

Colorado
State
College
of
Education
Bulletin

Year Book
Number
1936-1937

Greeley,
Colorado

College Calendar

1936

Summer Quarter

June 15-16 Monday, Tuesday - - - - - Registration
For nine weeks' session
June 17 Wednesday - - - - - Classes begin
July 6 Monday - - - - - Registration for six weeks' session
(Classes begin)
Aug. 15 Saturday - - - - - Convocation

Fall Quarter

Sept. 24 Thursday - Freshman Week begins; 10:30 a.m.
Little Theater
Sept. 28 Monday - - - - - Registration of freshmen
Sept. 29 Tuesday - - - - - Registration of upper classmen
Sept. 30 Wednesday - - - - - Classes begin
Nov. 9-30 Temporary Registration for Winter Quarter
Nov. 14 Saturday - - - - - Homecoming
Nov. 26-27 Thursday, Friday - - - - - Thanksgiving (holiday)
Dec. 17, 18 Thursday, Friday - - - - - Final examinations
Dec. 19 Saturday - - - - - Christmas vacation begins

1937

Winter Quarter

Jan. 4 Monday, Registration of new students; classes begin
Feb. 8-22 Temporary registration for Spring Quarter
Mar. 18-19 Thursday, Friday - - - - - Final examinations
Mar. 20 Saturday - - - - - Spring vacation begins

Spring Quarter

Mar. 29 Monday - Registration of new students; classes begin
May 12 Wednesday - - - - - Insignia Day
June 6 Sunday - - - - - Baccalaureate
June 9-10 Wednesday, Thursday - - - - - Final examinations
June 11 Friday - - - - - Commencement

COLORADO STATE COLLEGE
OF EDUCATION · GREELEY

Office of the President

Colorado State College of Education takes pleasure in presenting this, the 1936-37 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 physicians 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

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.

The following index will help you to find what you want.

Academic Regulations - - - - - Page 105

Admission Regulations

 General College - - - - - Page 25

 Professional College - - - - - Page 35

Courses open to General College Students - - - - - Page 26

Courses open to Professional College Students—

 These are listed by divisions and will be found on pages as follows: Arts (Fine), 38; (Home Arts), 43; (Industrial Arts), 45; Education, 49; Nursing Education, 60; Health and Physical Education, 62; Literature and Languages, 66; Music, 77; Sciences, 82; Social Studies, 92; (Business), 96; (Geography), 97; (History), 98; (Political Science), 101; Sociology, 101.

Faculty - - - - - Page 15

General Information - - - - - Page 117

Expenses for Each Quarter

The expenses here set forth are for one quarter of college work.

Tuition (Out-of-state residents pay \$5.00 additional)	\$20.00
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
	<hr/>
Total	\$120.00
Matriculation fee (Paid once; by new students only)	5.00

History and

NATHAN C. MEEKER, traveler and newspaper correspondent, while on a trip to the land of the Mormons in 1869 paused beside the banks of the Cache la Poudre river, and was so entranced by the grandeur of the mountains towering in the west and the invigorating climate that he decided here was a potential garden spot and an ideal place in which to plant the seeds of an educational and cultural center.

Out of that inspiration has come the widely known city of Greeley, Colorado, and the equally well-known Colorado State College of Education.

Ever since the first stakes were driven into what at the time was a broad expanse of sagebrush people have been coming in ever-increasing numbers to this garden spot and educational center, where they too have been inspired by the towering mountain peaks, have enjoyed the health-giving climate, and have profited by the most ideal conditions under which one may live, study, and prosper.

Planted in the firm foundation of faith and nurtured by the vision that conceived it, the educational structure of Greeley, Colorado, of which the Colorado State College of Education is the cultural center, has justified the hopes of that little band of pioneers who away off in New York back in 1869 decided to establish a colony in Colorado.

Long before the site of what now is Greeley was located the city was destined to become a center of education and culture. For Nathan C. Meeker in his first circular calling for volunteers to join his colony among other things said that there should be

“ . . . a church, a town hall, a schoolhouse, and the establishment of a library. . . ”

Organization

Faith, and the indomitable spirit of the pioneer, turned broad acres of sagebrush into a thriving community of culture and sound business, and keeping abreast of that growth and development have been the educational advantages that Mr. Meeker foresaw in his vision. No sooner had the hardy pioneers driven their stakes to set out the colony site than they laid the foundation for the first school building.

With similar abiding faith, those foremost in the education of the rapidly developing community laid the foundation for what has become one of the foremost teacher-preparation institutions in the country. Again they went to a spot which at the time seemed a long way from the center of the colony and civilization and drove the stakes into the center of an expansive sagebrush waste, and there dug the foundation for the first building in what is now the center of a collection of imposing structures that comprise the Colorado State College of Education.

“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 13,313. 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 were 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.”

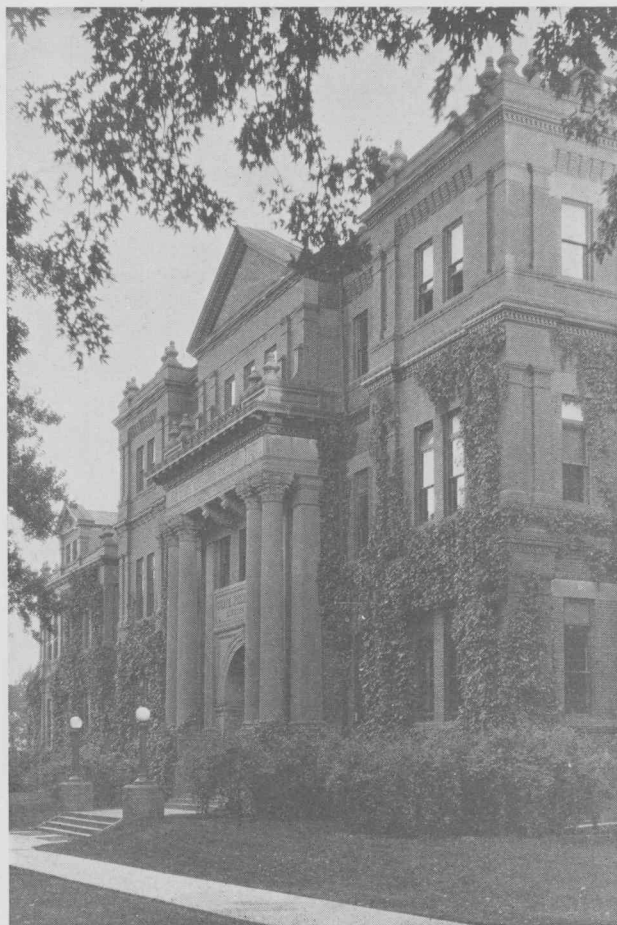
From this beginning of one wing of a building and a staff of a president and four instructors, there has grown a physical plant of twenty substantial buildings, modern in

every respect for the purposes for which they were erected, and a staff of ninety-eight instructors, an institution recognized everywhere as one of the foremost teacher preparation 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 2400.

Equally significant, if not more so, has been the progress from a functional 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 the development of the school, the proper steps were taken toward a more significant title—Colorado State Teachers College—and then again, because of still more advanced thinking and educational progression, it 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.

Administration and Instructional Staff



Officers of Government and Administration

HARRY V. KEPNER, SC.D., ED.D.
President of the Board of Trustees

GEORGE WILLARD FRASIER, PH.D., LL.D.
President of the College

WINFIELD DOCKERY ARMENTROUT, ED.D., LL.D.
Vice-President of the College

Board of Trustees

(Appointed by the Governor of the State of Colorado)

CLAY R. APPLE, A.B., LL.B.	- - - - -	Greeley
EARL M. HEDRICK	- - - - -	Wray
HARRY V. KEPNER, SC.D., ED.D.	- - - - -	Denver
CLIFFORD P. REX, D.D.S.	- - - - -	Alamosa
LESLIE J. SAVAGE	- - - - -	Crawford
GEORGE SULLIVAN, D.D.S.	- - - - -	Gunnison
INEZ JOHNSON-LEWIS, A.B., A.M., ED.D.	- - - - -	Denver
(State Superintendent of Public Instruction, Ex-Officio)		

Officers of the Board of Trustees

DR. KEPNER	- - - - -	President
DR. REX	- - - - -	Vice-President
MR. CULBERTSON	- - - - -	Secretary
MR. APPLE, Chairman; DR. KEPNER, MR. HEDRICK	- - - - -	
- - - - -	- - - - -	Executive Committee for Colorado State College of Education

Officers of Administration

FREDERICK LAMSON WHITNEY, PH.D.	- - - - -	<i>Director of the Graduate School</i>
EARLE UNDERWOOD RUGG, PH.D.	- - - - -	<i>College Librarian</i>
THOMAS JEFFERSON MAHAN, PH.D.	- - - - -	<i>Dean of Men</i>
GRACE HANNAH WILSON, PH.D.	- - - - -	<i>Dean of Women</i>
PAUL MCKEE, PH.D.	- - - - -	<i>Director of College Elementary School</i>
WILLIAM L. WRINKLE, PH.D.	- - - - -	<i>Director of College Secondary School</i>
JACOB DANIEL HEILMAN, PH.D.	- - - - -	<i>Director of Personnel Department</i>
HELEN CALDWELL DAVIS, PH.D.	- - - - -	<i>Director of Student Teaching</i>
ANNIE MARGARET MCCOWEN, PH.D.	- - - - -	<i>Adviser of Elementary Majors</i>
MARGARET ELIZABETH BRYSON, A.B., A.M., M.D.	- - - - -	<i>Medical Adviser of Women</i>
EDWARD VON DEN STEINEN, M.D.	- - - - -	<i>Medical Adviser of Men</i>
EDITH GALE WIEBKING, A.M.	- - - - -	<i>Associate Dean of Women</i>
MARGARET MOORE ROUDEBUSH, PH.B., A.B., M.S.	- - - - -	<i>Director of Off-Campus Housing</i>
ARTHUR FRANKLIN ZIMMERMAN, B.D., PH.D.	- - - - -	<i>College Chaplain</i>
JOHN HENRY SHAW	- - - - -	<i>Director Department of Publications</i>
ROY M. CARSON, A.B.	- - - - -	<i>Registrar</i>
GEORGE A. IRVIN, A.B.	- - - - -	<i>Director of Extension Service</i>
J. P. CULBERTSON	- - - - -	<i>Business Agent</i>
W. F. MCMURDO	- - - - -	<i>Treasurer</i>
R. G. DEMPSEY	- - - - -	<i>Superintendent of Buildings and Grounds</i>
RUTH L. GUNSAUL, A.B., A.M.	- - - - -	<i>Secretary to the President</i>

The Graduate Council

FREDERICK LAMSON WHITNEY, PH.D.	- - - - -	<i>Chairman</i>
HELEN CALDWELL DAVIS, PH.D.	- - - - -	<i>Vice-Chairman</i>
JACOB DANIEL HEILMAN, PH.D.	- - - - -	<i>Secretary</i>
WINFIELD DOCKERY ARMENTROUT, ED.D., LL.D., AMBROSE OWEN COLVIN, PH.D., KENNETH FREDERICK PERRY, A.M., WILLIAM LAWRENCE WRINKLE, PH.D., ARTHUR FRANKLIN ZIMMERMAN, PH.D.	- - - - -	



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*; Graduate Student, *University of Chicago*.

Professor of Sociology.

GLEN O. BLOUGH, A.B., A.M., *University of Michigan*.

Assistant Professor of Science.

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*; Graduate Student, *Stanford University*.

Assistant Professor of Physical Education.

MARGARET ELIZABETH BRYSON, A.B., *University of Texas*; A.M., *Colorado State College of Education*; M.D., *University of Colorado*; Graduate Student, *Columbia University*.

Professor of Physical Education.

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., *Teachers College, Columbia University*; Student, *Niels Bukh School of Gymnastics*, Ollerup, Denmark; Graduate Student, *New York University*.

Professor of Physical Education; Co-Head of the Division of Health and Physical Education.

JOHN ELBERT CHADWICK, A.B., A.M., *Colorado State College of Education*; Student with Iliff Garrison, Harry L. Vibbard, Dr. William Berwald, Dr. Adolf Frey, Charles Marie Widor, and Henri Libert, *Premier Prix d'Orgue* at Fontainebleau, France; Graduate Student, *New York University*.

Assistant Professor of Music.

*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; Graduate Student, *Columbia University*.

Professor of Music; Head of the Division of Music.

BLANCHE RUMBLEY 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.

†—On Leave, Fall Quarter.

*—On Leave, Fall, Winter, and Spring Quarters, 1936-37.

AMBROSE OWEN COLVIN, B.C.S., *Denver University*; A.M., *Colorado State College of Education*; PH.D., *New York University*.
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 the 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.

JOHN SOLOMON DAVIS, B.S., *Ottawa University*; A.M., *Colorado State College of Education*; Graduate Student, *University of Kansas*.
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 the 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.

*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*; Graduate Student, *University of Chicago*, *Columbia University*.
Professor of Mathematics.

CHESTER KIMES FLETCHER, A.B., *Pacific University*; A.M., *Colorado State College of Education*; Graduate Student, *University of Colorado*, *Stanford University*.
Associate Professor of Extra-Mural Education.

ARTHUR JOSEPH FOSTER, A.B., A.M., *Colorado State College of Education*; Graduate Student, *Columbia University*.
Associate Professor of Extra-Mural Education.

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.
Assistant Professor of Music.

*—On Leave, Fall, Winter, and Spring Quarters, 1936-37.

- ✓RUTH LUCILLE GUNSAUL, A.B., A.M., *Colorado State College of Education*.
Instructor in Business Education.
- ✓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*; Graduate
Student, *University of Wisconsin*.
Professor of Physical Education; Co-Head of the 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*; Graduate
Student, *George Peabody College for Teachers*.
Professor of Rural Education.
- †EZRA CLARENCE HARRAH, A.B., *Southwestern College*; A.M., PH.D., *Uni-
versity of Illinois*.
Professor of Zoology.
- MARTHA LUCILLE HARRISON, PH.B., 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; Graduate Student, *University of
Colorado*, *Columbia University*.
Associate Professor of English.
- JACOB DANIEL HEILMAN, A.B., *Muhlenberg College*; PH.D., *University of
Pennsylvania*.
Professor of Educational Psychology.
- ARTHUR WILLIAM HENDERSON, B.M., *Eastman School of Music*, *University
of Rochester*; Student with Max Landow, Edgar J. Rose, Donald M. Tweedy,
Melville Smith, Irvine McHose, Edward Royce, Bernard Rogers, Herbert
Inch, and Harold Gleason.
Assistant Professor of Music.
- FRED LOUIS HERMAN, B.S., *University of Nebraska*; A.M. *Stanford University*;
Student, *Sorbonne*, *Ecole de Cavalaire*, Saumur, France.
Associate Professor of Physics.
- *CECIL ROBERT HUTCHCROFT, A.B., A.M., *Colorado State College of Edu-
cation*; Graduate Student, *Columbia University*.
Instructor in Industrial Arts.
- FRANK COVERT JEAN, A.B., A.M., PH.D., *University of Nebraska*.
Professor of Biology; Head of the Division of the Sciences.
- PHOEBE MILLER KANDEL, R.N., *Western Reserve University School of Nurs-
ing*; B.S., A.M., *Teachers College*, *Columbia University*.
Professor of Nursing Education.

†—On Leave, Fall Quarter.

*—On Leave, Fall, Winter, and Spring Quarters, 1986-87.

- ELIZABETH HAYS KENDEL, A.B., *Colorado State College of Education*; Graduate Student, *Columbia University*.
Associate Professor of Mathematics; Supervising Teacher, College Secondary School.
- WINFIELD LEROY KNIES, A.B., *Colorado State College of Education*; A.M., *University of Washington*.
Associate Professor of Business Education; Supervising Teacher, College Secondary School.
- ROSE LAMMEL, A.B., A.M., *Colorado State College of Education*; Graduate Student, *Columbia University*, *Ohio State University*.
Assistant Professor of Elementary Science; Supervising Teacher, College Elementary School.
- HELEN LANGWORTHY, A.B., A.M., *State University of Iowa*; Student, *American Laboratory Theatre*, New York City; *Irvine Studio for the Theatre*, New York City.
Assistant Professor of English; Supervising Teacher, College Secondary School.
- 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*; Graduate Student, *Yale University*.
Assistant Professor of English.
- GENEVIEVE LEMEN LYFORD, B.H.S., *Oregon Agricultural College*; B.S., *Columbia University*; A.M., *Colorado State College of Education*.
Professor of Nursery School Education; Supervising Teacher, College Elementary School.
- THOMAS JEFFERSON MAHAN, A.B., A.M., *Colorado State College of Education*; PH.D., *Columbia University*.
Professor of Education.
- 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.
- PAUL MCKEE, A.B., *Monmouth College*; A.M., PH.D., *University of Iowa*.
Professor of Elementary Education.
- SARAH HALE MCROBERTS, B.S., *University of Iowa*; A.M., *New York University*.
Instructor in Physical Education.
- *FLORENCE MARGUERITE MEYER, A.B., *Grinnell College*, A.M., *University of Chicago*.
Assistant Professor of English; Supervising Teacher, College Secondary School.

*—On Leave, Fall, Winter, and Spring Quarters, 1936-37.

ESTELL ELGAR MOHR, B.S., *Teachers College, Columbia University*; A.M., *Colorado State College of Education*; Graduate Student, *Ohio State University*.

Professor of Public School Music.

GEORGIA ETHEL MOORE, B.S., A.M., *Teachers College, Columbia University*.
Associate Professor of Art.

MARGARET MULRONEY, A.B., A.M., PH.D., *University of Iowa*; Student *Centro de Estudios Historicos, Madrid, Spain*; Student, *Alliance Francaise, Paris*.

Professor of Foreign Languages.

VERA NEWBURN, B.S., *Hastings College*; M.S., *Teachers College, Columbia University*; Graduate Student, *University of Nebraska*.

Associate Professor of Home Arts; Supervising Teacher, College Elementary 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 Education*; Graduate Student, *Columbia University*.

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*; Graduate Student, *Columbia University*.

Associate Professor of History; Supervising Teacher, College Secondary School.

CLARENCE MARTIN PRUITT, A.B., A.M., *Indiana University*; PH.D., *Columbia University*.

Assistant Professor of Science.

ISAAC JAMES QUILLEN, A.B., *University of Delaware*; A.M., *Yale University*; Graduate Student, *Duke University*.

Assistant Professor of Social Sciences; 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, A.B., *Mississippi State College for Women*; PH.B., M.S., *University of Chicago*.

Professor of Home Arts.

EARLE UNDERWOOD RUGG, A.B., A.M., *University of Illinois*; PH.D., *Columbia University*.

Professor of Education; Head of the Division of Education.

EDITH MARIE SELBERG, A.B., A.M., *Colorado State College of Education*; Graduate Student, *University of Chicago*.

Associate Professor of Biology; Supervising Teacher, College Secondary School.

JOHN HENRY SHAW.

Instructor in Journalism.

FRANCIS SHOEMAKER, A.B., *Lehigh University*; Graduate Student, *University of Pennsylvania, Harvard University*.

Assistant Professor of English.

HELEN ETTA SPRINGER, B.S., *University of Iowa*; M.S., *University of Southern California*.

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*; A.M., *Colorado State College of Education*; Special Diploma in Fine Arts, *Teachers College, Columbia University*; Student *Academie Montparnasse*; Andre Lhote Critic, Paris, Percival Tudor-Hart, London.

Instructor in Art.

FRANCES TOBEY, B.S., *Western Normal College (Iowa)*; A.B., *Colorado State College of Education*; A.M., *Teachers College, Columbia University*; Graduate Student, *Oxford University, Cambridge University*.

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.B., *University of Chicago*; A.M., *Teachers College, Columbia University*; Graduate Student, *Stanford 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*; Diploma, *Springfield College*.

Professor of Physical Education.

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.

EDITH GALE WIEBKING, A.B., A.M., *Colorado State College of Education*.

Associate Professor of Home Arts.

†—On Leave, Fall Quarter.

*—On Leave, Fall, Winter, and Spring Quarters, 1936-37.

GRACE HANNAH WILSON, A.B., *Colorado College*; A.M., PH.D., *Columbia University*.

Professor of Education.

WILLIAM LAWRENCE WRINKLE, A.B., A.M., *Colorado State College of Education*; PH. D., *New York University*.

Professor of Secondary Education.

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.

Library

EARLE UNDERWOOD RUGG, A.B., A.M., PH.D.

Librarian.

DORIS GATLEY DOYLE, A.B., *University of Denver, School of Librarianship*; A.M., *Colorado State College of Education*.

Assistant Librarian.

EULAH GOODEN, A.B., *Colorado State College of Education*; Student *School of Library Science, Syracuse University*.

Assistant Librarian.

STELLA MCCLENAHAN, A.B., A.M., *Colorado State College of Education*; B.S., *School of Library Service, Columbia University*.

Assistant Librarian.

CLIFFORD BUEL WIGHTMAN, A.B., in Ed., *University of Michigan*; A.B., A.M., in *Library Science, University of Michigan*.

Reference Librarian.



Guest Faculty

Summer Quarter, 1936

Among those serving on the special guest faculty in the Summer School of 1936 are the following:

JOHN E. ANDERSON, Chairman White House Conference Committee on Education and Training of the Infant and Pre-School Child.

HARRY C. BARBER, Former President of the National Council of Teachers of Mathematics. Instructor in Mathematics, *English High School*, Boston.

WILLARD BEATTY, President, *Progressive Education Association* and Superintendent of Schools, Bronxville, New York.

NOBEL CAIN, Director, *Chicago A Cappella Choir*, Choral Director, Chicago Studios of the National Broadcasting Company.

J. L. CHILD, Professor of Philosophy of Education, *Teachers College, Columbia University*.

FAYE CRABBE, Educational Director, *Hartford Hospital School of Nursing*.

S. L. CRAWLEY, Professor of Psychology, *Western Reserve University*.

EVELYN DAVIS, Director, *Evelyn Davis School of the Dance*, Washington, D. C.

E. E. ERICSON, Head Industrial Education Department, *Santa Barbara State College*.

PAUL ESSERT, Principal, *The Emily Griffith Opportunity School*.

FRANK EVERSULL, President *Huron College*, Huron, South Dakota.

PHILLIP JACKSON GREEN, Associate Professor of European History, *University of North Dakota*.

PAUL HANNA, Associate Professor of Education, *Leland Stanford University*.

JEAN CROSBY HANSEN, Home Counselor, *Union High School*, Phoenix, Arizona.

HOWARD C. HILL, Assistant Professor of the Teaching of Social Science, *University of Chicago*.

HANYA HOLM, Director of the *Wigman School* of New York City and Summer School Teacher at *Mills College*.

WILLIAM L. HUNTER, Head Industrial Arts Department, *Iowa State College*.

ERLE B. INGLE, Head Department of Business Education, Dean of Boys, Berkeley, California, *High School*.

IRA W. KIBBY, Chief of the Bureau of Business Education, *State Department of Education of California*.

JOHN E. KIRSHMAN, Professor of Economics and Finance, *University of Nebraska*.

A. C. KREY, Professor of History, *University of Minnesota*, and Chairman Commission on Social Studies, *American Historical Association*.

EDWARD LISS, Psychiatrist, New York City.

FRANK S. LLOYD, Associate Professor of Education, *New York University*.

A. R. MCALLISTER, President, *National School Band Association*, Director, *Joliet (Illinois) Township High School and Junior College Band*.

JOSEPHINE MALONEY, Supervising Teacher, *State Teachers College*, Milwaukee, Wisconsin.

ELIZABETH MELBY, Associate Professor of Nursing Education, *Yale University*.

CLYDE R. MILLER, Director Bureau of Educational Service, *Teachers College, Columbia University*.

LOUISE NABER, Supervisor of Art Education, East Orange, New Jersey.

JESSE H. NEWLON, Director *Lincoln School, Teachers College, Columbia University*.

S. R. POWERS, Professor of Natural Sciences, *Teachers College, Columbia University*.

WALTER CADE RECKLESS, Professor of Sociology, *Vanderbilt University*.

F. L. REDEFER, Executive Secretary, *Progressive Education Association*.

MARGARET ROBB, Director of Dramatics, *Pennsylvania College for Women, Pittsburgh*.

MARTIN LUTHER ROBERTSON, Assistant Professor of Education, *New York University*.

JOHN RUFİ, Professor of Secondary Education, School of Education, *University of Missouri*.

LOUIS SHORES, Director of the Library School, *George Peabody College for Teachers*.

HENRY SOPKIN, *American Conservatory of Music*, Chicago.

EUGENE GUSTAV STEINHOF, Director *National School of Decorative Art, Vienna*.

RAY STOMBAUGH, Head of Industrial Arts Department, *State Normal University, Normal, Illinois*.

FRED STRICKLER, Associate Professor of Industrial Arts, *Teachers College, Columbia University*.

HILDA TABA, Instructor in the *Dalton Schools*, New York City.

V. T. THAYER, Director, *Ethical Culture School*, New York.

HERBERT A. TONNE, Professor of Business Education, *New York University*.

LLOYD E. WEBSTER, Associate Professor of Physical Education, *University of Southern California*.

HOWARD WICKS, Technical Director, *The Theater Guild*, New York City.

BEN WOOD, Director, *Bureau of Collegiate Research, Columbia University*.

The
General College



The General College

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 once a year given by one of the college physicians. Admission will be denied anyone having a communicable disease.

Program of Studies

The General College offers two plans of study. These are designated as Curriculums A and B.

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.

CURRICULUM B

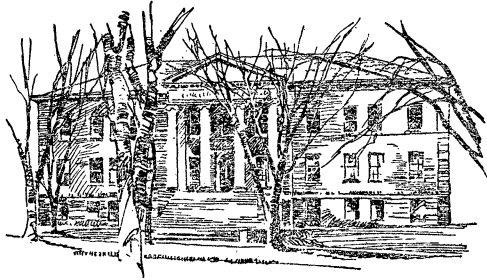
FRESHMAN YEAR

	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.	Music Appreciation	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 B 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 B 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 B:

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. Drawing	4
2. Composition and Drawing	4
5. Color Theory and Composition	2-4
12. Design	4
13. Lettering	2
14. Design in Textiles	2
16. Craft Processes and Design	2-4
17. Pottery	2

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 courses for Home Arts majors on page 43.

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
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 Spanish, French, Latin, German, 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 B:

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
16. Voice Training	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 B:

No.	Hrs.
1a, b, c. Music Appreciation (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 B:

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 82.

Division of the Social Studies

The courses of the Division of the Social Studies in the General College 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 B:

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 and are arranged in sequence suitable for a year of continuous work:

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 96.

21a, b, c.	Secretarial Practice (four hrs. each quarter).....	12
22.	Business Mathematics	4
23a.	Business Law	4

Geography

No.		Hrs.
40.	Human Geography	4
41.	World Geography	4
44a, b.	Regional Geography (4 hrs. each quarter).....	8

History

50a, b, c.	American History (4 hrs. each quarter).....	12
54a, b, c.	Modern European History (4 hrs. each quarter)	12

Political Science

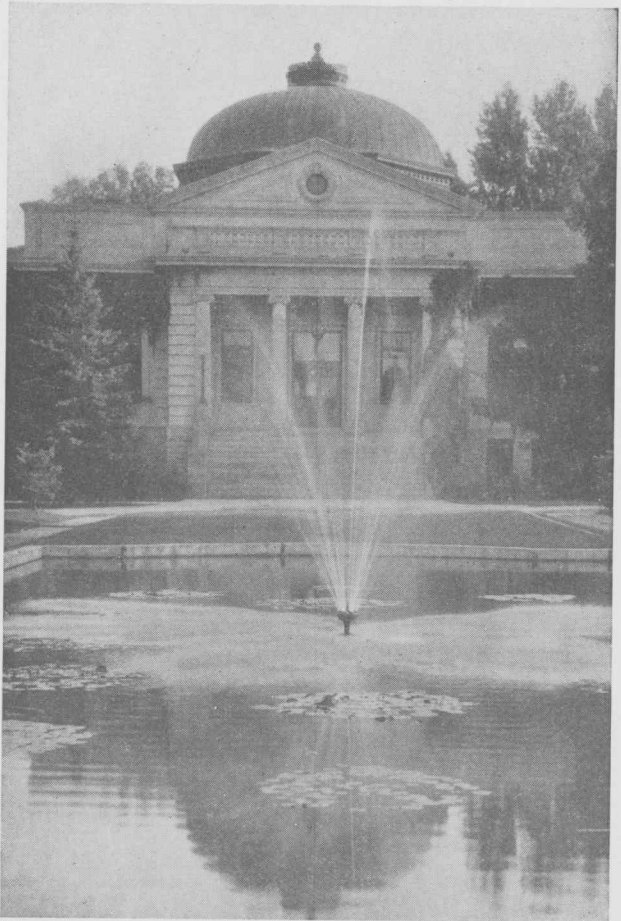
70.	Government of the United States.....	4
71.	State Government	4
72.	Municipal Government	4

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 the Social Studies should consult page 93 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



The Professional College

THE purpose of the Professional College is to develop teachers for rural, elementary, secondary schools, and colleges; teachers and supervisors for all special subjects usually found in the best public schools; 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 to teach 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, 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, and once yearly thereafter while in college. 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 majors and minors and courses in education, psychology, observation, and student teaching.

Program of Studies

The Professional College offers a program of studies leading to a Limited 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 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.

Throughout his professional preparation the student should not lose sight of opportunities to promote his individual culture through elective courses, 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, and Ed. 103, Boy Scout Work.

Core Subjects

Below are listed 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 50.

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 is urged to 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	4
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	4
122-222.	Contemporary 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:

No.	Hrs.
202. Composition Drawing	4
203. Water Color Painting	4
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 Art Education	2-4
233. Creative Design in Graphic and Plastic Arts	4-8

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. Drawing, or 2. Composition and Drawing	4
12. Design	4
16-116. Craft Processes and Design	2-4
126. Fine Art in the Schools, or 127. Art Crafts in the Schools...	4

Courses for the minor in Fine Arts are open to any student.

Description of Courses

1. *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 DRAWING*. Prerequisite, 1 or equivalent. The purpose is to develop power in 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 102-202. *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. *PRINCIPLES OF 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.*

13-113. *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.*

14-114. *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. Equipment for simple metal craft and wood-working, including tools and turning lathe, is provided in the studio for general crafts. This course may be continued as 116a for two or four hours. *Two or four hours credit.*

17-117. *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.*

20a, b, c. *ART APPRECIATION*. This course introduces the student to simple fundamental principles of the space arts and helps him to recognize and develop a sympathetic understanding of these principles at work in his environment. There is a study of the simple facts of color and how to use color as a source of enjoyment. In addition to illustrated lectures pertaining to the world's art, the student will be given opportunity for concrete expression in the various forms of industrial arts, art crafts, home arts, and fine arts. *Two hours credit each quarter.*

102-202. *COMPOSITION AND DRAWING*. For description see Art 2. *Two or four hours credit.*

103-203. *WATER COLOR PAINTING*. The aim of this course is to give the student a technical command of the medium to use; principles of color in the interpretation of plastic form; to develop individual expression in creative painting. May be continued as 116a for two or four hours credit. *Two or four hours credit.*

104-204. *FIGURE DRAWING AND COMPOSITION*. *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. Special stress is placed on the construction of human and animal figures and the organization of these into compositions. Choice of any medium according to the individual ability of each student. May be continued as 104a for four hours additional credit. *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 studied 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. This course may include advanced painting projects in figure composition, portrait, landscape or mural decoration. *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.*

109-209. *PRINT MAKING.* Etching, lithograph, wood cut, monotype. A study of print processes. Experience in the making of prints, and the adaptation of print-making to secondary school uses. *Two or four hours credit.*

112-212. *ADVANCED DESIGN.* A continuation of Art 12. *Four 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.*

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.*

121-221. *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. *Four hours credit.*

122-222. *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, architecture, and the minor arts. *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.* This course presents methods of teaching the arts. Practice includes creative art expression, organizing of subject content, and lesson planning for elementary and rural majors. *Four hours credit.*

125. *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 or four hours credit.*

126-226. *TEACHING 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. Consideration of the industrial needs of the child from the first grade through junior high school. The course includes problems in clay modeling, mold making, papier-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, development of the unit in teaching the arts, and a survey of current literature in the field of the arts in 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.*

133-233a, b, c, d, e, f. *CREATIVE DESIGN IN GRAPHIC AND PLASTIC ARTS.* A student in the Professional College may pursue creative work according to his individual needs through a sequence of six quarters for sixteen to twenty-four hours credit, which may be substituted for required courses in Art. In the Creative Design studio the student continues his study of drawing, composition, design, and color; paints in oil, water color, or works in other media according to his needs and interests; studies the construction of the human figure and its use in design and composition.

216. *CRAFT PROCESSES AND DESIGN FOR THE SECONDARY SCHOOLS.* A study of design and art-crafts adapted to secondary school levels. *Two or four 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 ART EDUCATION.* 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
III. ARTS (Home Arts)	70.	Dress Appreciation	4
	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)	175.	The House and its Decoration	4
	180.	Selection and Preparation of Foods	4
	181.	Cookery and Table Service	4
	182.	Nutrition	4
	190a.	Household Management (theory) ..	2
	190b.	Household Management (practice)	2
	191.	Teaching the Home Arts	2
SOCIAL STUDIES	128.	Consumer Economics	4
	180.	The Home and Its Relationships ..	4
	181.	Child Care and Child Welfare	4

Students wishing Smith-Hughes certificates should transfer to Colorado State College at Ft. Collins.

SENIOR YEAR

I. ARTS (Home Arts)	198.	Experimental Cookery	4
	174.	Children's Clothing	4
	176.	Home Nursing	4
EDUCATION	160.	Nursery School	4
II. ARTS (Fine Arts)	116.	Craft Processes and Design	4
	175.	The House and Its Decoration	4

Students majoring in Home Arts are urged to 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

70-170. *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.*

71-171. *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.*

72-172. *ALTERATION AND CONSTRUCTION OF CLOTHING.* Learning to recognize well made garments, the careful upkeep of one's wardrobe. *Four hours credit.*

73-173. *DESIGN AND CONSTRUCTION OF CLOTHING.* The selection and adaptation of pattern and material through the construction and repair of clothing. *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. *Two or four hours credit.*

176. *HOME NURSING.* 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.*

182-282. *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.*

185-285. *EXPERIMENTAL COOKERY.* An appreciation of the field of food research work; training in the technique of food research problems. *Four hours credit.*

186-286. *INSTITUTIONAL DEMONSTRATION COOKERY AND MANAGEMENT.* Through observation and practice, to broaden the student's knowledge of cookery; to equip her to do community work as a demonstrator or direct institutional cookery. *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. *Two or four hours credit.*

191. *TEACHING THE HOME ARTS.* The principles of modern education applied to 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 (2 hours each quarter).....	6
146a, b, c. Elementary Bookbinding and Leathercraft (2 hours each quarter).....	6
150a, b, c. Woodworking (2 hours each quarter).....	6
155a. Elementary Sheet Metal	2
155b. Ornamental Iron Work	2
155c. Art Metal	2
161a, b, c. Principles of Drafting (2 hours each quarter).....	6

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 are urged to select one minor of twelve to twenty-four hours in Fine 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
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 (2 hours each quarter)	6
159. General Metal Work	2
161a, b. Principles of Drafting (2 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-141a, b, c. *ELEMENTS OF PRINTING.* Deals with the 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-146a, 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. Application of design to bookmaking and leathercraft. *Two hours credit each quarter.*

50a-150a. **WOODWORKING.** A beginners' course and suitable for majors or those taking the work as an elective. Beginning problems in wood-working and studies in equipment and materials. *Two hours credit.*

50b-150b. **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-150c. **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-155a. **ELEMENTARY SHEET METAL.** Methods of applying sheet metal work to the general shop. Pattern development by use of parallel, radial, and triangulation methods. The sources and industrial treatment of galvanized iron, galvaneal, black iron, tin plate, and aluminum. The construction of simple, practical projects. *Two hours credit.*

55c-155c. **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, orthographic projection, section views, and auxiliary projection. *Two hours credit.*

61b. **PRINCIPLES OF DRAFTING.** Oblique, cabinet, isometric perspective and application of dimetric and trimetric methods. Interpretation and construction of floor plans, elevations, landscape work, tracings, and blueprints. *Two hours credit.*

61c. **PRINCIPLES OF DRAFTING.** Problems of architectural and machine drafting, shade lining, and pattern development by means of parallel line, radial, and triangulation methods. *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.*

138a, b, c-238a,b, c. *CURRENT PROBLEMS IN INDUSTRIAL ARTS EDUCATION.* (Summer quarter only). Testing, integration, adult education, leisure, the treatment of problem cases in the shop and other current problems 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.*

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.*

144-244. *PROJECTS IN PRINTING.* Deals with the creation, planning and working out of individual projects for classes in printing. *Four hours credit.*

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 solutions. Hand bookbinding is included. *Four hours credit.*

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.*

156-256. *SHEET METAL WORK FOR THE PUBLIC SCHOOLS.* (Summer quarter only). 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. Methods of organization of sheet metal work as applied to the general shop. *Two or four hours credit.*

157-257. *ADVANCED ART METAL.* A continuation of 155c. Additional processes include etching, chasing, enameling, and stone setting. Coin silver, sterling silver and gold may be used in addition to the four metals employed in the beginning course. A course is outlined by each student to meet the objectives of his particular interest. *Two or four hours credit.*

158-258. *PROBLEMS OF THE METAL SHOP.* Instruction in several types of metal work, including ornamental iron, forge work, and machine or metal lathe work. Methods of organization of general metal courses in the secondary school and the development of courses of study. *Two or 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. Forge practice, metal lathe work, and ornamental iron are offered in this course. 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.*

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, alabaster, and Keene cement in the typical school shop. *Two or four hours credit.*

Division of Education

The Division of Education, consisting of Education, Nursing Education, and Psychology, offers instruction in the Professional College only.

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 83 and eight hours of Electives 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
Ed.	133a, b, c.	The Teaching of Social Studies in Rural Schools (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
Sci.	101.	Elementary Science	4
Lit. & Lang.	121.	Literature for 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 Nursery 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.	277a.	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 head of the Division of Education.

Graduate Majors in Administration and Supervision

Majors on the graduate level only 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 and the Socialization Program in the Secondary School.....	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.	227b.	Psychology of Adolescence.....	4
Ed.	278.	Advanced Psychology of Learning.....	4

Cooperative Curriculum for School Librarians

Colorado State College of Education has arranged with the School of Librarianship of the University of Denver for a joint curriculum on the undergraduate level. Students enrolled at Greeley who plan to take this program should take the General College curriculum and in addition should complete twenty-four hours in each of two teaching minors. Courses in the two minors should be arranged with the head of the Division of Education. During the junior year at Colorado State College of Education the student will complete all education and psychology requirements, including observation and student

teaching. Work for the major in the library field will be taken during the senior year at the University of Denver School of Librarianship. The A.B. degree will be conferred by Colorado State College of Education when the student has successfully met the requirements of the first three years at Colorado State College of Education and the fourth year at the University of Denver School of Librarianship. The diploma for library work will be conferred in the usual way by the University of Denver.

Students in Colorado State College of Education interested in school librarianship should consult the head of the Division of Education not later than the beginning of the sophomore year concerning this program.

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*. This course is designed to give the fundamentals in boy scout work, and preparation for leadership in leisure time activities for boys. A desirable course for teachers interested in sponsoring extra-curricular activities of boys. *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

* Given also by Extension.

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.*

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 AND THE SOCIALIZATION PROGRAM IN THE SECONDARY SCHOOL.* Personality problems and the social recreational life of students and the keeping of records on personnel and counseling on the high school level will be discussed. *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 division. 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

* Given also by Extension.

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.*

133a, b, c. *THE TEACHING OF SOCIAL STUDIES IN RURAL SCHOOLS.* The first course in the sequence deals with the materials adapted to the primary groups, the second with the intermediate, and the third with the upper grades 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.*

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

* Given also by Extension.

the curriculum in order that he may more thoroughly understand the techniques 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. *NURSERY SCHOOL EDUCATION* (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, depart-

mentalization, 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.*

174. *PRIMARY STATISTICAL METHODS.* In this course the emphasis will be placed on the meaning of statistical concepts, the graphic presentation of facts, and the uses of statistical methods in education. Among the measures to be considered are the mean, the median, and the mode; the standard deviation and other measures of variability; and the topics of reliability and correlation. Although the computation of these measures will receive some attention no attempt will be made to develop adequate computational skills. *Two hours credit.*

175-275. *ELEMENTARY STATISTICAL METHODS.* This course deals with 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 use 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.*

177a-277a. *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.*

177b-277b. *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.*

179-279. *CRITICISM OF CURRENT PSYCHOLOGIES.* Prerequisite, Ed. 125 or Ed. 176 or equivalent. Topics considered purposive psychology; associational psychology; functional psychology; structural psychology; con-

* Given also by Extension.

figuration 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. Prerequisite, Junior College Standing. *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. Prerequisite, Senior College Standing. *Four hours credit.*

183. *PRACTICAL WORK IN LIBRARY* (*By arrangement*). Time required, two hours per day, plus optional work by student. Prerequisite, Ed. 181 and 182. *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.*

* Given also by Extension.

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.*

Ed. 223. *RESEARCH FOR GRADUATE STUDENTS*. This is an introductory course required of all candidates for the Master of Arts degree under the thesis plan. Other students, who desire a general background of attitude and techniques in research methods, may take the course. The content will deal primarily with the development of a scientific attitude and an understanding of the method of reflective thinking through analyses of the actual traits and research methods of reputable scientists. Practicums on the making of plans for a research project (the agendum) will be conducted also. *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 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.*

275. *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

* Given also by Extension.

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.*

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. 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, eighteen to twenty-two hours in Science. 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. Given in the summer quarter and in personally conducted extension classes. *Four hours credit.*

105-205. *METHODS OF TEACHING MICROBIOLOGY 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 now included in microbiology in the suggested revision of the National Nursing Curriculum. *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

	No.	Hrs.
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. Individual Studies in Health and 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.*

133. *INDIVIDUAL GYMNASTICS APPLIED.* Pre-requisite, H & P. E. 132. A laboratory period which gives the student an opportunity to actually see and work with the different cases which comprise a corrective class. *Two 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.*

138-238. *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.*

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.*

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, admission to the division will be granted 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.

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	4
122. Literature for the Junior High School	4
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. Story Telling	4
15. Oral Reading of Literature	2
58a, b, c. Surveys of English and American Literature.....	12
62, 63, 64. Courses in Speech and Dramatics.....	8
110a, b. Advanced Composition	4
111. The English Language for Teachers.....	4
112. Children's Theater	4
114. Play Production	4
121, 122, 125, or 126. The Teaching of English.....	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.*

16. *VOICE TRAINING*. 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. Students are admitted to this course only upon the approval of the instructor. *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 story 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 Lit. & Lang. 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 Lit. & Lang. 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 Lit. & Lang. 63. *Two hours credit.*

63. *FIRST COURSE IN DRAMATIC ART.* Prerequisite, Lit. & Lang. 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. *ADVANCED COMPOSITION.* This required course is designed to give individual practice in writing and to prepare students for the teaching of written composition. Practice is given in written expression, the improvement in the technique of writing, practice in collecting and organizing materials, outlining, etc. *Two hours credit each quarter.*

110c. *EXPERIMENTAL WRITING.* Students taking this course are given an opportunity to experiment with the several types of composition—verse, story, articles, the essay, play writing, etc., each following his personal interests. This is usually called creative or free writing. Permission of the instructor must be obtained before enrolling for the course. All will be accepted who have had sufficient previous experience with writing and wish to take a course in preparation for writing with a view to publishing their work. *Four hours credit.*

111-211. *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, Lit. & Lang. 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 Lit. & Lang. 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.*

122. *LITERATURE FOR THE JUNIOR HIGH SCHOOL.* 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. *Four hours credit.*

125. *ORAL ENGLISH IN THE SECONDARY SCHOOLS.* Prerequisites, Lit. & Lang. 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.*

128. *CONTEMPORARY LITERATURE.* (Novel and short story.) In three consecutive elective courses the college attempts to assist students and men and women of the college and community to keep up systematic reading in all the types of literature. These are strictly service courses for adult readers in the upper college years and those members of the community interested in book reviews and general reading in groups. Each year the books read and reviewed will be different from those of the preceding year. Out of the many new books considered each student may choose his own reading. The courses may be taken for resident credit, for extension credit, or merely for information and recreation without any credit, as in a reading or book review group or club. Fall quarter. Monday and Thursday. Each of these three courses (128, 129, 130) may be taken without reference to the other two. Each is independent of the others, and the order in which they are taken is not fixed. *Two hours credit.*

129. *CONTEMPORARY LITERATURE.* (Poetry and plays.) A continuation of the contemporary information and recreation reading group covering the plays and poetry of the year. Winter quarter. Monday and Thursday. *Two hours credit.*

130. *CONTEMPORARY LITERATURE.* (Biography, history, travel, essays, magazine articles, and other forms of current reading not covered in English 128 and 129). Continuing the general readings and book reviews of the two preceding courses. Spring quarter. Monday and Thursday. *Two hours credit.*

131-231. *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.*

132-232. *THE DEVELOPMENT OF THE NOVEL.* The development, technique, and significance of the novel. *Four hours credit.*

134-234. *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.*

139-239. *LYRIC POETRY.* A comparative study of types, themes, spirit, and technique of standard English lyrics with an attempt to estimate the significance of contemporary tendencies in poetry, from the beginnings to the present. *Four hours credit.*

140-240. *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-255a, 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-255c. *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.*

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.*

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.*

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 obtain the knowledge and proficiency in the languages already outlined above.

	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 repre-

sented 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. Lavis'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 Algeria 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 Eche-garay'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 Barojas' "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 division 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 37.

No.	Hrs.
2a, b, c. Music Reading, Theory, and Elementary Songs (2 hrs. each quarter)	6
100a, b, c. Playing Musical Instruments (2 hrs. each quarter)	6
102a, b, c. Beginning Harmony, Analysis, and Choral Materials (2 hrs. each quarter)	6
103. The Teaching of Public School Music	4
104. Instrumental Materials	2
152a, b, c. Harmony, Counterpoint, and Composition (2 hrs. each quarter)	6
153a, b. Instrumentation, Orchestration, and Composition (2 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 Cappella 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 (2 hours each quarter)	6
101. Music in the Elementary School	4
102a, b, c. Beginning Harmony, Analysis, and Choral Materials (2 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 (2 hrs. each quarter)	6
153a, b.	Instrumentation, Orchestration, and Composition (2 hrs. each quarter)	4
154.	Principles of Music Education	4
155.	Technique 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 (2 hrs. each quarter)	6
102a, b, c.	Beginning Harmony, Analysis, and Choral Materials (2 hrs. 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 (2 hrs. each quarter)	6
100a, b, c.	Playing Musical Instruments (2 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. *MUSIC APPRECIATION*. A year's course meeting in lecture one day each week and in a chosen musical activity two days each week. Through the lecture an attempt is made to reveal to the student the significant meanings of music, this being accomplished by approaching the subject as an expression of known experiences rather than as factual subject-matter to be learned. The musical activity requirement may be satisfied by participation in such organizations as glee club, orchestra, band, individual lessons in instruments or voice, a cappella choir, class vocal or instrumental instruction, etc. *Two hours credit each quarter.*

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.*

11a, b, c. *BEGINNING ORCHESTRAL 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.*

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). Lessons on each instrument are 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.*

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 2a, b, c, and is a connecting link with Music 152a, 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*. A study of 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*. A presentation and discussion of 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. Includes advanced harmonic problems, the working rules of counterpoint, and 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*. 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.*

* Given also by Extension.

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 (4 hours each quarter)	8
21-22. General Botany (4 hours each quarter)	8
42 ¹ . General Chemistry	4
43. Qualitative Chemistry	4
62-63 ² . General Physics (4 hours each quarter)	8
75a, b ³ . College Algebra (4 hours each quarter)	8
76 ³ . Trigonometry	4
103-104. The Teaching of Physics (4 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.

¹If the student has had no high school chemistry, Sci. 41 must be taken.

²If the student has had no high school physics, Sci. 61 must be taken.

³Must be taken by students who wish to take advanced courses in physics.

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
113. Zoological Technique 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 Technique 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. I.

No.	Hrs.
75a, b. College Algebra (4 hours each quarter)	8
76. Trigonometry	4
and three other four-hour Professional College mathematics courses, or	
78a, b, c. General Mathematics (4 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 (4 hours each quarter)	8
21-22.	General Botany (4 hours each quarter)	8
130.	General Bacteriology	4
132.	Genetics and Eugenics	4

Mathematics

No.		Hrs.
76a, b.	College Algebra (4 hours each quarter)	8
76.	Trigonometry	4
	and three additional four-hour mathematics courses or	
78a, b, c.	General Mathematics (4 hours each quarter)	12
	and three additional four-hour mathematics courses	

Physical Sciences

Select twenty-four hours from the following:

No.		Hrs.
41 ¹ -142.	General Chemistry (4 hours each quarter)	8
43.	Qualitative Chemistry	4
61 ² -62-63.	General College Physics (4 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 Technique and Plant Histology.....	4
227.	Systematic Botany	4
230.	General Bacteriology	4
231.	Organic Evolution	4
232.	Genetics and Eugenics	4

¹If the student has had no high school chemistry, Sci. 41 must be taken.

²If the student has had no high school physics, Sci. 61 must be taken.

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

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.*

100-200. *UNIT COURSE IN SCIENCE*. Units given different letters each summer. *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*.

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, Sci. 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, Sci. 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 Sci. 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, Sci. 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, Sci. 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 Sci. 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 Sci. 43. *Four hours credit.*

144-244. *QUANTITATIVE ANALYSIS*. Prerequisites, Sci. 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, Sci. 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, Sci. 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, Sci. 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, b. *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 each quarter.*

*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.*

* Given also by Extension.

*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.*

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.*

188-288. *THE MATHEMATICS OF THE JUNIOR HIGH SCHOOL*. A study of materials, objectives, methods of stimulating interest, and all the many problems faced by the teacher in this field today. *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 school 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 Sci. 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 Sci. 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, Sci. 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*. Prerequisite, Sci. 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, Sci. 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.*

* Given also by Extension.

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.*

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, Sci. 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, Sci. 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 piloting, 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, Sci. 11. A continuation of Sci. 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, Sci. 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*. Four hours class; three 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, Sci. 11 and 12 or equivalent. Development of the vertebrates from the fertilized egg cell. How the system of organs is developed and how tissues differentiate. A foundation course for biology teachers. *Four hours credit.*

211. *MORPHOLOGY OF THE VERTEBRATES*. Prerequisites, Sci. 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 we 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.

Students wishing to major in this division, in addition to taking the core subjects listed on page 37, must pass an examination before entering the Professional College.

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 (4 hours each quarter)	8

American History

This may be met by taking 50a, b, c in the General College or by taking 158 and either 163 or 164 in the Professional College

12 or 8

European History

No.		Hrs.
154a, b, c.	History of Modern Europe (4 hours each quarter)	12
	Political Science	
	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 includes: (1) Master of proficiencies a, b, c, d; (2) a twelve hour sequence in economics; (3) two twelve hour or three eight hour sequences from the offerings in geography, history, political science, and sociology; (4) professional courses 117, 118a, b, 119; (5) a teaching minor of twenty-four hours from some field other than the Social Studies.

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.*

114-214. **ADMINISTRATION AND SUPERVISION IN BUSINESS EDUCATION.** 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 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. *Four hours credit.*

115-215. **PROBLEMS IN BUSINESS EDUCATION.** This course provides for the treatment by individual research and study of some of the most important problems in commercial education. Each student will be permitted to select a problem for study dealing with some phase of business education. The student will be expected to report his findings in class and to prepare a written paper representing in detail the results of his study. *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.*

224. **SEMINAR IN SOCIAL STUDIES TECHNIQUES.** The techniques of investigation as used by scientific historians, geographers, economists, and sociologists. An analysis will be made of the sources used by and the conclusions reached by outstanding workers in each field. Practical exercises will be given in attacking problems, locating sources of information, and organizing evidence. Open only to graduate students. *Four hours credit.*

Business and Economics

The mastery of fundamental business skills is essential to further progress in business courses. 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 are 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.

21a, b, c,-121a, b, c. *SECRETARIAL PRACTICE*. Prerequisite, 20b and 20d or the equivalents. This course offers advanced work in shorthand, typewriting, transcription practice, business English, correspondence, business reports, filing, and office practice. *Four hours credit each quarter.*

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. This course will also give considerable attention to the preparation of graphs and graphical presentation of statistical data. *Four hours credit.*

*23a, b-123a, b. *BUSINESS LAW*. The first part of this course will deal with the law of contracts and negotiable instruments. The second part treats with the law of agency, bailments, partnerships, corporations, real estate, and the sale of personal property. *Four hours credit each quarter.*

127a, b, c-227a, b, c. *ACCOUNTING*. The first part of this course will deal with the fundamental principles of accounting. The second part will deal with the accounting practices of partnerships and corporations. The third part with the analysis and interpretation of financial statements. *Four hours credit each quarter.*

Sequences in Business Skills need to be combined with Economics. The following are suggested sequences:

- I. 130, 131, 132.
- II. 128, 136, 139.
- III. 231, 234, 235.

128. *CONSUMER ECONOMICS*. This course will deal with economic problems of the consumer, such as: Income; savings; home ownership; banking and finance; purchasing; standards of quality, measurements, and service; sources of advice and information; family and individual budgets and records; and insurance protection. *Four hours credit.*

* Given also by Extension.

130. *PRINCIPLES OF ECONOMICS*. A general introductory course, covering the fundamental principles underlying the organization of modern 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.*

138a, b-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.

44a, b-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.*

*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. *GEOGRAPHY OF PRESENT DAY EUROPE*. A descriptive survey of the countries of Europe, emphasizing the industrial, political, and social problems and their geographic bases. *Four hours credit.*

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 and the Caribbean lands: A study of the Mexican environment and the influence it has had upon Mexican culture past and present. A similar treatment of the Caribbean peoples. *Four hours credit for each course.*

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, 164.
- III. 152, 158, 267.

European History

- I. 154a, b, c.
- 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, 1789-1900, (c) Recent European history, 1900-1935. This course should be taken in consecutive quarters throughout the year, but each quarter may be taken separately. S. S.4 may be substituted for S. S. 54c, or the latter for S. S. 54. *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 causes 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 IN THE UNITED STATES*. 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.*

168-268. *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.*

* Given also by Extension.

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.

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.*

*Given also by Extension.

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.*

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.*

*Given also by Extension.

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.*





Academic Regulations



Academic Regulations

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, 1936. Applicants who are uncertain about enrollment should have their record sent to the college not later than September 1, 1936.

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 be recommended for acceptance on probation.

GRADUATE SCHOOL

Any student having a bachelor's degree from an approved 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.

Guidance Examinations

The college offers three kinds of guidance examinations. These are the matriculation, placement, and sophomore examinations.

The matriculation examinations consist of two intelligence tests, an English test, and an elementary subject matter test. These examinations must be taken as a part of matriculation. 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 certain 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 examinations, 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.

Admission by Cumulative Record

The information supplied by adequately maintained cumulative student records will be carefully considered in connection with any application for admission. Such records are desired whenever they are available and in the case of specially recommended candidates, may, at the discretion of the admissions committee, be accepted in lieu of formal entrance examinations. To be considered for this purpose such records should (1) cover at least the three most recent years of the candidate's school life, (2) provide information concerning the candidate's intellectual capacity, physical and mental health, personal characteristics, habits, attitudes, interests, and talents, (3) contain a complete summary of the applicant's official record of final school grades and of the results of any examinations taken under the auspices of a competent examining agency, (4) include the accurate record of the results of comparable (objective) measures of intellectual capacity and of achievement in all

important subjects studied. Data obtained from all tests should be interpreted, whenever possible, in authenticated comparable terms, such as well established public school percentiles or official (Educational Records Bureau) independent school percentiles.

The committee on admissions will be glad to examine cumulative records at the end of the junior year (11th grade) of the secondary school course of any candidate who wishes an early decision with regard to the probability of his admission to the college after the completion of his preparatory work.

Freshman Week

Freshman week begins with an assembly which is held in Cranford Hall, on September 24 at 10:30 A. M. Students should arrange to come to Greeley not later than Wednesday, September 23. Dormitory rooms will be available Tuesday night. Meals will be served in all freshman dining rooms beginning with Wednesday night dinner. The freshman week exercises continue until the beginning of classes on Wednesday, September 30. 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 28, the freshmen prepare their class schedules and matriculate. On Tuesday, September 29, the placement 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 usually held each week. A freshman assembly is also held once each week during the fall quarter. 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 the 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.

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, applied music, activity, and appreciation courses, and certain activity courses in Physical Education.

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.

A student in the Professional College who fails in any one quarter to maintain a 2.5 average may be permitted to continue another quarter on probation. A second failure will result in dismissal from the college.

Students failing to maintain a 2.5 grade average will not be permitted to engage in varsity athletics, dramatics, and debate.

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 Two-Point-Three Rule

In order to continue work in the General College after the freshman year a student's grades must have a numerical value of not less than 2.3 and he must have earned a minimum of thirty-two hours of credit. If this general average should fall below 2.3 during any two quarters, the student will not be permitted to continue his 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 a major and two 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. Four minors of twenty-four hours each may be offered in lieu of a major and two minors.

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 students 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 teacher 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 Ed. 152 and 252 (Student Supervision). 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 nursery 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 south of Greeley; the Gilcrest school, eleven miles 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

RESIDENCE HALLS FOR WOMEN

The residence halls provide comfortable living quarters under most ideal conditions for two hundred and seventy girls. Three of these halls are new and are being opened for the first time for the summer session of 1936. They are exceedingly attractive, with double and single rooms, furnished with the best of equipment for rest and study; lounging and recreation rooms, and parlors, with adjoining kitchenettes, where the girls may entertain their friends. The three older halls are also attractively and comfortably furnished. A new feature, beginning with the summer session of 1936, is the opportunity for all students living in the six halls to enjoy their meals in the two beautiful new dining rooms. Everything in these residence halls is planned to contribute to a wholesome, happy college life.

These halls will accommodate upper-class girls as well as freshman girls, who are required to live here. Because of the fine adjustment to college life that is possible through living in residence halls, the administration believes that there is great value in having all freshman girls living there.

The price for room and board ranges from \$82.00 to \$99.00 for a quarter, depending upon the location and size. An advance deposit of \$10.00 is required to hold a room. At the beginning of

the year a deposit of \$5.00 is paid by each student, to cover any willful breakage or damage to the room. If there are no damages this money will be refunded.

The students furnish their own bedding and towels. There should be at least two pairs of sheets, 72" x 108" in size, for a single bed, one quilted mattress pad 36" x 76", three pillow cases of 42 in. tubing, and whatever blankets and other bedding the student needs. In addition to these the student may bring her own sofa cushions, pictures, and other articles for decoration and personal comfort. The college will furnish bedding for \$4.00 extra each quarter.

Write for a special bulletin on Residence Halls giving room plans and prices for 1936-37.

RESIDENCE HALLS FOR MEN

Two residence halls for men, Hays Hall and Hadden Hall, are attractive and well-planned for the life of the students. The rooms are double, each with an adjoining bedroom, and each hall has attractively furnished lounges and parlors. In Hays Hall there is a dining room where the men of both halls are served their meals. These halls will accommodate upperclass men, as well as freshmen, who are required to live here.

The price for room and board in the men's residence halls is \$84.00 per quarter. A deposit of \$10.00 is required to hold a room. Each student is required to pay a deposit of \$5.00 to cover willful damage. This will be refunded at the end of the year if there have been no damages. The students furnish their own bedding and towels. There should be at least two pairs of sheets, 72" x 108" in size, for a single bed; three pillow cases of 42 in. tubing, one quilted mattress pad 36" x 76", and whatever other bedding the student desires. The college will furnish bedding for \$4.00 extra each quarter.

OFF-CAMPUS HOUSES

Approved off-campus houses are within convenient walking distance. The price range is \$24.00 to \$36.00 a quarter, depending on the number of students to a room and the desirability. If a student is planning to move at the end of the quarter, two weeks' notice must be given or two weeks' rent forfeited.

Student Social Standards

Students in their social life are governed by the following regulations, which have been prepared by the Standards Committee, comprised of students and faculty representatives:

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 p.m. on school days. The house should be quiet on week-end nights by 11:30 p.m. Freshmen girls are to be in their place of residence on Monday, Tuesday, Wednesday, and Thursday evenings by 9:30 o'clock, on Sunday evenings by 10:30. 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. 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 in the office of the dean of women. No student under suspension or expulsion from the college may attend these functions. All chaperons for social functions are to be approved by the dean of women and any girl wishing to attend out-of-town dances should obtain permission to do so from the dean of women.





General Information



General Information

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, which admits the student to all Associated Student activities and conference athletics. The fee is \$6.00 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 nursery 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 building. 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 are 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 is 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—With the addition of three large, attractive, and most modern structures, just completed, the women's Dormitory Quadrangle now contains six Residence Halls, in which students will find real "living" comfort. Each building is furnished in the latest style and contains conveniences not ordinarily found in college dormitories. The rooms are actually "living" rooms, and facilities are afforded for entertaining guests in either small or large dining rooms. In the basement will be found playrooms for pingpong and other games.

Large well-equipped laundries add to the conveniences of living in the Residence Halls. (Send for special bulletin "Residence Halls.")

The 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 woman's club movement, and president of the National Federation of Women's Clubs for many years; 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; Florence Sabin, in honor of Dr. Florence Sabin, native of Colorado who has gained notable distinction in the field of medicine; Tobey-Kendel, in joint honor of Miss Frances Tobey and Miss Elizabeth Kendel, two long and faithful members of the faculty of the college; and Margaret Snyder, in memory of the wife of former President Z. X. Snyder.

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. They are named in honor of two former and greatly admired faculty members.

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 offers the degrees of Master of Arts and Doctor of Philosophy in Education.

The choice of two distinct approaches to the Master of Arts degree is offered. One involves specialization and detailed research culminating in a thesis. The other is based on breadth and thoroughness of preparation. In addition to course work, it involves directed reading programmed in seminars, and culminates in comprehensive examinations.

The Doctor of Philosophy degree is offered only to those who are employed in responsible educational positions. All course work must be done in summer school. Research is carried on under supervision in the form of three field studies.

Admission to the Graduate School is granted to those possessing the bachelor's degree conferred by an approved college or university.

The Master of Arts degree may be taken in selected fields corresponding to the student's professional interest.

THE MASTER OF ARTS DEGREE

In keeping with the more progressive ideas in educational thinking, Colorado State College of Education looks upon the work for the Master of Arts degree as an extension of under-graduate education to secure a broader and more thorough preparation for the student. This theory was uppermost in the mind of the administration when in the fall of 1935 the college divided its program into what is now known as the General College and the Professional College. With this reorganization the work of the General College covers the first two years and that of the Professional College three years leading to the Master of Arts degree. A general cultural education and three years of professional preparation are essential to successful teaching.

The Thesis Plan

In this program the student demonstrates success in graduate class work and in the conception and carrying through of a selected research project. Sixteen of the total of forty-eight quarter hours of credit required may be given for the completion of the thesis.

The Examination Plan

In this program, the student demonstrates (1) success in thirty-six quarter hours of class work, and (2) competency in directed reading by passing three comprehensive examinations, each yielding four quarter hours of credit.

The Doctor of Philosophy Degree

Opportunity for 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. The student carries on research under supervision in the form of three field studies, during successive academic years, while he is holding a professional position in the field. Programs of directed reading for competency are arranged also. The report of each field study must be published in acceptable summary form.

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.

The College Elementary School comprises nursery 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).

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 on the campus during late afternoons, evenings or Saturdays. All classes taught on 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

Thirty-six 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 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 not on the campus who expect to graduate 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 the fall quarter.

PLACEMENT BUREAU

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.

Laboratories

The laboratories for the several sciences have been planned and constructed with a view to offering the best and most modern facilities possible for teaching and research. The equipment for chemistry, physics, botany, and zoology is unusually complete. Special opportunity to pursue independent research work is given to students whose preparation justifies the privilege.

Student Organizations

Student participation both in government and in extra-curricular activities is encouraged through a number of organizations.

The Associated Students is the student governing body. Membership is compulsory for all students, and a membership fee is collected as a part of the registration fees. It conducts a representative form of government, representatives to an executive body known as the Student Council being elected by the student membership.

Other active clubs of a general character are the "C" Club, Blue Key, Boosters, Tharsay (for women only), Dramatic, W. A. A., Graduate, and a number of divisional clubs devoted to the particular educational interests of the individuals.

Athletics

The athletic activities of the college are governed by a Board of Athletic Control on which both students and faculty are represented. Contests, both intercollegiate conference, intramural, and interfraternity are systematically carried on in football, basketball, baseball, field and track, wrestling, swimming, 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 Phil-harmonic. Each year the music division presents some opera, and at Easter and Christmas special appropriate music festivities are presented.

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. 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 faculty committee. 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.

Awards

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, 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.

Phi Delta Kappa, honorary educational fraternity, offers two awards of \$10.00 each to members in the field, one for service and leadership and one for research.

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. Students must have completed one quarter of residence work before eligibility for loans.

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 123.

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—\$20.00 a quarter for Colorado residents and \$25.00 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.
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. Matriculation and registration fees are 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—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 in college, \$12.00 per quarter; all 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. Unless music majors and other students in college pay these fees before the close of permanent registration they will be charged the same as non-residence students.

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.

INDEX

	Page		Page
Academic Regulations	105	Correspondence Study	123
Administration	13	Curriculum Construction	55
Administrators' Courses	52		
Admission	25, 35	Dancing	64
Art	28, 38	Debating	68
Art Metal Work	47	Degrees	132
Astronomy	86	Design	40
Athletics	124	Division of the Arts—	
Awards	126	Fine:	
		General College	28
Bachelor of Arts Degree	130	Professional College	38
Band	80	Description of Courses	39
Baseball Coaching	65	Home:	
Basketball Coaching	65	General College	28
Biology	83	Professional College	43
Board of Trustees	13	Description of Courses	44
Bookbinding	48	Industrial:	
Botany	86	General College	28
Boy Scout Work	53	Professional College	45
Buildings	117	Description of Courses	46
Business Education	34, 96	Division of Education	49
		Description of Courses	53
		Division of Health and Physical	
Calendar	2	Education—	
Campfire	53	General College	29
Campus	117	Professional College	62
Certificates and Degrees	130	Description of Courses	64
Character Education	53	Division of Literature and Languages—	
Chemistry	33, 87	General College	30
Coaching	64, 65	Professional College	66
Composition	70	Description of Courses	68
Conduct	111	Division of Music—	
Cookery	44	General College	32
Core Subjects	37	Professional College	77
		Description of Courses	79

	Page		Page
Division of the Sciences—		Glee Clubs	80
General College	32	Government	117
Professional College	82	Grading System	108
Description of Courses	85	Graduate Council	14
Division of the Social Studies—		Graduate Degrees	121
General College	33	Graduate Majors	52
Professional College	92	Graduate School	121
Description of Courses	94	Graduation Requirements	110
Doctor of Philosophy Degree	122	Graphic Arts	48
Dormitories	113	Guidance for Deans	54
Drafting	47	Guidance Examinations	106
Dramatic Art	71	Guidance for Students	106, 110
Dramatics	125	Gymnastics	64
Drawing	39		
		Health and Physical Education	62
Economics	96	Health Service	107
Education	49	History	34, 98
Educational Standards	117	History of the College	6
Elementary Majors	50	Home Arts	28, 43
English	30, 66	Home Economics	44
Examinations	106	Household Management	45
Expenses	132	Hygiene	65
Extension Department	122		
Extra-Curricular Activities	54	Industrial Arts	28, 45
		Instructional Staff	15
Faculty	15		
Fees	132	Journalism	69
Fine Arts	28, 38	Junior High School	56
First Aid	64		
Football Coaching	65	Laboratories	124
Foreign Languages	73	Laboratory Schools	122
Forensics	125	Leathercraft	48
Fraternities	127	Latin	74
French	74	Library (Staff)	22
Freshman Week	107	Library (Work In)	52
Freshman Year	25	Life Certificate	130
		Literature and Languages	30, 66
General College—		Living Regulations	113
Admission	25	Loan Funds	126
Program of Studies	26		
Curriculum	26	Majors and Minors	110
General Information	117	Master of Arts Degree	121
Geography	34, 97	Mathematics	33, 83
Geology	88	Mental Hygiene	55
German	75	Mental Tests and Measurements	59

INDEX

135

	Page		Page
Modeling	41	Residence Requirements	130
Music	32, 77	Rural Certificate	130
Musical Organizations	125	Rural Majors	50
Nursery School Education	56	Science	32, 82
Nursing Education	60	Scholarships	126
Observation	56	School Administration	55
Officers of Administration	14	School Library Courses	52, 58
Officers of the Board of Trustees	13	School Supervision	52
Oil Painting	41	Secondary Education	57
Oral English	72	Secondary Majors	52
Orchestra	80	Sheet Metal	47
Pageantry	64	Sociology	34, 101
Painting	42	Social Standards	115
Parent Teacher Organization	53	Social Studies	33, 92
Physical Education	62	Sororities	127
Physical Exercise	108	Spanish	75
Physical Sciences	83	Stage Craft	41
Physics	33, 90	Standards	117
Piano	80	Stringed Instruments	80
Placement Bureau	123	Student Assemblies	107
Platoon School	55	Student Government	117
Play Production	70	Student Guidance	110
Political Science	34, 101	Student Load	108
Pottery	40	Student Organizations	124
Printing	46	Student Social Standards	115
Professional College—		Student Teaching	111
Admission	35	Summer School Faculty	23
Preparatory Requisites	36	Supervision, Courses in	52
Program of Studies	36	Tests and Measurements	59
Majors and Minors	36	Textiles	44
Program of Studies—		Two-point Five Rule	109
General College	26	Two-point Three Rule	110
Professional College	36	Track Coaching	67
Psychology	57	Visual Aid	53
Publications	125	Violin	80
Public School Music	81	Voice Training	68
Quarter-hour	110	Waiver of Fees	126
Religious Activities	125	Water Color Painting	40
Residence Halls	113	Woodworking	47
		Y.W.C.A.	125
		Zoology	33, 91

OTHER COLORADO STATE INSTITUTIONS OF
HIGHER LEARNING

University of Colorado.....Boulder
GEORGE NORLIN, *President*

Colorado State College of Agriculture and Mechanic Arts.....Fort Collins
CHAS. A. LORY, *President*

School of Mines.....Golden
M. F. COOLBAUGH, *President*

Western State College.....Gunnison
CHAS. C. CASEY, *President*

Adams State Teachers College.....Alamosa
IRA RICHARDSON, *President*

