elementary Education. Prerequisites Ed. 150 & 151 or teaching experience. *Four hours credit*.

112-212. *IMPROVEMENT OF INSTRUCTION IN ARITHMETIC AND CONTENT SUBJECTS*. Third advanced course in Elementary Education. Prerequisites 150 & 151 or teaching experience. *Four hours credit*.

\*115-215. *EDUCATIONAL AND VOCATIONAL GUIDANCE* (Summer quarter only). A survey of current practices and critical interpretations of recent literature in the field. *Four hours credit*.

\* Given also by Extension.

116-216. *SECONDARY EDUCATION*. Prerequisite Ed. 105. Aims to promote an understanding of secondary education and an acquaintance with the major trends in the organization of and teaching in secondary schools. The evolution of secondary education is given preliminary consideration; the present status analyzed and evaluated; and needed changes in secondary education are considered. *Four hours credit.*

\*117-217 *EXTRA-CURRICULAR ACTIVITIES AND GUIDANCE*. Prerequisite Ed. 105. School councils and government, athletics, debating, literary and social clubs, the school newspaper and magazine, musical and dramatic activities, and civic clubs and projects that relate to pupil participation; the purposes and values of such activities in forming proper habits, attitudes, and ideals. *Four hours credit.*

117a-217a. *CITIZENSHIP EDUCATION IN THE ELEMENTARY SCHOOLS* (Summer quarter only). *Two or four hours credit.*

117c-217c. *CITIZENSHIP EDUCATION IN THE SECONDARY SCHOOLS* (Summer quarter only). *Two or four hours credit.*

118-218. *GUIDANCE WORK OF DEANS AND ADVISERS OF GIRLS*. *Four hours credit.*

119-219. *PROBLEMS OF STUDY AND DISCIPLINE* (Summer quarter only). Covers the specialized techniques of classroom organization. The case approach will be used. *Four hours credit.*

120-220. *INDIVIDUAL EDUCATIONAL RESEARCH FOR SENIOR COLLEGE STUDENTS*. Registration is permitted only after conference with the head of the department. Students with definite problems will carry on research under the direction of the instructor in whose field the problem lies. *Two or four hours credit.*

125-225. *GENERAL PSYCHOLOGY*. Primarily concerned with the general behavior of human beings for the purpose of understanding, predicting, and controlling human behavior. Particular emphasis is placed on those topics not stressed in educational psychology. *Four hours credit.*

\*127-227. *TEACHERS' CLASSROOM TESTS*. Embraces types of teachers' classroom tests; their deficiencies and advantages; types of objective tests; practice in the construction of objective tests; interpretation of the results of objective tests; using the results in teaching and in making diagnoses, promotions, and reclassifications. *Four hours credit.*

128-228. *MENTAL HYGIENE*. Deals with the origin and development of mental hygiene; the psychological and psychiatric background of mental hygiene; delinquency and mental health; and mental health on all levels. *Four hours credit.*

130. *INTRODUCTION TO RURAL EDUCATION AND TEACHING*. A study of curriculum adaptations, out-of-class activities, the first day of school, clubs, parent-teacher associations, and community relations, textbooks and libraries for rural schools, records and reports, physical equipment and care. *Four hours credit.*

132. *INDIVIDUAL INSTRUCTION IN RURAL SCHOOLS*. This course deals with the basic principles of individualizing the school work in the tool and skill subjects. *Four hours credit.*

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\* Given also by Extension.



135-235. *HISTORY OF EDUCATION WITH SPECIAL REFERENCE TO MODERN TIMES* (Summer quarter only). The following topics will be discussed and evaluated in terms of their influence upon modern times: contributions of ancient religions, the Renaissance, the Reformation, the rise of science, development of vernacular schools, influence of the educational reformers—Comenius, Rousseau, Pestalozzi, Herbert, Froebel, and Dewey—upon recent educational theory and practice. Finally, a comparative study of the educational systems of the chief countries of the world will be made. *Two hours credit.*

136-236. *HISTORY OF EDUCATION IN THE UNITED STATES*. Special emphasis will be given to a consideration of how the school subjects came to be what they are, the development of methods of teaching in terms of children's interests and capacities, and the influence of recent educational tendencies, such as the widened concept of citizenship training, the scientific study of education, and the economy of time movement. Contemporary educational problems will be used as the basis of explaining the educational and cultural history of the United States. *Four hours credit.*

137-237. *COMPARATIVE EDUCATION* (Summer quarter only). *Two hours credit.*

140-240. *PLATOON SCHOOL ORGANIZATION* (Summer quarter only). *Two hours credit.*

141-241. *ADMINISTRATION OF VILLAGE AND CONSOLIDATED SCHOOLS*. Since this course is intended for those relatively inexperienced in the field, most of the practical examples will be drawn from the small school systems and applied to the administration of village and consolidated systems. Students with administrative experience should take Ed. 142-242, 143-243, or 144-244. *Four hours credit.*

142-242. *SCHOOL ADMINISTRATION (First Course)*. For seniors and graduate students. (Administration majors may earn up to twelve hours in this field by taking Ed. 142-242, 143-243, and 144-244.) Topics to be given special consideration: the United States government in education; the state as the fundamental educational unit; local units for school control—duties and powers of the school board; duties and powers of the superintendent; the administrative organization for local school control. *Four hours credit.*

143-243. *SCHOOL ADMINISTRATION (Second Course)*. For seniors and graduate students. Topics include the school census, attendance, pupil accounting records and reports; business administration; preparation and use of the budget; cost accounting and fiscal control; indebtedness, short time borrowing, and bonds. *Four hours credit.*

144-244. *SCHOOL ADMINISTRATION (Third Course)*. For seniors and graduate students. This course will consider: selection, tenure, pay, and promotion of teachers; selection of school sites; planning buildings; architectural and educational features of school buildings; school building management, maintenance, and operation; auxiliary agencies. *Four hours credit.*

145-245. *TECHNIQUE OF MAKING THE SCHOOL CURRICULUM*. Covers the sources of curriculum materials and methods of investigation and evaluation of school courses in terms of impersonal or objective standards. Each student will be required to make a study or investigation of some aspect of the curriculum in order that he may more thoroughly understand the technique of curriculum construction. *Four hours credit.*

146-246. *ADVANCED CURRICULUM CONSTRUCTION*. Curriculum making in the major fields of experience—health, economic life, home and family relationships; citizenship, recreation, and moral education. The

reconstruction of materials in these fields is considered in a similar way to that developed in Ed. 110-210, 111-211, and 112-212 for the tool subjects. *Four hours credit.*

150a. *OBSERVATION AND APPLIED TECHNIQUES OF TEACHING IN THE ELEMENTARY LABORATORY SCHOOLS.* Prerequisite, Ed. 105. Scheduled observation and discussion periods through all grades of the elementary school. Further time is spent by each student in individual observation and participation in one grade of the elementary school, according to the student's field of interest. A weekly conference which must be arranged at registration is held with the teacher in charge of the grade to which the student is assigned for individual observation. *Eight hours credit.*

150b. *PRE-TEACHING OBSERVATION IN THE SECONDARY LABORATORY SCHOOLS.* Similar to 150a except for students preparing for secondary schools. *Four hours credit.*

151. *STUDENT TEACHING.* Prerequisite, 150. The laboratory course required of all undergraduate students who are enrolled in work leading to a certificate or bachelor of arts degree. May be completed by an assignment of a half day for one quarter or an hour a day for two quarters. An additional four to eight hours may be elected in student teaching. *Eight hours credit.*

152-252. *STUDENT SUPERVISION.* An elective course, to do advanced work in either the elementary or secondary school. Open to senior college and graduate students of outstanding ability. Students not having had public school experience admitted only by special arrangement with the director of student teaching. *Four hours credit.*

158-258. *ADVANCED OBSERVATION.* Open to students majoring at the elementary school level who have had student teaching or successful public school experience, and who must meet further requirements in student teaching. *Four hours credit.*

160-260. *THE PRE-SCHOOL* (Summer quarter only). Studies the physical and mental growth of the child from two to four years of age. Each student will make a careful observation of the development and personality of several children. *Four hours credit.*

162-262. *CREATIVE EDUCATION* (Summer quarter only). An attempt to appraise the place and contribution of the theory of children's interests in education. *Four hours credit.*

163-263. *ORGANIZATION AND ADMINISTRATION OF THE ELEMENTARY SCHOOL* (Summer quarter only). Desirable prerequisites, one or more of the basic courses in elementary education: 110-210, 111-211, 112-212. Intended for supervisors and principals of elementary schools. Deals with the administrative and supervisory activities of such elementary school officers. *Two or four hours credit.*

165-265. *JUNIOR HIGH SCHOOL ADMINISTRATION AND SUPERVISION* (Summer quarter only). This course will deal with the problems of the junior high school from the administrative and supervisory standpoint. Topics considered: administration; the special purposes of the junior high school; administration of the program of studies; ability grouping, departmentalization, the advisory system, and guidance; directed or supervised study; teaching pupils how to study; projects; socialization; individual instruction; measuring pupil achievement will be considered. *Two or four hours credit.*

166-266. *HIGH SCHOOL ADMINISTRATION AND SUPERVISION* (Summer quarter only). Treatment for senior high school level similar to Ed. 165-166 for junior high school level. *Four hours credit.*

167-267. *NEW EXPERIMENTS IN SECONDARY EDUCATION.* The emphasis in this course will be laid on the various innovations and experiments in curriculum and instruction in progressive secondary schools. Much opportunity will be given to study the new program of College High School. *Four hours credit.*

175-275. *ELEMENTARY STATISTICAL METHODS.* Discusses the value of statistical methods; the collection and classification of data; graphic and tabular expression of statistical facts; measures of central tendency, measures of variability, measures of relationship; the meaning, interpretation, and uses of the types of measurement enumerated above. *Four hours credit.*

176a-276a. *PSYCHOLOGY OF LEARNING FOR ELEMENTARY TEACHERS.* Part I of this course deals with the development of the child during school years taking up such topics as natural tendencies; emotions, intelligence and its measurement. Part II considers learning in school with special emphasis on the nature of learning, principles of learning, factors influencing improvement, measurement of achievement, transfer of training and the growth of the wholesome personality. *Four hours credit.*

176b-276b. *PSYCHOLOGY OF LEARNING FOR SECONDARY TEACHERS.* Parallels Education 176a with the exception that the emphasis is upon the application to situations on the secondary level. *Four hours credit.*

177-277. *CHILD DEVELOPMENT.* Topics treated include the nature of development; heredity versus environmental factors in the development of the child; innate equipment common to all children; growth characteristics of the pre-school and kindergarten child; activity characteristics or behavior tendencies of these periods; emotional responses characteristic of these periods; habit formation throughout these periods, developing mental activities-sensation, perception, attention, imagination, thinking, etc.; social attitudes, and the development of personality. *Four hours credit.*

179-279. *CRITICISMS OF CURRENT PSYCHOLOGIES.* Prerequisites, Ed. 75, or Ed. 76, or Ed. 125 or their equivalent. Topics considered: purposive psychology; associational psychology; functional psychology; structural psychology; configuration psychology; the Russian psychologies; reaction psychology; dynamic psychology; the "factor" school of psychology; the analytical psychologies; behavioristic psychologies; and problems fundamental to all schools of psychology. *Four hours credit.*

180. *GRAPHIC METHODS OF PRESENTING FACTS* (Summer quarter only). *Two or four hours credit.*

181. *CLASSIFICATION AND CATALOGING.* The purpose of Ed. 181, 182, and 183 is to equip teachers with the minimum essentials of library work, particularly those who are to have charge of small school libraries or classroom book collections in small schools. A study of the principles of classification, the decimal system particularly. Classification of books, pamphlets, pictures, and the varied items that may be obtained for the school library. The dictionary catalog, alphabetizing, adaptation, and use of Library of Congress cards, use of subject headings and shelf lists. *Four hours credit.*

182. *REFERENCE WORK.* A study of the standard works of reference, such as the principal encyclopedias, dictionaries, atlases, and reference manuals of various kinds. Periodicals as reference material. Periodical indexes and aids. Bibliographies and reading lists. Selection of public documents and their use for reference. *Four hours credit.*

183. *PRACTICAL WORK IN LIBRARY* (By arrangement). Time required, two hours per day, plus optional work by student. *Four hours credit.*

190-290. *THE TEACHERS COLLEGE AND THE PROFESSIONAL EDUCATION OF TEACHERS* (Summer quarter only). For students interested in positions in normal schools and teachers colleges. Deals with general administration and control; executive officers and their duties; the teaching staff and their qualifications and duties; selection, admission, and supervision and control of students; records and reports; placement; finance in teachers colleges, budgets, costs, sources of revenue; curriculum; educational research and relationships with other educational institutions. *Two hours credit.*

192-292. *STUDENT TEACHING AND THE PROFESSIONAL EDUCATION OF TEACHERS*. Topics treated: the relation of theory and practice in the education of teachers; an activity analysis of student teaching; the present status of student teaching in teachers colleges; observation as a factor in student teaching; methods of improving student teaching; the organization and administration of student teaching; the preparation of supervising teachers; the results of student teaching on the pupils taught. *Two hours credit.*

\*195-295 *PHILOSOPHY OF EDUCATION*. Open only to seniors and graduate students. Analyses such problems as the meaning of education, educational aims and values, education and democracy, the development of ideals, the nature of thinking, the nature of method and of subject matter. The course is designed to show that education is a process of forming one's fundamental dispositions toward mankind, a process by which an individual grows through gaining new meanings in his environment, a process by which social groups maintain their continuous existence. *Four hours credit.*

196-296. *HISTORY OF PHILOSOPHY*. As representative of naturalism, a brief study is made of Bacon and Spencer; among the idealists, Socrates, Plato, Aristotle, Rousseau, Kant, Fichte, Pestalozzi, Froebel, Hegel, Royce, and Gentile; among the pragmatists, James, Dewey, and Bode. *Four hours credit.*

197-297. *CONCEPTION OF MIND IN EDUCATIONAL THEORY*. This course will attempt to show that our conception of the nature of the mind determines in part the aims of education; furthermore, it will trace the historical development of the three major conceptions of mind and the relation of each to the aims of education. The status of intelligence and its influence on theory and practice will be discussed, and the difference between mechanical and intelligent behavior will be pointed out, as well as the implications for education. *Four hours credit.*

\*198-298. *CRITICISMS OF CURRENT EDUCATIONAL THEORY* (Summer quarter only). Critical interpretations of recent books and magazines in the light of the more important modern movements in each of the major fields of education. *Two or four hours credit.*

207. *PERSONALITY OF YOUNG CHILDREN* (Summer quarter only). Prerequisite, a general course in psychology or a course in child psychology. The development of personality from birth through later childhood; problems arising in personality development; and methods of diagnosing and treating problems which may be dealt with in the classroom. *Four hours credit.*

222. *INDIVIDUAL STUDIES IN EDUCATION*. This course is similar to Ed. 120. It is for graduate students, though, and the statement of Ed. 120 applies. *Two or four hours credit.*

229a. *EDUCATIONAL MEASUREMENTS IN THE ELEMENTARY GRADES AND JUNIOR HIGH SCHOOL* (Summer quarter only). Emphasis is placed on the interpretation and use of test results, the choosing of appropriate

\* Given also by Extension.

tests and so far as conditions permit the actual giving and scoring of tests. *Four hours credit.*

229b. *MENTAL TESTS AND MEASUREMENTS* (Summer quarter only). History of the testing movement; classification of mental tests and measurements, including tests of intelligence and personality traits; the meaning of intelligence; the principles of intelligence testing; the influence of intelligence upon achievement; the construction of intelligence tests; criteria for selecting tests for practical purposes; preparation for giving intelligence tests; tabulating and interpreting the results of tests. *Four hours credit.*

Ed. 230. *RECENT DEVELOPMENTS IN RURAL LIFE* (Summer quarter only). Reorganization and commercialization of rural industries; changes in rural living; the new rural life; expansion and overdevelopment; cityward migration and its social significance; commercialized large scale farming and its influence on national and international economic conditions; decreasing rural population; the advance of power farming and its effects on rural life. *Four hours credit.*

275a. *ADVANCED STATISTICAL METHODS*. This course covers computing coefficients of correlation by different forms of the product-moment method; partial and multiple correlations of different orders; different forms of the regression equation for three or more variables; interpreting results of partial correlations; the path coefficient technique and its relation to the regression equation; the elements of curve fitting; the application of statistical methods to the construction of performance and quality scales and to test results. *Four hours credit.*

277. *PSYCHOLOGY OF ADOLESCENCE*. The nature of adolescence—saltatory or continuous development; physical characteristics; intellectual characteristics and needs. Emotional characteristics and emotional stabilization; the development of social consciousness and responsibility for a place in the social order; sex phenomena and the mental hygiene of the adolescent; individual differences in adolescent interests and the needs of the adolescent in these respects. *Four hours credit.*

278. *ADVANCED PSYCHOLOGY OF LEARNING*. A study of some of the psychological methods and experimental techniques involved in the learning development of educational psychology; the nature and varieties of learning; animal learning; associative learning in man; analytical learning; selective thinking and reasoning; the nature of mental functions; learning curves; the improvement of mental functions; the amount, rate, and limits of improvement; the factors and conditions of improvement; forgetting; the spread of improvement of the transfer of training; fatigue; curves of work; heredity; differences in individuals, families, sexes, and races. *Four hours credit.*

279. *EXPERIMENTAL TECHNIQUE AND ITS APPLICATION*. This is an advanced course in educational research. *Two or four hours credit.*

## Nursing Education

The courses in Nursing Education are for registered nurses and are planned to prepare properly qualified nurses for teaching, head nursing, supervision, and administration in schools of nursing. Beginning this year we also offer a School Nursing program. The bachelor of arts degree is conferred on students who complete the requirements. This may include approximately forty-eight hours credit allowed on the undergraduate nursing education program.

Marked deficiencies in the undergraduate bedside nursing services must be removed before credit is given for the schools of nursing credentials. Nurses may, however, register for college work before removing clinical service deficiencies.

An additional prerequisite required for those registering for administration in schools of nursing is three to five years distributed experience in head nursing, teaching, and supervision. The prerequisite required of those nurses registering for School Nursing is one year's experience in the field of public health nursing.

Majors in School Nursing will register for courses in Education, Literature, Health and Physical Education, Science, and Social Studies. An outline of the nursing education subjects will be sent to those interested in school nursing.

For the bachelor of arts degree in nursing education the student must in addition to taking the courses provided in nursing education and in professional education have twelve hours in English, two to six hours in health and physical education, six hours each in art and music appreciation, twenty-four to thirty-two hours in Social Studies and twenty-eight to thirty-two hours in Education.

## Description of Courses

100-200. *HISTORY OF NURSING.* The historical development of nursing under the religious, military, and secular forms of organization from its early beginnings to modern times. Special emphasis is placed on the modern development of nursing in the direction of educational and public health activities. *Four hours credit.*

101-201. *FUNDAMENTALS OF HEALTH ORGANIZATION AND ADMINISTRATION.* History, organization, and policies of public health nursing. Modern public health movements and the relation of the nurse to official and non-official agencies in the community. *Four hours credit.*

102-202. *THE CURRICULUM AND PRINCIPLES OF TEACHING APPLIED TO NURSING EDUCATION.* For head nurses, supervisors, teachers and principals of nursing. A study of the National Curriculum for Schools of Nursing will be made so as to follow the aims and objectives of nursing education, the suggested arrangement and sequence of subject matter, the principles involved in teaching, together with the planning of lessons and demonstrations. *Four hours credit.*

103-203. *WARD MANAGEMENT AND WARD TEACHING.* Individual and group discussions of the underlying principles and methods of ward management and ward teaching, with special emphasis on the principles and methods underlying effective clinical instruction. *Four hours credit.*

104-204. *HOSPITAL ECONOMICS.* For all hospital personnel having to do teaching, supervision, and administration, and others who may cooperate with the forces making for social progress. A brief survey of the laws governing hospitals and construction; wealth and welfare; power; capital; division of labor; buying equipment; replacement and care; principles of cooperation and personnel management. *Four hours credit.*

105-205. *METHODS OF TEACHING MATERIA MEDICA IN SCHOOLS OF NURSING.* Offered only during the summer quarter. Designed to give the teachers of nursing assistance in developing a course of study and the methods that may be devised for teaching drugs and solutions. *Four hours credit.*

107-207. *TEACHING OF THE NURSING ARTS.* For nurses who have to do with the teaching of nursing procedures—head nurses, supervisors, and instructors who handle procedures in either the classroom or at the bedside of the patient. The coordination of nursing procedures with the science subjects; motor skills and the criteria by which nursing procedures are judged. *Four hours credit.*

110-210. *TRENDS IN NURSING EDUCATION.* The recent developments in the various fields of nursing education, together with the scientific and research findings that have a direct bearing on nursing service. This includes a consideration of the fields for nursing positions, nursing associations, registration, legislation, and publications. Attention is given to the international aspects of nursing education and service. *Four hours credit.*

156-256. *OBSERVATION AND STUDENT TEACHING IN NURSING EDUCATION.* Supplementary to 102. Students will also register in Education 150b, pre-teaching observation in the secondary schools. The credit divided between student teaching and bedside teaching on the wards. This work is done in arrangement with a Denver school of nursing and hospital. *Eight hours credit.*

157-257. *SUPERVISION IN NURSING AND CASE STUDY.* Principles of supervision and their application to the problems in the hospital, schools of nursing, and public health organization. The principles on which successful supervision is based, the professional problems involved, and methods of case study. *Four hours credit.*

160-260. *ADMINISTRATION IN SCHOOLS OF NURSING.* Organization of schools of nursing in the universities and in the hospitals, the administration of them, including the budget, personnel, entrance requirements, rotation of students in their clinical services, along with the class programs. *Four hours credit.*

## Division of Health and Physical Education

The work of the Professional College in this division supplements that of the General College and affords professional preparation for the majors and minors in Health and Physical Education.

Women wishing to major in Health and Physical Education must have the approval of the divisional staff. Approval will be based on the student's teaching possibilities, success in physical education work taken in the General College, tests for professional college level, and health.

Women majoring in Health and Physical Education must have credit in or be able to pass an examination in the following Health and Physical Education

courses: 2, 12, 13b, 14, 15, 16, 30a, b, c, 45a, b, c, 46a, b, 47, before entering the Professional College or must take such courses in the first year of professional work for no credit. Participation in many of the above activities can be had through membership in the Women's Athletic Association.

Every Health and Physical Education major must pass a piano playing test of third grade level before graduating from the division. Every major in this division must be a member of the creative dance group for one year; she may be a member longer if she desires.

## Major (FOR WOMEN)

### JUNIOR YEAR

	No.		Hrs.
H & P.E.	110.	First Aid .....	2
	120a, b.	Anatomy and Kinesiology (4 and 2 hrs.)....	6
	129a, b, c.	Coaching Methods (2 hrs. each quarter).....	6
	132.	Theory of Individual Gymnastics.....	4
	137a, b.	Materials and Methods (4 hrs. each quarter)..	8
Sci.	117.	Physiology .....	4
Art	114.	Industrial Arts in Elementary School .....	4

### SENIOR YEAR

H & P.E.	125.	Physiology of Exercise .....	4
	135.	History and Principles of P.E.....	4

### GRADUATE YEAR

Graduate courses should be selected from the following list:

H & P.E.	221.	Advanced Kinesiology .....	4
	222.	Problems in Physical Education.....	4
	231.	Pageantry .....	4
	238.	Sociology of Play .....	4
	239.	Administration of P.E. Program for Women..	4
Biot.	232.	Genetics and Eugenics .....	4

## Minor (FOR WOMEN)

Women who wish to minor in Health and Physical Education should take, in addition to the six activity courses taken in General College:

	No.		Hrs.
	45a, b, c.	Dancing (2 hrs. each quarter).....	6
	46a, b.	Individual Sports, Gymnastics, Tumbling, (2 hrs. each quarter) .....	4
	47.	Use of Music in the Dance .....	2
	129a, b.	Coaching Methods (2 hrs. each quarter).....	4
	137a, b.	Materials in Physical Education (4 hrs. each quarter) .....	8



(FOR MEN)

There is no major for men in Health and Physical Education. Those who wish a minor should select courses from the following:

No.	Hrs.
21. Mat Work .....	1
30. Swimming .....	1
33. Gymnastics .....	1
110. First Aid .....	2
111. Theory of Play and Minor Sports.....	4
112. Tests and Measurements in Physical Examinations .....	2
125. Physiology of Exercise .....	4
165. Football Coaching .....	4
166. Basketball Coaching .....	4
168. Track Coaching .....	2
169. Baseball Coaching .....	2
170. Organization and Administration of Athletics and Physical Education .....	4
Art (Home Arts)	
191. Nutrition .....	4
Sci. 117. Physiology .....	4

## Description of Courses

1. *PERSONAL HYGIENE.* The essentials of personal hygiene. The aim is to secure better personal health habits among teachers and to give methods of teaching better health habits in the public schools. *Four hours credit.*

45a, b, c. *DANCING.* Techniques in folk, natural, and tap dancing. *Two hours credit each quarter.*

46a, b. *INDIVIDUAL SPORTS*—Gymnastics and Tumbling. Fundamental work in tennis, field and track; minor individual sports, including badminton, deck tennis, pingpong, archery, Danish gymnastics, tumbling. *Two hours credit each quarter.*

47. *USE OF MUSIC IN THE DANCE.* Musical forms will be studied and rhythms analysed in relation to different types of dancing, and a music bibliography compiled. *Two hours credit.*

102-202. *PROBLEMS IN HEALTH EDUCATION.* The philosophy underlying various methods of teaching will be briefly considered. Opportunity will be given for each student to construct a teaching program to meet the needs of his situation. *Two hours credit.*

110. *FIRST AID*. A study of the causes of accidents and type injuries; what the first aider should do in case of fracture, dislocation of joints, hemorrhage, poisoning, electric shock, asphyxiation, etc. The American Red Cross text is followed. Required of all majors, but open to all. *Two hours credit*.

111. *THEORY OF PLAY AND MINOR SPORTS*. A subject dealing with the various theories and philosophies of play, the development of play interest in both sexes at different age levels, and the selection of games or play activities to meet particular group requirements. *Four hours credit*.

112. *TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION EXAMINATIONS*. Classification of the physical abilities of students, and determining the work needed by individuals. *Two hours credit*.

120a, b, -220a, b. *APPLIED ANATOMY AND KINESIOLOGY*. The study of the different systems of the body with special emphasis on the bones and muscles. *Six hours credit*.

125-225. *PHYSIOLOGY OF EXERCISE*. Prerequisite, Sci. 117. Effects of muscular activity upon the various organs and systems of the body, and upon the human mechanism as a whole, in order that students may more intelligently direct the physical training and athletic activities of their pupils when teaching physical education. *Four hours credit*.

129a, b, c. *COACHING OF SPORTS FOR WOMEN*. Theory and practice of advanced techniques; methods of organizing and presenting sport material, participation in refereeing and officiating in actual games, references from which students may find adequate material. The sports which will be presented in 129a are hockey, soccer, speedball, and basketball; in 129b and c are baseball, track, tennis, archery, and swimming. *Two hours credit each quarter*.

131-231. *PAGEANTRY*. An appreciation of the arts as developed through motor activities. Pantomimes, pageants, and festivals, stage lighting, costuming, and make-up will be discussed, and opportunity given for practice in the same. Original work will be required. *Four hours credit*.

132-232. *THEORY OF INDIVIDUAL GYMNASTICS*. Postural defects and their treatment, technique of massage, organization of corrective work for different age levels, postural examinations, posture drives. Laboratory work required. *Four hours credit*.

135-235. *HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION*. The play activities of man and physical education among civilized races in the light of their general progress; the comparison of the formal and natural physical education program in the light of their aims, objectives, results, and their value in accordance with the modern philosophy of education; the types

of work to be included in the program; and the administration of such a program from the standpoint of building, grounds, equipment, and staff. *Four hours credit.*

137a, b.-237a, b. *PRESENTATION OF MATERIALS IN PHYSICAL EDUCATION.* Program planning and teaching techniques in games, sports, dancing for elementary and secondary school, and playground. *Four hours credit each quarter.*

165. *FOOTBALL COACHING.* A discussion of equipment, and placement of men in positions. The various types of offensive and defensive tactics used. Theory and practice and the problems of a football campaign. *Four hours credit.*

166. *BASKETBALL COACHING.* Theory and practice of the various styles of basketball that are played today. Offensive and defensive formations and plays. Other fundamentals of basketball. *Four hours credit.*

168. *TRACK COACHING.* Theory and practice in starting, sprinting, distance running, hurdling, and all the field events. Also organization and the management of meets. *Two hours credit.*

169. *BASEBALL COACHING.* A general discussion of baseball, including hitting, fielding, base running, pitching, and a study of the rules. *Two hours credit.*

170. *ORGANIZATION AND ADMINISTRATION OF ATHLETICS AND PHYSICAL EDUCATION.* Organization problems and methods; ideal programs for department of physical education and athletics; the relation this department bears to the other departments of the school; and the relation of the various branches of the department to each other. *Four hours credit.*

221. *ADVANCED KINESIOLOGY.* A study of body mechanics and an analysis of muscular activity in physical education. *Four hours credit.*

222. *PROBLEMS IN PHYSICAL EDUCATION.* This course will present for discussion and solution through class and discussion groups, present-day problems in the administration of a physical education program, individual problems from the class, papers from the class on problem solutions. *Four hours credit.*

238. *SOCIOLOGY OF PLAY.* The extent, need, and functions of play, the sociological theories of play, the nature of play, the development of the play movement, the qualifications and development of play leaders, and recent trends in the play movement. *Four hours credit.*

239. *ADMINISTRATION OF PHYSICAL EDUCATION PROGRAM FOR WOMEN.* Program planning, equipment, staff, care and construction of building, and the discussion of details that make for a smooth running organization. *Four hours credit.*

# Division of Literature and Languages

The Division of Literature and Languages provides studies in the English language, in English literature, in oral English, and in four foreign languages: Latin, French, German, and Spanish. The amount of work in these courses is sufficient to provide the information and cultural background that a teacher in any kind of school stands in need of; it provides also the specific and extended studies that the English and foreign language teacher will need for his or her work in the elementary school or high school.

Students who have completed the two years of work in the General College in the expectation of continuing in the Professional College will already have demonstrated their aptitude in this direction by having their work in world literature, elementary composition and the survey sequence in English and American literature. If the results of these studies and the personal qualifications of the students are satisfactory, they will be admitted to the division without further examination. Transfer students from other colleges will be required to take comprehensive examinations in composition and general literature, including English and American.

The experience of the college shows that the beginning teacher in English may be called upon to do six specific things. These are: (1) Teaching classes in English and American literature, (2) teaching classes in oral and silent reading, and in oral and written composition, (3) managing a school paper, (4) directing debating, dramatic, and speaking exercises and contests, (5) correcting speech defects of pupils, (6) directing the current reading of the pupils. Courses dealing with the methods of teaching these subjects are provided.

The division has made provisions for the instruction of the college students in these six directions.

In the foreign languages the studies have been arranged to give to the student a reading, writing, and speaking knowledge of each of the modern languages and also a knowledge of the literature of the people who use each of them, together with information concerning the background of history and social customs of these nationalities.

## English Major

An English major must have proficiency in one language in addition to English before receiving the bachelor of arts or master of arts degree. This additional language may be Latin, French, Spanish, or German. The demand for teachers indicates that the Latin and English combination is the best one. The best arrangement of all is English, Latin, and either Spanish or French. The department strongly recommends proficiency in Latin and one modern language, but does not require this. Proficiency in languages shall be determined by objec-

tive testing. In Latin it will consist of ability to read (silently and orally) and to translate standard Latin prose into good English, and to write easy Latin composition. In a modern language the requirement is the same except that the ability to carry on an ordinary conversation is added to the requirements.

This proficiency may be acquired altogether in the high school, partly in high school and partly in college, or wholly in college. A student who has had two years of a foreign language in high school may reasonably expect to meet the proficiency requirements at once, or at most by taking an additional eight or twelve hours of that language in college. Two years of high school language plus eighteen college hours is sufficient to meet the college requirements for a minor in that language, and the North Central requirement for a certification to teach it in secondary schools.

An English major must take the following basic courses, the first six of which may be taken in the General College:

No.	Hrs.
58a. A Survey of English Literature, 700-1744	4
58b. A Survey of English Literature, 1744-1935	4
58c. A Survey of American Literature	4
62. First Course in Speech	2
63. First Course in Dramatic Art	4
64. Phonetics and the Organs of Speech	2
100a. Journalism	2
110a. Advanced Composition	2
110b. Advanced Composition	2
111. The English Language for Teachers	4
118. Debating	2
and one of the following:	
121. Literature for the Elementary School	
126. Teaching English in the Secondary Schools	4

Students whose primary interest is in teaching literature and composition should add to the above list twelve hours of advanced courses in these subjects.

Those whose interest is in teaching speech and dramatics should add twelve hours to the basic list from the following speech courses:

No.	Hrs.
13. Story Telling	4
15. The Reading of Literature	2
112. Children's Theater	4
114. Play Production	4
125. Oral English in the Secondary Schools	2
134. Modern Drama	4
119. Advanced Debating	2

## English Minor

English majors must take two minors. One of these may be in a foreign language, but the other must be in some other division than Literature and Languages.

Students from other divisions who desire to minor in English and Literature should make their selections from the following courses. The total should be twenty-four hours.

No.	Hrs.
13.	4
15.	2
58a, b, c.	12
62, 63, 64.	8
110a, b.	4
111.	4
112.	4
114.	4
121, 125, or 126.	4

## Description of Courses

4. **ENGLISH COMPOSITION**—(Make-up). Fee, five dollars a quarter. This course has been arranged to assist students who have failed to reach a satisfactory degree of proficiency in the composition part of English 40 and thus have a condition in three hours of elementary composition. Individual assistance is provided for such students in small groups. A student is excused as soon as he shows the required proficiency. A fee is charged to pay, in part, for the instruction in this sub-collegiate phase of writing. If more time than one quarter is required, the student must continue the work, paying the five dollar fee each quarter, until his oral and written use of English are satisfactory. *No credit.*

13. **STORY TELLING.** The technique of story telling is first given. Then the students have practice in applying the principles. Practice is given in selecting, arranging, and telling stories suited to the several elementary school grades. *Four hours credit.*

15. **THE READING OF LITERATURE.** Practice in both silent and oral reading of prose and poetry to learn to get meaning readily from the printed page and to express meanings through oral reading. While the class meets daily, it is arranged in sections so that each student is required to attend the class only three days a week. *Two hours credit.*

17. **SPEECH DEFECTS.** Fee five dollars. An elective course designed to aid students in overcoming defects in speech, such as blurred enunciation, monotony, stammering, and the like. The instruction is largely individual. Only students having the few marked defects are admitted by the instructor. *No credit.*

18. **DEBATING.** A practice course in debating, open to any student interested in interclass and intercollegiate debating. The teams for intercollegiate debates are chosen at the end of the quarter from students who have had the instruction and practice provided by this course. *Two hours credit.*

19. **DEBATING.** Those students who were selected for the intercollegiate debate teams will comprise the class in English 19. The work will consist of the preparation for the debates. *Two hours credit.*

40a. **OUTLINE OF GENERAL LITERATURE.** The General college requires a study of world literature continuing daily through the freshman year. This begins with Egyptian literature and in the fall quarter extends through Hebrew, Western Asiatic, Greek and Roman. The study of literature with extensive readings. *Three hours credit.*

40b. **OUTLINE OF GENERAL LITERATURE.** Continuation of the world literature course through the middle ages, the Renaissance, and to the end of the eighteenth century. *Three hours credit.*

40c. *OUTLINE OF GENERAL LITERATURE*. Continuation of world literature through the nineteenth century and to the present time. The second half of the spring quarter is given to the reading of contemporary literature. A book fee of \$1.00 is charged. *Three hours credit*.

41. *ELEMENTARY ENGLISH COMPOSITION*. Along with the year of world literature lessons in composition are given. The literature takes up four recitation periods a week, the composition one. As soon as the student reaches a satisfactory degree of proficiency in his writing, whether in one, two, or three quarters, he is given three hours of credit in composition and excused from further attendance on composition days. Those who fail to reach the proficiency standard in the three quarters of the freshman year are required in the sophomore year to enroll in English 4, a make-up class, and pay a fee of \$5.00 each quarter for individual instruction until a suitable degree of proficiency in writing is reached. *Three hours credit*.

58a. *A SURVEY OF ENGLISH LITERATURE 700-1744*. This is a comprehensive reading course dealing with the beginnings of English literature and following its development through the early poetic and prose forms to the more definite expression of these in the later seventeenth century. The course consists of readings supplemented with the historical background of the periods extending to 1744. *Four hours credit*.

58b. *A SURVEY OF ENGLISH LITERATURE, 1744-1935*. This comprehensive reading course begins with the Period of Classicism and continues to the present. The same plan is followed as that indicated for English 58a. *Four hours credit*.

58c. *AMERICAN LITERATURE*. A course in American literature following the plan of the survey courses in English literature. The work is professionalized by the consideration of the selection of material for the schools. *Four hours credit*.

62. *FIRST COURSE IN SPEAKING*. This basic course in the art of oral expression teaches the fundamental laws of interpretation and the manifestation of these principles through natural expression. This course also embodies the subject of public speaking. It is prerequisite to English 63. *Two hours credit*.

63. *FIRST COURSE IN DRAMATIC ART*. Prerequisite, English 62. This course embraces all the basic principles of dramatic art. The course is designed to meet the needs of students who will as teachers be producing plays in the junior and senior high schools. Direction of short plays by the student is carried on under the supervision of the instructor. *Four hours credit*.

64. *PHONETICS AND THE ORGANS OF SPEECH*. An introduction to the study of American pronunciation. An analysis of speech sounds, the means of recording speech differences, the physical aspects of speech, and the study of dialects comprise the chief divisions of the course. Especially recommended for majors and minors in speech, English, and foreign languages. *Two hours credit*.

100a, b, c. *JOURNALISM*. A beginning course in journalism; designed primarily for those who desire to teach journalism in the high school or who may be called on to act as advisers to high school students in the publication of the school paper. Only one quarter is required of English majors, but all three quarters may be elected. *Two hours credit each quarter*.

110a, b, c. *ADVANCED COMPOSITION*. This required course is designed to give individual practice in writing and to prepare students for the teaching of written composition. The first two quarters give practice in written

expression, the improvement in the technique of writing, practice in collecting and organizing materials, outlining, etc. The third quarter gives the student an opportunity for self expression, attempts at writing for publication, and individual practice in writing in the several literary forms. *Two hours credit each quarter.*

111. *THE ENGLISH LANGUAGE FOR TEACHERS.* A professionalized course in the English language. This course consists of three parts: (a) the story of the origin and development of language and the history of the English language; (b) English grammar from the professional point of view; and (c) the teaching of composition. *Four hours credit.*

112. *CHILDREN'S THEATER.* Instruction concerning the selection of plays for intermediate and junior high school children. Directing the players, stage settings, scenery, costumes, etc. All the technique of children's dramatics from choosing the play to presenting it before an audience. *Four hours credit.*

114. *PLAY PRODUCTION.* Prerequisite, English 64. A lecture and laboratory course designed primarily for teachers and students who intend to engage in the work of play production in the schools, the Little Theater, or the Children's Theater. Building on the fundamentals of dramatic art as given in English 63, this advanced course includes such phases of theatrical technique as staging, lighting, costuming, and make-up. Choice of materials for amateur theatricals is considered. Special emphasis is laid on the actual production of plays, including casting and directing. *Four hours credit.*

121. *LITERATURE FOR THE ELEMENTARY SCHOOL.* Required of intermediate and English majors. A survey of children's literature appropriate for use in grades three to six, inclusive. A survey of children's literature and a study of motivation in the field of reading, oral and silent, for children; the consideration of principles governing the choice of literature in these grades; practice in the organization and presentation of type units, including dramatization and other vitalizing exercises. *Four hours credit.*

125. *ORAL ENGLISH IN THE SECONDARY SCHOOLS.* Prerequisites, English 63 and 64. The discussion of practical problems concerning the direction of oral English in the secondary school, oral composition, literary society and debating activities, dramatics, etc. *Four hours credit.*

126. *THE TEACHING OF ENGLISH IN THE SECONDARY SCHOOLS.* Principles for the selection of literature for senior high school pupils considered critically; illustrative studies in the treatment of selective pieces; study of types of composition work for high schools, with illustrative practice in writing. *Four hours credit.*

130. *CONTEMPORARY LITERATURE.* An appreciation course dealing with the literature of the twentieth century. *Four hours credit.*

131. *THE SHORT STORY.* A study of typical modern short stories to observe the technical methods of modern short story writers and the themes they have embodied in the magazine fiction of the present. *Four hours credit.*

132. *THE DEVELOPMENT OF THE NOVEL.* The development, technique, and significance of the novel. *Four hours credit.*

134. *MODERN DRAMA.* Reading and class discussion of plays that best represent the characteristics, thought-current, and the dramatic structure of our time. *Four hours credit.*

140. *LYRIC POETRY.* A comparative study of types, themes, spirit, and technique of standard English lyrics with an attempt to estimate the signifi-



cance of contemporary tendencies in poetry, from the beginnings to the present. *Four hours credit.*

141. *NINETEENTH CENTURY POETRY.* A study of English poetry from Wordsworth to Tennyson, including Coleridge, Byron, Shelley, Keats, and the lesser writers from 1798 to 1900. *Four hours credit.*

155a, b. *SHAKESPEARE.* In these two courses the dramas of Shakespeare are studied in chronological order. The course also includes the life of Shakespeare and some attention to the sonnets. Typical plays are studied in class. Each student is required to read all the plays and the sonnets. *Four hours credit each quarter.*

155c. *ELIZABETHAN DRAMA.* A knowledge of the dramatic literature of the early seventeenth century is incomplete without an acquaintance with the contemporaries and successors of Shakespeare from about 1585 to the closing of the theaters in 1642. The principal dramatists, with one or more of the typical plays of each, are studied in this course. *Four hours credit.*

160. *THE HISTORY, LITERATURE, AND RELIGION OF THE OLD TESTAMENT.* This course is a study of the Old Testament from the viewpoint of its historical development. A study is also made of the religion of the Hebrews as it is reflected in their literature. The course includes the early poetical, legal, and biographical writings, and the prophets before the Exile period. *Four hours credit.*

161. *LITERATURE OF THE NEW TESTAMENT.* Including the life and teachings of Jesus. This course is a literary study of the four gospels, from a historical point of view. It also includes an intensive study of the teachings of Jesus, in the light of the background out of which He came. *Four hours credit.*

211. *THE ENGLISH LANGUAGE FOR TEACHERS.* *Four hours credit.*

212. *OLD ENGLISH.* A beginning course in Anglo-Saxon. Grammar and reading. *Four hours credit.*

213. *CHAUCER AND MIDDLE ENGLISH.* A study of the English language of the fourteenth century to show its development after the Norman Conquest and preceding the Elizabethan period. The observations upon the development of the language are made mostly through a careful study of Chaucer. The course is the natural follower to English 212, but may be taken independently. *Four hours credit.*

222a, b. *INDIVIDUAL STUDIES IN ENGLISH.* This course number is to provide an opportunity to individual graduate students to carry on a more complete study than is offered in any one of the group courses. Arrangements are made with the department head to enroll for such individual studies. An advisory instructor will be assigned to each student enrolled for Eng. 222. The amount of credit depends upon the extent of the work done. *Two or four hours credit each quarter.*

\*231. *THE SHORT STORY.* *Four hours credit.*

\*232. *THE DEVELOPMENT OF THE NOVEL.* *Four hours credit.*

\*234. *MODERN DRAMA.* *Four hours credit.*

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\*Courses without descriptions have already been described under similar numbers in the 100's.

241. *COMPARATIVE LITERATURE*. Greek and Latin. A survey of the main contributions of classical culture to world literature. The reading in English translation of Homeric epics and the dramas of Aeschylus, Sophocles, and Euripides. *Four hours credit.*

242. *COMPARATIVE LITERATURE*. Italian, Spanish, and French. A study of literary elements and influences deriving from Medieval and Renaissance cultures; a review of the trends of modern romance literature; a careful reading in translation of outstanding classics, notably Dante's "Divine Comedy." *Four hours credit.*

243. *COMPARATIVE LITERATURE*. German, Scandinavian, and Russian. A comparison of Teutonic epic material with Greek and Romance epics; a survey of the significant contributions in the literature of Germanic and Russian peoples; the careful study of Goethe's "Faust." *Four hours credit.*

245. *THE ROMANTIC MOVEMENT IN LITERATURE*. A specialized course for senior and graduate English majors, tracing the development of the romantic movement in continental and British literature. Given in alternate years. *Four hours credit.*

246. *NINETEENTH CENTURY PROSE*. Consideration of the serious prose writing, chiefly critical and literary, of the leaders of thought in the nineteenth century. *Four hours credit.*

\*255a, b. *SHAKESPEARE*. *Four hours credit each quarter.*

\*225c. *ELIZABETHAN DRAMA*. *Four hours credit.*

## Foreign Language Major

Students expecting to be certified as foreign language teachers must be proficient in one foreign language before being accepted for entrance upon that major. This proficiency may be acquired in high school, or partly in high school and partly in college. Before being granted the bachelor of arts or master of arts degree the candidate must be proficient in one or more languages chosen from the following:

Latin, Spanish, French, German (Greek or Italian may be offered by students having already acquired one or the other before entering the college).

A foreign language major must have proficiency in the use of the language, plus twenty-four hours in courses in the literature of that language.

The foreign language major must have the use of two languages (proficiency in one and adequate preparation in another). The student may use English as one minor if he so chooses, but is required to take the other minor outside the division.

Students who plan to major in the foreign languages should take as many of the following courses as are necessary to secure the knowledge and proficiency in the languages already outlined above.

\*Courses without descriptions have already been described under similar numbers in the 100's.

	No.	Hrs.
LATIN	105. Livy .....	4
	106. Pliny .....	4
	107. Horace .....	4
FRENCH	105. The Classical Theater .....	4
	106. The Classical Theater .....	4
	107. Seventeenth Century Prose .....	4
	108. French Civilization .....	2
SPANISH	105. Romantic Drama .....	4
	106. Modern Drama .....	4
	107. Modern Novel .....	4
	108. Modern Poetry and Essay .....	4
	109. Spanish Civilization .....	2
TEACHING FOREIGN LANGUAGES	131. The Teaching of Romance Languages .....	4

## GRADUATE COURSES

FRENCH	205. Eighteenth Century French Literature.....	4
	206. French Romanticism .....	4
	207. Twentieth Century French Literature.....	4
SPANISH	205. Don Quijote .....	4
	206. Classical Drama .....	4
	207. Classical Prose and Poetry.....	4
INDIVIDUAL STUDIES	222a, b. Individual Studies in Foreign Languages.....	4

## Foreign Language Minor

A minor in a foreign language consists in proficiency in the use of the language plus twelve hours in college courses in the language. This is represented by approximately two years of high school studies in the language and twelve college hours, or thirty college hours if all the study of the language is done in college. It is the intention of the college that a student having a minor in a language shall have enough to meet the requirements of the North Central and other accrediting associations. Combinations of two or more languages are not accepted as a minor.

## Description of Courses

## Latin

1. *ELEMENTARY LATIN*. (First quarter of first year). Hettich and Maitland's Latin Fundamentals. Principles of grammar, with emphasis on the relation of Latin to English and to other European languages. *Four hours credit.*

2. *ELEMENTARY LATIN*. (Second quarter of first year). A continuation of Latin 1. Collateral reading on Roman history and society. *Four hours credit*.
3. *ELEMENTARY LATIN*. (Third quarter of first year). Readings from Caesar and other authors of approximately equal difficulty. *Four hours credit*.
5. *CICERO*. (Second year). Selected orations of Cicero, with collateral reading on the history of the period. *Four hours credit*.
6. *VERGIL* (a) (Second year). The first two books of the Aeneid, with a study of the metrical form. Collateral reading on classical mythology. *Four hours credit*.
7. *VERGIL* (b) (Second year). Books 3, 4, 5, 6, of the Aeneid, with a study of classical mythology. *Four hours credit*.
105. *LIVY*. (Third year). Books 1 and 2 of The Decades, with collateral reading on Roman history. *Four hours credit*.
106. *PLINY*. (Third year). Selected Letters of Pliny the Younger. Collateral reading on Roman life of the first century. *Four hours credit*.
107. *HORACE*. (Third year). Odes and Epodes, with special attention given to metrical forms. *Four hours credit*.

### French

1. *ELEMENTARY FRENCH*. Principles of grammar. Special attention given to pronunciation and articulation. *Four hours credit*.
2. *ELEMENTARY FRENCH*. Grammar and easy reading, calculated to give a knowledge of France and French life. *Four hours credit*.
3. *ELEMENTARY FRENCH*. Varied reading of easy plays, short stories and sketches. *Four hours credit*.
5. *INTERMEDIATE FRENCH*. (Second year). A review of grammar. Composition. Intensive drill in phonetics. *Four hours credit*.
6. *INTERMEDIATE FRENCH*. (Second year). A brief survey of French history as a basis for French literature. Lavissee's *Histoire de France*. *Four hours credit*.
7. *INTERMEDIATE FRENCH*. (Second year). The short story, as exemplified in a number of authors of the nineteenth and twentieth centuries. *Four hours credit*.
105. *THE CLASSICAL THEATER* (a). Corneille and Moliere. *Four hours credit*.
106. *THE CLASSICAL THEATER* (b). Moliere and Racine. *Four hours credit*.
107. *SEVENTEENTH CENTURY PROSE*. LaRocheffoucauld, Mme. de Lafayette and other prose writers of the classical period. *Four hours credit*.
108. *FRENCH CIVILIZATION*. Lectures in English to provide students and prospective teachers of French with a knowledge of French life and customs. *Two hours credit*.
205. *EIGHTEENTH CENTURY FRENCH LITERATURE*. Selections from Voltaire and Rousseau, with collateral reading of other Eighteenth Century writers. *Four hours credit*.

206. *FRENCH ROMANTICISM*. Romanticism in France, with relation to the movement elsewhere in Europe. Emphasis on Hugo and Musset. *Four hours credit.*

207. *TWENTIETH CENTURY FRENCH LITERATURE*. Lectures on the writers of this century, with individual readings and reports. *Four hours credit.*

### German

1. *ELEMENTARY GERMAN*. Grammar and pronunciation, with an elementary study of the relation of German to English. *Four hours credit.*

2. *ELEMENTARY GERMAN*. Grammar and easy reading of "Kulturkunde" material. *Four hours credit.*

3. *ELEMENTARY GERMAN*. Reading of easy prose and poetry. *Four hours credit.*

5. *INTERMEDIATE GERMAN*. Review of grammar. Composition. *Four hours credit.*

6. *INTERMEDIATE GERMAN*. Schiller's "William Tell" and one shorter play. *Four hours credit.*

7. *INTERMEDIATE GERMAN*. The German novel of the nineteenth century. *Four hours credit.*

### Spanish

1. *ELEMENTARY SPANISH*. (First quarter of first year). A study of Spanish pronunciation and grammar, together with some reading. *Four hours credit.*

2. *ELEMENTARY SPANISH*. (Second quarter of first year). Reading and conversation from the texts *La Nela* and *Gil Blas*. *Four hours credit.*

3. *ELEMENTARY SPANISH*. (Third quarter of first year). Further reading and conversation based on simple texts. *Four hours credit.*

5. *INTERMEDIATE SPANISH*. (Second year). An intensive review of grammar with written and oral practice on the rules, verbs and idioms learned. Seymour and Carnahan's *Short Review Grammar* is supplemented by Cano and Goggio's *Cuentos Humorísticos Espanoles*. *Four hours credit.*

6. *INTERMEDIATE SPANISH*. (Second year). The first course in Spanish literature as written by and for Spaniards. While primarily a reading course, there is considerable emphasis on grammatical principles and on conversation. The texts read are *El Conde Lucanor* and Julio Camba's *La Rana Viajera*. *Four hours credit.*

7. *INTERMEDIATE SPANISH*. (Second year). A continuation of Spanish 6. The text used is *La Alegria del Capitan Ribot* by Palacio Valdes. *Four hours credit.*

105. *ROMANTIC DRAMA*. (Third year). A study of the romantic movement in Spain, its causes, its exponents and their works. Hartzzenbusch's *Los Amentes de Teruel*, Tomayo y Baus's *La Locura de Amor*, and Echegaray's *El Gran Galeto* are read in class, and reports are made by students on additional romantic plays read outside. *Four hours credit*.

106. *MODERN DRAMA*. (Third year). A study of the "Generation of 98" and their transition to the less emotional type of theater, as personified by Benavente, and the poetic type represented by Marquina. Plays by these authors are read in class, together with Martínez Sierra's *Sueno de una Noche de Agosto*. Reports on outside readings. *Four hours credit*.

107. *MODERN NOVEL*. (Third year). A study of the costumbrista movement, translation of and conversation on a novel by Fernan Caballero, a general survey of Galdos' *Episodios Nacionales* with outside readings, class study of Pio Baroja's *Zalacain el*. *Four hours credit*.

108. *MODERN POETRY AND ESSAY*. (Third year). The Modernista movement in Spanish poetry as exemplified by Ruben Dario's works. A study of metrical principles. Selections from Unamuno will provide the basis for a study of the philosophical essay. *Four hours credit*.

109. *SPANISH CIVILIZATION*. Lectures in English designed to give the prospective teacher of Spanish some knowledge of the history, government, art, educational system, social structure, etc., of Spain. *Two hours credit*.

205. *DON QUIJOTE*. (Fourth year). Readings from the *Quijote*, a study of the life of Cervantes, and the readings of one of his *Novelas Ejemplares*. Conversation based on the texts. *Four hours credit*.

206. *CLASSICAL DRAMA*. (Fourth year). A study of the theater in Spain under Philip III and Philip IV. Discussions of Culteranismo and Conceptismo and their effect on Spanish literature. Alarcon's *Las Paredes Oyen*, Calderon's *La Vida es Sueno*, and a play by Lope de Vega are read in class. *Adventurero* and one other modern novel. *Four hours credit*.

207. *CLASSICAL PROSE AND POETRY*. (Fourth year). A study of the non-dramatic poetry of the Golden Age beginning with Garcilaso and continuing through Fray Luis de Leon, Quevedo, and Gongora with special attention to prosody. The beginnings of the picaresque novel, as exemplified by *Lazarillo de Tormes*, are also studied. *Four hours credit*.

### Teaching Foreign Languages

131. *THE TEACHING OF ROMANCE LANGUAGES*. A study of the aims and methods of teaching romance languages of the various types of examinations, selection of texts, use of realia, etc. *Four hours credit*.

### Individual Studies

222a, b. *INDIVIDUAL STUDIES IN FOREIGN LANGUAGES*. Special phases of literature may be studied as individual projects under the direction of a member of the department. *Two or four hours credit each quarter*.

## Division of Music

The Division of Music is maintained primarily for the purpose of thoroughly preparing teachers in public school music. The student life of the college is influenced directly by the large part music plays in all the student activities. It is necessary to maintain a large and well prepared music faculty in order properly to educate the public school music supervisor. Thus it becomes possible to offer high-class instruction to those who are interested in the study of vocal and instrumental music.

Student recitals are given which provide the students an opportunity to appear in public. During the school year an oratorio is given by the college chorus, and the glee clubs of the institution give an opera each spring.

The college orchestra and band offer excellent opportunities for those interested. The Greeley Philharmonic Orchestra, a symphony orchestra, comprised of talent of the college and city, gives monthly concerts. The standard symphonies are studied and played. Advanced students capable of playing music used by the organization are eligible to join upon invitation of the director.

All those who expect to major or minor in music are expected to prepare themselves in applied music sufficiently to pass a proficiency test.

This preparation shall consist of private lessons during the first two years, during which time students must show evidence of superior musical talent. Tests will be given to determine the students' fitness for the teaching profession. On the completion of the tests and if sufficient ability in applied music has been shown, the student will be given six hours credit and then permitted to enter the professional college with junior ranking.

Students who expect to become music teachers must associate with at least one instrumental and one vocal group every quarter.

Students who are not majors or minors in the divisions may offer for graduation not less than three or more than twelve hours credit in applied music.

All majors must pay a special fee of \$10.00 a quarter. Individual lessons will be free to music majors. Each music major will be assigned to teachers suitable to the individual's needs.

All other registered college students and college high school and elementary school students may obtain individual lessons by paying a special fee of \$12.00. Others not regularly enrolled as students will pay \$18.00 to \$20.00 per quarter for voice and all instruments excepting brass and reed, for which the charge will be \$12.00.

Music majors must select two twenty-four hour minors outside the division. A minor of twelve hours applied music must be acquired in one field.

## Major

Students who plan to major in the Division of Music in the Professional College must take the following courses in addition to the core subjects listed on page 39.

No.	Hrs.
2a, b, c. Music Reading, Theory and Elementary Song (two hrs. each quarter) .....	6
100a, b, c. Playing Musical Instruments (2 hrs. each quarter) .....	6
102a, b, c. Beginning Harmony, Analysis, and Choral Materials (two hrs. each quarter) .....	6
103. The Teaching of Public School Music .....	4
104. Instrumental Materials .....	2
152a, b, c. Harmony, Counterpoints and Composition (two hrs. each quarter) .....	6
153a, b. Instrumentation, Orchestration, and Composition (two hrs. each quarter) .....	4
154. Principles of Musical Education .....	4
155. Technique and Practice of Conducting .....	2
158. History of Ancient and Medieval Music .....	4
159. Modern Composers .....	4

The following courses are open to students who plan to teach music in the public schools:

### JUNIOR YEAR

No.	Hrs.
121. Instrumental Ensemble .....	1
122. Vocal Ensemble .....	1
140. Mendelssohn Club (Men) .....	1

### GROUP INSTRUCTION

141. Schumann Glee Club (Women) .....	1
142. Orchestra .....	1
143. Band .....	1
144. A Capella Choir .....	1
145. Piano Class Lessons .....	1

### INDIVIDUAL INSTRUCTION

130. Voice Lessons .....	1
131. Individual Piano Lessons .....	1
132. Individual Lessons on Stringed Instruments .....	1
133. Individual Organ Lessons .....	1
135. Individual Lessons on Brass and Reed Instruments .....	1

### THEORY

100a, b, c. Playing Musical Instruments (Two hours each quarter) .....	6
101. Music in the Elementary School .....	4
102a, b, c. Beginning Harmony, Analysis, and Choral Materials (Two hours each quarter) .....	6
103. The Teaching of Public School Music .....	4
104. Instrumental Materials .....	2
105. Piano Literature .....	1



## SENIOR YEAR

No.		Hrs.
152a, b, c.	Harmony, Counterpoint, and Composition (two hrs. each quarter) .....	6
153a, b.	Instrumentation, Orchestration and Composition (two hrs. each quarter) .....	4
154.	Principals of Music Education .....	4
155.	Technic and Practice of Conducting .....	2
156.	Psychology of Music .....	2
157.	Physics of Musical Instruments .....	2
158.	History of Ancient and Medieval Music.....	4
159.	Modern Composers .....	4

## Minor

Students of other divisions who wish to minor in Music must take one of the following groups of courses:

## FOR CLASSROOM SUPERVISORS

2a, b, c.	Music Reading, Theory, and Elementary Songs (Two hours each quarter) .....	6
102a, b, c.	Beginning Harmony, Analysis, and Choral Materials (Two hours each quarter) .....	6
103.	The Teaching of Public School Music .....	4
155.	Technique and Practice of Conducting .....	2

In addition, six hours of applied music.

## FOR INSTRUMENTAL SUPERVISORS

2a, b, c.	Music Reading, Theory, and Elementary Songs (Two hours each quarter) .....	6
100a, b, c.	Playing Musical Instruments (Two hours each quarter) .....	6
104.	Instrumental Materials .....	2
155.	Technique and Practice of Conducting .....	2

In addition, eight hours of applied music.

## Description of Courses

1a, b, c. *OUTLINES OF MUSIC.* A year's course meeting two days a week, two hours credit each quarter. The story of the development of music, taught through illustrations and participation. The chief aim of the course is to present a common stock of knowledge to the student who does not expect to become a professional musician, but who does desire to be a cultured person. *Six hours credit.*

2a, b, c. *MUSIC READING, THEORY, AND ELEMENTARY SONGS.* A year's course meeting four days a week each quarter. Students learn to read music. The student is taught the songs that are to be used in the school while doing student teaching and which he may use in future professional work. *Two hours credit each quarter.*

21-121. *INSTRUMENTAL ENSEMBLE.* Students will be assigned to the proper instructor for small group instruction. *One hour credit.*

22-122. *VOCAL ENSEMBLE*. Students will be assigned to the proper instructor for small group instruction. *One hour credit.*

30-130. *VOICE LESSONS*. (Individual). For all those interested in correct tone production, refined diction, and intelligent interpretation of songs from classical and modern composers. *One hour credit.*

31-131. *PIANO LESSONS*. (Individual). Instruction is offered to beginners, and advanced students, using the standard technical works of Czerny, Clementi, and others as well as compositions of Beethoven, Bach, Schumann, Chopin, and other classical and modern composers. *One hour credit.*

32-132. *LESSONS ON STRINGED INSTRUMENTS*. (Individual). Work will be given according to the needs of the individual student. Only the best of teaching material is used, and the bowing and finger technique are carefully supervised. *One hour credit.*

33-133. *ORGAN LESSONS*. (Individual). Instruction is given in pipe organ to those students who have had enough piano instruction to be able to play Bach Two Part Inventions. The instruction starts by giving a thorough foundation in organ technique followed by study of Bach organ works. Mendelssohn Sonatas, Guilman, Reinberger, Widor, and other composers of like standing in the musical world. *One hour credit.*

35-135. *LESSONS ON BRASS AND REED INSTRUMENTS*. (Individual). Each instrument is carefully taught by a competent instructor. Only the best methods are used. *One hour credit.*

40-140. *MENDELSSOHN GLEE CLUB*. (Men). Men music majors are assigned to this group, and others are invited to membership. *One hour credit.*

41-141. *SCHUMANN GLEE CLUB*. (Women). Women music majors are assigned to this group, and others are invited to membership. *One hour credit.*

42-142. *ORCHESTRA*. This organization is open to all who show the director sufficient qualifications. *One hour credit.*

43-143. *BAND*. All students who show sufficient ability on a band instrument may become a member upon receiving permission of the director. *One hour credit.*

44-144. *A CAPPELLA CHOIR*. All students are eligible to membership, but only those are chosen who meet the requirements set by the director. *One hour credit.*

45-145. *PIANO LESSONS*. (Class). A course designed for majors in the departments requiring proficiency in piano. A five dollar per quarter fee is charged. *One hour credit.*

11a, b, c. *PLAYING MUSICAL INSTRUMENTS*. A year's course meeting four days a week. Students are taught to play the instruments of the symphony orchestra and band. *Two hours credit each quarter.*

101. *MUSIC IN THE ELEMENTARY SCHOOL*. This course aids the teacher to understand the music problems in the rural and elementary schools; materials, and methods of presentation. *Four hours credit.*

102a, b, c. *BEGINNING HARMONY, ANALYSIS, AND CHORAL MATERIALS*. A year's course meeting two days a week. A continuation of Music 2 a, b, c, and is a connecting link between Music 2 a, b, c, and Music 152 a, b, c. *Two hours credit each quarter.*

103. *THE TEACHING OF PUBLIC SCHOOL MUSIC.* The study and demonstration of materials to be used in all grades of the public school. Only music majors are eligible. *Four hours credit.*

104. *INSTRUMENTAL MATERIALS.* Suitable instrumental music for all combinations of instruments is presented and discussed. Usable music for all occasions and instrumental problems are discussed. *Two hours credit.*

105. *PIANO LITERATURE.* Those who wish may herein become acquainted with the piano literature of the ages. *One hour credit.*

152a, b, c. *HARMONY, COUNTERPOINT, AND COMPOSITION.* A year's course meeting two days a week. Advanced harmonic problems are encountered, and the working rules of counterpoint are mastered. Beginning composition. *Two hours credit each quarter.*

153a, b,. *INSTRUMENTATION, ORCHESTRATION, AND COMPOSITION.* Two-quarter course meeting two days a week. The student learns transposition for all instruments, the pitch range for all instruments, and discovers how to obtain tonal balance and orchestral color. *Two hours credit each quarter.*

154. *PRINCIPLES OF MUSICAL EDUCATION.* A survey of the field of music education. The history of public school music, aesthetics of music, and the evaluation of musical projects, etc. *Four hours credit.*

155. *TECHNIQUE AND PRACTICE OF CONDUCTING.* The correct method of moving the baton is practiced. Music in all forms is studied with special reference to the director's problems. *Two hours credit.*

156. *THE PSYCHOLOGY OF MUSIC.* General topics are: Psychology of learning as it applies to music; psychology of musical talent; tests and measurements in music; and the psychology of music appreciation. *Two hours credit.*

157. *THE PHYSICS OF MUSICAL INSTRUMENTS.* Study of the nature of sound, sound waves, velocity of sound, resonance, beats, laws of strings, reeds, air columns, etc. *Two hours credit.*

158. *HISTORY OF ANCIENT AND MEDIEVAL MUSIC.* A cultural course which deals with the development of ancient and medieval music and musicians up to and including Beethoven, through the presentation of music of the various composers. *Four hours credit.*

159. *MODERN COMPOSERS.* A continuation of Music 158. The lives and music of the great masters since Beethoven will be studied. Through the aid of the phonograph the student will become acquainted with the different styles of these composers' compositions. *Four hours credit.*

200. *RESEARCH.* A master's thesis may be written in the field of public school music or in creative music. *Four hours credit.*

## Division of the Sciences

The work of the Professional College in the Division of the Sciences supplements that of the General College and the advanced courses offered in this college are designed for prospective teachers in this field.

Students planning to major in the Division of the Sciences in the Professional College should have done superior work in Sci. 3a, b, c. It is also advisable that they have twelve additional hours in the sciences during the sophomore year.

## Major

Students wishing to major in the sciences in the Professional College should take one of the two following groups:

### I.

No.	Hrs.
11-12. General Zoology (Four hours each quarter) .....	8
21-22. General Botany (Four hours each quarter) .....	8
42 <sup>1</sup> . General Chemistry .....	4
43. Qualitative Chemistry .....	4
62-63 <sup>2</sup> . General Physics (Four hours each quarter) .....	8
75a, b <sup>3</sup> . College Algebra (Four hours each quarter) .....	8
76 <sup>4</sup> . Trigonometry .....	4
103-104. The Teaching of Physics (Four hours each quarter) .....	8
156. Elementary Geology .....	4
161. Descriptive Astronomy .....	4

### II.

75a, b. College Algebra .....	8
76. Trigonometry .....	4
78a, b, c. General Mathematics .....	12
175. Differential Calculus .....	4
176. Integral Calculus .....	4
181. Analytic Geometry .....	4
In addition, eight hours from the following group:	
178. Arithmetic for Lower Grade Teachers .....	2
179. Arithmetic for Upper Grade Teachers .....	2
182. Algebra for Teachers .....	4
183. Geometry for Teachers .....	4

Students who take plan No. II should begin their work with Science 75a if they have had only one year of high school algebra, and with Science 78a if they have had one and a half years or more.

## Minor

Students taking a major in the sciences may take a minor in one of the three following fields, all courses to be selected with the advice of the division head.

## Biology

Students taking a minor in the Biological Sciences should select twenty-four hours work from the following courses:

No.	Hrs.
107. Investigations in the Teaching of Science .....	3
108. Science of the Out of Doors .....	4

<sup>1</sup>If the student has had no high school chemistry, Chem. 41 must be taken.

<sup>2</sup>If the student has had no high school physics, Phys. 61 must be taken.

<sup>3</sup>If the student has had no high school chemistry, chem. 41 must be taken.

<sup>4</sup>If the student has had no high school physics, physics 61 must be taken.

<sup>5</sup>For those only who wish to take advanced courses in physics.

No.		Hrs.
113.	Zoological Technic and Animal Histology.....	4
114.	Elementary Entomology .....	4
115.	Economic Zoology .....	4
117.	Human Physiology .....	4
119.	A Field Course in Zoology.....	4
120.	Embryology .....	4
121.	Plant Physiology .....	4
126.	Botanical Technic and Plant Histology.....	4
127.	Systematic Botany .....	4
130.	General Bacteriology .....	4
131.	Evolution .....	4
132.	Genetics and Eugenics .....	4

## Mathematics

Open to students who follow plan No. 1.

No.		Hrs.
75a, b.	College Algebra (Four hours each quarter).....	8
76.	Trigonometry .....	4
	and three other four hour Professional College mathematics courses, OR	
78a,b,c.	General Mathematics (Four hours each quarter) .....	12
	and three other four hour Professional College mathematics courses.	

## Physical Sciences

Students taking a minor in the Physical Sciences should select twenty four hours work from the following courses:

No.		Hrs.
107.	Investigations in the Teaching of Science.....	4
141.	Organic Chemistry .....	4
142.	Organic Chemistry .....	4
143.	Advanced Qualitative Chemistry .....	4
144.	Quantitative Chemistry .....	4
145.	Advanced Quantitative Chemistry .....	4
151.	Physiological Chemistry .....	4
157.	Historical Geology .....	4
159.	Geology of the Rocky Mountains .....	4
161.	Heat and Mechanics .....	4
162.	General Electricity .....	4
163.	Light and Sound .....	4
166.	Radio Transmission and Reception.....	4
167.	Photography and Photo Chemical Phenomena.....	4
168.	Modern Physics .....	4
169.	Xrays, Cosmic Rays, and Ultraviolet radiations.....	4
170.	Physics of the Automobile and of the Airplane.....	4

## Minors for Majors from Other Divisions

Students majoring in other departments may take science minors in the following fields:

### Biology

No.		Hrs.
11-12.	General Zoology (Four hours each quarter).....	8
21-22.	General Botany (Four hours each quarter).....	8
130.	General Bacteriology .....	4
132.	Genetics and Eugenics .....	4

## Mathematics

No.	Hrs.
76a. b. College Algebra (Four hours each quarter).....	8
76. Trigonometry .....	4
and three additional four hour mathematics courses or	
78a. b. c. General Mathematics (Four hours each quarter).....	12
and three additional four hour mathematics courses	

## Physical Sciences

Select twenty-four hours from the following:

No.	Hrs.
41 <sup>1</sup> -142. General Chemistry (Four hours each quarter) .....	8
43. Qualitative Chemistry .....	4
61 <sup>2</sup> -62 63. General College Physics (Four hours each quarter).....	12
143. Advanced Qualitative Chemistry .....	4
166. Radio Transmission and Reception.....	4

## Graduate Courses

### Biology

No.	Hrs.
203. The Teaching of Science.....	4
204. The Teaching of Science .....	4
207. Investigations in the Teaching of Science.....	3
208. Science of the Out of Doors .....	4
211. Morphology of the Vertebrates .....	4
213. Zoological Technic and Animal Histology.....	4
214. Elementary Entomology .....	4
217. Human Physiology .....	4
219. A Field Course in Zoology.....	4
220. Embryology .....	4
221. Plant Physiology .....	4
226. Botanical Technic and Plant Histology.....	4
227. Systematic Botany .....	4
230. General Bacteriology .....	4
231. Organic Evolution .....	4
232. Genetics and Eugenics .....	4

## Mathematics

No.	Hrs.
261. Descriptive Astronomy .....	4
275. Differential Calculus .....	4
276. Integral Calculus .....	4
277. Theory of Equations .....	4
282. Algebra for Teachers .....	4
283. Geometry for Teachers .....	4
284. The History of Mathematics.....	2
285. Advanced Calculus .....	4
286. Differential Equations .....	4
287. The Curriculum in Secondary Mathematics.....	4

<sup>1</sup>If the student has had no high school chemistry, Chem. 41 must be taken.

<sup>2</sup>If the student has had no high school physics, Phys. 61 must be taken.

## Physical Sciences

No.		Hrs.
203.	The Teaching of Science .....	4
204.	The Teaching of Science .....	4
207.	Investigations in the Teaching of Science.....	3
241.	Organic Chemistry .....	4
242.	Organic Chemistry .....	4
244.	Quantitative Analysis .....	4
245.	Advanced Quantitative Analysis .....	4
251.	Physiological Chemistry .....	4
266.	Radio Transmission and Reception.....	4
267.	Photography and Photo Chemical Phenomena.....	4
268.	Modern Physics .....	4
269.	Xrays, Cosmic Rays, and Ultraviolet Radiations.....	4
270.	Physics of the Automobile and of the Airplane.....	4

## Description of Courses

### Non-Specialized Science

\*3a. *INTRODUCTION TO SCIENCE.* Not required of science majors. The purpose is to introduce the student to science in such a way as to acquaint him with some of the general concepts which a teacher needs to know in the field of astronomy, physics, meteorology, and geology. An attempt is made to help the student to appreciate the nature of the universe in which he lives. Designed specifically to give a cultural and informational background to teachers specializing in other fields than science. *Four hours credit.*

\*3b. *INTRODUCTION TO SCIENCE.* Not required of science majors. A continuation of Science 3. Deals largely with biological concepts and the origin of life, the plant and the animal body, ecology, evolution, heredity, vitamins, hormones, resistance to disease, improvement of plants and animals through the application of genetic laws. The course is designed to help the teacher in other fields to understand and appreciate the living world of which he himself is a part. *Four hours credit.*

3c. *THE SCIENCE OF HUMAN BEHAVIOR.* This is a continuation of Science 3a and 3b. The student will get a fundamental understanding of man and his behavior. He is made acquainted with such topics as man's efforts to explain his behavior, man's inheritance, the modification of man's behavior, individual differences, abnormalities of behavior, mental health, and personality. *Four hours credit.*

- 100a-200a. Unit Course. (Summer quarter).....One hour credit.  
 100b-200b. Unit Course (Summer quarter).....One hour credit.  
 100c-200c. Unit Course (Summer quarter).....One hour credit.  
 100d-200d. Unit Course (Summer quarter).....One hour credit.

101. *ELEMENTARY SCIENCE.* Field trips as desired. For elementary school teachers and supervisors. Essentially a content course with emphasis on the subject matter of science needed by elementary school teachers. Attention is given to the aims in teaching elementary science, methods of presentation, and ways of collecting, preserving, and using materials. Each unit of work includes field study. *Four hours credit.*

\* Given also by Extension.

102. *ELEMENTARY SCIENCE DEMONSTRATIONS*. Experiments and demonstrations needed to teach science in the elementary grades. Units included are water, air, heat, electricity, communication, astronomy and weather. Opportunity to conduct demonstrations and experiments in each unit, to select and construct materials needed for the demonstrations, and to evaluate teacher and student reference material. *Three hours credit.*

108-208. *SCIENCE OF THE OUT-OF-DOORS*. (Summer Quarter.) *Four hours credit.*

## Professionalized Science

103-203. *THE TEACHING OF SCIENCE*. A discussion of the social basis for instruction in science; development of a philosophy for the teaching of science that conforms with modern progressive educational philosophy; selection of objectives on the basis of defensible criteria; determination of a technique for developing an integrated science curriculum and a review of the pertinent research alluding to science teaching. *Four hours credit.*

104-204. *THE TEACHING OF SCIENCE*. Prerequisite, Sci. 103-203. By means of the committee plan, courses of study for physics, chemistry, biology, and integrated science are developed. Determination of specific objectives, selection of content, selection and modification of methods of teaching, practice in diagnosing difficulties and measuring outcomes. It also considers the equipment of classroom and laboratory for the several sciences. *Four hours credit.*

107-207. *INVESTIGATIONS IN THE TEACHING OF SCIENCE*. (Summer quarter). *Three hours credit.*

## Astronomy

161-261. *DESCRIPTIVE ASTRONOMY*. Four hours class; field observations as desired. The principal astronomical facts about the earth and the other planets and their satellites, the principal constellations and their most interesting features. *Four hours credit.*

## Botany

21. *GENERAL BOTANY*. Four hours class; three hours laboratory. A study of the thallophytes and the bryophytes. Local forms are used when available. Field collections of material are made and cultures grown either in the laboratory or greenhouse. Type forms of many of the subgroups are studied and their evolutionary development emphasized. Constant emphasis is placed on the relation of the low forms of plant life to mankind and his welfare. *Four hours credit.*

22. *GENERAL BOTANY*. Four-hours class; three hours laboratory. A continuation of 21. The pteridophytes and spermatophytes are studied as to evolutionary development. The last half of the course is devoted to a study of the structure and physiological adaptation of the angiosperms. *Four hours credit.*

121-221. *PLANT PHYSIOLOGY*. Prerequisite, Botany 22. Four hours class; four hours laboratory. The student is given a working knowledge of such physiological activities as absorption, transpiration, the transpiration stream, photosynthesis, fat and protein synthesis, translocation, digestion, and respiration. *Four hours credit.*

126-226. *BOTANICAL TECHNIQUE AND PLANT HISTOLOGY*. Prerequisite, Botany 22. Three hours class; five hours laboratory. The science of



killing, staining, and making of botanical material into permanent slides is combined with the study of plant tissues. The tissues are studied as to origin, differentiation, and organization. Instruction in freehand methods is followed by a study of the paraffin method of preparing sections. *Four hours credit.*

127-227. *SYSTEMATIC BOTANY*. Three hours class; four hours laboratory and field. This work is carried on in the laboratory and field. Its purpose is to give the student a knowledge of the characteristics and relations of the different groups of flowering plants. It enables the student to use the botanical manual with ease and to classify plants with considerable facility. *Four hours credit.*

130-230. *GENERAL BACTERIOLOGY*. Four hours class; three hours laboratory. Treatment of the morphology and classification of bacteria, yeasts, and molds, and their economic relation to man. Special emphasis is placed upon the effects of molds, yeasts, and bacteria upon foods and their disease producing effects in man. *Four hours credit.*

## Biology

131-231. *EVOLUTION*. Facts and evidences that point toward gradual development of the universe and living things. Both inorganic and organic evolution will be studied. Some time will be devoted to a discussion of the various theories that attempt to explain and to refute the evolutionary idea. *Four hours credit.*

132-232. *GENETICS AND EUGENICS*. A study of the fundamental principles of heredity and a consideration of the inheritance of natural abilities and capacities, the present eugenic trend of the American people, how to eliminate the defective strains of germplasm, and what measures may be taken to preserve the superior strains. *Four hours credit.*

## Chemistry

41. *GENERAL CHEMISTRY*. (For students who have had no high school chemistry). Three hours class; three hours laboratory. The more fundamental principles of chemistry and their application to the problems of everyday life. Some of the common elements, their constitution and reactions with each other, and the compounds which they form. Laboratory exercises are designed to assist the student in gaining a deeper insight into the principles of chemistry and their application. *Four hours credit.*

42. *GENERAL CHEMISTRY*. Three hours class; three hours laboratory. A continuation of Chemistry 41. This course carries the student farther into the study of the elements and the chemical principles involved. *Four hours credit.*

43. *QUALITATIVE CHEMISTRY*. Two hours class; five hours laboratory. Tests for metals as they are classified according to their common reactions and study of these reactions and the methods of demonstrating them. *Four hours credit.*

141-241. *ORGANIC CHEMISTRY*. Prerequisites, Chem. 41 and 42. Three hours class; three hours laboratory. Carbon compounds of the aliphatic or chain series. Designed to give the student a knowledge of the importance of these compounds as they are related to life and to some products pertaining to human welfare. The material is arranged so as to show the student how a classification of the compounds is developed, and problems pertaining to classes, and groups within classes, are solved. *Four hours credit.*

142-242. *ORGANIC CHEMISTRY*. Prerequisites, Chem. 41, 42, and 141. Three hours class; three hours laboratory. Carbon compounds of the aromatic or ring series. Its arrangement of the subject matter is similar to that of Course 141, and its objectives are the same. *Four hours credit.*

143. *ADVANCED QUALITATIVE CHEMISTRY*. Prerequisites, Chem. 41, 42, and 43. Two hours class; five hours laboratory. Metals and non-metals in dry solid compounds and complex mixtures. These mixtures include ores, soils, etc. It is more advanced than Chemistry 43. *Four hours credit.*

144-244. *QUANTITATIVE ANALYSIS*. Prerequisites, Chem. 41, 42, and 43. Two hours class; five hours laboratory. Quantitative relations as they exist among the elements in chemical compounds; reviewing valence and its relation to atomic structure; ionization and its relation to precipitation. *Four hours credit.*

145-245. *ADVANCED QUANTITATIVE ANALYSIS*. Prerequisites, Chem. 41, 42, and 43. Two hours class; five hours laboratory. A continuation of 144-244. It carries the student farther into a study of volume and weight relations. *Four hours credit.*

147. *HOUSEHOLD CHEMISTRY*. Three hours recitations; three hours laboratory. Practical chemistry needed in a study of the principles of cooking, dietetics, heating, lighting, air conditioning, laundry, and textiles. *Four hours credit.*

151-251. *PHYSIOLOGICAL CHEMISTRY*. Prerequisites, Chem. 41, 42. Three hours class; three hours laboratory. A course designed to suit the needs of students of biology, home economics, physical education or general life sciences. The student gains a knowledge of the compounds connected with food products, animal tissues, etc. Chemistry as related to digestion, absorption, circulation, and assimilation. Laboratory exercises in applications of the principles learned. *Four hours credit.*

## Geology

156. *ELEMENTARY GEOLOGY*. Forces and processes that are and have been continually modifying the surface of the earth. Field trips are an essential part of this course. *Four hours credit.*

157. *HISTORICAL GEOLOGY*. Prerequisite, Geology 156. Development of those principles that are essential to the understanding of the evolution of the earth from the time of its origin to the present. Field trips are required. *Four hours credit.*

159. *GEOLOGY OF THE ROCKY MOUNTAINS*. (Summer Quarter). Principles and concepts of physical and historical geology essential to an understanding of the geology of the Rockies. Field trips to the front range and the foothills. *Four hours credit.*

## Mathematics

\*75a. *COLLEGE ALGEBRA*. Designed to give the student a real understanding of elementary algebra and to extend his knowledge to new topics in the field. Planned especially for students with not more than one year of high school algebra. *Four hours credit.*

\* Given also by Extension.

\*75b. *COLLEGE ALGEBRA*. An extension of 75a. *Four hours credit.*

\*76 *TRIGONOMETRY*. Covers the ordinary topics of plane trigonometry. *Four hours credit.*

\*78a. *GENERAL MATHEMATICS*. Deals with the subject as a unit rather than as a collection of different subjects. Algebra, trigonometry, analytics, and the introduction to calculus. Includes functions and graphs, trigonometric functions and their uses, exponents, logarithms, straight line formulas, and quadratic functions. *Four hours credit.*

\*78b. *GENERAL MATHEMATICS*. Theory of equations, determinants, differentiation of algebraic functions, integration, trigonometric formulas, polar coordinates. *Four hours credit.*

\*78c. *GENERAL MATHEMATICS*. Progressions, interest formulas, binomial theorem, laws of growth, exponential functions, conic sections, space of three dimensions, permutation and combination, theory of measurements, complex number. *Four hours credit.*

180. *MATHEMATICAL INSTRUMENTS AND SURVEYING*. A practical course in the use of surveyor's instruments and the solution of problems obtained from measurements made in field work. *Four hours credit.*

\*181. *ANALYTIC GEOMETRY*. Geometrical problems from the analytic viewpoint. It is especially valuable to prospective teachers of algebra. *Four hours credit.*

\*175-275. *DIFFERENTIAL CALCULUS*. A study of differentiation and its applications. *Four hours credit.*

\*176-276. *INTEGRAL CALCULUS*. The meaning, use and applications of integration. *Four hours credit.*

\*177-277. *THEORY OF EQUATIONS*. The function and its graph, complex number and its graphical representation, cubic and quadratic equations, symmetric functions, and determinants. *Four hours credit.*

\*178. *ARITHMETIC FOR LOWER GRADE TEACHERS*. A study of our number system and the fundamental operations, their meanings and the various skills that must be mastered in order to secure proficiency in each. *Two hours credit.*

\*179. *ARITHMETIC FOR UPPER GRADE TEACHERS*. A study of the principles of arithmetic taught in the upper grades and an analysis of the skills needed for success in this field. *Two hours credit.*

182-282. *ALGEBRA FOR TEACHERS*. To give the student an understanding of algebra from a common sense viewpoint and a knowledge of the best way to help pupils to understand the subject. *Four hours credit.*

\*183-283. *GEOMETRY FOR TEACHERS*. An understanding of geometry and what it may be expected to do for those who study it, together with the best ways of teaching it. *Four hours credit.*

\*184-284. *THE HISTORY OF MATHEMATICS*. This course gives the student an opportunity to become familiar with many of the interesting facts connected with the development of mathematics so that he may use them in helping to make his teaching more effective. *Two hours credit.*

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\* Given also by Extension.

187-287. *THE CURRICULUM IN SECONDARY MATHEMATICS.* A study of what the high school curriculum should be, the aims of secondary mathematics, and the ways to be employed to reach them. *Four hours credit.*

\*285. *ADVANCED CALCULUS.* An extension of the work begun in Math. 175-275 and 176-276. *Four hours credit.*

\*286. *DIFFERENTIAL EQUATIONS.* Differential equation and its applications in the solution of problems. *Four hours credit.*

## Physics

61. *GENERAL COLLEGE PHYSICS.* Three hours lecture; four hours laboratory. For students who have not had high schools physics. Fundamentals of mechanics, heat, magnetism, electricity, sound and light, from the standpoint of both theory and practice. *Four hours credit.*

62. *GENERAL COLLEGE PHYSICS.* Three hours lecture; four hours laboratory. For students who have had physics in the high school and for those who have had Physics 61. It is designed to teach the principles underlying mechanics, heat and sound. It gives both theoretical and practical applications of these principles. *Four hours credit.*

63. *GENERAL COLLEGE PHYSICS.* Three hours lecture, four hours laboratory. A continuation of Phys. 62. Principles of magnetism, electricity, light and atomic physics. As in 62, it gives both the theoretical and the practical applications of these principles. *Four hours credit.*

161. *HEAT AND MECHANICS.* Prerequisites, Phys. 61, 62, and 63. Four hours lecture; two hours laboratory. An advanced course. Mechanics and the properties of matter, a study of heat and its applications to practical affairs; the effect of heat upon the states of matter and upon the devices used in its measurement. *Four hours credit.*

162. *GENERAL ELECTRICITY.* Prerequisites, Phys. 61, 62, and 63. Four hours lecture; two hours laboratory. Magnetism, static electricity, direct and alternating current electricity. The practical application of these is stressed wherever possible. *Four hours credit.*

163. *LIGHT AND SOUND.* Prerequisites, Phys. 61, 62, and 63. Four hours lecture; two hours laboratory. Advanced course in light and sound. Light in all its phases including refraction, reflection, dispersion, and a study of the spectrum are emphasized. Sound together with its related phenomena is stressed *Four hours credit.*

165. *HOUSEHOLD PHYSICS.* Four hours lecture; three hours laboratory. For students who are taking their major work in Home Arts. It deals with the physical principles involved in the various appliances used in the home. The physical principles involved are those of mechanics, heat, light, electricity, and sound. *Four hours credit.*

166-266. *RADIO TRANSMISSION AND RECEPTION.* Four hours lecture; two hours laboratory. Principles of electricity and its application in producing the oscillating current needed in the transmission of the radio signal. Transmitting principles and circuits are discussed in some detail. The latter part of the course is concerned with the principles of the receiving and reproduction of radio signal as applied in modern radio sets and in television. *Four hours credit.*

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\* Given also by Extension.

167-267. *PHOTOGRAPHY AND PHOTOCHEMICAL PHENOMENA*. Three hours lecture; four hours laboratory. The principles underlying the taking of photographs and the subsequent development of the films or plates. Practice is given in taking and analyzing pictures, and making of lantern slides. The action of light in causing physical and chemical changes is discussed in some detail. While a previous knowledge of physics is not necessary, it will aid the student to a better understanding of the subject. *Four hours credit.*

168-268. *MODERN PHYSICS*. Prerequisites, Phys. 61, 62, and 63. Four hours lecture. A popular review of the developments in the field of physics beginning with 1895. Illustrated lectures and demonstrations, and the study of radioactivity, the nature and structure of the atom, space, time, and gravitation. A review of the literature in this field. *Four hours credit.*

169-269. *X-RAYS, COSMIC RAYS, AND ULTRA VIOLET RADIATIONS*. Prerequisites, Phys. 61, 62, and 63. Three hours lecture; two hours laboratory. Lectures and lecture demonstrations concerning the properties and uses of the different kinds of radiations. Considerable attention is given to the application of X-rays and the ultra-violet to modern life. It includes the making of pictures with the X-rays and a study of the structure of crystals. *Four hours credit.*

170-270. *PHYSICS OF THE AUTOMOBILE AND OF THE AIRPLANE*. Four hours lecture; two hours laboratory. A non-technical discussion and study of the internal combustion engine and its use in the automobile. The airplane is studied from the standpoint of the physics involved, the types of engines, their structure, the construction of the plane, and why it flies. No attempt is made to teach flying or to make pilots, but rather to give the fundamentals of the ground work. Designed especially for industrial arts majors. *Four hours credit.*

## Zoology

11. *GENERAL ZOOLOGY*. Four hours class; three hours laboratory. Structure and functions of protoplasm and its organization in the animal body. Type forms will be studied as concrete material to develop the principles emphasized. *Four hours credit.*

12. *GENERAL ZOOLOGY*. Four hours class; three hours laboratory. Prerequisite, Zool. 11. A continuation of Zool. 11. It treats of geographic distribution, classification as exemplified by the structure of the vertebrates, adaptation to the environment, and the interrelation of the vertebrates and their environment. *Four hours credit.*

13. *BIRD STUDY*. Four hours class; field trips arranged. This course is intended to create interest in living things and to add to the appreciation of the natural environment. Means of identification in the field, food, relations, seasonal distribution, migrational activities, the importance of protection, and their relation to man, will be emphasized. *Four hours credit.*

113-213. *ZOOLOGICAL TECHNIQUE AND ANIMAL HISTOLOGY*. Prerequisites, Zool. 11 and 12 or equivalent. Three hours class; five hours laboratory. Methods of fixing, staining, and preparing material for class use, combined with the study of the differentiation and organization of animal tissues. The student will have opportunity to prepare material which will be of value for demonstration in high school teaching. *Four hours credit.*

114-214. *ELEMENTARY ENTOMOLOGY*. Three hours class; four hours laboratory. A study of the more common insects of the region, their classification and life histories. Methods of collecting, mounting, and preparing insect

material for study will be given attention. Students will be given opportunity to prepare a reference collection of the more common species. Field observation will constitute a part of the work. *Four hours credit.*

115. *ECONOMIC ZOOLOGY*. Four hours class. A survey of the animal kingdom with special emphasis on its relation to man and his progress in civilization. Consideration will be given to methods of control and to artificial conditions in propagation. Throughout the entire course emphasis will be placed on conservation of wild life. *Four hours credit.*

117-217. *HUMAN PHYSIOLOGY*. Three hours class; four hours laboratory. The purpose is to give the student a knowledge of how the body functions. The following subjects will be treated: digestion, circulation and heart activity; respiration; muscular activity, and glandular functions. As much as is possible, the student will be led to analyze his own bodily functions. *Four hours credit.*

119-219. *A FIELD COURSE IN ZOOLOGY*. Four hours class; field and museum trips arranged. This is designed to give the student an acquaintance with animals in the field and their relation to the factors of their habitat. *Four hours credit.*

120-220. *EMBRYOLOGY*. Four hours class; three hours laboratory. Prerequisites, Zool. 11 and 12 or equivalent. Development of the vertebrates from the fertilized egg cell. How the system of organs are developed and how tissues differentiate. A foundation course for biology teachers. *Four hours credit.*

211. *MORPHOLOGY OF THE VERTEBRATES*. Prerequisites, Zool. 11 and 12. Four hours class; four hours laboratory. A more detailed study of the systems of organs of the vertebrates from the comparative viewpoint. The student is expected to trace the differentiation of the organs and systems from the simple vertebrates to their complex condition in the mammals. *Four hours credit.*

## Division of the Social Studies

The Division of the Social Studies includes Business, Economics, Geography, History, Political Science, and Sociology. It provides a general program of closely related courses designed to give to all students a unified conception of the geographical, economic, business, social, political, and intellectual world in which they live, together with the fundamental scientific practices by which truth is established in the separate fields. In addition it offers a detailed series of courses designed to acquaint the student with the more important specialized blocks of information in American history, European history, geography, government, economics, and business, together with the working skills essential to further progress in these fields.

The division has three main functions. In the first place, it offers specific preparation for those who are to teach social materials in the public schools. At the present time this includes, history, political science (civics), economics, geography, sociology, and various combinations of these subjects under varying names.

Its second function is to prepare special teachers of business education, including the related subjects.

The third function is to provide a cultural background in the general fields of past civilizations, modern governments, modern society and its problems, theories of social progress, and international relations for those who have no intention of devoting the major portion of their time to teaching social subjects, but wish to understand the civilization in which they live as a background for other teaching.

Commencing with the fall quarter, 1936, students wishing to major in this division, in addition to taking the core subjects listed on page 39, must pass an entrance examination.

Those who plan to do teaching in the general social subjects must pass an examination in American or European history and United States government, or geography or economics or sociology, or combinations of these subjects. Each student may elect the specific social studies fields he may choose to offer for examination. Detailed information concerning these examinations will be supplied in ample time in advance.

Students entering the Professional College from other institutions of higher learning must in addition to the other requirements pass an examination in two years of selected subject matter in social studies.

Those who plan to major in Business Education must show proficiencies in typewriting, shorthand, bookkeeping, and office appliances, and in addition must pass successfully an examination in at least one year of material selected from the offerings of the social subjects other than business.

## Three Programs

Three programs are offered for those who major in the Social Studies.

- I. A general program which will prepare the student to teach all of the social subjects most frequently found in the junior and senior high schools and that are separately certified under the rules of the North Central Association. These are: American history, European history, political science, economics, geography, sociology, in their order of the frequency in the area served by this college. Recommended minimum sequences that will meet this requirement are:

### ECONOMICS

No.		Hrs.
130.	Principles of Economics .....	4
136.	Elementary Principles of Investments .....	4

### GEOGRAPHY

144a, b.	Regional Geography (four hours each quarter) .....	8
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### AMERICAN HISTORY

This may be met by taking 50a, b, c in the General Collge or by taking 158 and either 163 or 164 in the Professional College .....	12 or 8
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## EUROPEAN HISTORY

No.	Hrs.
154a, b, c. History of Modern Europe (Four hours each quarter).....	12

## POLITICAL SCIENCE

170. Government of the United States .....	4
171. State Government .....	4

## SOCIOLOGY

185. Introduction to Sociology .....	4
191. Human Personality and Social Behavior .....	4

Sequences other than the above may be taken with the approval of the division head.

- II. An alternative plan in which students may, with the consent of their adviser, plan larger sequences in at least three of the above subjects. These should include both social and political materials. Suitable sequences are indicated in connection with the courses for each subject. Such programs should be planned very carefully under the direction of the student's adviser.
- III. Preparation for teaching business and commercial education with less preparation in the other social studies. This must include a twelve-hour sequence in economics and in each of two other social subjects and Social Studies 118a and b, and 119.

## General Requirements

All who take programs I and II must plan a teaching sequence in each of two subjects entirely outside the Social Studies sufficient to meet minimum standards in the North Central Association.

Those who take program III must plan one such sequence outside of the Social Studies.

Final electives in the senior year should not be used until requirements listed above have been met.

A course in the teaching of the Social Studies is required of all majors.

In computing the total offerings for graduation in the social subjects, the student should take at least twenty-five per cent of each separate subject in the Professional College. This does not apply to fundamental business skills.

## Description of Courses

## Generalized

2a,b, c. *AN INTRODUCTION TO THE SOCIAL STUDIES.* A general course dealing with the most fundamental concepts of society, government, politics, religion, education, and international relations as they are working themselves out in contemporary life. *Four hours credit each quarter.*



4. *CONTEMPORARY WORLD HISTORY*. A study of contemporary issues involving the relations of nations to each other. Each controversy will be studied in terms of its historical development, how proposed solutions may affect individual nations and the world at large. Topics of current interest will be selected from Europe, Asia and America. Extensive use will be made of current magazines and other sources of contemporary information. Specific training in the use of such materials. *Four hours credit*.

## Professionalized

113-213. *TEACHING OF THE SOCIAL SUBJECTS IN THE ELEMENTARY SCHOOL*. The historical development of social subject instruction; the aims and values of these studies in the schools; materials and methods of handling them in the various grades; various types of presentation; testing of results; the relation of the social subjects to other subjects. Special attention is given to a detailed study of the materials for history and civic instruction in grades I to VI. *Four hours credit*.

117-217. *THE TEACHING OF SOCIAL STUDIES IN JUNIOR AND SENIOR HIGH SCHOOLS*. Development of instruction in these subjects in high school programs; aims and values of instruction; problems connected with the teaching of these subjects; the relation between history and civics teaching. Modern courses of study; modern tests, their use and abuse; written work; illustrative work; the working library. Special attention will be given to the organization of material for teaching purposes. Prerequisite, one year of social subjects materials. *Four hours credit*.

118a, b. *THE TEACHING OF SHORTHAND AND TYPEWRITING*. Prerequisite, Proficiencies 20b and 20d or the equivalent. The background of modern methods, materials and devices for the teaching of Gregg shorthand and typewriting. *Four hours credit each quarter*.

119-219. *THE SECONDARY SCHOOL BUSINESS CURRICULUM*. Materials cover the subject generally included in business education in the secondary schools. Organization of the commercial curriculum. *Four hours credit*.

## Business Education

The mastery of fundamental business skills is essential to further progress in business courses. Sequences in business need to be combined with sequences in Economics. Students should do this after consultation with their advisers. These are offered on a strictly proficiency basis as follows:

No.		Hrs.
20.	Business Skills	
	(a) Bookkeeping .....	8
	(b) Gregg Shorthand .....	8
	(c) Office Appliances .....	4
	(d) Typewriting .....	4
	(e) Handwriting .....	2

Proficiencies must be demonstrated through passing an examination that will demonstrate mastery of the skill to a point where it can be used effectively.

Examinations will be given every quarter and the student who fails in one may take another. Special laboratories will be available for study and preparation for the examinations. A student who registers for one laboratory section

will usually be restricted to a twelve hour program, except in the case of Proficiencies 20d, and 20e. These two proficiencies carry two hours of credit each for program purposes only. Fourteen hours of classwork may be scheduled in addition to either of these proficiencies.

21. *SECRETARIAL PRACTICE*. Prerequisite, 20b and 20d or the equivalent. An advanced course in shorthand transcription practice on the typewriter including a study of office practice and management. *Four hours credit.*

22-122. *BUSINESS MATHEMATICS*. The arithmetic of business in its application to a great variety of vocations, many different kinds of business transactions, and numerous fields of business enterprise. *Four hours credit.*

\*23-123. *BUSINESS LAW*. The field of contracts and negotiable instruments. *Four hours credit.*

118a, b-218a, b. *THE TEACHING OF SHORTHAND AND TYPE-WRITING*. Prerequisite, Proficiencies 20b and 20d or the equivalent. For description see page 97. *Four hours credit.*

119-219. *THE SECONDARY SCHOOL BUSINESS CURRICULUM*. For description see page 97. *Four hours credit.*

127. *PARTNERSHIP AND CORPORATION ACCOUNTING*. Prerequisite, Proficiency 20a or the equivalent. The theory and practice in the accounts, records, and special forms peculiar to partnerships and corporations. A familiarity with the content of this course is essential as a background for the advanced courses in bookkeeping and all phases of higher accounting. *Four hours credit.*

128-228. *ANALYSIS OF FINANCIAL STATEMENTS*. Prerequisite, Proficiency 20a or the equivalent. For the layman who may have a working knowledge of bookkeeping. A better understanding of the financial statements of corporations, banks, public utilities, and other business concerns. *Four hours credit.*

129-229. *PROBLEMS IN BUSINESS EDUCATION*. An opportunity to make brief investigations of particular problems in business education and report findings; more important research problems in the field of business education; research techniques in business education; and the research habit of solving problems. *Four hours credit.*

## Economics

### SUGGESTED SEQUENCES:

- I. 130, 131, 136.
- II. 130, 134, 136.
- III. 233, 235, 238.

108. *HOUSEHOLD ECONOMICS*. Some of the every day problems of the consumer, and suggested solutions to these problems, both from the current literature and from investigations made by the various agencies. The personnel of the class will determine somewhat the lines of study to be followed. *Four hours credit.*

130. *PRINCIPLES OF ECONOMICS*. A general introductory course, covering the fundamental principles underlying the organization of modern

\* Given also by Extension.

industrial society with applications to the outstanding economic problems of the present day. *Four hours credit.*

\*131. *WORLD ECONOMIC GEOGRAPHY.* The purpose is to analyze from a functional standpoint the world's great agricultural and industrial resources, the great transportation routes and facilities, and resultant international trade. Physical, economic, and technological factors are weighed to determine the location of and explain the fluctuations in the industries and trade. *Four hours credit.*

132. *APPLIED ECONOMICS.* The visual and concrete aspects of economics. The aim is to present the problems of economics in the form in which the student will meet them in actual life experiences. The relationship between theory of economics and practice will be kept constantly in mind. Illustrations from modern business practice will be used whenever possible for the practical applications of economic laws. *Four hours credit.*

133. *MARKETING.* The problems of transferring the physical ownership of goods and their distribution. *Four hours credit.*

134-234. *MONEY AND BANKING.* The principles of money, theories of relation to price levels, managed currencies, stabilization plans, money in its international aspects, bank regulation, governmental banking and similar items. *Four hours credit.*

135-235. *BUSINESS AND FINANCIAL HISTORY OF THE UNITED STATES.* History of the development of commerce, the industries that depend upon commerce, the development of centralized business organizations, and national finances as they have influenced and have been influenced by conditions in commerce and industry. *Four hours credit.*

136-236. *ELEMENTARY PRINCIPLES OF INVESTMENT.* Everyday problems and interests of the small investor. The problems of home ownership, savings and savings institutions, life insurance, individual credit and its legitimate uses, investments in stocks, bonds, and real estate mortgages, and other individual financial management problems. *Four hours credit.*

137-237. *BUSINESS ORGANIZATION.* Different types of business organizations, consolidations, mergers, cartels, and the recent code arrangements and cooperative agreements. *Four hours credit.*

138-238a, b. *RETAIL MERCHANDISING.* Economics of retail merchandising; store practice and experience in retail selling, advertising, window trimming, and merchandise display; planning and preparation of a syllabus for the teaching of a cooperative training course in retail merchandising. *Four hours credit each quarter.*

## Geography

### SUGGESTED SEQUENCES:

- I. 144a, b.
- II. 143, 145, 148.
- III. 247a, b, c, or 240, 243, 245.

40-140. *HUMAN GEOGRAPHY.* A study of the racial sub-divisions of mankind, their distribution and intermixture. *Four hours credit.*

41. *WORLD GEOGRAPHY.* This is an attempt to give a substitute for the cultural benefits of travel and to arouse an interest in the world and its inhabitants. *Four hours credit.*

\* Given also by Extension.

141-241. *CLIMATE AND CIVILIZATION*. Determination of the causes of the climatic regions of the world, the effects of climate on such factors as soil, relief, natural vegetation, animal life, diseases, and resultant human adjustment. The course gives a very broad view of the world as the home of man. *Four hours credit.*

142. *GEOGRAPHY OF THE ROCKY MOUNTAIN INDIAN*. The general characteristics; home, food, dress, customs, superstitions, religions, amusements, industries, both past and present; the wandering tribes; pastoral tribe; the Navajo; village, or Pueblo tribes; present status of Indians of this region and their contributions to our civilization. *Two hours credit.*

143-243. *PRESENT DAY EUROPE*. A descriptive survey of the countries of Europe, emphasizing the industrial, political, and social problems and their geographic basis. *Four hours credit.*

44-144a, b. *REGIONAL GEOGRAPHY*. Technique of geographic analysis of such factors as position, climate, relief, elevations, soil, harbors, mineral resources, racial and cultural inheritance, and economic interdependence. The first course deals with the continents of the new world, the second course with the continents of the old world. *Four hours credit each quarter.*

145-245. *GEOGRAPHY AND WORLD POWER*. Geographic factors connected with the growth and maturity and, in some cases, decline of the great empires of the world. *Four hours credit.*

\*146-246. *GEOGRAPHIC INFLUENCES ON AMERICAN HISTORY*. The expansion of the American people from the eastern to the western seaboard and the external forces that moulded this expansion. *Four hours credit.*

147-247. *GEOGRAPHY OF WORLD CULTURES*. (a). Latin Cultures: The geographical distribution of Latin cultures and how that distribution came about. A description of the racial and linguistic and cultural characteristics of the Latins, their manners, customs, literature, legal system, architecture, and temperamental characteristics; (b). Germanic Cultures: The natural setting of the people of Teutonic speech in their North European home and of their expansion to the rest of the world with resultant modifications of their culture. A detailed description of the fundamental characteristics of that culture as it exists today; (c). East Asian Cultures: The Chinese and Japanese in their reaction to their environment and their natural culture; (d). The Culture of Mexico: A study of the Mexican environment and the influence it has had upon Mexican culture past and present. *Four hours credit for a, b, and c; two hours credit for d.*

148-248. *CONTRASTING REGIONS*. A study of the two contrasting regions, the polar and the tropical, in climate, plant and animal life, peoples and the reaction of those peoples to their environment. *Four hours credit.*

249. *INTENSIVE GEOGRAPHY OF A SELECTED AREA*. Development of a technique of geographic research and application of such to the Greeley area. *Two hours credit.*

## History

### SUGGESTED SEQUENCES:

#### American History

- I. 50a, b, c.
- II. 158, 163-263.
- III. 152, 158, 267.
- IV. 263, 264, 267.

#### European History

- I. 154a, b, c., 151.
- II. 151, 160, 162.
- III. 260, 261, 262.

\* Given also by Extension.

50a, b, c. *AMERICAN HISTORY*. A general survey, covering the entire field of American history from its discovery to the present time. Social, economic and political phases will be included. The division by quarters is (a) 1492-1800, (b) 1800-1865, (c) 1865-1935. This course should be taken throughout the year, but each quarter may be taken separately. *Four hours credit each quarter.*

\*54a, b, c-154a, b, c. *MODERN EUROPEAN HISTORY*. A general survey, from the Renaissance to the present time. Emphasis will be upon those permanent elements that have resulted in the present national, cultural, racial and political alignments. The course is divided into quarters as follows: (a) Early Modern Europe, 1500-1789, (b) Modern Europe, 1789-1870, (c) Recent European history, 1870-1935. This course should be taken in consecutive quarters throughout the year, but each quarter may be taken separately. *Four hours credit each quarter.*

151-251. *ANCIENT SOCIAL HISTORY*. A survey of the development of society among ancient peoples. Special attention given to houses, temples, religious ideas, clothing, furniture, social customs, slavery, and the position of women, general social life of the early Roman Empire and some of the causes of national decay. This course deals especially with concrete material that high school instructors find most difficult to teach in the courses in ancient and world history. It also includes material most largely drawn upon for courses in the grades. *Four hours credit.*

152-252. *WESTERN AMERICAN HISTORY*. The westward movement as an historical process; the cause which led to migration from the eastern states; the land policy of the United States; the reaction of the west upon national policies; expansion into the west and south west. *Four hours credit.*

153-253. *ENGLISH HISTORY*. Designed especially to meet the needs of majors in English. A background for general cultural purposes. The personal element will be emphasized. Enough political history will be included to give an adequate setting to those great reforms in government and custom and the crises in empire that have been the direct or indirect inspiration of the great permanent blocks of English literature. *Four hours credit.*

155-255. *CONTEMPORARY HISTORY*. *The Twentieth Century Quest for Security*. Present-day efforts toward attaining peace among the nations, economic self-sufficiency and political stability within the nations, and economic security for the individual. *Four hours credit.*

156-256. *HISTORY OF EDUCATION*. A study of the development and growth of American educational traditions and practices in relation to historical and social development. Influence of American education upon other countries. Opportunity will be provided for individual study and investigation of various phases of our educational development. *Four hours credit.*

\*157. *HISTORY OF EDUCATION AND ITS RELATION TO WESTERN CIVILIZATION*. Evolution of formal education and its more important contributions to present civilization. The influence of personalities and movements in the development of our educational system will receive major emphasis. *Four hours credit.*

158-258. *SOCIAL AND INDUSTRIAL HISTORY OF THE UNITED STATES*. The economic and industrial development of the United States from colonial times to the present. A description of the changes in home life, in industry, in modes of transportation, and in general social conditions that have accompanied the economic changes. *Four hours credit.*

\* Given also by Extension.

159-259. *THE REFORMATION*. This is one of the most illuminating periods in modern history. Most of the controversial questions still acute among modern churches are explained. Emphasis is placed on the social, economic, and political backgrounds. *Four hours credit.*

160-260. *MEDIEVAL LIFE AND INSTITUTIONS*. This course attempts to explain that period in man's development which has been regarded as static and dark, but which in reality was an age of progress and light. Social, economic, and cultural backgrounds will be emphasized. *Four hours credit.*

161-261. *FRENCH REVOLUTION*. The revolutionary epoch in European history has affected every country in the Western World. The causes and the results of the most important movements in this revolutionary epoch. *Four hours credit.*

162-262. *THE GREAT COLONIAL EMPIRES OF THE TWENTIETH CENTURY*. The acquisition of colonies and the importance of their commerce and industry to world relations. The efforts to weld the colonies into coherent wholes will also be stressed. *Four hours credit.*

163-263. *THE AMERICAN REVOLUTION*. A study of the relationship—governmental, social, economic, and political—existing between the American colonies and the British government; the development of self-government; the beginning of a permanent Indian policy; judicial procedure and the judicial disallowance of colonial legislation; the commercial legislation affecting the colonies; colonial and British ideas of representation; the causes of the revolution. *Four hours credit.*

164-264. *SLAVERY, SECESSION, CIVIL WAR AND RECONSTRUCTION*. An intensive library course covering the period from 1850-1870 with the major emphasis on the period before 1861. Much practice will be given in the detailed use of source material. Techniques of good graduate study will be inculcated. *Four hours credit.*

165-265. *HISTORY OF THE INDUSTRIAL REVOLUTION*. The historic beginnings of machine-industry and the factory are studied in the light of the great changes which were taking place in the eighteenth century in agriculture, commerce, and transportation. Special attention is given to the immediate political and social consequences of these changes. *Four hours credit.*

266. *THE LITERATURE OF AMERICAN HISTORY*. A survey of the materials available for the study of American history: the chief collections of source materials, the more important general accounts; biography; bibliographical aids; special and local histories; textbooks and their authors; the selection of a good working library. *Two hours credit.*

167-267. *LATIN-AMERICAN HISTORY*. A course designed to furnish a background for understanding the political, social, economic, and to some extent the cultural life of the republics to the south of the United States. Attention will be given to the Monroe Doctrine, Pan-Americanism, and Hispanism. *Four hours credit.*

268. *HISTORY OF THE FAR EAST*. Designed to enable teachers to understand the problems of the Far East; a survey of the modern history of Japan and China; the growth of western ideas; the conflict of interest; Japan's ambitions and their relations to interests of other countries; a survey of British occupation of India; economic, industrial and educational reforms; the growth of self-government; and the national aspirations of the people of India. The relation of these various problems to the United States is emphasized. *Four hours credit.*

269. *SEMINAR IN HISTORICAL TECHNIQUES.* The techniques of historical investigation as used by scientific historians. An analysis will be made of the sources used by and the conclusions reached by outstanding historians. Practical exercises will be given in attacking historical problems, locating sources of information, and organizing historical evidence. Open only to graduate students. *Two hours credit.*

## Political Science

### SUGGESTED SEQUENCES:

- I. 170-171.
- II. 170, 171, 174.
- III. 273, 274, 275.

70-170. *GOVERNMENT OF THE UNITED STATES.* A study of national government. The emphasis will be upon how government operates, the political machinery by which it is controlled and the way the average citizen may participate most effectively in his government. Attention will be given to materials and techniques of study. *Four hours credit.*

71-171. *STATE GOVERNMENT.* A continuation of course 70-170. Problems of state and local financing, taxation, budgets, and how laws are enforced. Particular study will be made of the forces which direct state and local policy. *Four hours credit.*

72-172. *MUNICIPAL GOVERNMENT.* A continuation of the preceding courses. Factors affecting the growth of urban areas, the nature of municipal government and a detailed study of some of the most effective and successful city governments. Emphasis will be placed on what the average citizen should know about his local government, how he can get such information, and how he can participate in local government most effectively. *Four hours credit.*

173-273. *HISTORY OF THE FOREIGN POLICY OF THE UNITED STATES.* This aims to give the student a continuous conception of the evolution of our foreign policies and the problems out of which they have arisen. Some of the chief topics: Origin of foreign policies; development of the Monroe Doctrine; leadership in the practice of peaceful settlement of international questions; diplomatic problems of the Caribbean and the Pacific; attitude toward and policies followed in the later problems of international conferences, organizations, and interference in world affairs. *Four hours credit.*

174-274. *INTERNATIONAL RELATIONS.* The principles of international law as they have been embodied in the common practices of nations in the past, included in treaties and applied by courts. A study of the modern attempts to establish cooperation among nations, common public opinion, and formal machinery for handling common international problems. *Four hours credit.*

275. *POLITICAL SCIENCE THEORY.* An introduction to the principles governing the various political organizations. The theories and forms of government, constitutions, and ideals of citizenship are included. *Four hours credit.*

## Sociology

### SUGGESTED SEQUENCES:

- I. 182, 185, 190.
- II. 191, 192, 194.
- III. 285, 290, 293.
- IV. 288, 286, 293.

75a, b, c. *SOCIAL STUDIES*. The first course in the sequence deals with the materials adapted to the primary groups; the second with the intermediate groups; and the third with the upper grade groups in rural schools. A fundamental feature of the organization in this sequence is the use of common organizing or integrating ideas and basal concepts for all three groups of the school. *Four hours credit each quarter.*

80-180. *THE HOME AND ITS RELATIONSHIPS*. The fundamental problems of the home as influenced by its organization and administration as contrasted with earlier homes. *Four hours credit.*

81-181. *CHILD CARE AND CHILD WELFARE*. An appreciation of the significance and responsibilities of parenthood; subject matter foundation for the physical care of infants and children; the larger social aspects of the child welfare movement; and methods for conducting child welfare work in home, school, and community. *Four hours credit.*

82-182. *THE NATURE OF SOCIETY*. An elementary study of society with the view to setting forth the nature of human society, to stimulating the student's interest in his own community and those closely related to it, to sharpening his powers of social observation, and to introducing him to the tools of social analysis. *Four hours credit.*

\*83-183. *THE SOCIOLOGY OF RURAL LIFE*. Rural life as a phase of the general social life. The social situation in rural America is treated from the standpoint of its striking complexities. *Four hours credit.*

84-184. *THE SOCIOLOGY OF URBAN LIFE*. Conditions and trends in modern city life. This course attempts to find the underlying and unifying principles by means of which all that is most significant in urban movements may be correlated. *Four hours credit.*

\*185-285. *INTRODUCTION TO SOCIOLOGY*. The major sociological concepts and a study of the sociological processes and principles of social living; The scientific point of view in dealing with social phenomena of various kinds. *Four hours credit.*

186-286. *THE SOCIOLOGY OF CRIME*. The course utilizes scientific data on the biological and the social aspects of the problem. The machinery of justice is studied in some detail. *Four hours credit.*

187-287. *SOCIAL REVOLUTION AND RELIGIOUS CHANGE*. A study of political changes in such countries as Russia, Germany, Spain, Mexico and others and the influences that such changes have had upon religious philosophy and religious practices. *Four hours credit.*

\*188-288. *MODERN SOCIAL PROBLEMS*. This course gives critical consideration to significant social problems arising through all sorts of factors. It attempts to throw a helpful light upon both the causes and the possible amelioration of social maladjustments. *Four hours credit.*

189-289. *GENERAL ANTHROPOLOGY*. Students are directed in a general and comparative elementary study of primitive peoples, their physical characteristics, beliefs, customs, arts, industries, forms of government, and religion. *Four hours credit.*

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\* Given also by Extension.



190-290. *SOCIAL EVOLUTION*. How present day culture has evolved through the operation of such sociological processes as social invention and social diffusion. Attention is given to the means and the methods by which the further development of culture may be hastened and directed. *Four hours credit.*

\*191-291. *HUMAN PERSONALITY AND SOCIAL BEHAVIOR*. Social attitudes and their development and modification under social pressure. Significant patterns of group behavior and the interactions of persons and groups are treated. Attention is also given to the implications of social psychology for modification in education. *Four hours credit.*

\*192-292. *THE SOCIOLOGY OF THE FAMILY*. Development of the family as a social institution. Its changed status in present-day social economy is discussed from several points of view. Its significance to society in socializing the individual and fixing those major attitudes which determine his social adjustment is emphasized. *Four hours credit.*

193-293. *THEORIES OF SOCIAL PROGRESS*. Analysis, interpretation, and evaluation of significant theories of social progress. Attention is given to the principle of social amelioration. Each student works out his own criteria of social progress. *Four hours credit.*

\*194-294. *THE SOCIOLOGY OF THE SCHOOL*. Relation of the principles of sociology to the problems of education. A study is made of the bearing of certain sociological concepts on educational theory and practice. School problems are treated from the social and sociological point of view. *Four hours credit.*

199-299. *CONTRIBUTIONS THROUGH RESEARCH IN THE SOCIAL STUDIES*. The results of scientific investigations of distinguished scholars in the various subject matter fields in the social studies. Attention is given to the fundamental methods of investigation used by various social scientists. Each student is privileged to work in the particular field of his major interests. *Four hours credit.*



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\* Given also by Extension.



# Academic Regulations

COLORADO STATE COLLEGE OF  
LIBRARY  
AT





# Academic Regulations

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## Admission

### GENERAL COLLEGE

Students seeking admission to the General College should consult admission regulations as found in the General College section of this catalog.

### PROFESSIONAL COLLEGE

Students seeking admission to the Professional College should consult admission regulations as found in the Professional College section of this catalog.

Blank forms for use in making application for admission are in the hands of the high school principals, from whom they may be obtained by prospective candidates. They may also be obtained by mail or directly from the registrar's office. All applications for admission should be sent to the registrar not later than June 30, 1935. Applicants who are uncertain about enrollment should have their record sent to the college not later than September 1, 1935.

Students who have had work in other Colleges are required to submit official transcripts which include evidence of good moral character and that honorable dismissal has been granted by the last college attended. It is required, also that the student shall be eligible to continue in the last school attended, or at least is recommended for acceptance on probation.

### GRADUATE SCHOOL

Any student having a bachelor's degree from a reputable institution authorized by law to confer degrees and approved by the Graduate Council may be admitted to the Graduate School. A student's first quarter is considered to be a test of his ability to do acceptable graduate work. Any student whose record or personal qualifications at the end of the first quarter are unsatisfactory will not be admitted to candidacy for the degree.

For detailed information see Graduate School catalog.

## Examinations

The college offers three kinds of scholastic examinations for the undergraduate, all of which are used to further the interests of the student. These are the matriculation or guidance, the placement, and the sophomore examinations.

The guidance examinations consist of an intelligence test, an English test, and an elementary subjects test. These examinations must be taken before a student can be matriculated or admitted to the college. The results are used in counseling students.

The placement examinations are tests in the different college courses. The results are used in exempting students from taking the core subjects and to determine whether credit may be received for courses taken in an unapproved institution of learning.

The sophomore examination is a battery of comprehensive tests in the fields of English and literature, the social studies, the general sciences, and the fine arts. The results are used for guidance purposes, especially to aid in determining whether a student may enter the professional college.

All of these examinations, excepting the placement examination, must be taken by all undergraduate students.

Each entering student takes the library usage test during freshman week. Those students not meeting the exemption standard should enroll during the first year in a section of the library usage course. Satisfactory completion of library usage is one of the standards for admission to the Professional College.

## Freshman Week

Freshman week begins with an assembly which is held in Gunter Hall on September 19 at 10:30 A. M. Students should arrange to come long enough in advance of this date to make arrangements for rooms and other necessary preparations so that they will be free to give all their time and attention to the details of freshman week. The freshman week exercises continue until the beginning of classes on Wednesday, September 25. All beginning freshmen must attend the exercises of freshman week if they wish to avoid paying late entrance and extra examination fees. During the first three days of freshman week the students take the matriculation tests, are given a physical examination, have their photographs made, and pay their matriculation fees. On Monday, September 23, the freshmen prepare their class schedules and matriculate. On Tuesday, September 24, the place-

ment or exemption tests are offered to those students who wish to be excused from taking the core subjects.

All during freshman week there will be social affairs which are arranged by the dean of men and the dean of women.

## Student Assemblies

One all-student assembly is held each week. A freshman assembly is also held once each week. Not more than two absences are permitted each quarter without written excuse. In a case of more than two unexcused absences attendance is considered unsatisfactory and one hour is deducted from the total credits earned during the quarter.

## Health Service

The college maintains a complete health service. Two full time physicians, a woman and a man, are employed on the campus. A complete physical examination is given as a part of admission and annually thereafter.

Students may consult a college physician any day during office hours. Students too ill to come to the office may call any member of the Greeley Hospital staff. Students in need of hospitalization are taken to the Greeley Hospital.

Unlimited service of college physicians, three calls from a Greeley physician and three days in the hospital are included in fees paid each quarter.

## Student Load

The normal load for General College students is seventeen hours, including a physical exercise course carrying a credit of one hour. The normal load for all other students is sixteen hours. During the first quarter, the student whose score on a reliable intelligence test falls above the ninety-third percentile point for college students may be permitted to carry four hours beyond the normal load; the student whose score falls between the eighty-fourth and ninety-third percentile points inclusive may be permitted to carry two hours beyond the normal load. During subsequent quarters a student whose grade average is 4 (B) or above will be permitted to carry two to four hours above the normal load, depending upon such factors as health, test scores, and time required to complete graduation. The student whose average grade falls below 2.5 will be required to carry two to four hours below

the normal load. These regulations apply also to students attending the summer quarter.

## Physical Exercise Courses

A physical exercise course must be taken by all freshmen and sophomores unless physical disability is certified by the college physician. No credit will be allowed for physical exercise in the Professional College.

## The Grading System

- A indicates superior work
- B indicates work above average
- C indicates average work
- D indicates work below average, but passing
- F indicates failure
- "Inc." Incomplete
- "W" Withdrawn
- "WF" Failing at time of withdrawal
- "S" Satisfactory, used in place of the grade letters to indicate acceptable work in student teaching

A course marked "Inc." must be made up in the next succeeding quarter, if credit is to be recorded. In the case of summer school students who do not attend during the regular year, an "Incomplete" must be made up before the end of the following summer quarter.

If a student withdraws from a class or from college without making formal arrangements with the registrar, he or she will receive an F in all subjects. Should the student be obliged to leave because of an emergency, a letter giving all facts must be filed with the registrar.

## The Two-Point-Five Rule

Each of the letters of the marking system has a numerical value. The letter A has a value of 5 points; B a value of 4; C of 3; D, 2; and F, 1. If all of a student's marks were C's they would have a numerical value of 3. If one-half of his marks were C's and the other half D's, the numerical value of all of his marks would be 2.5. The general average numerical value of a student's marks must be 2.5 or more to be permitted to do student teaching as well as to receive a degree or a certificate to teach.



How to determine the student's average:

S. S.	180	4 hrs	grade B=	16	
Sci.	101	4 hrs	grade C=	12	
Lit. & Lang.	58	4 hrs	grade A=	20	The total is 60.
Educ.	105	4 hrs	grade D=	8	Divided by 17
H. & P. E.	4	1 hr	grade B=	4	the result is 3.53
		<hr/>		<hr/>	
		17 hrs		60	

The marks "W", "S", and "Inc." (within time limits described above) are not considered in computing the grade average. "WF" has the same value as "F".

## The Ten-Hour Rule

A student above the freshman level who fails in any quarter to pass in ten hours of a regular program of not less than fifteen hours may be permitted to continue another quarter on probation. A second failure will result in dismissal. A student carrying a limited program (less than fifteen hours) is required to pass in two-thirds of his program. Freshmen are allowed one full year to demonstrate their ability to do college work.

## The Quarter Hour

All credit toward graduation is computed in "quarter-hours". The term "quarter-hour" means a subject given one day a week through a quarter of a year, approximately twelve weeks. Most of the college courses call for four recitations a week.

## Graduation Requirements

One whose scholastic average is less than 2.5 at the time he applies for graduation will not be graduated or granted a teaching certificate until he has by further residence study raised his total average to or above that mark.

At least two quarters before graduation all undergraduate students shall request in writing a statement of remaining requirements for any certificate or degree.

Application for any certificate or degree must be made to the registrar at the beginning of the last quarter's work. Applications filed after that date shall be subject to a charge of \$2.00.

## Majors and Minors

Students select majors and minors at the beginning of work in the Professional College. This arrangement prevents a too wide

scattering of courses. Forty-eight hours constitute a major and twenty-four hours a minor. General College Courses are counted. Not more than sixty hours may be taken in any one field.

## Student Guidance

The college maintains a Personnel Department and complete personnel records. This department is interested in the guidance of students. Various officers of the college also assist the students in many ways. The following will act as guides when you seek assistance:

Financial problems, the vice-president; room and board, the associate dean of women and the director of off-campus housing; personal problems, the dean of men and the dean of women; class and study problems, director of the Personnel Department; class work and course of study by elementary majors, adviser of elementary majors; health, the college physicians.

## Conduct

Students admitted to the College are expected to maintain a high grade of scholarship and personal conduct. Recommendation for admission is based on character, health and ability to do college work. When a student demonstrates that he lacks any of these characteristics his relationship to the college ceases.

## Student Teaching

The college provides opportunity for the laboratory study of problems in the theory and art of teaching. The courses providing for this work are offered in sequence, beginning with directed observation of classroom methods and procedures, progressing into participation, and culminating in the work in which the student becomes responsible, under close supervision, for the learning done by the children.

The preliminary course in this sequence is Pre-Teaching Observation (Ed. 150a and b). This course enables students to orient themselves in their major fields, to learn how the supervising teacher applies principles of teaching to actual classroom situations, to observe the work of the pupils in a given grade, and to become familiar with the subject matter of the grade observed. It also enables the student to participate in some of the less complex classroom activities of the grade in which they are observing.

The advanced laboratory course is that in student teaching (Ed. 151). In this course the work of the classroom is put more nearly into the hands of the student teachers. A supervising teach-

er is in charge of the work on each school level in the elementary grades and of each subject on the secondary school levels. This teacher is at all times responsible for the work in his subject or grade and is chosen because his personality and professional preparation fit him for the double responsibility of guiding the learning of children and of directing the work of the student teachers.

Courses providing for the laboratory study of the problems of supervision are (Student Supervision, Ed. 152 and 252). Students enrolled in either of these courses work with the supervising teacher in directing the work of student teachers. The content of these courses is organized so that the student may progress in his study from the less difficult problems of supervision to the more difficult.

The laboratory work is offered in four school units. The college elementary and secondary schools form one of these. The college elementary school is comprised of pre-school, kindergarten, and the first six grades. The college secondary school is a six year unit comprising the junior high school (grades seven, eight, and nine) and the senior high school (grades ten, eleven, and twelve). The elementary school affords opportunity in observation and participation for students majoring at that level and for student teaching for majors in art, music, home arts, wood-working, and physical education. The secondary school provides opportunities for both observation and student teaching for majors in the subject matter fields.

The other three units are public school systems affiliated with the college for student teaching purposes: The Big Bend school, eight miles from Greeley; the Gilcrest school, three miles farther south; and the Ashton school, six miles southwest. The Big Bend system is organized with primary, intermediate, and junior high school departments. The Gilcrest system includes an elementary school with primary and intermediate departments, and a six-year high school. The Ashton school is an eight-year elementary system. There is an experienced supervising teacher in charge of each of the departments in these schools. Student teachers are assigned in pairs for a half day for twelve weeks. While one is attending college classes the other is doing student teaching. Transportation to and from the college is provided for the student teachers.

Proficiency is the basis for determining the amount of student teaching to be completed.

All assignments for student teaching are made by the director of student teaching. Students offering advanced standing from

other institutions must make arrangements regarding student teaching with the director of student teaching immediately upon matriculation.

No student is eligible for student teaching whose college grades average below 2.5 prior to application for student teaching, or whose grades in the subject matter field assigned for teaching average below 3. Each student shall be required to make a score above the tenth percentile point on the subject matter entrance tests.

Mature students who submit required evidence of at least three years satisfactory experience may substitute advanced elective courses to be taken in residence on the approval of the director of student teaching under the following conditions:

- a. A score above average on the classification test, the sixtieth percentile point on the English test, and the subject matter tests.
- b. A scholastic standing of at least C (or 3 on the point scale) on work taken up to the time of application for exemption.
- c. No exemption is allowed where students have changed their major and have had no teaching experience in their new field.
- d. A formal application must be made for exemption prior to the quarter of graduation and filed with the director of student teaching.

## Living Regulations

The college requires all freshmen to live in the dormitories or freshman houses and all other undergraduate students to live in approved rooming houses. For this reason, it is necessary that students apply to the offices of the deans for a list of approved rooms.

No rooming houses are allowed on the approved list if they do not have single beds and comfortable bathing and heating facilities. No basement rooms are allowed for sleeping purposes. The offices of the deans are open during the month of September for the purpose of consulting with students and placing them in approved houses.

All students and householders are required to sign a contract, covering arrangements concerning rent, moving, extra fees, heat, light, and hot water. No student is allowed to move within a quarter except under unusual circumstances and with permission from the deans' offices.

### DORMITORIES FOR WOMEN

Three attractive dormitories provide residence for 102 freshmen girls. The social life is presided over by the associate dean of women and her assistants. Prices range from \$22 to \$24 a quarter with two in a room. A deposit of \$10 is required to hold a room. When the dormitories are full, freshmen girls may live in approved freshmen houses near the campus, under the same regulations in force in the dormitories. Room with bedding is furnished at \$28 to \$30 a quarter.

Each student living in the college dormitories is expected to care for her room and to provide two pairs of sheets, 72"x108" in size, for a single bed; three pillow cases of 42-in. tubing, two blankets, one comforter and necessary towels, one quilted mattress pad 36" x 76".

In addition to these, each student may bring her own sofa cushions, pictures, and other articles for decoration and personal comfort.

### OFF-CAMPUS

Approved off-campus houses are within convenient walking distance. The price range is \$24 to \$36 a quarter, depending on the number of girls to a room and the desirability. Kitchenettes are provided in many homes at \$4.50 a quarter.

### DORMITORIES FOR MEN

Hays and Hadden Hall, dormitories for men, are new, attractive and well planned for the life of students. These halls have dining rooms for men. The price for room and meals is \$84 a quarter for a student. Students who make application for accommodations in these halls will pay in advance for one quarter or make a deposit of \$10.00. All rooms must be rented by the quarter. Charges are due two weeks in advance. The college furnishes one blanket and all bed linen, and students need only bring extra blankets for cold weather. All freshmen are required to live in the dormitories unless excused by the administration.

## Student Social Standards

The students of Colorado State College of Education, appreciating the needs and rights of others, have certain standards governing their social life. They give and in return demand courtesy and thoughtfulness of others when they are studying and do not wish to be disturbed—courtesy in the use of parlors and the equipment in the house, as well as the courtesies one would observe in his own home, with his own father and mother, brothers and sisters.

In order that scholarship, health, and social poise may be maintained, the Standards Committee, composed of students and faculty, make the following regulations:

Quiet hours are to be observed in the houses from 8:00 a.m. to 12:00 noon; from 1:00 to 4:00 p.m., and after 8:00 o'clock in the evening on school days. The house should be quiet on week-end nights by 11:30 p.m. First and second quarter freshmen girls are to be in their place of residence on Monday, Tuesday, Wednesday and Thursday evenings by 9 o'clock. Third quarter freshmen whose average is 3. may observe the same regulations as the upperclassmen. All women students are to be at home by 12:30 a.m. on Friday night and on nights preceding a vacation; by 1:00 a.m. on Saturday night. All upperclass women are to be in by 10:30 p.m. on all nights preceding a school day.

The social functions of the college are primarily for college students. Students wishing to invite friends who are not enrolled in college to attend these functions, may obtain guest tickets for their friends in the offices of the deans. No student under suspension or expulsion from the college may attend these functions. All chaperons for social functions are to be approved by the associate dean of women and any girl wishing to attend out-of-town dances must obtain permission to do so from the associate dean of women.



# General Information

COLORADO STATE COLLEGE OF  
LIBRARY  
AT  
GREELEY







# General Information

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## Government

**T**HE college is under the management of a board of trustees of seven members, six of whom are appointed by the governor of the state. The state superintendent of public instruction serves ex-officio. The maintenance of the college comes from a state mill tax and from special appropriations made by the legislature.

The control of student affairs in the larger phases of student policy is in the hands of the Associated Students, an organization of the entire student body. Every regularly enrolled student at the time of registration is required to become a member of the association and pay a quarterly fee, which admits the student to all Associated Student activities and conference athletics. The fee is \$5.00 each fall and winter quarter, and \$3.00 in the spring quarter.

## Educational Standards

The Board of Trustees and the administration of Colorado State College of Education deem it a solemn duty to maintain a high standard of scholarship and professional development, hence those who are graduated must consequently be thoroughly prepared and worthy of all for which their diplomas stand. It is the policy of the college to make all graduates "worthy of their hire." In so doing they protect those who employ them, and at the same time the children whom they will teach.

## The Campus and Its Buildings

**CRANFORD HALL**—This is the main or administration building. It houses the executive offices, classrooms, and class museums. A Natural History Museum, which is regarded as one of the most complete and interesting in the state, occupies a large part of the upper floor of this building.

**LIBRARY**—This imposing structure of gray stone forms the central unit of a group of three buildings, forming a link be-

tween Cranford Hall on the west and Kepner Hall on the east. It contains 75,000 volumes, a large picture collection, and several thousand pamphlets. The two floors are used for library purposes. The main floor is a reading and general reference room, where are shelved many of the periodical and reference books. On this floor also are kept reserved books, which are for special use within the building. The basement floor contains the general book collection stacks, government publications, and unbound volumes of magazines. The volumes in the library have been selected with special reference to needs of students in education, for teachers, and for educational research work.

**KEPNER HALL**—Kepner Hall is the home of the laboratory schools of the college, namely, the College Secondary School and Elementary School, and the children's library. It is a commodious building of red pressed brick and similar in style to Cranford Hall. No pains or expense have been spared to make it sanitary, fireproof, and in every possible way an ideal building for a completely graded school from the pre-school and kindergarten to the senior year of the high school, inclusive. An expenditure approaching \$300,000.00 has been made to provide a school center comparable in every way with any building in the country devoted to similar use.

**SIMON GUGGENHEIM HALL**—Guggenheim Hall is a beautiful building, constructed of gray pressed brick. It accommodates the Division of the Arts, including the fine arts and the industrial arts. This building is a gift to the college from Senator Simon Guggenheim.

**HALL OF MUSIC**—This is a large, attractive, and homelike property. It is well arranged for studio work, private and class lessons, with opportunity for the segregation of the different music departments. A large recital room is located on the top floor.

**CRABBE HALL**—This is a structure similar in construction, color, material and architectural design to the Guggenheim building. It houses the Division of Literature and Languages and the Home Arts.

**HOME ECONOMICS PRACTICE HOUSE**—In order that students pursuing studies in the home arts shall have practical training, the college maintains this building. It is a practice house of five rooms and is used for demonstrations in home furnishings and housekeeping.

**GUNTER HALL OF HEALTH**—A name of far greater significance for the college gymnasium of today is found in Gunter Hall of Health. This building is regarded as one of the most

attractive, commodious and complete structures in every detail given over to the work of developing healthy bodies to be found anywhere in the entire west. The building is located just south of Cranford Hall. The main gymnasium floor is 100x150 feet, with a basketball court 45x88.6 feet. Provision is made here for seating capacity of 3000 during basketball games and when used as an auditorium, as it frequently is, it has a seating capacity of 3800. There is another playing floor, measuring 50x100 feet, for the exclusive use of girls, and in addition has auxiliary gymnasiums for class work. Accommodations are provided for classrooms for use of the physical education department. The physical education division and the medical advisers for both men and women have their offices in this building. A swimming pool 30x75 feet is an attractive feature. The building is constructed of a specially made gray brick with terracotta trimmings. Its architectural lines are a combination of cathedral and gothic and make it one of the most imposing structures on the campus.

**STUDENT CLUBHOUSE**—This is the center of student social life on the campus. An immense reception room stretching the entire width of the building affords a most appropriate setting for social occasions, both formal and informal. A combination veranda and sun parlor, which extends around three sides of the building, is the scene of many cozy afternoon teas, presided over by students. On the lower floor there is a private dining room complete in appointments, with a fully equipped kitchen close by. The lower floor also contains the grotto, which is the scene of parties practically six nights a week during the college year.

**THE FACULTY CLUB**—This is a three story structure of red brick and stucco in old English style. On the first floor are a comfortable recreation room for men, a spacious combination banquet and ball room, and a smaller dining room and kitchen and serving room. On the second floor above the banquet room is the club lounge with paneled walls and high beamed ceiling. The library joins this. A number of faculty members make their home in select apartments in this building.

**RESIDENCE HALLS FOR WOMEN**—On a plot of ground south of the main campus proper the college maintains a dormitory triangle on which three attractive and serviceable residence halls accommodate a limited number of students. Three additional units are to be added within the next year. Each building is in charge of a director. The rooms are airy and well furnished. Each is provided with two single couch beds, two closets, and with hot and cold running water. Each house has a large and delightful living room, and facilities in the basement for washing and ironing. With the completion of the new buildings, a dining hall will be provided for residents of the halls. The present halls

are named Belford, in honor of Mrs. Frances Belford, a prominent Colorado woman, who for many years was on the Board of Trustees of Colorado State College of Education; Decker, named for Mrs. Sarah Platt Decker, who was not only prominent in Colorado, but known throughout the country as a pioneer worker in the women's club movement. She was president of the National Federation of Women's Clubs for many years; and Gordon Hall, named for Mrs. Sophia Park Gordon of Pueblo. Like Mrs. Belford and Mrs. Decker, she was an active worker for civic and social betterment. She was one of the most active members on the Board of Charities and Corrections in the State of Colorado.

**RESIDENCE HALLS FOR MEN**—Freshmen men find comfort and homelike surroundings in two modern residence halls erected exclusively for their use, Hays Hall and Hadden Hall. Both are well furnished, have large living rooms and social rooms, and dining halls.

**HEATING PLANT**—A new central modern heating plant, furnishing heat to all the buildings on the campus, is housed in a building the architecture of which is in keeping with the newest structures on the campus.

**JACKSON FIELD**—Just two blocks from the main campus is located the athletic field. It is one of the more recent acquisitions and is called Jackson Field, named for Charles N. Jackson, for several years a member of the Board of Trustees. The field covers about twenty-three acres and affords ample space for the varied lines of sport incident to college life. This is not simply a field; grass, trees, and shrubbery make it attractive to the eye, an athletic field of actual beauty. The turf football field is surrounded by a quarter-mile track, with a bank on the west side forming an amphitheater with a present seating capacity of 5000 and room for 3000 more seats. The baseball diamond and practice field is separate and apart from the football field. It is located east of the cinder track and the football field. The Woman's Physical Education Department has its own athletic field, adjoining Gunter Hall of Health.

## The Graduate School

The Graduate School has for its aim increased efficiency in teaching and independent working in the field of education. To achieve these ends, three main phases of the student's education are emphasized: (1) A better background of academic information in major and related fields; (2) knowledge in the professional field of education and educational psychology to the end that

one may better understand the learner's mind, the laws of intellectual and social growth, and the means to be employed in personal development; (3) acquaintanceship with the elements of research method and technique in order to give a greater degree of facility in recognizing, attacking, and solving problems similar to those that will later confront the student in his professional life.

## The Degree of Master of Arts

On this level, the Graduate School recognizes two types of graduate students: (1) Regularly classified students who enter, matriculate, and become candidates for the degree of master of arts; (2) unclassified students who enter with a bachelor's degree, and who wish to broaden their education and increase their value as educators, but are not candidates for a higher degree.

Research courses, numbered 224, 225, and 226, totaling ten hours credit, are required of all candidates for the master of arts degree.

## The Degree of Doctor of Philosophy

Opportunity for research and course work leading to the degree of doctor of philosophy is given in the Division of Education. The equivalent of two years of advanced work beyond the master's degree is required. All course work is done in the summer quarter, and the student carries on research under supervision in the form of three field studies, during successive years while he is employed in the field. A period of at least three calendar years is required before the degree of doctor of philosophy will be granted in the case of any candidate.

For detailed information see Graduate School catalog.

## Laboratory Schools

The college provides opportunity for the laboratory study of problems in the theory and art of teaching. The courses providing for this work are offered in sequence, beginning with directed observation of classroom methods and procedures, progressing into participation, and culminating in the work in which the student becomes responsible for the pupil's learning under expert supervision. The elementary course in this sequence is Pre-Teaching Observation (Ed. 150 a and b). The advanced laboratory course is student teaching (Ed. 151). The course providing for the laboratory study of problems in supervision is Ed. 152-252.

gymnastics, tennis, and cross country running. Gunter Hall of Health, the large modern and thoroughly equipped gymnasium, and Jackson Athletic field afford ample facilities for the major outdoor and indoor sports.

Colorado State College of Education is a member of the Rocky Mountain Intercollegiate Conference, and is bound by the rules of that body in governing eligibility of athletes.

The Women's Athletic Association has charge of and encourages participation in athletic sports suitable for women, including swimming, basketball, softball, volleyball, tennis, track and field, archery, and fencing.

### Dramatics

The Dramatic Club presents an excellent opportunity for students with a talent for dramatics. New members are admitted to the club each quarter on merit, determined by try-outs. An outstanding play is presented each quarter.

### Forensics

Debating plays an important part in the general program of the Division of Literature and Languages and additional interest is added through Pi Kappa Delta, national honorary debating fraternity, which is represented on the campus by a vigorously active chapter. Intercollegiate debates are held with the leading universities and colleges in the Rocky Mountain region.

### Publications

Students with an interest in journalism will find opportunity for expression in two campus publications owned and published exclusively by students, "The Mirror," a weekly newspaper, and the "Cache la Poudre," the student annual.

### Religious Activities

While it does not hold any regular religious services, the college seeks to emphasize the value of a religious life and encourages its students to attend the churches of their choice. Members of the administration and the faculty are actively associated with churches in the community and welcome students to their religious, discus-sional, and social gatherings.

The city of Greeley is noted as a city of churches. Practically every denomination is represented by an active church and organization.

The Y. W. C. A. and the Newman Club are active on the campus.

## Musical Organizations

Music plays an important part in the college life. Leaders in this phase of the cultural development of the students are the Schumann Club (for women), the Mendelssohn Club (for men), the a cappella choir, the college band, the orchestra, and the Philharmonic. Each year the music division presents some opera, and at Easter and Christmas special appropriate music festivities are presented.

## Scholarships and Loan Funds

The Board of Trustees issues six scholarships each year. Four of these scholarships known as the *Board of Trustees Scholarships* are awarded at the spring commencement to the two men and the two women having the highest scholastic standing in the sophomore class. The scholarships cover the regular college fees for the remaining two years in college. The two additional scholarships are awarded to the man and woman in the senior class having the highest scholastic standing. These scholarships are known as the *State Superintendent of Public Instruction Scholarships* and cover the regular college fees for one year of graduate work.

Joint Honor Scholarships given to high school graduates each year by the six Colorado State institutions of higher learning are honored by Colorado State College of Education under the conditions stated on the certificate of scholarship.

## Waiver of Fees

The college will remit fees in cases of a limited number of exceptionally worthy students interested in teaching as a profession who do not qualify under the joint honor scholarship plan. In each case candidates must be formally recommended by a committee of the high school faculty and passed upon by a committee comprising the registrar and two faculty members appointed by the president. This type of award is not negotiable and is not valid during summer quarters. The same rule concerning grades applies as in the case of joint honor scholarships.

## Delta Sigma Epsilon Cup

The Delta Sigma Epsilon sorority offers a silver cup to the outstanding sophomore boy or girl. This cup is temporary and passes from student to student at the close of each year.

## Sigma Pi Lambda Award

Sigma Pi Lambda, honorary educational fraternity for women, offers an award of twenty dollars to the senior or graduate

woman student who in the estimation of the committee is best qualified to meet the requirements of scholarship and personality.

## Loan Funds

Numerous loan funds aggregating more than \$22,000 are used to help worthy students. Applications for loans must be made to the treasurer of the college. Petitions are granted when the college is satisfied that the applicant is worthy of such help, will be in a position to repay the loan within a reasonable time, is doing at least average work in college, and will be a credit to Colorado State College of Education after graduation. The student must furnish a note acceptable to the treasurer and make arrangements for its payment when due. The following comprise the loan funds: Sigma Upsilon Graduate, Senior College, Phi Delta Kappa, Y. W. C. A. Student Aid, William Porter Herrick Memorial, Greeley Rotary Club, Hospital Fund, J. C. Kendel Music Loan, Sarah Platt Decker Memorial, Nurses' Club Loan, and Normal Students.

## Fraternities and Sororities

Most of the more widely recognized fraternities and sororities, both honorary and social, are represented by chapters on the campus of Colorado State College of Education. None of them owns its own house, thus avoiding the heavy financial burden conspicuous among many student bodies. They all maintain quarters in private homes, which are the centers of much intellectual and social life.

**PHI DELTA KAPPA**—A professional fraternity in education open to men of junior, senior, and graduate rank. It was founded in 1909 by the merger of education clubs in Columbia, Indiana, and Stanford Universities. The chapter at Colorado State College of Education is the thirty-seventh chapter of the fraternity and the first chapter in a state teachers college. Membership is open by invitation to upper class men students who have passed twelve quarter hours in education, who pledge themselves to teaching as their profession, and who meet certain character qualifications.

**KAPPA DELTA PI**—A national honor society in education open to both men and women students of upper class rank. It was founded at the University of Illinois in June 1911. The chapter at Colorado State College of Education was established on February 28, 1920, as the eighth chapter of the fraternity and the first chapter in a teachers college. Membership in Kappa Delta Pi is open to upper class students who have ten quarter hours in education, who have been in residence for three quarters, and who meet certain scholastic and character qualifications.



**SIGMA PI LAMBDA**—Honorary educational fraternity for women of senior college and graduate rank. It was founded at Colorado State College of Education in May, 1926. Its purpose is to encourage research and progress among women in the field of education, and to maintain high ideals of personality and scholarship. Membership is by invitation to students who meet the requirements in residence, and certain scholastic and personality qualifications.

**PI KAPPA DELTA**—National honorary debating fraternity. Pi Kappa Delta was the first honorary society to be installed in Colorado State College of Education. It was installed in the college in the spring of 1918. The purpose of the organization is the encouragement of intercollegiate debate and oratory. Membership is limited to those who have taken part in recognized intercollegiate debates or oratorical contests, or are actively engaged in coaching such students.

**ALPHA PSI OMEGA**—A national honorary dramatic fraternity which was installed on the campus of Colorado State College of Education in 1926. Membership in this organization is by invitation and is open to men and women students who have done outstanding work in acting and directing and staging dramatic productions on the campus.

**PHI ALPHA THETA**—National honorary historical fraternity, is open to both men and women of senior college rank. It was founded at the University of Arkansas in 1921. Iota chapter of Colorado State College of Education was installed on November 16, 1929, and was the first chapter granted to a state teachers college. Membership is open only by invitation to those students who have a definite interest in history and who have high scholastic qualifications in at least sixteen hours of history.

**ALPHA ZETA PI**—National honorary romance language fraternity. It was founded in Denver in 1917, and Zeta chapter was installed at Colorado State College of Education in 1928. Membership is open to students who show a decided ability and interest in the Romance Languages, and who have completed thirty hours of work in the field. They must also have a creditable average in other subjects, and meet certain character requirements.

**ALPHA GAMMA PHI**—National honorary fraternity in art open to students above freshman rank. It was founded at Colorado State College of Education in January, 1928. The purpose of the fraternity is to encourage interest and growth in the fine arts and to maintain high ideals of personality and scholarship. Membership is by invitation to students who meet certain scholastic and character qualifications.

**PI OMEGA PI**—National honorary fraternity in commercial education. It was founded at the Missouri State Teachers College, Kirksville, Missouri, on June 13, 1923. The Zeta Chapter in Colorado State College of Education was organized in May, 1928. The aims of the organization include the encouragement and creation of interest and scholarship in commerce. The qualifications for membership are fifteen or more quarter hours of credit in commercial education and seven and a half quarter hours credit in education, superior standing in all commercial studies and average standing in all other subjects.

**LAMBDA SIGMA TAU**—Honorary science fraternity. The purpose of this organization is to stimulate among teachers of science progress in scholarship, methods, cooperation, ethical standards and humanitarianism. Membership is open to majors in the fields of chemistry, biology, physics, and mathematics majors who minor in one of the three fields above and who have demonstrated that they are above the average scholastically and of good character.

**KAPPA KAPPA PSI**—National Honorary Band Fraternity, was founded November, 1919, in Stillwater, Oklahoma, at the University of Oklahoma. The Alpha Theta Chapter at Colorado State College of Education at Greeley was instituted in the fall of 1931. The fraternity was founded for the purpose of creating interest in college bands amongst students, and serves to create a closer feeling of fellowship. The fraternity is interested in scholarship, leadership and character.

**PHI MU ALPHA, SINFONIA**—National Honorary Music Fraternity, was founded at the New England Conservatory of Music, Boston, Massachusetts, in 1898. Beta Rho Chapter was installed on the campus of Colorado State College of Education, June 5, 1934. The purpose of the fraternity is to foster the mutual interests and brotherhood of students of music, and to advance the cause of American music through sponsoring musical activities and actual participation in performance and composition. Active membership may be conferred upon any man who shall show a love for music either by adopting it as his profession or by working to advance the cause of music in America.

**DELTA OMICRON**—National Honorary Music Sorority for women above freshman rank, was founded September 6, 1909, at the Cincinnati Conservatory of Music, Cincinnati, Ohio. Delta Gamma Chapter was installed at Colorado State College of Education June 6, 1932. The purpose of the organization is to foster fellowship among musicians during their student days, with the idea of attaining the highest degree of musicianship individually. Membership is by invitation to students who are actively interested in music, and who meet certain scholastic and personality requirements.

# Certificates and Degrees

The college offers the following certificates and degrees:

## Rural Certificate

A limited certificate valid for a period of five years in the rural schools is issued upon completion of the prescribed three-year course.

## Life Certificate

A life certificate is given only upon the award of a degree. The diploma given upon the award of the bachelor of arts degree or the master of arts degree is a life certificate to teach in either elementary or secondary schools of the state.

## The Bachelor of Arts Degree

The bachelor of arts degree is awarded upon the completion of four years of work in the elementary, secondary or special curriculums.

## The Master of Arts Degree

## The Doctor of Philosophy Degree

For description of the graduate degrees, see page 121.

## Minimum Residence Requirement

The college does not grant any certificate or degree for less than three full quarters of undergraduate study, during which time the student must have earned at least forty-eight quarter hours of credit. If the student's first graduation is with the bachelor of arts degree, he must have spent at least three quarters in residence. Students who have already taken the three year course in rural education must spend in residence at least one additional quarter for the bachelor of arts degree. For the maximum amount of extension credit allowed, see page 122.

Correspondence students when enrolling in residence should apply to the Extension Department for an extension of time which will permit the completion of correspondence courses at a time when the student is not enrolled in residence courses. Students in residence are not permitted to enroll in correspondence courses during vacations except during the vacation between the end of the summer quarter and beginning of the fall quarter.

## Time Limit for Completion of Courses

Candidates for the limited rural certificate (three-year course) will be allowed four years to complete requirements effective at matriculation. Candidates for the bachelor of arts degree will be allowed six years to complete requirements effective at matriculation.

## Fees and Expenses

The expense of attending the college is as low as can be made possible by careful management. The total expense may be estimated by taking into account the three largest items: board, room, and college fees.

1. TUITION—\$15.00 a quarter for Colorado residents and \$20.00 for non-residents.
2. MATRICULATION—\$5.00, paid only once. This covers intelligence test, English test, achievement test, health examination, photograph, and the necessary blanks in the registrar's office.
3. REGISTRATION—\$2.50 payable each quarter except the quarter when the \$5.00 matriculation fee is paid.
4. HEALTH SERVICE—\$1.00 each quarter.  
Failure to fulfill any of these requirements within the time limit fixed in the program distributed at the time of registration will involve an additional fee of \$1.00 for each such failure. Matriculation and registration fees are required of all students regardless of when they enrolled in college.
5. LIBRARY—\$2.50 each quarter.
6. SPECIAL EXAMINATIONS—Students having permission to take examinations at other than the scheduled time will pay a fee of \$2.00.
7. MUSIC—The following fees are charged for individual lessons in voice, piano, organ, violin, and other musical instruments in the Division of Music: music majors, \$10.00 per quarter, other students, \$12.00 per quarter; others, \$18.00 to \$20.00 per quarter, with the exception of brass and reed instruments, which will be \$12.00. Pianos may be used one hour daily for the quarter for \$4.00.

In addition to the above, every student must become a member of the Associated Students, the membership fee of which at the present time is \$6.00 each quarter, Fall and Winter, and \$3.00, Spring quarter.

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**COLORADO STATE COLLEGE OF EDUCATION  
BULLETIN**

*Schedule of Classes*

For the

**Fall, Winter, and Spring  
Quarters**

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**1935-1936**

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**COLORADO STATE COLLEGE OF EDUCATION**  
GREELEY, COLORADO

GREELEY, COLORADO

SERIES XXXV

MARCH

NUMBER 3

## **COLORADO STATE COLLEGE of EDUCATION BULLETIN**

Entered as second class matter at the postoffice at Greeley, Colorado, under the Act of August 24, 1912. Published four times a year, in January, February, March, and May. Current numbers of any of the college publications may be had on application to the President of the College, Greeley, Colorado.

# Schedule of Classes

1935-1936

NOTE: To avoid conflicts of required courses, the student is urged to make out in advance a complete tentative program for all three quarters.

## FALL QUARTER, 1935

Division	No.	Description	Days	Cr. Hrs.	Instructor	Room
<b>8:00-8:50</b>						
<b>Education</b>	142-242	School Adm.—First Course	MTThF	4	Troxel	Cranf'd 203
	150a	*Observation—Elem. School	MTWTh	8	McKee	Kepner 113
	175-275	Elementary Statistical Methods	MTWTh	4	Heilman	Cranf'd 205
	181	Classification and Cataloging	MTThF	4	Gilbert	Cranf'd 211
<b>Fine and Industrial Arts</b>	20a	Art Appreciation	MTThF	2	Baker-Moore-Roudebush	Gugg. 204
	41a-141a	Elements of Printing	MTWTh	2	Bishop	Kepner 4
	46a	Elem. Bookbinding and Leather-craft	MTWTh	2	Schaefer	Gugg. 100
	50a	Woodworking	MTWTh	2	Foulk	Gugg. 1
50b	Woodworking	MTWTh	2	Foulk	Gugg. 1	
<b>Health and Physical Education</b>	13a	Beginning Tennis (Women)	MWF	1	Burfoot	Gunter 114
	129a	Coaching of Sports for Women	MTWTh	2	McRoberts	Gunter 107
<b>Literature and Languages</b>	40a	Outline of General Literature	MTWTh	4	Hawes	Crabbe 301
	112	Children's Theater	MTWTh	4	Langworthy	Kepner 215
	155a	Shakespeare	MTThF	4	Tobey	Crabbe 305
	Sp.1	Elementary Spanish	MTThF	4	Mulroney	Crabbe 302
<b>Music</b>	1a	Outlines of Music	T	2	Chadwick	Kepner 2
	1a	Outlines of Music	F	2	Chadwick	Kepner 2
	100a	Playing Instruments (Reeds)	MTWTh	2	Vagner	Con. 14
	100a	Playing Instruments (Strings)	MTWTh	2	Ginsburg	Con. 10
	100a	Playing Instruments (Brass)	MTWTh	2	King	Con.
	103	Teaching Public School Music.	MTWTh	4	Collins	Kepner 219
<b>Sciences</b>	3a	Introduction to Science	MTWTh	4	Harrah	Cranf'd 300
	3c	The Science of Human Behavior	MTWTh	4	Mahan	Cranf'd 1
	21	General Botany (Lab. T. 1-3, Th. 3-5, F. 1-5)	MTWTh	4	Leuenberger	Cranf'd 302
	75a	College Algebra	MTWTh	4	Mallory	Cranf'd 207
	78a	General Mathematics	MTThF	4	Finley	Cranf'd 210
	101	Elementary Science	TWThF	4	Common	Cranf'd 303
	141-241	Organic Chem. (4 hrs. lab. arr.)	MTTh	4	Bowers	Crabbe 101
	167-267	Photography and Photo-Chemical Phenomena (Lab. arr. 3 hrs.)	MTWTh	4	Herman	Crabbe 106
<b>Social Studies</b>	4	Contemporary World History	MTWTh	4	Zimmerman	Cranf'd 214
	21	Secretarial Practice (double period)	MTWTh	4	Gunsaul	Cranf'd 213
	147-247	Geography of World Cultures—Latin Cultures	MTThF	4	Barker	Gunter 203
	163-263	The American Revolution	MTWTh	4	Dickerson	Cranf'd 104
<b>9:00-9:50</b>						
<b>Education</b>	117-217	Extra-Curricular Activities and Guidance	MTThF	4	Troxel	Cranf'd 203
	150a	*Observation—Elem. School	MTWTh	8	McKee	Kepner 113
	176a-276a	Psychology of Learning for Elementary Teachers	MTWTh	4	McCowen	Cranf'd 208
<b>Fine and Industrial Arts</b>	20a	Art Appreciation	MTThF	2	Baker-Roudebush-Moore	Gugg. 204
	41a-141a	Elements of Printing	MTWTh	2	Bishop	Kepner 4
	46b	Elem. Bookbinding and Leather-craft	MTWTh	2	Schaefer	Gugg. 100
	55a-155a	Elementary Sheet Metal	MTWTh	2	Baab	Kepner 15

\*Must be taken two periods, 9 and 10 o'clock. Eight hours credit.

Division	No.	Description	Days	Hrs. Cr.	Instructor	Room
Fine and Industrial Arts (Cont'd)	55c-155c	Art Metal Work	MTWTh	2	Perry	Kepner 14
	104-204	Figure Drawing	MTWTh	4	Ellinger	Gugg. 200
	121	History of Art	TTh	2	Stinchfield	Gugg. 105
	142a	Advanced Theory and Practice of Typographic Design	MTWTh	2	Bishop	Kepner 4
	154	Shop Work for Elementary Teachers	TTh	2	Perry	Kepner 14
	165	Alabaster and Concrete in the School Shop	WTh	2	Baab	Gugg. 101
	182	The Fundamentals of Nutrition	MTThF	4	Pickett	Crabbe 207
	191	Teaching the Home Arts	MTThF	4	Newburn	Crabbe 304
Health and Physical Education	1	Personal Hygiene (Men)	MTWTh	4	Davis	Gunter 201
	12	Soccer (Women)	MWF	1	Burfoot	Gunter 114
	12	Touch Football	MWF	1	Brown	Field
	120a-220a	Applied Anatomy and Kinesiology	MTWTh	4	Cave	Gunter 205
Literature and Languages	40a	Outline of General Literature	MTWTh	4	Hawes	Crabbe 305
	40a	Outline of General Literature	MTThF	4	Lindou	Crabbe 301
	62	First Course in Speaking	MTThF	2	Blackburn	L. Th.
	Sp. 5	Intermediate Spanish	MTThF	4	Mulroney	Crabbe 302
Music	1a	Outlines of Music	T	2	Chadwick	Kepner 2
	1a	Outlines of Music	F	2	Chadwick	Kepner 2
	21-121	Instrumental Ensemble (Reeds)	MT	1	Vagner	Con. 14
	21-121	Instrumental Ensemble (Strings)	MT	1	Ginsburg	Con. 10
	21-121	Instrumental Ensemble (Brass)	MT	1	King	Con. 6
Sciences	2c	Introduction to Social Studies	TWThF	4	Blue	Cranf'd 208
	3a	Introduction to Science	MTWTh	4	Harrah	Cranf'd 300
	3c	The Science of Human Behavior	ThF	4	Wait	Cranf'd 1
	166-266	Radio Transmission and Reception (8 hrs. lab. arr.)	MTWTh	4	Herman	Crabbe 106
	181	Analytical Geometry	MTWTh	4	Mallory	Cranf'd 207
182-282	Algebra for Teachers	MTThF	4	Finley	Cranf'd 210	
Social Studies	20d	Typewriting Laboratory	Daily	4	Bedinger	Cranf'd 212
	54a-154a	Modern European History	MTWTh	4	Peake	Cranf'd 301
	188a,b-288a,b	Retail Merchandising	MTWTh	4	Colvin	Cranf'd 202
	148-248	Contrasting Regions	MTThF	4	Barker	Gunter 203
	44b-144b	Regional Geography	MTWTh	4	West	Cranf'd 211
10:00-10:50						
Education	110-210	Improvement of Instruction in Reading and Literature	TWThF	4	McKee	Kepner 118
	150b	Observation—Secondary School	MTWF	4	Wrinkle	Kepner 218
	278	Advanced Psychology of Learning	MTThF	4	Wait	Cranf'd 1
Fine and Industrial Arts	12-112	Design	MTWTh	4	Ellinger	Gugg. 202
	20a	Art Appreciation	MTThF	2	Perry-Baker-Stinchfield	Gugg. 204
	70-170	Dress Appreciation	MTThF	4	Wiebking	Crabbe 304
	148-248	Advanced Graphic Arts	MTWTh	2-4	Bishop	Kepner 4
	147a	Advanced Bookbinding	MTWTh	2	Schaefer	Gugg. 100
	152-252	Problems in Woodworking	MTWTh	2	Poulk	Gugg. 1
188	Cookery and Table Service for Home-Makers (double period)	MTThF	4	Pickett	Crabbe 207	
Health and Physical Education	1	Personal Hygiene (Women)	MTWTh	4	Bryson	Gunter 201
	20	Minor Individual Sports (Women)	MWF	1	McRoberts	Gunter 107
	108	Senior Practice	MTWTh	4	Cave	Gunter 202
165	Football Coaching	MTThF	4	Hancock	Gunter 103	
Literature and Languages	18	Story Telling	MTThF	4	Blackburn	L. Th.
	40a	Outline of General Literature	MTWTh	4	Cross	Crabbe 301
	58a	Survey of Eng. Lit. (1744-1985)	MTWTh	4	Hawes	Crabbe 305
	Fr. 1	Elementary French	MTThF	4	Gibert	Crabbe 207
Music	1a	Outlines of Music	F	2	Chadwick	Kepner 2
	1a	Outlines of Music	T	2	Mohr	Kepner 2
	2a	Music Reading, Theory, and Elementary Songs	MTWTh	2	Collins	Kepner 219
	102a	Beginning Harmony, Analysis, and Choral Material	TTh	2	Henderson	Con. 6
	158	History of Ancient and Medieval Music	MTWTh	4	Cline	Con. 1



Division	No.	Description	Days	Hrs. Cr.	Instructor	Room
Sciences	3a	Introduction to Science General College Physics (4 hrs. lab. MWTh. 2-4, F. 8-12)	MTWTh	4	Leuenberger Herman	Cranf'd 300 Crabbe 106
	61		MTWTh	4		
	101	Elementary Science	TWThF	4	Common Finley	Cranf'd 303 Cranf'd 210
	286	Differential Equations	MTThF	4		
Social Studies	2a	Introduction to Social Studies	MTWTh	4	Colvin Zimmerman Bedinger Barker Dickerson Hargrove Blue	Cranf'd 208 Cranf'd 214 Cranf'd 202 Gunter 203 Cranf'd 104 Cranf'd 207 Cranf'd 205
	2b	Introduction to Social Studies	MTWTh	4		
	20b	Gregg Shorthand	MTWTh	4		
	40-140	Human Geography	MTThF	4		
	70-170	Government of the United States	MTWTh	4		
	75a	Social Studies in Rural Schools	MTThF	4		
	191-291	Human Personality and Social Behavior	TWThF	4		
11:00-11:50						
Education	195-295	Philosophy of Education (For seniors and graduate students only)	MTThF	4	Armentrout	Cranf'd 214
Fine and Industrial Arts	18-113	Lettering Art Appreciation	TTh	2	Ellinger Baker, Wiebking, Stinchfield Schaefer	Gugg. 202 Gugg. 200
	20a		MTThF	2		
	46c	Elem. Bookbinding and Leather- craft	MTWTh	2		Gugg. 100
	61a-161a	Principles of Drafting	MTWTh	2		
Health and Physical Education	15	Softball (Men)	MTTh	1	Brown Burfoot von den Steinen von den Steinen Davis Springer	Field Gunter 107 Gunter Gunter 205 Gunter 201 Gunter 103
	16	Hockey (Women)	MTTh	1		
	33	Gymnastics	MF	1		
	110	First Aid	TTh	2		
	125-225 137a-237a	Physiology of Exercise Presentation of Materials in Physical Education	MTThF MTThF	4 4		
Literature and Languages	15	The Reading of Literature	MTThF	2	Tobey Blackburn Lindou Wilson	Crabbe 301 L. Th. Crabbe 302 Crabbe 305
	63	First Course in Dramatic Art	MTThF	4		
	110a	Advanced Composition	MTh	2		
	160	History, Literature, and Religion of the Old Testament	MTThF	4		
	Fr. 5	Intermediate French	MTThF	4		
Music	1a	Outlines of Music	T	2	Mohr	Kepner 2
Sciences	3a	Introduction to Science General Chemistry (4 hrs. lab.)	MTThF	4	Robertson Bowers	Cranf'd 300 Crabbe 101
	41		MTTh	4		
Social Studies	4	Contemporary World History	MTThF	4	Dickerson Bedinger Barker Colvin Knies Peake	Cranf'd 104 Cranf'd 212 Gunter 203 Cranf'd 210 Cranf'd 207 Cranf'd 301
	20d	Typewriting Laboratory	Daily	2		
	41	World Geography	MTTh**	4		
	129-229	Problems in Business Education	MTThF	4		
	130	Principles of Economics	MTThF	4		
	158	Social and Industrial History of the United States	MTThF	4		
1:00-1:50						
Education	145-245	Technique of Making the School Curriculum Psychology of Learning for Elementary Teachers	MTThF	4	Rugg	Cranf'd 207
	176a-276a		MTWTh	4	McCowen	Cranf'd 210
Fine and Industrial Arts	107-207 190b	Oil Painting Household Management— Practice (Minors, hours by appt.)	MW	2-4 2	Ellinger Pickett	Gugg. 200 Cottage

\*\*Provision is also made for quiz section.

Division	No.	Description	Days	Hrs. Cr.	Instructor	Room
Health and Physical Education	5	Folk Dancing	MTTh	1	Dougherty	Gunter 107
	18	Tennis	MWF	1	Davis	Courts
	80	Elementary Swimming (Men)	MTTh	1	Brown	Pool
	47a	Sophomore Practice	MTWTh	2	Cave	Gunter 202
Literature and Languages	40a	Outline of General Literature	MTWTh	4	Cross	Crabbe 301
	121	Literature for the Elem. School	MTThF	4	Tobey	Crabbe 305
	131	The Short Story	MTWTh	4	Hawes	Crabbe 302
	Fr. 205	18th Century French Literature	MTThF	4	Gibert	Crabbe 207
Music	1a	Outlines of Music	W	2	Mohr	Kepner 2
	156	Psychology of Music	MW	2	Chadwick	Cranf'd 301
Sciences	8a	Introduction to Science	MTWTh	4	Leuenerberger	Cranf'd 300
	11	General Zoology (Lab. W. 2-5, F. 8-12 and 1-5)	MTWTh	4	Harrah	Cranf'd 304
	156	Elementary Geology (Lab. arr.)	MTWTh	4	West	Gunter 203
	161	Heat and Mechanics (Lab. arr.)	MTWTh	4	Herman	Crabbe 106
Social Studies	2a	Introduction to Social Studies	MTWTh	4	Troxel	Cranf'd 203
	2b	Introduction to Social Studies	TWThF	4	Peake	Cranf'd 104
	2c	Introduction to Social Studies	MTWTh	4	Bell	Cranf'd 208
	20e	Handwriting	Daily	2	Bedinger	Cranf'd 202
	151-261	Ancient Social History	MTWTh	4	Zimmerman	Cranf'd 205
2:00-2:50						
Education	116-216	Secondary Education	MTWF	4	Wrinkle	Kepner 218
Fine and Industrial Arts	20a	Art Appreciation	MTThF	2	Moore-Ellinger	Gugg. 200
	108	Household Economics	MTThF	4	Roudebush	Crabbe 304
	126-226	Fine Arts in Elementary and Secondary Schools	MTThF	4	Baker	Gugg. 204
	147c 190a	Advanced Bookbinding Household Management—Theory	MTWTh MTThF	2 4	Schaefer Pickett	Gugg. 100 Crabbe 201
Health and Physical Education	1	Personal Hygiene (Women)	MTWTh	4	Bryson	Gunter 201
	11	Plays and Games (Women)	MTTh	1	Cave	Gunter 107
	18a	Beginning Tennis (Women)	MWF	1	Burfoot	Gunter 114
	21a	Mat Work	TTh	1	von den Steinen	Gunter
	21b	Advanced Mat Work	MWF	1	von den Steinen	Gunter
	80	Swimming (Men)	Daily	1	Brown	Pool
	88	Vasity Swimming	Daily	1	Brown	Pool
42a 181-231	Freshman Basketball Pageantry	Daily MW	1 2	Davis McRoberts	Gunter: Gunter 205	
Literature and Languages	64	Phonetics and the Organs of Speech	MTh	2	Blackburn	Crabbe 302
	40a	Outline of General Literature	MTThF	4	Tobey	Crabbe 301
	58c	American Literature	MTThF	4	Lindou	Kepner 206
	100a	Journalism	MW	2	Shaw	Cranf'd 205
	111	The English Language for Teachers	MTWTh	4	Cross	Crabbe 305
	Ger. 1 Sp. 105	Elementary German Romantic Drama	MTThF MTThF	4 4	Gibert Mulroney	Crabbe Crabbe 207
Music	1a	Outlines of Music	F	2	Mohr	Kepner 2
	140	Mendelssohn Club (Men)	MW	1	Mohr	Con. 14
	141	Schumann Club (Women)	TTh	1	Mohr	Con. 14
	152a	Harmony, Counterpoint, Composition	TTh	2	Ginsburg	Con. 6
Sciences	3a	Introduction to Science	TWThF	4	Selberg	Cranf'd 300
	3c	The Science of Human Behavior	MTThF	4	Wait	Cranf'd 1
	43	Qualitative Analysis (Lab. arr.)	MTWTh	4	Bowers	Crabbe 102
	118-218	Zoological Technique and Animal Histology (Lab. M. 1-5, Th. 1-5)	MTWTh	4	Harrah	Cranf'd 303

Division	No.	Description	Days	Hrs. Cr.	Instructor	Room
Social Studies	2a	Introduction to Social Studies	MTWTh	4	Troxel	Cranf'd 203
	4	Contemporary World History	MTWTh	4	Zimmerman	Cranf'd 214
	20a	Bookkeeping	MTWTh	4	Colvin	Cranf'd 202
	20c	Office Appliances	Daily	4	Knies	Cranf'd 213
	20d	Typewriting Laboratory	Daily	2	Bedinger	Cranf'd 212
	50a	American History	TWThF	4	Peake	Cranf'd 301
	75a	Social Studies In Rural Schools	MTThF	4	Hargrove	Cranf'd 205
	117-217	The Teaching of Social Studies in Junior and Senior High School	MTWTh	4	Dickerson	Cranf'd 104
	146	Geographic Influences on American History	MTWTh	4	West	Cranf'd 211
	194-294	The Sociology of the School	TWThF	4	Blue	Cranf'd 207
<b>3:00-3:50</b>						
Education	182	Individual Instruction In Rural Schools	MTWTh	4	Hargrove	Cranf'd 203
	223	Research for Graduate Students	MW	2	Whitney	Cranf'd 210
Fine and Industrial Arts	20a	Art Appreciation	MTThF	2	Moore-Ellinger	Gugg. 200
Health and Physical Education	18	Wrestling	MWF	1	Hancock	Gunter
	20	Minor Individual Sports (Women)	MTTh	1	Cave	Gunter 107
	30a	Beginning Swimming (Women)	TTh	1	Dougherty	Pool
	30a	Beginning Swimming (Women)	MW	1	Dougherty	Pool
	33	Individual Gymnastics (Women)	MTWTh	1	Springer	Gunter 114
	42	Varsity Basketball (3:00-4:45 p.m. after Nov. 1.)	Daily	0	Davis	Gunter
	133	Individual Gymnastics Applied	MTWTh	1	Springer	Gunter 114
Literature and Languages	4	English Composition (Make-up)	Daily	0	Garrett	Crabbe 302
	40a	Outline of General Literature	MTThF	4	Lindou	Crabbe 301
	Lat. 5	Cicero	MTThF	4	Gibert	Crabbe 207
Music	44-144	A Cappella Choir	MTWTh	1	Cline	Con. 14
Sciences	3a	Introduction to Science	MTWTh	4	Leunenberger	Cranf'd 303
Social Studies	2c	Introduction to Social Studies	MTWTh	4	Bell	Cranf'd 203
	157	History of Education and Its Relation to Western Civilization	MTWTh	4	Mahan	Cranf'd 207
	163-263	The Far East—Oriental Culture and Philosophy	TTh	2	Yuen	Cranf'd 205
	185-285	Introduction to Sociology	TWThF	4	Blue	Cranf'd 214
<b>4:00-4:50</b>						
Education	102	Camp Fire Girls' Leadership (Double period)	M	2	Lee	Cranf'd 207
Health and Physical Education	4	Natural Dancing	TThF	1	McRoberts	Gunter 202
	6	Social Dancing	MWF	1	Dougherty	Gunter 107
	30a	Beginning Swimming (Women)	TTh	1	Dougherty	Pool
	35	Freshman Football	Daily	1	Doubenmier	Field
	36	Varsity Football	Daily	1	Hancock	Field
	39	Varsity Gymnastics	Daily	1	von den Steinen	Gunter
	39a	Freshman Gymnastics	Daily	1	von den Steinen	Gunter
	—	Recreational Swimming (Women)	MWF	0	Guard	Pool
Literature and Languages	18	Debating	TTh	2	Giles	Crabbe 301
Music	42-142	Orchestra (Beginning)	MW	1	Ginsburg	Con. 14
	42-142	Orchestra (Advanced)	TTh	1	Ginsburg	Con. 14
<b>5:00-5:50</b>						
Health and Physical Education	36	Varsity Football	Daily	1	Hancock	Field
	39	Varsity Gymnastics	Daily	1	von den Steinen	Gunter
Music	43-143	Band (Beginning)	MW	1	Cline	Con. 14
	43-143	Band (Advanced)	TTh	1	Cline	Con. 14

## WINTER QUARTER, 1936

Division	No.	Description	Days	Hrs. Cr.	Instructor	Room
<b>8:00-8:50</b>						
Education	141-241	Administration of Village and Consolidated Schools	MTThF	4	Troxel	Cranf'd 203
	177-277	Child Development	TWThF	4	Wait	Cranf'd 1
	257a	Advanced Statistical Methods	MTWTh	4	Heilman	Cranf'd 205
Fine and Industrial Arts	20b	Art Appreciation	MTThF	2	Baker-Ellinger	Gugg. 105
	41b-141b	Elements of Printing	MTWTh	2	Bishop	Kepner 4
	147b	Advanced Bookbinding	MTWTh	2	Schaefer	Gugg. 100
	158a, b	Wood Turning	MTWTh	2	Foulk	Gugg. 1
Health and Physical Education	14	Basketball (Women)	MWF	1	Burfoot	Gunter 107
	17	Volleyball (Men)	MTTh	1	Brown	Gunter
	103b	Senior Practice	MW	1	Cave	Gunter 202
	108b	Senior Practice	TThF	1	McRoberts	Pool
Literature and Languages	40b	Outline of General Literature	MTThF	4		Crabbe 301
	126	Teaching of English in the Secondary Schools	MTThF	4	Carney	Crabbe 305
	155b	Shakespeare	MTThF	4	Tobey	Crabbe 302
	Sp. 2	Elementary Spanish	MTThF	4	Mulroney	Crabbe 207
Music	1a	Outlines of Music	T	2	Chadwick	Kepner 2
	1a	Outlines of Music	F	2	Chadwick	Kepner 2
	2a	Music Reading—for Rural Majors	MTWTh	2	Collins	Kepner 219
	100b	Playing Instruments (Strings)	MTWTh	2	Ginsburg	Con. 14
	100b	Playing Instruments (Brass)	MTWTh	2	King	Con. 6
	100b	Playing Instruments (Reeds)	MTWTh	2	Vagner	Con. 1
Sciences	8b	Introduction to Science	MTWTh	4	Common	Cranf'd 300
	22	General Botany (Lab. T 1-3, Th. 3-5, F. 1-5)	MTWTh	4	Leuenberger	Cranf'd 300
	78b	General Mathematics	MTThF	4	Finley	Cranf'd 210
	103-208	Teaching of Biological Science	MTThF	4	Robertson	Kepner 6
	142-242	Organic Chemistry (4 hrs. lab.)	MTTh	4	Bowers	Crabbe 101
	162	General Electricity (Lab. arr.)	MTWTh	4	Herman	Crabbe 106
183-238	Geometry for Teachers	MTWTh	4	Mallory	Cranf'd 207	
Social Studies	4	Contemporary World History	MTWTh	4	Zimmerman	Cranf'd 214
	21	Secretarial Practice (double period)	MTWTh	4	Gunsaul	Cranf'd 213
	147b-247b	Geography of World Cultures—Germanic	MTThF	4	Barker	Gunter 203
	164-264	Slavery, Secession, Civil War, and Reconstruction	MTWTh	4	Dickerson	Cranf'd 104
<b>9:00-9:50</b>						
Education	150a	*Observation—Elementary School	MTWTh	8	Davis	Kepner 218
Fine and Industrial Arts	20b	Art Appreciation	MTThF	2	Ellinger-Stinchfield	Gugg. 105
	41b-141b	Elements of Printing	MTWTh	2	Bishop	Kepner 4
	46a	Elem. Bookbinding and Leathercraft	MTWTh	1	Schaefer	Gugg. 100
	55b-155b	Ornamental Ironwork	MTWTh	2	Baab	Kepner 15
	187-237	Current Theory and Practice in the Arts	MTWTh	4	Perry	Gugg. 102
	142b	Advanced Theory and Practice of Typographic Design	MTWTh	2	Bishop	Kepner 4
Literature and Languages	190a	Household Management—Theory	TTh	2-4	Pickett	Crabbe 207
	127-227	Teaching Art Crafts in Elem. School	MTThF	4	Moore	Gugg. 204
Health and Physical Education	1	Personal Hygiene (Men)	MTWTh	4	Davis	Gunter 201
	11	Plays and Games (Men)	MWF	1	Hancock	Gunter
	17	Volleyball (Women)	MWF	1	Burfoot	Gunter 107
	112	Tests and Measurements in Physical Education Exams.	MW	2	Brown	Gunter 103
	120b	Applied Anatomy and Kinesiology	MW	2	Cave	Gunter 205
122	Kinesiology	TTh	2	Cave	Gunter 205	
Literature and Languages	17	Speech Defects	MTThF	2	Blackburn	L. Th.
	40b	Outline of General Literature	MTThF	4	Lindou	Crabbe 301
	121	Literature for the Elem. School	MTThF	4	Tobey	Crabbe 305
	Span. 6	Intermediate Spanish	MTThF	4	Mulroney	Crabbe 302

\*Must be taken two periods, 9 and 10 o'clock. Eight hours credit.

Division	No.	Description	Days	Hrs. Cr.	Instructor	Room
Music	1a	Outlines of Music	T	2	Chadwick	Kepner 2
	1a	Outlines of Music	F	2	Chadwick	Kepner 2
	21-121	Instrumental Ensemble (Strings)	MT	1	Ginsburg	Con. 10
	21-121	Instrumental Ensemble (Brass)	MT	1	King	Con. 14
	21-121	Instrumental Ensemble (Reeds)	MT	1	Vagner	Con. 1
	158a	Instrumentation, Orchestration, and Composition	TTh	2	Cline	Con. 6
Sciences	3b	Introduction to Science	MTWTh	4	Harrah	Cranf'd 300
	132-232	Genetics and Eugenics	MTWTh	4	Leuenberger	Cranf'd 214
	161-261	Descriptive Astronomy	MTThF	4	Finley	Cranf'd 210
	163-263	Modern Physics	MTWTh	4	Herman	Crabbe 106
Social Studies	2a	Introduction to Social Studies	MTWTh	4	Troxel	Cranf'd 203
	2c	Introduction to Social Studies	TWThF	4	Blue	Cranf'd 208
	4	Contemporary World History	MTWTh	4	Mahan	Cranf'd 1
	20c	Office Appliances	Daily	4	Knies	Cranf'd 213
	20d	Typewriting Laboratory	Daily	2	Bedinger	Cranf'd 212
	54b-154b	Modern European History	MTWTh	4	Peake	Cranf'd 104
	138b-238b	Retail Merchandising	MTWTh	4	Colvin	Cranf'd 205
	143-243	Present Day Europe	MTThF	4	Barker	Gunter 203
<b>10:00-10:50</b>						
Education	111-211	Improvement of Instruction in Language, Spelling, Writing	TWThF	4	McKee	Kepner 113
	116-216	Secondary Education	MTWF	4	Wrinkle	Kepner 206
	150a	*Observation—Elementary School	MTWTh	8	Davis	Kepner 218
Fine and Industrial Arts	20b	Art Appreciation	MTWTh	2	Ellinger	Gugg. 105
	20b	Art Appreciation	MTWTh	2	Perry	Gugg. 204
	143-243	Advanced Graphic Arts	MTWTh	2-4	Bishop	Kepner 4
	148	Organization and Admin. of Bookbinding for Secondary Schools	MTWTh	4	Schaefer	Gugg. 100
	151-251	Machine Woodwork	MTWTh	2	Foulk	Gugg. 1
	180	Selection and Preparation of Foods (Double period)	MTThF	4	Pickett	Crabbe 207
Health and Physical Education	1	Personal Hygiene (Women)	MTWTh	4	Bryson	Gunter 201
	5	Folk Dancing	MWF	1	Dougherty	Gunter 202
	14	Basketball (Men)	MWF	1	Davis	Gunter
	33	Gymnastics	TTh	1	von den Steinen	Gunter
	34	Fundam'tal Gymnastics (Women)	MTTh	1	McRoberts	Gunter 107
	47b	Sophomore Practice	MTWTh	2	Cave	Gunter 114
Literature and Languages	13	Story Telling	MTThF	4	Blackburn	L. Th.
	40b	Outline of General Literature	MTWTh	4	Cross	Crabbe 301
	58b	A Survey of English Literature	MTThF	4	Davis	Crabbe 305
	Fr. 2	Elementary French	MTThF	4	Gibert	Crabbe 302
Music	1a	Outlines of Music	F	2	Chadwick	Kepner 2
	1a	Outlines of Music	T	2	Mohr	Kepner 2
	2b	Music Reading Theory and Elementary Songs	MTWTh	2	Collins	Kepner 219
	102b	Beginning Harmony, Analysis, and Choral Material	TTh	2	Henderson	Con. 6
	159	Modern Composers	MTWTh	4	Cline	Con. 1
Sciences	3b	Introduction to Science	MTWTh	4	Leuenberger	Cranf'd 300
	62	General College Physics (4 hrs. lab. MWTh 2-4, F. 8-12)	MTWTh	4	Herman	Crabbe 106
	120-220	Embryology	MTWTh	4	Harrah	Cranf'd 304
Social Studies	2b	Introduction to Social Studies	MTWTh	4	Zimmerman	Cranf'd 214
	20b	Gregg Shorthand	MTWTh	4	Bedinger	Cranf'd 202
	71-171	State Government	MTWTh	4	Dickerson	Cranf'd 104
	75b	Social Studies in Rural Schools	MTThF	4	Hargrove	Cranf'd 210
	82-182	Nature of Society	TWThF	4	Blue	Cranf'd 208
	123-223	Analysis of Financial Statements	MTWTh	4	Colvin	Cranf'd 205
	181	World Economic Geography	MTWTh	4	West	Cranf'd 207
	145-245	Geography and World Power	MTThF	4	Barker	Gunter 203
<b>11:00-11:50</b>						
Education	125-225	General Psychology	TWThF	4	Wait	Cranf'd 203
	143-243	School Admin.—Second Course	MTThF	4	Troxel	Kepner 218
	150b	Observation—Secondary School	MTWTh	4	Davis	Cranf'd 1
	182	Library Reference Work	MTThF	4	Wightman	Cranf'd 207

\*Must be taken two periods, 9 and 10 o'clock. Eight hours credit.

Division	No.	Description	Days	Hrs. Cr.	Instructor	Room	
Fine and Industrial Arts	20b	Art Appreciation	MTThF	2	Ellinger-Stinchfield Schaefer	Gugg. 200	
	46b	Elem. Bookbinding and Leather-craft	MTWTh	2		Gugg. 100	
	61b-161b	122	Principles of Drafting	MTWTh	2	Baab	Gugg. 106
		122	Contemporary Art	TTh	2	Baker	Gugg. 200
Health and Physical Education	2	Clog and Athletic Dancing	MTTh	1	Cave Burfoot Brown Hancock	Gunter 202	
	14	Basketball (Women)	MTTh	1		Gunter 107	
	16	Boxing	MTTh	1		Gunter	
	170	Organiz. and Admin. of Athletics and Physical Education	MTThF	4		Gunter 103	
Literature and Languages	110b	Advanced Composition	MTh	2	Blackburn Tobey Mulroney	Crabbe 302	
	114	Play Production	MTThF	4		L. Th.	
	122	Literature for the Junior H. S.	MTThF	4		Crabbe 301	
	Fr. 6	Intermediate French	MTThF	4		Crabbe 207	
Music	1a	Outlines of Music	T	2	Mohr Henderson	Kepner 2 Con. 2	
	105	Piano Literature	TTh	1			
Sciences	8a	Introduction to Science	MTWTh	4	Robertson	Cranf'd 300	
	42	General Chemistry (4 hrs. lab. arr.)	MTTh	4	Bowers	Crabbe 101	
	175-275	Differential Calculus	MTThF	4	Finley	Cranf'd 210	
Social Studies	2b	Introduction to Social Studies	MTWTh	4	Peake Bedinger Barker Colvin	Cranf'd 104	
	20d	Typewriting Laboratory	MTThF	2		Cranf'd 212	
	41	World Geography	MTTh**	4		Gunter 203	
	182	Applied Economics	MTThF	4		Cranf'd 202	
1:00-1:50							
Education	128-228	Mental Hygiene	TWThF	4	Wait	Cranf'd 1	
Fine and Industrial Arts	72-172	Alteration and Const. of Clothing	MTThF	4	Roudebush Schaefer Baab	Crabbe 304 Gugg. 100 Gugg. 100	
	147a	Advanced Bookbinding	MTWTh	2			
	148	Organization and Admin. of Bookbinding in the Secondary School	MT	2			
	190b	Household Management—Practice (Minors, Hrs. by appt.)		4	Pickett	Cottage	
Health and Physical Education	8	Tap Dancing	MTTh	1	Cave Brown Springer Davis	Gunter 107	
	80	Elementary Swimming (Men)	MTTh	1		Pool	
	50	Theory of Playground Organizat'n.	MTWTh	4		Gunter 205	
	166	Basketball Coaching	MTWTh	4		Gunter 103	
Literature and Languages	40b	Outline of General Literature	MTWTh	4	Cross Lindou Gibert	Crabbe 301	
	245	The Romantic Movement in Lit.	MTThF	4		Crabbe 305	
	213	Chaucer and Middle English	MTThF	4		Crabbe 302	
	Fr. 206	French Romanticism	MTThF	4		Crabbe 207	
Music	1a	Outlines of Music	W	2	Mohr Mohr Chadwick	Kepner 2 Kepner 2 Con. 14	
	101	Music in Elementary School	MTThF	4			
	157	The Physics of Mus. Instruments	MW	2			
Sciences	3a	Introduction to Science	MTWTh	4	Herman Harrah	Cranf'd 300 Cranf'd 304	
	12	General Zoology (Lab. W. 2-5, F. 8-12, and 1-5)	MTWTh	4			
	76	Trigonometry	MTWTh	4	Mallory Bowers	Crabbe 101	
	147	Household Chemistry (3 hrs. lab. arr.)	MTWTh	4			
Social Studies	2a	Introduction to Social Studies	MTWTh	4	Troxel Bell Peake Bedinger West Zimmerman	Cranf'd 203	
	2c	Introduction to Social Studies	TWThF	4		Cranf'd 208	
	4	Contemporary World History	TWThF	4		Cranf'd 104	
	23-123	Business Law	MTWTh	4		Cranf'd 202	
	44b-144b	Regional Geography	MTWTh	4		Cranf'd 207	
	160-260	Medieval Life and Institutions	MTWTh	4		Cranf'd 205	

\*\*Provision is also made for a quiz section.

Division	No.	Description	Days	Hrs. Cr.	Instructor	Room
<b>2:00-2:50</b>						
Education	195-295	Philosophy of Education (For seniors and graduate students only)	MTWTh	4	Armentrout	Cranf'd 214
Fine and Industrial Arts	5-105	Color Theory and Composition	MTWTh	4	Ellinger Moore-Baker-Wiebking	Gugg. 202 Gugg. 105
	20b	Art Appreciation	MTThF	2		
	46c	Elem. Bookbinding and Leather-craft	MTWTh	2	Schaefer	Gugg. 100
Health and Physical Education	184	Cookery and Table Service for Men	MTThF	4	Pickett	Crabbe 207
	1	Personal Hygiene (Women)	MTWTh	4	Bryson Cave	Gunter 201 Gunter 107
	11	Plays and Games (Women)	MTTh	1		
	21a	Mat Work	MWF	1	von den Steinen	Gunter
	21b	Advanced Mat Work	TTh	1	von den Steinen	Gunter
30	Swimming (Men)	Daily	1	Brown	Pool	
38	Varsity Swimming (Men)	Daily	1	Brown	Pool	
42a	Freshman Basketball	Daily	1	Davis	Gunter	
Literature and Languages	40b	Outline of General Literature	MTThF	4	Tobey Shaw	Crabbe 301 Kepner 218
	100b	Journalism	TTh	2		
	111	The English Language for Teachers	MTWTh	4	Cross	Crabbe 305
	132	The Development of the Novel	MTThF	4	Lindou Gibert	Crabbe 302 Crabbe
	Ger. 2	Elementary German	MTThF	4		
Sp. 106	Modern Drama	MTThF	4	Mulroney	Crabbe 207	
Music	1a	Outlines of Music	W	2	Mohr Mohr	Kepner 2 Kepner 2
	140	Mendelssohn Glee Club (Men)	MT	1		
	141	Schumann Glee Club (Women)	ThF	1	Mohr	Kepner 2
	152b	Harmony, Counterpoint, Composition	TTh	2	Ginsburg	Con. 6
	Sciences	3b	Introduction to Science	MTWTh	4	Leuenberger
130-230		General Bacteriology (Lab. 1-5)	WThF	4	Selberg	Cranf'd 303
144-244		Quantitative Analysis (Lab. arr.)	MTWTh	4	Bowers	Crabbe 102
Social Studies	2b	Introduction to Social Studies	MTWTh	4	Zimmerman	Cranf'd 208
	50b	American History	MTWTh	4	Peake	Cranf'd 301
	20a	Bookkeeping	MTWTh	4	Colvin	Cranf'd 202
	20c	Office Appliances	Daily	4	Knies	Cranf'd 213
	20d	Typewriting Laboratory	Daily	2	Bedinger	Cranf'd 212
	75b	Social Studies in Rural Schools	MTThF	4	Hargrove	Gunter 103
	146-246	Geographic Influences on American History	MTWTh	4	West	Cranf'd 207
	173-273	History of the Foreign Policy of The United States	MTWTh	4	Dickerson	Cranf'd 104
	186-286	Sociology of Crime	TWThF	4	Blue	Cranf'd 205
	<b>3:00-3:50</b>					
Education	1	Introduction to Education	MTWTh	4	Wilson	Cranf'd 210
	132	Individual Instruction in Rural Schools	MTWTh	4	Hargrove	Cranf'd 214
Fine and Industrial Arts	20b	Art Appreciation	MTThF	2	Moore-Baker Roudebush	Gugg. 105
Health and Physical Education	17	Volleyball (Women)	MWF	1	Burfoot	Gunter 107
	30a	Beginning Swimming (Women)	MW	1	Dougherty	Pool
	30b	Intermediate Swimming (Women)	TTh	1	McRoberts	Pool
	34	Fundamental Gymnastics (Women)	MWF	1	McRoberts	Gunter 202
	33	Individual Gymnastics (Women)	MTWTh	1	Springer	Gunter 114
	133	Individual Gymnastics Applied	MTWTh	2	Springer	Gunter 114
40a	Freshman Wrestling	Daily	1	Hancock	Gunter	
42	Varsity Basketball (3:-4:45)	Daily	1	Davis	Gunter	
Literature and Languages	40b	Outline of General Literature	MTThF	4	Lindou Gibert	Crabbe 301 Crabbe 305
	Lat. 6	Vergil (a)	MTThF	4		
Music	44-144	A Cappella Choir	MTWTh	1	Cline	Con. 6
Sciences	3b	Introduction to Science	MTWTh	4	Mallory	Cranf'd 300

Division	No.	Description	Days	Hrs. Cr.	Instructor	Room
Social Studies	2c	Introduction to Social Studies	MTWTh	4	Bell	Cranf'd 208
	156-256	History of Education	MTWTh	4	Mahan	Cranf'd 208
	168b-268b	The Far East—Revolutionary Movement in China	TTh	2	Yuen	Cranf'd 207
	190-290	Social Evolution	TWThF	4	Blue	Cranf'd 205
<b>4:00-4:50</b>						
Education	102	Camp Fire Girls' Leadership (Double period)	M	2	Lee	Cranf'd 207
	223	Research for Graduate Students	MW	2	Whitney	Cranf'd 210
Health and Physical Education	4	Natural Dancing	MTTh	1	McRoberts	Gunter 202
	6	Social Dancing	TThF	1	Dougherty	Gunter 107
	14	Basketball (Women)	MWF	1	Burfoot	Gunter 107
	39a	Freshman Gymnastics (4:45-6:00)	Daily	1	von den Steinen	Gunter
	39	Varsity Gymnastics (4:45-6:00)	Daily	1	von den Steinen	Gunter
	40	Varsity Wrestling	Daily	1	Hancock	Gunter
	—	Recreational Swimming (Women)	MTWTh	0	Guard	Pool
English	19	Debating	TTh	2	Giles	Crabbe 801
Music	42-142	Orchestra (Beginning)	MW	1	Ginsburg	Con. 14
	42-142	Orchestra (Advanced)	TTh	1	Ginsburg	Con. 14
<b>5:00-5:50</b>						
Music	43-143	Band (Beginning)	MW	1	Cline	Con. 14
	43-143	Band (Advanced)	TTh	1	Cline	Con. 14

## SPRING QUARTER, 1936

Division	No.	Description	Days	Hrs. Cr.	Instructor	Room
<b>8:00-8:50</b>						
Education	127	Teachers' Classroom Tests	MTThF	4	Troxel	Cranf'd 203
	163-263	Supervision and Organization of Elementary Schools	TWThF	4	McKee	Kepner 113
	176b-276b	Psychology of Learning for Secondary Teachers	TWThF	4	Wait	Cranf'd 1
Fine and Industrial Arts	16-116	Craft Processes and Design	MTThF	2	Baker	Gugg. 204
	20c	Art Appreciation (Puppetry, Textile Processes)	MTWTh	2	Moore	Gugg.
	20c	Art Appreciation (Bookbinding)	MTWTh	2	Schaefer	Gugg. 100
	41c-141c	Elements of Printing	MTWTh	2	Bishop	Kepner 4
	50a,b,c	Woodworking	MTWTh	2	Foulk	Gugg. 1
	175	The House and Its Decoration	MTThF	4	Roudebush	Crabbe 304
Health and Physical Ed.	18b	Intermediate Tennis (Women)	MTTh	1	McRoberts	Gunter 114
	132-232	Theory of Individual Gymnastics	MTWTh	4	Springer	Gunter 205
Literature and Languages	40c	Outline of General Literature	MTThF	4		Crabbe 301
	121	Literature for the Elem. School	MTThF	4	Tobey	Crabbe 305
	125	Oral English in Second'y School	TTh	2	Langworthy	Kepner 206
	Sp. 3	Elementary Spanish	MTThF	4	Mulroney	Crabbe 302
Music	1a	Outlines of Music	T	2	Chadwick	Kepner 2
	1a	Outlines of Music	F	2	Chadwick	Kepner 2
	100c	Playing Instruments (Strings)	MTWTh	2	Ginsburg	Con. 14
	100c	Playing Instruments (Reeds)	MTWTh	2	Vagner	Con.
	100c	Playing Instruments (Brass)	MTWTh	2	King	Con.
	154	Principles of Music Education	MTWTh	4	Mohr	Con.
Sciences	3c	The Science of Human Behavior	MTThF	4	Mahan	Cranf'd 1
	18	Bird Study (Field trips arr.)	MTWTh	4	Harrah	Cranf'd 304
	76b	College Algebra	MTWTh	4	Mallory	Cranf'd 205
	78c	General Mathematics	MTThF	4	Finley	Cranf'd 210
	101	Elementary Science	MTThF	4	Common	Cranf'd 303
	104-204	Teaching of Physical Sciences	MTThF	4	Robertson	Kepner 5
	121-221	Plant Physiology	MTWTh	4	Leuenberger	Cranf'd 302
	151-251	Physiological Chemistry	MTWTh	4	Bowers	Crabbe 102
	170-270	Physics of Auto. and Airplane	MTWTh	4	Herman	Crabbe 106



Division	No.	Description	Days	Hrs. Cr.	Instructor	Room
Social Studies	4	Contemporary World History	MTWTh	4	Zimmerman	Cranf'd 214
	21	Secretarial Practice (Double period)	MTWTh	4	Gunsaul	Cranf'd 212
	81-181	Child Care and Child Welfare	MTThF	4	Pickett	Cranf'd 207
	147c-247c	Geography of World Cultures— East Asian	MTThF	4	Barker	Gunter 203
	153-253	English History	MTWTh	4	Dickerson	Cranf'd 104
<b>9:00-9:50</b>						
Education	144-244	School Admin.—Third Course	MTThF	4	Troxel	Cranf'd 203
	150a	*Observation—Elementary School	MTWTh	8	Davis	Kepner 218
	176a-276a	Psychology of Learning for Elementary Teachers	MTWTh	4	McCowen	Cranf'd 214
Fine and Industrial Arts	14	Design in Textiles	ThF	2	Moore	Gugg. 202
	20c	Art Appreciation (Weaving)	MTThF	2	Baker	Gugg. 204
	20c	Art Appreciation (Drawing and Painting)	MTThF	2	Stinchfield	Gugg. 200
	20c	Art Appreciation (Home Decora- tion)	MTThF	2	Roudebush	Crabbe 304
	20c	Art Appreciation (Table Service)	MTThF	2	Newburn	Crabbe 206
	20c	Art Appreciation (Bookbinding)	MTWTh	2	Schaefer	Gugg. 100
	20c	Art Appreciation (Sheet Metal and Ornamental Iron)	MTWTh	2	Baab	Kepner 15
	41c-141c	Elements of Printing	MTWTh	2	Bishop	Kepner 4
	55c-155c	Art Metal Work	MTWTh	2	Perry	Kepner 14
	117	Pottery	MT	2	Moore	Gugg. 204
	136-236	Teaching Problems in Ind. Arts	TTh	2	Perry	Gugg. 105
	142c	Adv. Theory and Practice of Typographic Design	MTWTh	2	Bishop	Kepner 4
	176	Nursing and First Aid	MTThF	4	Weibking	Crabbe 207
Health and Physical Education	1	Personal Hygiene (Men)	MTWTh	4	Davis	Gunter 201
	13a	Beginning Tennis (Women)	MWF	1	Burfoot	Gunter 114
	15	Baseball (Women)	MWF	1	Dougherty	Gunter 107
	135-235	History and Principles of Physical Education	MTWTh	4	Cave	Gunter 205
	169	Baseball Coaching	MW	2	Brown	Gunter 103
Literature and Languages	40c	Outline of General Literature	MTThF	4		Crabbe 301
	58c	American Literature	MTThF	4	Lindou	Crabbe 305
	134	Modern Drama	MTThF	4	Blackburn	L. Th.
	Sp. 7	Intermediate Spanish	MTThF	4	Mulroney	Crabbe 207
Music	1a	Outlines of Music	T	2	Chadwick	Kepner 2
	1a	Outlines of Music	F	2	Chadwick	Kepner 2
	21-121	Instrumental Ensemble (Strings)	MT	1	Ginsburg	Con. 14
	21-121	Instrumental Ensemble (Reeds)	MT	1	Vagner	Con. 14
	21-121	Instrumental Ensemble (Brass)	MT	1	King	Con.
	153b	Instrumentation, Orchestration, and Composition	TTh	2	Cline	Con. 6
Sciences	3b	Introduction to Science	MTWTh	4	Harrah	Cranf'd 300
	3c	The Science of Human Behavior	TWThF	4	Wait	Cranf'd 1
	163	Light and Sound (3 hrs. lab. arr.)	MTWTh	4	Herman	Crabbe 106
	178	Arithmetic for Lower Grade Teachers	MTThF	2	Finley	Cranf'd 210
	179	Arithmetic for Upper Grade Teachers	MTThF	2	Finley	Cranf'd 210
Social Studies	2c	Introduction to Social Studies	TWThF	4	Blue	Cranf'd 208
	20d	Typewriting Laboratory	Daily	2	Bedinger	Cranf'd 212
	44a-144a	Regional Geography	MTWTh	4	West	Cranf'd 207
	54c-154c	Modern European History	MTWTh	4	Peake	Cranf'd 104
	134-234	Money and Banking	MTWTh	4	Colvin	Cranf'd 202
	146-246	Geographic Influences on American History	MTThF	4	Barker	Gunter 203
	<b>10:00-10:50</b>					
Education	112-212	Improvement of Instruction in Arith. and Content Subjects	MTThF	4	McKee	Kepner 113
	150a	*Observation—Elementary School	MTWTh	8	Davis	Kepner 218

\*Must be taken two periods, 9 and 10 o'clock. Eight hours credit.

Division	No.	Description	Days	Hrs. Cr.	Instructor	Room
Fine and Industrial Arts	13-118	Lettering	TTh	2	Ellinger	Gugg. 202
	20c	Art Appreciation (Leathercraft and Basketry)	MTThF	2	Baker	Gugg. 204
	20c	Art Appreciation (Woodworking)	MTWTh	2	Foulk	Gugg. 1
	20c	Art Appreciation (Art Metal)	MTWTh	2	Ferry	Kepner 14
	20c	Art Appreciation (Printing)	MTWTh	2	Bishop	Kepner 4
	46a	Elem. Bookbinding and Leathercraft	MTWTh	2	Schaefer	Gugg. 100
	73-173	Design and Construction of Clothing	MTThF	4	Weibking	Crabbe 304
	81-181	Child Care and Child Welfare	MTThF	4	Pickett	Crabbe 207
	106-206	Adv. Drawing in Different Media	TTh	4	Stinchfield	Gugg. 200
108-208	Modeling	MW	2-4	Ellinger	Crabbe 103	
Health and Physical Education	1	Personal Hygiene (Women)	MTWTh	4	Bryson	Gunter 201
	13	Tennis (Men)	MWF	1	Davis	Court
	34	Fundamental Gymnastics (Women)	MTTh	1	Cave	Gunter 107
	111	Theory of Play and Minor Sports	MTThF	4	Hancock	Gunter 103
	129b	Coaching of Sports for Women	MTWTh	2	McRoberts	Gunter 114
Literature and Languages	13	Story Telling	MTThF	4	Blackburn	L. Th.
	40c	Outline of General Literature	MTWTh	4	Cross	Crabbe 301
	40c	Outline of General Literature	MTThF	4	Lindou	Crabbe 305
	Fr. 3	Elementary French	MTThF	4	Gibert	Crabbe 302
Music	1a	Outlines of Music	F	2	Chadwick	Kepner 2
	1a	Outlines of Music	T	2	Mohr	Kepner 2
	2c	Music Reading, Theory and Elementary Songs	MTWTh	2	Collins	Kepner 219
	102c	Beginning Harmony Analysis and Choral Material	TTh	2	Henderson	Con. 6
	104	Instrumental Materials	TTh	2	Ginsburg	Con.
	155	Technique and Practice of Conducting	TTh	2	Cline	Con. 14
Sciences	3a	Introduction to Science	MTWTh	4	Leuenberger	Cranf'd 300
	63	General College Physics (4 hrs. lab. MWTh 2-4, F. 8-12)	MTTh	4	Herman	Crabbe 106
	101	Elementary Science	MTThF	4	Common	Cranf'd 303
	117-217	Human Physiology (Lab. W. 1-5, F. 1-5)	MTWTh	4	Harrah	Cranf'd 304
	180	Mathematical Instruments and Surveying (Double period)	TTh	4	Mallory	Cranf'd 301
Social Studies	2b	Introduction to Social Studies	MTWTh	4	Zimmerman	Cranf'd 214
	4	Contemporary World History	MTWTh	4	Troxel	Cranf'd 203
	20b	Gregg Shorthand	MTWTh	4	Bedinger	Cranf'd 202
	75c	Social Studies in Rural Schools	MTThF	4	Hargrove	Cranf'd 208
	84-184	Sociology of Urban Life	TWThF	4	Blue	Cranf'd 207
	183	Marketing	MTWTh	4	Colvin	Cranf'd 205
	147-247	Geography of World Cultures—Mexico	TF	2	Barker	Gunter 203
	249	Intensive Geography of a Selected Area	MTh	2	Barker	Gunter 203
11:00-11:50						
Education	150b	Observation-Secondary School	MTWTh	4	Davis	Kepner 218
Fine and Industrial Arts	20c	Art Appreciation (Printing)	MTWTh	2	Bishop	Kepner 4
	20c	Art Appreciation (Home Decoration)	MTThF	2	Weibking	Crabbe 304
	61c-161c	Principles of Drafting	MTWTh	2	Baab	Gugg. 106
	103-203	Water Color Painting	MTThF	4	Stinchfield	Gugg. 200
	115-215	Design for Stage and Stagecraft	TTh	2	Ellinger	Gugg. 200
	147a	Advanced Bookbinding	MTWTh	2	Schaefer	Gugg. 100
	163	Drawing of Shop Problems	MTWTh	2	Baab	Gugg. 106
Health and Physical Education	15	Softball	MTTh	1	Davis	Field
	20	Minor Individual Sports (Women)	MTTh	1	Cave	Gunter 107
	22	Double Tumbling	MTTh	1	von den Steinen	Gunter
	168	Track Coaching	MT	2	Hancock	Gunter 103
Literature and Languages	63	Dramatic Art	MTThF	4	Blackburn	Crabbe 305
	111	English Language for Teachers	MTThF	4		Crabbe
	155c	Elizabethan Drama	MTThF	4	Lindou	Crabbe 302
	Fr. 7	Intermediate French	MTThF	4	Mulroney	Crabbe 207

Division	No.	Description	Days	Hrs. Cr.	Instructor	Room
Music	1a	Outlines of Music	T	2	Mohr	Kepner 2
Sciences	3c	The Science of Human Behavior	MTThF	4	Mahan	Cranf'd 1
	48	Qualitative Chemistry (4 hrs. lab. arr.)	MTTh	4	Bowers	Crabbe 101
	176-276	Integral Calculus	MTThF	4	Finley	Cranf'd 210
Social Studies	2a	Introduction to Social Studies	MTThF	4	Colvin	Cranf'd 208
	20c	Office Appliances	Daily	4	Knies	Cranf'd 213
	41	World Geography	MTThF	4	Barker	Gunter 203
	72-172	Municipal Government	MTThF	4	Dickerson	Cranf'd 104
	118a	The Teaching of Shorthand and Typewriting	MTThF	4	Bedinger	Cranf'd 202
	152-252	Western American History	MTThF	4	Peake	Cranf'd 301
<b>1:00-1:50</b>						
Education	105	American Education	MTThF	4	Rugg	Cranf'd 210
Fine and Industrial Arts	1	Freehand Drawing	MTWTh	4	Ellinger	Gugg. 200
	20c	Art Appreciation (Bookbinding)	MT	2	Baab	Gugg. 100
	190b	Household Management—Practice (Minors, hrs. by appt.)		4	Pickett	Cottage
Health and Physical Education	3	Tap Dancing	MTTh	1	Cave	Gunter 107
	30	Elementary Swimming (Men)	MTTh	1	Brown	Pool
	102-202	Problems in Health Education	TTh	2	Bryson	Gunter 201
Literature and Languages	40c	Outline of General Literature	MTWTh	4	Cross	Crabbe 301
	246	Nineteenth Century Prose	MTThF	4	Gibert	Crabbe 302
	Fr. 207	20th Century French Literature	MTThF	4	Gibert	Crabbe 207
Music	1a	Outlines of Music	W	2	Mohr	Kepner 2
	101	Music in the Elementary School	MTThF	4	Mohr	Kepner 2
Sciences	165	Household Physics (Lab. arr.)	MTWTh	4	Herman	Crabbe 106
	184-284	History of Mathematics	MTWTh	4	Mallory	Cranf'd 207
Social Studies	2a	Introduction to Social Studies	MTWTh	4	Troxel	Cranf'd 203
	4	Contemporary World History	TWThF	4	Peake	Cranf'd 104
	20e	Handwriting	Daily	2	Bedinger	Cranf'd 202
	141-241	Climate and Civilization	MTWTh	4	West	Gunter 203
	159-259	The Reformation	MTWTh	4	Zimmerman	Cranf'd 205
<b>2:00-2:50</b>						
Education	116-216	Secondary Education	MTWF	4	Wrinkle	Kepner 206
	196-296	History of Philosophy	MTWTh	4	Armentrout	Cranf'd 210
	223	Research for Graduate Students	MW	2	Whitney	Cranf'd 205
Fine and Industrial Arts	20c	Art Appreciation (Drawing and Painting)	MTWTh	2	Ellinger	Gugg. 200
	20c	Art Appreciation (Table Service)	MTThF	2	Pickett	Crabbe 201
	46c	Elem. Bookbinding and Leathercraft	MTWTh	2	Schaefer	Gugg. 100
	123	Teaching Art Appreciation	TTh	2	Baker	Gugg. 105
	124	Art in the Elementary School	MTThF	4	Moore	Gugg. 204
Health and Physical Education	1	Personal Hygiene (Women)	MTWTh	4	Bryson	Gunter 201
	11	Plays and Games (Women)	MTTh	1	Cave	Gunter 107
	20	Minor Individual Sports (Women)	MWF	1	Burfoot	Gunter 202
	33	Gymnastics	MWF	1	von den Steinen	Gunter
	38	Varsity Swimming	MWF	1	Brown	Pool
	110	First Aid	TTh	2	von den Steinen	Gunter 205
Literature and Languages	40c	Outline of General Literature	MTThF	4	Tobey	Crabbe 301
	110c	Advanced Composition	MTh	2	Cross	Crabbe 302
	100c	Journalism	MW	2	Shaw	Kepner
	Sp. 107	Modern Novel	MTThF	4	Mulrone	Crabbe 305
	Ger. 3	Elementary German	MTThF	4	Gibert	Crabbe 207
Music	1a	Outlines of Music	W	2	Mohr	Kepner 2
	140	Mendelssohn Glee Club (Men)	MT	1	Mohr	Kepner 2
	141	Schumann Glee Club (Women)	ThF	1	Mohr	Kepner 2
	152c	Harmony, Counterpoint, Composition	TTh	2	Ginsburg	Con. 6

Division	No.	Description	Days	Hrs. Cr.	Instructor	Room
Sciences	8b	Introduction to Science	MTWTh	4	Leuenberger	Cranf'd 300
	8c	The Science of Human Behavior	TWThF	4	Wait	Cranf'd 1
	145-245	Advanced Quantitative Analysis (8 hrs. lab. arr.)	MTWTh	4	Bowers	Crabbe 102
	157	Historical Geology (Lab. arr.)	MTWTh	4	West	Gunter 203
Social Studies	2b	Introduction to Social Studies	MTWTh	4	Zimmerman	Cranf'd 214
	2c	Introduction to Social Studies	TWThF	4	Blue	Cranf'd 208
	20a	Bookkeeping	MTWTh	4	Colvin	Cranf'd 202
	20c	Office Appliances	Daily	4	Knies	Cranf'd 213
	20d	Typewriting Laboratory	Daily	2	Bedinger	Cranf'd 212
	50c	American History	TWThF	4	Peake	Cranf'd 301
	75c	Social Studies in Rural Schools	MTThF	4	Hargrove	Cranf'd 203
	127	Partnership and Corporation Accounting	MTWTh	4	Colvin	Cranf'd 202
	174-274	International Relations	MTWTh	4	Dickerson	Cranf'd 104
<b>3:00-3:50</b>						
Education	118-218	Guidance Work of Deans and Advisers of Girls	MTWTh	4	Wilson	Cranf'd 107
Fine and Industrial Arts	20c	Art Appreciation (Poster ; Modeling)	MTWTh	2	Ellinger	Gugg. 200
	20c	Art Appreciation (Weaving) Art Appreciation (Sewing)	MTThF MTThF	2 2	Roudebush Pickett	Gugg. 204 Crabbe 304
Health and Physical Education	5	Folk Dancing	MTTh	1	Dougherty	Gunter 107
	18	Field and Track (Women)	MWF	1	Burfoot	Gunter 202
	30b	Intermediate Swimming (Women)	MW	1	McRoberts	Pool
	30c	Advanced Intermediate Swimming (Women)	TTh	1	McRoberts	Pool
	33	Individual Gymnastics (Women)	MTWTh	1	Cave	Gunter 114
	34	Spring Football	Daily	1	Hancock	Field
	43	Varsity Tennis	Daily	1	Davis	Courts
43a	Freshman Tennis (Men)	Daily	1	Davis	Courts	
133	Individual Gymnastics (Applied)	MTWTh	1	Cave	Gunter 114	
Literature and Languages	40c	Outline of General Literature	MTThF	4	Lindou	Crabbe 301
	Lat. 7	Vergil (b)	MTThF	4	Gibert	Crabbe 305
Music	44-144	A Cappella Choir	MTWTh	1	Cline	Con. 14
Sciences	3b	Introduction to Science	MTWTh	4	Leuenberger	Cranf'd 300
	3c	The Science of Human Behavior	MTWTh	4	Chadwick	Cranf'd 1
Social Studies	88-188	The Sociology of Rural Life	MTWTh	4	Hargrove	Cranf'd 203
	185-285	Introduction to Sociology	TWThF	4	Blue	Cranf'd 208
<b>4:00-4:50</b>						
Education	102	Camp Fire Girls' Leadership (Double period)	M	2	Lee	Cranf'd 207
Health and Physical Education	6	Social Dancing	MWF	1	Dougherty	Gunter 107
	13a	Beginning Tennis (Women)	TThF	1	Burfoot	Gunter 202
	19	Golf (Women)	MTTh	1	Springer	Gunter 114
	80a	Beginning Swimming (Women)	TTh	1	Dougherty	Pool
	89	Varsity Gymnastics	Daily	1	von den Steinen	Gunter
	41	Varsity Track	Daily	1	Hancock	Field
	41a	Freshman Track	Daily	1	Hancock	Field
	44	Varsity Baseball	Daily	1	Brown	Field
44a	Freshman Baseball	Daily	1	Brown	Field	
—	Recreational Swimming (Women)	TThF	0	Guard	Pool	
Music	42-142	Orchestra (Beginning)	MW	1	Ginsburg	Con. 14
	42-142	Orchestra (Advanced)	TTh	1	Ginsburg	Con. 14
Social Studies	258c	Educational Development in Modern China	TTh	2	Yuen	Cranf'd 205
<b>5:00-5:50</b>						
Music	48-148	Band (Beginning)	MW	1	Cline	Con. 14
	48-148	Band (Advanced)	TTh	1	Cline	Con. 14

COLORADO STATE  
TEACHERS COLLEGE

*Conservatory  
of  
Music*

GREELEY, COLORADO



# *Conservatory of Music*

## COLORADO STATE TEACHERS COLLEGE

The Conservatory of Music of Colorado State Teachers College is maintained primarily to prepare teachers of public school music and music supervisors. In order to perform such service efficiently it is necessary to maintain a large and talented faculty. This makes the Conservatory doubly valuable to the people of the state in that it is enabled to provide unusual advantages in the field of music. The student desirous of attaining the best either in public school music or in private lessons will find satisfaction.

### DEGREES CONFERRED

On the completion of the required work, the student may receive the Bachelor of Arts degree. A master's thesis may be written in music.

### COURSE OFFERINGS

Courses are offered in music reading, theory, and elementary songs; in harmonic analysis and advanced choral materials; in instrumental materials and class procedure, harmony, counterpoint, and composition; the technique and practice of conducting; the history of music; teaching vocal music in schools, the playing of musical instruments, and the history of music. In addition private lessons are offered in voice, violin, piano, organ, and all the brass and reed instruments.

### ORGANIZATIONS

Students have the opportunity of becoming members of the Mendelssohn Club (for men), or the Schumann Club (for women); orchestra, band, a cappella choir, and the Philharmonic Orchestra. These organizations are frequently heard in concerts on the campus and elsewhere.

### STUDENT REGULATIONS

All students are allowed normal freedom in social life, although a reasonable amount of supervision is exercised, as a measure of protection for them. Students are required to live in houses approved by the college.

The location of the college assures a wholesome atmosphere. Greeley is a city of high moral standards. It is a city noted for its churches and homes and freedom from the evils to be found in many communities, and particularly in the larger cities.

### POSITION APPOINTMENTS

Large numbers of graduates of the Conservatory of Music of Colorado State Teachers College are filling responsible positions as supervisors and teachers of music in public schools and colleges in all sections of Colorado and many other states.

The college maintains a bureau to serve graduates seeking positions and school boards and superintendents seeking teachers.

The only charge for this service is a small one to cover in part the cost of assembling data concerning nominees, and it is paid by the applicant. Superintendents and school boards are invited to visit the college, to make use of the Placement Bureau in looking for teachers, and to meet applicants in whom they are interested.

### FEES AND EXPENSES

The expenses of attending the college are as low as can be made possible by careful management.

1. Tuition—\$15.00 a quarter for Colorado residents and \$20.00 for non-residents.
2. Matriculation—\$5.00, paid only once. This covers intelligence test, English test, achievement test, health examination, photograph, and the necessary blanks in the registrar's office.
3. Registration—\$2.50 payable each quarter following matriculation.
4. Health Service—\$1.00 each quarter.
5. Library—\$2.50 each quarter.
6. Special Examinations—Students having permission to take examinations at other than the scheduled time will pay a fee of \$2.00.

The rates for individual instruction in the Conservatory are as follows: Stringed Instruments, \$20.00 per quarter; Voice, \$18.00 per quarter; Piano, \$18.00 per quarter; Organ, \$18.00 per quarter; Brass, \$10.00 per quarter; Reeds, \$10.00 per quarter. For additional information address the director of the conservatory.

### INSTRUCTIONAL STAFF

The faculty is made up of men and women who have studied under the greatest masters, both at home and abroad, and who have participated with marked success in concert and opera.

The faculty has been chosen with the utmost care, to the end that the students may have a well balanced cultural background and the finest preparation in the art of music. The fact that the Conservatory is a definite unit of the college articulating in the general educational program assures the student proper supervision.

The Conservatory and all its work is under the general direction of J. DeForest Cline, B. Mus., who has a widespread reputation as a musician, band and orchestra director, and composer.

Mr. Cline is a graduate of the Eastman School of Music, Rochester University. He has studied voice with Kuria Strong and Percy Rector Stephens; composition with Arthur Edward Johnstone, New York City, and Edward Royce; counterpoint and orchestra with Bernard Rodgers; harmony with Dr. Howard Hanson; conducting with Eugene Goosens, now director of the Cincinnati Symphony Orchestra.

For four years he was director of music at Washington State





J. DEFOREST CLINE, B. MUS.  
*Director*

Training School, Chehalis, Washington, and seven years at Cheney State Normal School, Cheney, Washington.

His compositions include among others the following numbers: Indian Symphony; Robert Louis Stevenson (suite for orchestra); American Moods (suite for band); Aleesha (opéra); The Cline March Book; The Three Graces (concert waltzes).

He has had wonderful success in the following stage productions:

"Naughty Marietta", Victor Herbert; "Eileen", Victor Herbert; "Robin Hood", Reginald DeKoven; "Mikado", Sir Arthur Sullivan; "Pinafore", Sir Arthur Sullivan; "Aleesha" (produced six times), J. DeForest Cline; "Captain Vander Hun", Arthur Penn; "The Japanese Girl", Arthur Penn; "Messiah" and other oratorios.

Mr. Cline became director of the Conservatory of Music at Colorado State Teachers College in 1922, and in the meantime he has built up a music department that ranks among the leading schools of music in the country.

J. ELBERT CHADWICK, A.B., A.M.  
*Piano and Organ*

J. ELBERT CHADWICK, A.B., A.M., is now starting his eleventh year as a member of the Conservatory faculty, during which time many of his students have gone out as successful players and teachers of piano and pipe organ.

Mr. Chadwick holds a four year certificate in Piano, Organ, and Theory from the College of Fine Arts, Syracuse University, as well as a Bachelor of Arts in Public School Music and a Master of Arts in Educational Psychology. Mr. Chadwick also has completed a portion of the work on the Doctor of Philosophy degree at New York University. Mr. Chadwick holds a Premier Prix d' Orgue from Fontainebleau, France, working under Henri Libert and Charles Marie Widor. Among his other instructors were Harry L. Vibbard, Iliff Garrison, Dr. Adolf Frey and Dr. William Berwald. He was head of the organ and theory department at Mt. Allison College, Sackville, New Brunswick, Canada, and also taught piano and organ at Intermountain Union College, Helena, Montana.



BLANCHE RUMBLEY COLLINS, A.B., assistant professor of public school music, is supervising teacher in the Teachers College Elementary and Secondary Schools. In this capacity she has an excellent opportunity for guiding those whose ambition is to become public school music directors and supervisors. Mrs. Collins came to the Conservatory of Music from a field of extraordinary activity and success in supervising public school music. She received diplomas in public school music both at Cornell University and at the University of Colorado, and has her Bachelor of Arts degree from Colorado State Teachers College.

BLANCHE RUMBLEY COLLINS, A.B.  
*Public School Music*



RONALD FAULKNER, A.B.  
*Flute*

RONALD FAULKNER, A.B., is instructor in flute. He studied at the Musical Art Institute in New York City and was also a student under George Barrere. He was formerly flutist in the San Diego Philharmonic Orchestra. Mr. Faulkner has had considerable success in directing school orchestras and bands and as a private teacher. He is at present supervisor of instrumental music in the Greeley Public schools.



HENRY TRUSTMAN GINSBURG, B. MUS., violin teacher, is a violinist of renown. Mr. Ginsburg has won recognition as an artist of fine attainments not only in the Rocky Mountain Region but throughout the country at large. In addition to his many solo appearances, Mr. Ginsburg has played ensemble concerts with such artists as Rudolph Ganz, the great Italian composer-pianist, Respighi, and the French master, Milhaud. For the past several years he has been first violinist of the Denver String Quartet and head of the violin faculty in the Denver College of Music; also concertmaster of the Denver Civic Symphony Orchestra and director of the Greeley Philharmonic Orchestra, Greeley, Colorado.



HENRY TRUSTMAN GINSBURG, B. MUS.  
*Violin, Theory, and Orchestra*

J. ALLEN GRUBB  
*Voice*

J. ALLEN GRUBB, tenor, is a graduate of the Western Conservatory of Music, Chicago, and of the Denver College of Music. In addition to his technical equipment in the field of vocal study, Mr. Grubb brings to his pupils the benefit of a broad experience in actual singing, having filled no less than ten seasons of actual concert tours throughout the entire United States and Canada. In entering his tenth season at the Colorado State Teachers College he numbers among his pupils hundreds of talented young people whom he has helped along the way to a better vocal understanding.



ARTHUR W. HENDERSON, B. MUS., pianist, is a young man of rare talents, who has already established himself in the musical world. Before joining the faculty of Colorado State Teachers College, he made a success on the concert stage, first as soloist with the Rochester Symphony Orchestra, and later with the Sinfonia Little Symphony Orchester, at Rochester, the Rochester Civic Orchestra, and soloist with the Artist Series at Amherst College.

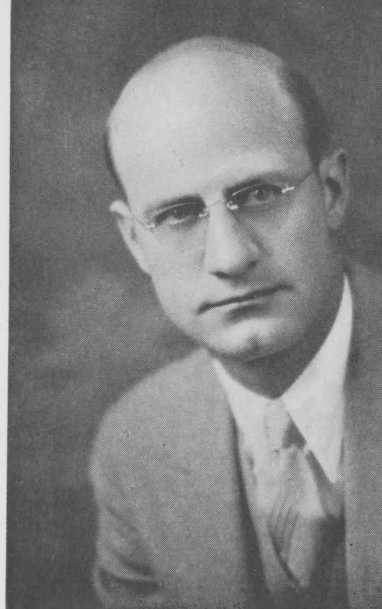
Mr. Henderson is a graduate of the Eastman School of Music, Rochester University, and studied piano under Max Landow; theory with Donald Tweedy, Melville Smith, and Irvine McHose; composition with Edward Royce, Bernard Rogers, and Herbert Inch, and organ with Harold Gleason. In addition to eight years of private teaching he was instructor to piano teachers at the Nazareth Conservatory, Rochester, for two years.



ARTHUR W. HENDERSON, B. MUS.  
*Piano*

ESTELL ELGAR MOHR, B.S., A.M.  
*Public School Music and Appreciation*

ESTELL ELGAR MOHR, B.S., A.M., who holds the academic rank of associate professor of public school music, plays an important role in the preparation of teachers of public school music. He received the Public School Music Diploma from Bowling Green (Ohio) Normal College, and has the B.S. degree in Music Education from Teachers College, Columbia University, M.A., Colorado State Teachers College; Graduate student, Ohio State University. He has studied voice under Professor R. M. Tunnicliffe, Walter Kiese-wetter, Madame Aslanoff, Percy Rector Stephens, and Dean Harold Butler, of Syracuse University, and was a student of Louis Mohler in Music Appreciation Methods.



KARL THEMAN, A.B., came from New York to begin his work as a member of the Conservatory faculty in 1934. Although a young man, he has already made a name for himself as a baritone soloist. He sang the baritone role in "The Cat and the Fiddle" for two years, one year on Broadway and a year on tour. He spent two seasons with the New York Opera Comique, was a year with the Columbia Broadcasting system in New York, and spent one season with the Lake Chautauqua Opera Company. For four years he was soloist in the All Saints Unitarian Church in New York City.

Mr. Theman is a graduate of the American Conservatory of Music, the Julliard Graduate School, Teachers College; Columbia University, and held a scholarship in Ecole Americain, Fontainebleau, France.

He is in charge of choruses and glee clubs and gives private lessons.

KARL THEMAN, A.B.  
*Voice*



DAVID GENTRY  
*Brass Bass*



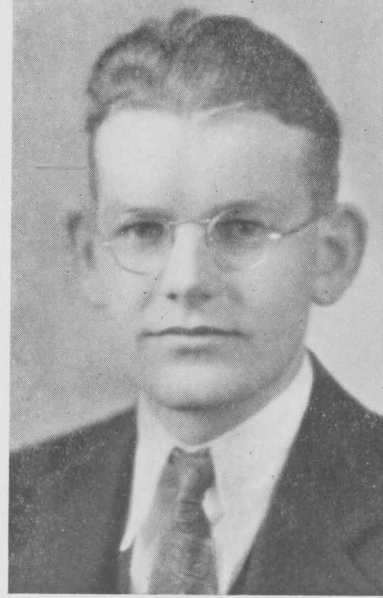
DAVID GENTRY is another student instructor just added to the Conservatory faculty. He teaches brass bass. Mr. Gentry was a pupil of L. E. Smith of Sterling, Colorado, and a winner in the Colorado State solo contest in 1932 and 1933. He was a member of the National High School Band three consecutive years. He has been leader of the bass section of the Colorado State Teachers concert band for two years.

JOHN HERBERT MILLER, cornet soloist in the Teachers College concert band and member of the Greeley Philharmonic, is a student instructor in trumpet. Before coming to Greeley Mr. Miller studied under Osman Ingraham in Berkeley, California; R. J. Ekander, Denver, and Glenn Miller, New York City. He has been cornet soloist in the State Teachers concert band for the past two years.



JOHN HERBERT MILLER  
*Cornet*

ALFRED PRUD'HOMME  
*Bassoon*



ALFRED PRUD'HOMME is a student instructor teaching bassoon. Mr. Prud'homme is an artist on this instrument. He won first place in the Colorado State solo contest in 1931 and in 1933. He has had considerable experience for a young man in school and college bands and orchestras and in solo work. He has been bassoon soloist in the Colorado State Teachers concert band for four years.

ROBERT S. VAGNER, a student instructor in reed instruments, was a student at the Denver College of Music, a member of the Denver Municipal band and of the Denver Civic Symphony. He was also a pupil of V. P. Henrichs. Mr. Vagner has been clarinet soloist of the Colorado State Teachers concert band for two years.



ROBERT S. VAGNER  
*Clarinet and Saxophone*











