

Colorado
State
College
of
Education
Bulletin

Year Book
Number
1937-1938

Greeley,
Colorado

College Calendar

1937

Summer Quarter

June	18-19	Friday, Saturday	- - - - -	Registration For eight weeks' session
June	21	Monday	- - - - -	Classes begin
July	3	Saturday	- - - - -	Registration for six weeks' session
July	5	Monday	- - - - -	Classes begin
Aug.	14	Saturday	- - - - -	Convocation

Fall Quarter

Sept.	27	Monday	-	Freshman Week begins; 8:00 a.m. Little Theater
Sept.	28	Tuesday	- - -	Registration of upper classmen
Sept.	29	Wednesday	- - - - -	Classes begin
Nov.	8-30			Temporary Registration for Winter Quarter
Nov.	6	Saturday	- - - - -	Homecoming
Nov.	25-26	Thursday, Friday	- -	Thanksgiving (holiday)
Dec.	16-17	Thursday, Friday	- - - -	Final examinations
Dec.	18	Saturday	- - - -	Christmas vacation begins

1938

Winter Quarter

Jan.	3	Monday		Registration of new students; classes begin
Feb.	7-19			Temporary registration for Spring Quarter
Mar.	17-18	Thursday, Friday	- - - -	Final examinations
Mar.	19	Saturday	- - - - -	Spring vacation begins

Spring Quarter

Mar.	28	Monday	-	Registration of new students; classes begin
May	11	Wednesday	- - - - -	Insignia Day
June	5	Sunday	- - - - -	Baccalaureate
June	8-9	Wednesday, Thursday	- -	Final examinations
June	10	Friday	- - - - -	Commencement

COLORADO STATE COLLEGE
OF EDUCATION · GREELEY

Office of the President

Colorado State College of Education takes pleasure in presenting this, the 1937-38 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.

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 113

Admission Regulations

General College - - - - - Page 27

Professional College - - - - - Page 35

Courses open to General College Students - - - - Page 28

Courses open to Professional College Students—

These are listed by divisions and will be found on pages as follows: Arts (Fine), 39; (Home Arts), 44; (Industrial Arts), 48; Education, 53; Nursing Education, 65; Health and Physical Education, 67; Literature and Languages, 72; Music, 83; Sciences, 88; Social Studies, 100; (Business), 101; (Geography), 106; (History) 107; (Political Science), 110; Sociology, 111.

Faculty - - - - - Page 15

General Information - - - - - Page 123

Expenses for Each Quarter

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

Tuition (Out-of-state residents pay \$5.00 additional) -	\$20.00
Registration Fee - - - - -	2.50
Matriculation Fee (Paid only once, by all new students) -	2.50
Library Fee - - - - -	2.50
	<u>27.50</u>
Associated Students Fee (average) - - - - -	7.50
Board and Room (average) - - - - -	87.00
Books (estimated) - - - - -	7.00
	<u> </u>
Total - - - - -	\$129.00

For special fees for individual music lessons, see Music Division, Page 84.

2,500

 2500
 75

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 14,000. It is a city of attractive homes, and shade trees line its wide streets in every direction.

Schools, churches, and good society have ever since been the foremost thought of all who have had a controlling influence in the life and government of Greeley.

It is this wholesome atmosphere that has made Colorado State College of Education an ideal place for young people seeking higher education.

The First Normal School

Mr. Meeker said that not only should one of the first institutions established be a common school, but that “also higher branches should be taught.” That this thought should be carried out seemed assured early in the life of the colony—and perhaps it was by necessity—for very early there was experienced a difficulty in obtaining sufficient teachers for the rapidly increasing number of children in the schools. There was no institution in Colorado devoted exclusively to the task of preparing teachers, and it was necessary to send to other states for them.

Thus it happened that when the colony was only eighteen years old there was started a movement to establish a state normal school, started quite naturally by those who were carrying out the plans of Nathan Meeker as suggested in the

foundation of the Greeley Colony. As a result there was created by the legislature the State Normal School. On April 1, 1889, Job A. Cooper, governor of the state, signed the bill.

But there was precious little money with which to buy necessary land and erect buildings, and much opposition had to be overcome.

The bill establishing the Normal School said "provided that a donation shall be made of a site for said State Normal School." It also stipulated that "the building to be erected thereon should cost not less than \$25,000," and at the same time it carried an appropriation of only \$10,000. But there was a joker in the bill. The \$10,000 was to come out of state funds "not otherwise appropriated." There were no such funds.

But the pioneer spirit still prevailed, and those who were following in the footsteps of Nathan Meeker were not to be thwarted by little things. They had been used to hardships, and to trials and tribulations, and as they had faced them before and had overcome them, they found the way to surmount these new obstacles to success.

Friday the Thirteenth

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.

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.

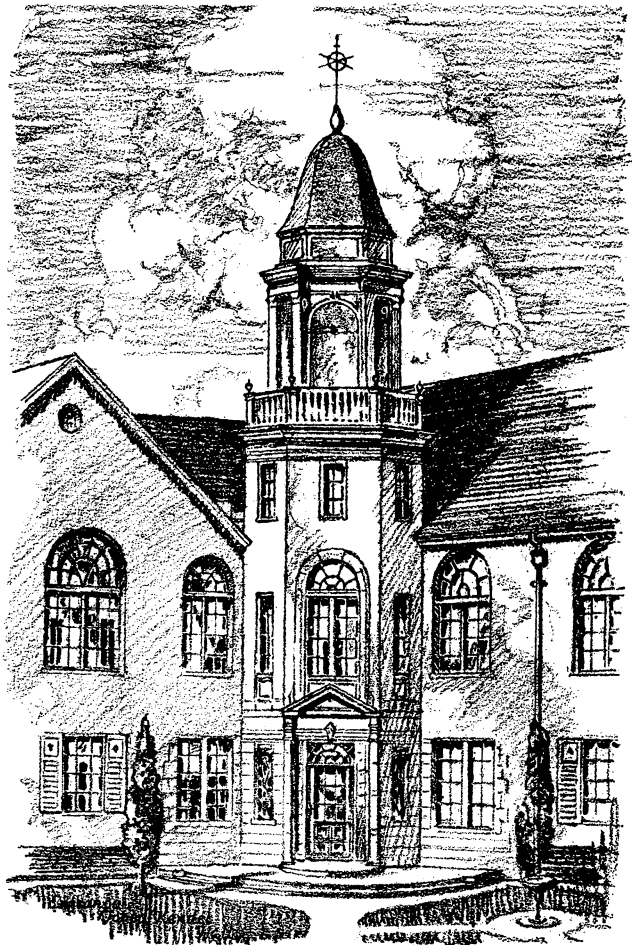
"Third, it must stand for character. On this depends the teachers' influence. No question as to the character of any graduate of the State Normal School of Colorado must ever be raised."

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 in Education. 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



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The Graduate Council

The membership of the Graduate Council is made up of the heads of the seven divisions, with Dr. Frederick Lamson Whitney as chairman and Dr. Jacob Daniel Heilman, secretary.



Reorganizing chapters & the list

Instructional Staff

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*On leave Fall, Winter and Spring Quarters, 1987-1988.

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†On leave, Summer Quarter, 1937.

*On leave Fall, Winter and Spring Quarters, 1937-1938.

- ms*
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†On leave, Summer Quarter, 1937.

**On leave, Fall Quarter, 1937.

††On leave, Winter Quarter, 1938.

*On leave Fall, Winter and Spring Quarters, 1937-1938.

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- 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.
- JOHN IRVING MARIANI, A.B., *University of Nevada*; A.M., *Art Institute of Chicago*.
Instructor in Art.
- 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.

*On leave, Fall, Winter, and Spring Quarters, 1937-1938.

FLORENCE MARGUERITE MEYER, A.B., *Grinnell College, A.M., University of Chicago.*

Assistant Professor of English; Supervising Teacher, College Secondary School.

JAMES ALBERT MICHENER, A.B., *Swarthmore College; Research Scholar, University of St. Andrews, Scotland; University of Siena, Italy; University of Salamanca, Spain; British Museum, London; Graduate Student, University of Pennsylvania, University of Virginia, Ohio State University.*

Instructor in Social Studies.

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.

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.

*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.

MARIDEL RUDD, A.B., *Colorado State College of Education; A.M., Teachers College, Columbia University.*

Instructor in Primary Education, Supervising Teacher, College Elementary School.

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

Professor of Education: Head of the Division of Education.

†On leave, Summer Quarter, 1937.

*On leave, Spring and Summer Quarters, 1938.

**On leave, Fall Quarter, 1938.

INSTRUCTIONAL STAFF

21

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., A.M., *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.

Assistant Professor of Art.

MURIEL THOMAS, B.S., A.M., *Teachers College, Columbia University*; Graduate Student, *Columbia University*.

Instructor in Nursing Education.

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.

ROBERT STUART VAGNER, A.B., *Colorado State College of Education*; student with Jan A. Williams, *Institute of Musical Art, New York*.

Instructor in Music.

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*.

me. Professor of Education.

EDITH GALE WIEBKING, A.B., A.M., *Colorado State College of Education*.
Associate Professor of Home Arts.

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., *University of Illinois*; PH.D., *Columbia University*.

Librarian, Professor of Education.

J. T. New, ca. 1932
DORIS GATLEY DOYLE, A.B., *University of Denver School of Librarianship*;
A.M., *Colorado State College of Education*.

Instructor in Library Usage and Librarian in the Laboratory Schools.

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

Cataloger and Instructor in Cataloging.

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

Head of Circulation Department and Instructor in Library Usage.

CLIFFORD BUELL WIGHTMAN, A.B., in ED., *University of Michigan*; A.B.,
A.M. in Library Science, *University of Michigan*.

Reference Librarian and Instructor in Reference Work.

*On leave Fall Quarter, 1937.

Guest Faculty

Summer Quarter, 1937

Among those serving on the special guest faculty in the Summer School of 1937 are the following:

- JESSIE AGNEW, Supervisor of Music, *Public Schools*, Casper, Woming.
- FLOYD G. ALLPORT, Professor of Social and Political Psychology, *Syracuse University*.
- HOWARD ANDERSON, Professor of History, and head of Social Studies, *University High School, Iowa State University*.
- E. W. BARNHART, Chief of Commercial Education Service, *U. S. Office of Education*.
- WILBUR LEE BEAUCHAMP, Assistant Professor of the Teaching of Science, *University of Chicago*.
- E. C. BECK, Head of English Department, *Central State Teachers College, Michigan*.
- CARL BIGELOW, *Teachers College*, New York City.
- MERRILL BISHOP, Director of Instruction, *San Antonio Public Schools*.
- EDITH L. BROWN, Director of Nursing Education and Executive Secretary, *Montana State Nurses Association*.
- B. R. BUCKINGHAM, Lecturer, *Harvard University*.
- EDITH BUNCH, Supervisor of Music, *Public Schools*, Emporia, Kansas.
- MARSHALL L. BYRN, Assistant Professor of Vocational Education, *University of Michigan*.
- CECILIA CARDMAN, Instructor in Art, *State Junior College*, Grand Junction, Colorado.
- IRVING CHEYETTE, New York, nationally known Orchestra Conductor.
- C. D. COCANOWER, Director of Commerce and Business Administration, *Phoenix Junior College*.
- B. F. COEN, Associate Professor of Sociology, *Colorado State College of Agriculture and Mechanic Arts*.
- S. D. CRAWLEY, Associate Professor of Psychology, *Western Reserve University*.
- C. L. CUSHMAN, Director of Research and Curriculum, *Denver Public Schools*.
- P. W. CUTSHALL, Commercial Department, *Hughes High School*, Cincinnati.
- HOLLIS DANN, New York, Professor Emeritus of Education, *New York University*.

- JOHN R. DAVEY, Instructor in Social Sciences, *University of Chicago High School*.
- EVELYN DAVIS, *Evelyn Davis School of the Dance*, Washington, D. C.
- EDWARD DAVISON, English and American Poet and Critic, *University of Colorado*.
- PAUL B. DIEDERICH, Assistant Professor of Latin, *Ohio State University*.
- CHWANG CHIA DJAO, General Secretary, *East China Education Association*, Shanghai.
- E. E. ERICSON, Head of Industrial Education Department, *Santa Barbara State College*.
- KENNETH FIELD, Head of Department of Economics, *Carnegie Institute of Technology*.
- HARRY S. GANDERS, Dean of the School of Education, *Syracuse University*.
- EARL GOUDEY, *Bronxville Public Schools*, New York.
- WARD H. GREEN, Director of English, *Tulsa High School*.
- BENJAMIN G. GRUENBERG, Scientist, Educator, Author, New York.
- SIDONIE GRUENBERG, Director in the *Child Study Association of America*, New York.
- ERLING M. HUNT, Associate Professor of History, *Teachers College, Columbia University*.
- G. S. KLEMMEDSON, Associate Professor of Economics, *Colorado State College of Agriculture and Mechanic Arts*.
- KENNETH KURTZ, Rhodes Scholar, San Diego, California.
- LOU LA BRANT, Director of English Teaching, *College of Education, Ohio State University*.
- SHAILER UPTON LAWTON, Associate Professor of Education, *New York University*; Fellow of the American College of Physicians.
- HENRY GODDARD LEACH, Editor, *Forum*.
- HAROLD LEUENBERGER, Psychologist, *Junior College*, San Francisco, California.
- WILMA LLOYD, Commission on Study of Adolescents, *Progressive Education Association*.
- THELMA LUND, Specialist in Corrective Reading, *Portland Public Schools*.
- BERNICE E. MAGNIE, Instructor in Art, *Eastern New Mexico Junior College*.
- JOHN MARTIN, Dance Critic, *New York Times*, author and lecturer.
- A. R. MCALISTER, Director *Joliet (Illinois) Township High School and Junior College Band*.
- FORREST MCALLISTER, Director, *Petersburg Harris High School Band*, Petersburg, Illinois.
- MEDHI KAHN NAKOSTEEN, Authority and Lecturer on Persia.
- MARK E. NEVILLE, Director of English, *John Burroughs School*, St. Louis.

- EVELYN NEWMAN, Professor of English Literature, *Rollins College*.
- ROBERT C. POOLEY, Director of English, *University of Wisconsin Secondary School*.
- FREDERICK L. REDEFER, Executive Secretary, *Progressive Education Association*.
- MISS HELEN RIDGAWAY, Instructor in Fine Arts, *High School of Music and Art, New York*.
- MARGARET ROBB, *University of Pittsburgh*.
- JENNIE ROBERSON, Supervisor of Art, *Public Schools, Wichita Falls*.
- MARTIN L. ROBERTSON, Assistant Professor of Education, *New York University*.
- W. CARSON RYAN, President, *Progressive Education Association*.
- LELIA M. RUSSELL, Director of Speech Correction in the *Tacoma Public Schools*.
- IRA O. SCOTT, Superintendent of Schools, *Garden City, Kansas*.
- FRED C. SEAMSTER, Graduate School of Education, *Yale University*.
- DORA V. SMITH, Associate Professor of Education, *University of Minnesota*.
- FRANK SMITH, Instructor in Art, *Junior High Schools, East Orange*.
- IRVING W. SMITH, Superintendent of Schools, *Great Falls, Montana*.
- EVERETT STEVENS, Pianist, *Washington, D. C.*
- JOHN STINE, Instructor in Speech, *Central High School, Tulsa*.
- BENJAMIN J. R. STOLPER, Instructor in English, *Lincoln School, Teachers College, Columbia University*.
- IVAN M. STONE, Associate Professor of Political Science, *Beloit College*.
- CHARLES SWAIN THOMAS, Professor of English, *Graduate School of Education, Harvard University*.
- MARTHA TOBEY, Professor of Mathematics, *State Teachers College, Northfield, Massachusetts*.
- BETTY WARDWELL, Dance Interpreter, *Arlington, Virginia*.
- GOODWIN WATSON, Associate Professor of Education, *Columbia University*.
- CHARLES WEIDMAN, Co-director *Humphrey-Weidman School of the Dance, New York*.
- JANE BETSEY WELLING, Associate Professor of Art Education, *Wayne University*.
- HOWARD E. WILSON, Assistant Professor of Education, *Harvard University*; Secretary National Council for the Social Studies.
- VERA WILSON, Head of Teacher Training Department, *Maryland Institute*.
- H. E. WRINKLE, Superintendent of Schools, *Bartlesville, Oklahoma*.
- MARIAN YOCUM, Director of Art, *City Schools, Sandusky, Ohio*.

The College Organization

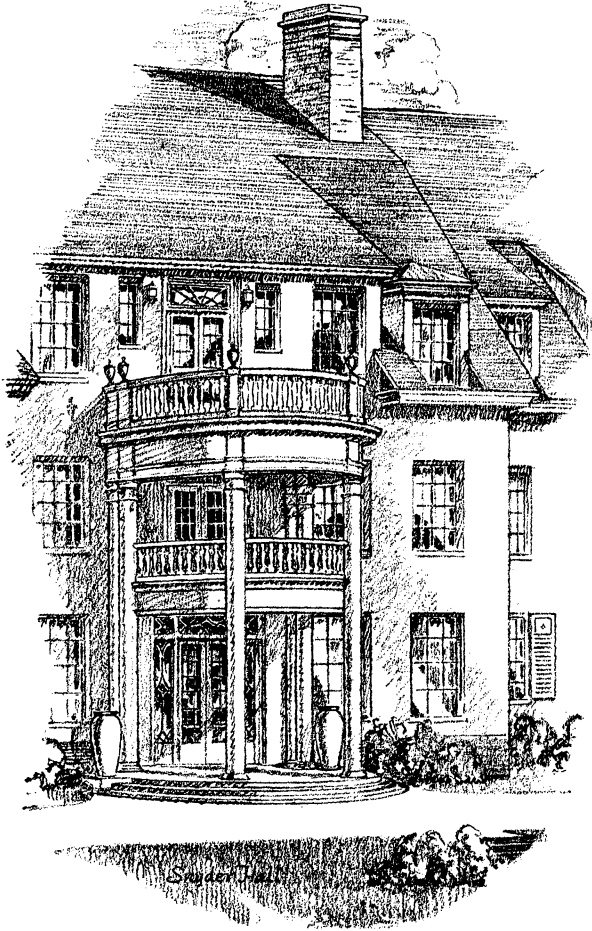
Colorado State College of Education is comprised of the General College and the Professional College.

The first two years constitute the General College, in which the curriculum deals with general cultural education.

Specific professional preparation for teaching begins in the Professional College with the junior year. At this point selection is made of students who have established an adequate background of general cultural education and who appear to have personal traits and aptitudes related to success in teaching.

An integrated three-year course is offered in the Professional College. This leads normally to the degree of Bachelor of Arts at the end of the second year, and to the Master of Arts degree upon completion of three or four quarters of graduate work.

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 the best possible preparation for advanced study in the Professional College, and (2) provide a general education for those who for various reasons will not attend college longer than two years.

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

Curriculum B is required of students who plan to enter the Professional College.

FRESHMAN YEAR

	No.		Hrs.
Eng.	40a, b, c.	World Literature	12
Sci.	3a, b, c.	Introduction to Science	12
Art	20a, b, c.	Art Appreciation	6 hrs.
Music	1a, b, c.	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 which may be taken in the sophomore year, see the courses for Home Arts majors on page 44.

No.	Hrs.
70. Dress Appreciation	4
71. Textiles	4
72. Alteration and Construction of Clothing	4
73. Design and Construction of Clothing	4

Industrial Arts

Five types of work in the Industrial Arts field are offered in the General College. Students planning to major in this department should select two of the following sequences during the sophomore year:

No.	Hrs.
I. 41a, b, c. Elements of Printing (2 hrs. each quarter)	6
II. 46a, b, c. Elementary Bookbinding and Leathercraft (2 hrs. each quarter)	6
III. 50a, b, c. Woodworking (2 hrs. each quarter)	6
IV. 55a. Elementary Sheet Metal	2
55b. Ornamental Iron Work	2
55c. Art Metal Work	2
V. 61a, b, c. Principles of Drafting (2 hrs. each quarter)	6

Division of Health and Physical Education

All men and women in the General College are required to take one activity course each quarter in residence. First year women are required to take one group sport, one individual sport, and one dancing class for one hour credit each. Second year students may take any one hour course not previously taken. Individual gymnastics will be substituted for women for an activity course upon presentation of a request from the medical adviser of women. Excuses from any other doctor must be referred to the school physician.

An extensive program of intramural athletics is provided for both men and women. It has for its aim competitive athletics for every student, and comprises a completely organized program which attempts to bring every student who wishes to compete into some athletic activity each quarter. No credit is given, but prizes are awarded in the form of medals and trophies. Intramural athletics for women are handled through the Physical Education Association and the Women's Athletic Association.

A fee is charged in all swimming classes for women to cover rental and laundering of 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. Individual Sports, 46b, Gymnastics, and Tumbling	4
47. Use of Music in the Dance	2

Activity Courses

Students in the General College may take any six of the following courses:

WOMEN

	No.	Hrs.
DANCING	2. Clog and Athletic	1
	3. Tap	1
	4. Modern	1
	5. Folk	1
	6. Social	1
	12. Soccer	1
GROUP SPORTS	14. Basketball	1
	15. Baseball	1
	16. Hockey	1
	17. Volleyball	1
INDIVIDUAL SPORTS	13a, b. Tennis (1 hr. each quarter)	2
	18. Field and Track	1
INDIVIDUAL SPORTS	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

	No.		Hrs.	
GENERAL	11.	Plays and Games	1	
SPORTS	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	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 (4 hrs. each quarter)

The following additional courses are open to students in the General College:

English

No.	Hrs.
4a, b, c.	Elementary English Composition (4 hrs. each quarter)
5.	Speaking and Reading English
13.	Story Telling
16.	Voice Training
18.	Debating
19.	Debating (Advanced)
58a.	Survey of English Literature
58b.	Survey of English Literature
58c.	Survey of American Literature
63.	First Course in Dramatic Art
64.	Phonetics and the Organs of Speech

Latin

No.		Hrs.
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 and English 4 (unless exempt for proficiency.)

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 Instrument Lessons (individual)	1
33.	Organ Lessons (individual)	1

No.	Hrs.
35. Brass and Reed Instrument 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 life and for more advanced courses in the Professional College.

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 89.

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

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 hrs. 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) Handwriting	2
(d) Office Appliances	4
(e) Typewriting	4

Credit in the above business skills is given only upon demonstrated proficiency. For details see page 104.

121a, b, c. Secretarial Practice (4 hrs. each quarter)	12
122. Business Mathematics	4
123a, b. Business Law (4 hrs. each quarter)	8

Geography

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

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 teaching field. 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 special-

ization. They will then be ready when entering the Professional College to concentrate on majors and minors and professional courses.

Program of Studies

The Professional College offers a program of studies leading to a Limited 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 Yearbook entitled General Information.

Provisions 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 must take the professional courses in Education and Psychology outlined below to meet the certificate requirements of the State of Colorado.

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

Students preparing to teach in the secondary schools must take Ed. 116 and professional courses in their major and minor fields.

Minimum Requirements for High School Teachers

Minimum requirements in the education of high school teachers have been set by the North Central Association of Colleges and Secondary Schools. Unless these requirements are met the schools

*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.

are not placed on the accredited list of institutions of the N.C.A. The minimum requirements under the regulations of the N.C.A. are the following:

SUBJECTS	QR. HRS.
English	22 ½
Foreign Languages (for each language taught).....	22 ½
Mathematics	22 ½

In each of the fields of Mathematics and Foreign Languages there may be deducted from the above requirements three quarter hours for each unit earned in high school not to exceed a total deduction of nine quarter hours in either of the two fields.

Science—including Chemistry, Physics, and Biology	22 ½
7 ½ of the 22 ½ hours must be in the science taught.	

Social Studies	22 ½
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There must be 7 ½ hours of preparation in each specific subject taught for a period of one year.

Professional Preparation	22 ½
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This must be obtained by taking those courses in Education and Educational Psychology which are certified as such by the institution in which they are offered.

The Graduate School

The Master of Arts degree is offered in all seven divisions of the college, namely, The Arts (fine arts, home arts, industrial arts), Education, Health and Physical Education (men and women), Literature and Languages, Music, the Sciences, The Social Studies.

THE MASTER OF ARTS DEGREE

Students working toward the master's degree are offered a choice of two plans:

PLAN A

The presentation of thirty-six quarter hours of graduate course credit in three quarters and an acceptable thesis.

PLAN B

The presentation of forty-eight quarter hours of graduate course credit in four quarters, and certain special requirements according to the division in which the student is majoring.

Any graduate student who has begun work toward the degree of Master of Arts under one of the plans formerly a part of the Graduate School program may transfer to another plan, if this seems to be desirable.

Opportunity for work leading to the degree of Doctor of Philosophy is given in the Division of Education. Two years of advanced work beyond the master's degree is required. Educational research is the significant feature of this degree. This research involves actual problems confronting the student in his activities as an educator in the field.

For detailed information concerning requirements in the Graduate School see the Graduate School Bulletin.

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 to 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

No.	Hrs.
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
130-230. Contemporary Art	2
123. Teaching Art Appreciation	2
128. Curriculum Content and Problems of Administration in Art Education	2

GRADUATE YEAR

Among the courses offered in this division graduate students should select 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
213. Lettering	2
215. Design for the Stage and Stagecraft	2
217. Advanced Pottery	2
218. Puppetry	2
222. Individual Studies in Art Education	2
223. Teaching Art Appreciation	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
229. The Place of the Arts in General Education	4
231. Tests in Art Education	2
232. Research in Art Education	2-4
233. Creative Design in Graphic and Plastic Arts	4-8
299. Comprehensive Course in the Arts	4

Fine Arts Minor

Students wishing to minor in Fine Arts should take a group of related courses. The following courses are suggested and other courses may be chosen with the approval of the head of the division.

No.	Hrs.
1. Drawing, or 2. Composition and Drawing	4
12. Design	4
16-116. Craft Processes and Design	2-4
126. Fine Arts 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 media 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 on 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.** The student learns the basic letter forms as well as many useful variants. Emphasis is placed upon lay-out, design, and organization of every lettering problem. The course includes work in manuscript, show card, and poster composition. A practical and useful course for every teacher. *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. 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 and in turning on the potter's wheel. 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*. Prerequisite, 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, mono-print. 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.*

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. *ARTCRAFTS 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 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.*

129-229. *THE PLACE OF THE ARTS IN GENERAL EDUCATION.* A course required of all majors in the division, the chief purpose to show the interrelationship of all the arts and their place in the educational program. Problems which bring out the common ground upon which the industrial, fine, and home arts are built and of the necessity for the complete understanding of teachers in each of the fields are considered. Brief treatment is given the philosophy, current (correct and incorrect) concepts of the arts, the arts as fundamental in education and to other major problems confronting teachers and supervisors today. The panel method of presenting the series of questions, with representatives from all fields present, makes for the full development of all viewpoints. *Four hours credit.*

130-230. *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.*

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.

213. **ADVANCED LETTERING.** Continuation of 113, including research in the contemporary and historical fields. *Two hours credit.*

216. **CRAFT PROCESSES AND DESIGN FOR THE SECONDARY SCHOOLS.** A study of design and crafts adapted to secondary school levels. *Two or four hours credit.*

217. **ADVANCED POTTERY.** Continuation of work described in 117 with emphasis on historical research. *Two hours credit.*

222. **INDIVIDUAL STUDIES IN ART EDUCATION.** A provision to allow independent study of a particular problem under the supervision of the instructor. *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.*

299. **COMPREHENSIVE COURSE IN THE ARTS.** This course deals with fundamental principles of art as they are expressed in the different experiences and activities of the human family. A study of the fine arts, home arts, and industrial arts, in relation to general education. *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. SCI.	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

	No.		Hrs.
SCI.	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
S. S.	128.	Household Economics	4
	180.	The Home and Its Relationships ..	4
	181.	Child Care and Child Welfare	4

Students who must have Smith-Hughes certificates should transfer to Colorado State College at Ft. Collins for the senior year.

SENIOR YEAR

I. ARTS (Home Arts)	198.	Experimental Cookery	4
	174.	Children's Clothing	4
H. & P. E.	104.	Hygiene and Home Care of the Sick	4
ED.	160.	Nursery School	4
II. ARTS (Fine Arts)	116.	Craft Processes and Design	4
	175.	The House and Its Decoration	4
	188.	Costume Design	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.

GRADUATE YEAR

Among the courses offered in the division, graduate students should select from the following:

No.		Hrs.
229.	The Place of the Arts in General Education	4
271.	Textile Economics I, II, III, IV, V, each unit	2
275.	The House and Its Decoration	4
277.	Household Economics	4
281.	Child Care and Child Welfare	4
282.	Advanced Nutrition	4
285.	Experimental Cookery	4
286.	Institutional Demonstration Cookery and Management	2-4
287.	Historic Textiles and Needlecraft	2
288.	Costume Design	4
292.	Housing and Its Related Problems	4

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 materials. *Four hours credit.*

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

73-173. *DESIGN AND CONSTRUCTION OF CLOTHING.* The selection and making of an appropriate dress for afternoon, street, or sports wear. The fabrics used are linen, cotton, or artificial silk. (Note: Tailored garments in wool and the adaptation of illustrative material for use is demonstrated.) *Four hours credit.*

80-180. *THE HOME AND ITS RELATIONSHIPS.* See Social Studies 80-180. *Four hours credit.*

81-181. *CHILD CARE AND CHILD WELFARE.* See Social Studies 81-181. *Four hours credit.*

174. *CHILDREN'S CLOTHING.* Design, construction, and decoration of children's clothing. *Four hours credit.*

175-275. *THE HOUSE AND ITS DECORATION.* The objectives of this course are to recognize suitable furnishings and to be able to make the most of one's means to create harmonious surroundings in our temporary as well as our more permanent dwelling places. *Four hours credit.*

177-277. *HOUSEHOLD ECONOMICS.* This course not only proposes to make individuals more thoughtful consumers, but to familiarize the student with reliable sources of information as to current practices of various types of markets and salesmen. The homemaker as a wise spender is the goal of the course. *Four hours credit.*

178. *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*.

179. *COOKERY AND TABLE SERVICE*. A continuation of 178. A series of units which cover the foods to be served for dinners, teas, receptions, and other social gatherings. *Four hours credit*.

182. *THE FUNDAMENTALS OF NUTRITION*. The course aims to give sufficient subject matter background to develop an appreciation of the importance of diet to health, wise food selection, aid in recognizing and dealing with nutritional problems, methods of teaching food selection to children. *Four hours credit*.

183. *COOKERY AND TABLE SERVICE FOR HOMEMAKERS*. For minors and non-majors. Fundamental processes of cookery through the preparation of typical dishes chosen on the meal basis; 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 or four hours credit*.

187-287. *HISTORIC TEXTILES AND NEEDLECRAFT*. A course including famous textile and needlecraft products of various countries, including rugs, shawls, tapestries, laces, block prints, and colonial coverlets. *Two hours credit*.

188-288. *COSTUME DESIGN*. This is a study of art principles as applied to the standard and the individual figure. The fashion figure is used as a means of detecting defects in the lines of individuals. The best lines found in historical dress are modified to meet the needs of the times. Work in color is adapted to the specific needs. Different problems of draping are introduced. *Four 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 finance; 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 homemaking which have been developed in other theory courses are integrated into a valuable experience for the student. *Two hours credit*.

191. *TEACHING THE HOME ARTS*. The principles of modern education applied to teaching of the Home Arts. *Two hours credit*.

192-292. *HOUSING AND ITS RELATED PROBLEMS*. A study of shelter as one of the most vital factors in the social, economic, and civic welfare of the human family. Those interested in the housing of students or institutional

groups may devote their time to those phases of the subject. The course will include a study of plans, equipment, decoration, and organization for the physical plant and social life in our modern dormitories. *Four hours credit.*

271. *TEXTILE ECONOMICS I. A STUDY OF RAYONS.* The production and distribution of rayon with demonstrations of the relative durability compared with other fabrics. *Two hours credit.*

271a. *TEXTILE ECONOMICS II. A STUDY OF WOOLS.* *Two hours credit.*

271b. *TEXTILE ECONOMICS III. A STUDY OF COTTONS.* *Two hours credit.*

271c. *TEXTILE ECONOMICS IV. A STUDY OF LINENS.* *Two hours credit.*

271d. *TEXTILE ECONOMICS V. A STUDY OF SILKS.* *Two hours credit.*

(Note: Textile Economics II, III, IV, V, will be given when there is sufficient demand.)

282. *ADVANCED NUTRITION.* Reviews and interpretations of the literature of this field, emphasizing recent advances. The fundamental principles of human nutrition as applied to the feeding of experimental animals will be developed as individual research problems. Materials and methods of teaching nutrition in high school will be presented. *Four 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 proficient 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.
229. The Place of the Arts in General Education	4
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
244. Projects in Printing	4
248. Organization and Teaching Problems in	
Bookbinding and Leatherwork	4
251. Machine Woodwork	2
252. Problems in Woodworking	2
253. Woodturning	4
256. Sheet Metal Work for the Public Schools	2
257. Advanced Art Metal	2
258. Problems of the Metal Shop	4
259. General Metal Work	4
260. Principles of General Shop Organization	4
262. Problems of the Drafting Laboratory	2
263. Development of Shop Projects and Instruction	
Aids	4
263a. Designing and Constructing Equipment for the	
School Shop	4
264. Industrial Arts Design	2
265. Alabaster Turning and Sculpture	2

Industrial Arts Minor

Courses for a minor in Industrial Arts should be chosen carefully to meet the individual's specific needs. The division 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.** Adapting sheet metal work to the various types of school shop organization. Demonstrations of the fundamental processes of sheet metal given; pattern development for sheet metal work including parallel, radial, and triangulation methods; the sources and industrial treatment of galvanized iron, galvaneal, black iron, tin plate, and aluminum. Opportunity will be given for the construction of simple, practical projects. *Two hours credit.*

55b-155b. **ORNAMENTAL IRON WORK.** A study of the possibilities of the use of mild steel, tool steel, wrought iron, and heavy iron work. Students will be given the opportunity to plan and work with the above materials cold or by using the forge on projects which are applicable to the public schools. Fundamental processes in ornamental iron will be given along with demonstrations. *Two hours credit.*

55c-155c. **ART METAL WORK.** The use of copper, brass, bronze, and nickel silver in school shops, summer camps, and clubs. The student designs problems and 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, in addition to the opportunity for the application of design to metal, processes including raising, piercing, soldering, annealing, and planishing. *Two hours credit.*

61a-161a. **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, together with a brief introduction to the drawing field. *Two hours credit.*

61b-161b. **PRINCIPLES OF DRAFTING.** Oblique, cabinet, isometric, perspective, and application of dimetric and trimetric methods of picture drawing. Interpretation and construction of floor plans, elevations, landscape work, tracings, blueprints, and other methods of duplication. *Two hours credit.*

61c-161c. **PRINCIPLES OF DRAFTING.** Problems of architectural and machine drafting, shade lining, and pattern development by means of parallel line, radial, and triangulation methods. This course is set up to allow students to also work out individual problems. *Two hours credit.*

134. *INTRODUCTION TO INDUSTRIAL ARTS.* A course to enable students to better understand the nature and extent of the industrial arts field. Problems are presented which will occur in the preparation for teaching and later in 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 the philosophy of education and specific objectives are studied. The development of the arts, the place of the arts in the whole educational program, efforts of special schools and teaching methods to meet specific challenges are among the problems considered; the development of a clear concept of the interrelationship of the arts and the part they play in life. *Four hours credit.*

135a-235a. *HISTORY OF INDUSTRIAL ARTS.* A study of movements and organizations which have led to present industrial arts work. The influence of European practice on the work in America, and the various philosophies and leaders of industrial arts are considered. *Two hours credit.*

136-236. *TEACHING PROBLEMS IN INDUSTRIAL ARTS.* Actual problems which the teacher will meet in the workshop are studied in terms of the purposes of the arts in education; experience in the problems of organization, evaluation, class management, planning, the use of instruction sheets and visual aids; the responsibility of the teacher to the community, school administration, and to extra-curricular obligations. *Two hours credit.*

137-237. *CURRENT THEORY AND PRACTICE IN THE ARTS.* Study centers around the most important issues confronting the teacher of the arts. Problems of integration, standardization, measurement and evaluation, laboratory or shop organization, the teaching of gifted and retarded children, the real function of the arts in general education, and the "frill" controversy, together with other issues affecting practice are all considered. Offered winter quarter alternate years. *Four hours credit.*

138-238. *CURRENT PROBLEMS IN INDUSTRIAL ARTS EDUCATION* (Summer quarter only). Current issues which confront the teacher and with which he must become immediately concerned are studied. Adult education, the arts in leisure, readapting laboratories to meet changing conditions, the experiments being conducted in new methods of organization and other specific problems coming from members of the class are considered. *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 TEACHING PROBLEMS IN BOOKBINDING AND LEATHERCRAFT*. This course includes the planning and construction of equipment for the teaching of bookbinding and leatherwork. The purchasing of supplies and materials and the development of a course of study for bookbinding and leatherwork is also offered. Special teaching problems and possible solutions will be worked out in all phases of hand bookbinding and leatherwork. *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-253a, 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. *WORKSHOP 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 and the setting up of a course of study to meet certain teaching situations. *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 member of the class which will meet the needs of his own teaching situation. *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. The organization of this course includes tin can work, sheet metal, bench metal, ornamental iron, art metal, forge practice, metal lathe, and casting. Students minoring in the department should take this course. *Two or four hours credit.*

160-260. *PRINCIPLES OF GENERAL SHOP ORGANIZATION.* A study of the purposes underlying the general shop. Methods of organization, the equipment problem, and various teaching procedures are considered in terms of these purposes. An opportunity for teachers to work out plans for the conversion of their single unit shops into a general shop. *Four 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 the secondary school, problems of unit or general set-ups, how to purchase equipment and supplies, and the evaluation of current published materials in the field. The careful selection and planning of projects to meet specific teaching situations will be offered. *Two or four hours credit.*

163a-263a. *DESIGNING AND CONSTRUCTING EQUIPMENT FOR THE SCHOOL SHOP.* This course is offered to those teachers who want to plan and actually construct many pieces of equipment for use in their general shops. An opportunity to study needs and work out plans for the broadening of activities which have been restricted because of the equipment problem. *Four hours credit.*

164-264. *INDUSTRIAL ARTS DESIGN.* A course in conjunction with the courses in the woodworking and metal shops. The problems of design are studied in direct relation to the materials, tools, and processes of the shop. The student works under the joint guidance of two instructors, so that he receives both the technical and the design viewpoint. *Two hours credit.*

165-265. *ALABASTER TURNING AND SCULPTURE.* The source, cost, and possibilities of alabaster will be presented, together with demonstrations of how practical projects may be turned or carved with inexpensive equipment. This course also includes ornamental concrete work and the casting and carving of Keene cement in the school shop. *Two 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—tolerent 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 two-year course certificating teachers for elementary schools in third class districts, a four-year course for 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 two-year course and who

wish to obtain the Bachelor of Arts degree should transfer to the elementary curriculum for the third and fourth years of college work. A fifth year of work in elementary education leading to the Master of Arts degree in elementary education is also offered.

Students who select the two-year course will be held for the required freshman course (page 28), and the following courses, to be taken in the sophomore year:

	No.		Hrs.
Ed.	130.	Introduction to Rural Education and Teaching	4
Ed.	132.	Individual Instruction in Rural Schools	4
Ed.	133.	The Teaching of Social Studies in County Schools	4
Ed.	150.	Observation	8
Ed.	151.	Student Teaching	8
Art	124.	Art in the Elementary School	4
Mus.	101.	Music in the Elementary School	4
Sci.	101.	Elementary Science	4
L. & L.	121.	Literature for the Elementary School	4
S.S.	83.	Sociology of Rural Life	4

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.
Art	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. & Lan.	121.	Literature in the Elementary School	4
Sci.	101.	Elementary Science	4
S.S.	144a, b.	Regional Geography (4 hrs. each quarter) ..	8
S.S.	146.	Geographical Influence on 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 Social Studies	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.	207.	Personality of Young Children	4
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.	229b.	Mental Tests and Measurements	4
Ed.	278.	Advanced Psychology of Learning	4
Ed.	297.	Conceptions of Mind in Educational Theory..	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 Social Studies	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 at least 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 courses in this division:

No.	Hrs.:
210. Improvement of Instruction in Reading and Literature	4
211. Improvement of Instruction in Language and Writing	4
212. Improvement of Instruction in Arithmetic and Social Studies	4
215a. Student Personnel and Educational Guidance.....	4
216. Secondary Education	4
217. Extra-Curricular Activities and Guidance.....	4
227. Teachers' Classroom Tests.....	4
228. Mental Hygiene	4
241. Administration of Village and Consolidated Schools	4
242. School Administration (first course).....	4
243. School Administration (second course).....	4
244. School Administration (third course).....	4
245. Technique of Making the School Curriculum.....	4
248. Non-School Education	4
267. Reconstructing Secondary Education.....	4
275. Elementary Statistical Methods.....	4
229b. Mental Tests and Measurements.....	4
227b. Psychology of Adolescence	4
278. Advanced Psychology of Learning.....	4
297. Conceptions of Mind in Educational Theory.....	4
299. Comprehensive Course in Education.....	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.*

101-201. *ELEMENTARY READING AND SPEECH CLINIC.* A laboratory course to provide experience with pupils who have reading and speech difficulties where these have become pronounced enough to be readily studied. The first two weeks is devoted to one hour a day of lecture and one hour of practice in diagnosis. The last six weeks is devoted to two hours daily work in the laboratory with remedial procedures. *Four hours 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.*

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. (This course should be taken before Ed. 116, or 176a or b). *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 schoolroom. 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 and 151 or teaching experience. A student may earn up to twelve hours in this sequence by taking Ed. 110-210, 111-211, 112-212; Selection of the content of the course of study; determination of grade-placement; selection of efficient methods and materials teaching; and selection of procedures in measuring pupil accomplishments. *Four hours credit.*

111-211. *IMPROVEMENT OF INSTRUCTION IN LANGUAGE, SPELLING, AND WRITING.* Second advanced course in Elementary Education. Prerequisites Ed. 150 and 151 or teaching experience. *Four hours credit.*

112-212. *IMPROVEMENT OF INSTRUCTION IN ARITHMETIC AND SOCIAL STUDIES.* Third advanced course in Elementary Education. Prerequisites 150 and 151 or teaching experience. *Four hours credit.*

114-214. *READING READINESS.* (Summer quarter only). The meaning of readiness; factors involved in readiness to read; the instructional

program for bringing pupils to a state of readiness; the testing program and an analysis of all available readiness tests; placement and the remedial program. *Four hours credit.*

*115-215. *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 of objective tests; using the results in teaching and in making diagnoses, promotions, and reclassification. *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

*Given also by Extension.

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 concepts for all three groups of the school. *Four hours credit.*

133. *THE TEACHING OF SOCIAL STUDIES IN COUNTY SCHOOLS.* This course deals with the organization and adaptation of an integrated social studies program for the one, two, and three teacher schools. *Four hours credit.*

*140a-240a. *PLATOON SCHOOL ORGANIZATION* (Summer quarter only). A study of the organization, curriculum; and program; types of buildings needed; flexibility of program and departmental problems. A study of special problems—the results compared to other type schools; the teaching staff; and equipment needed. *Two hours credit.*

*140b-240b. *PARENT TEACHER ORGANIZATION* (Summer quarter only). The organization and program; significance in child welfare work; the effective use of the organization for both school and parents. Discussion of special parent-teacher problems. Outcomes from the right type of organization. *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 of investigation of some aspect of the curriculum in order that he may more thoroughly understand the techniques of curriculum construction. *Four hours credit.*

*Given also by Extension.

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.*

148-248. *NON-SCHOOL EDUCATION*. Deals with the implications of outside-the-school agencies of education such as association, church and religious education, clubs and organizations, commercialized play, libraries, motion pictures, museums, parent education, political parties, the press, radio, and work experience. *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, departmentalization, the advisory system, and guidance; directed or supervised study; teaching pupils how to study; projects; socialization; individual instruction; measuring pupil achievement. *Two or four hours credit.*

166-266. *HIGH SCHOOL ADMINISTRATION AND SUPERVISION* (Summer quarter only). Treatment for senior high school level similar to Ed. 165-265 for junior high school level. *Four hours credit.*

167-267. *RECONSTRUCTING 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.*

168-268. *THE SMALL HIGH SCHOOL* (Summer quarter only). This course is an attempt to adapt the basic principles of secondary education to very small high schools. The problems resulting from smallness of the unit will be given particular emphasis. *Three to four hours credit.*

169-269. *CURRICULUM AND INSTRUCTIONAL EXPERIMENTATION IN THE SECONDARY SCHOOL OF COLORADO STATE COLLEGE OF EDUCATION* (Summer quarter only). This course is concerned with the application of the newer philosophy of secondary education. Desirable prerequisite, Ed. 167-267. *Four hours credit.*

171-271. *TECHNIQUES OF ADULT EDUCATION* (Summer quarter only). This course will emphasize the development of the adult education movement in this country, the psychology and philosophy of adult education and methods and techniques in practical application. *Four hours credit.*

172-272. *ADMINISTRATIVE PROBLEMS IN VOCATIONAL EDUCATION* (Summer quarter only). The recognized necessity of meeting the needs of the youth and adults who desire training in other than college preparatory courses has presented additional problems to the administrator and teacher. An analysis of vocational education and its relation to general education will be made. *Two 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. *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.*

*Given also by Extension.

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; configuration psychology; the Russian psychologies; reaction psychology; dynamic psychology; the "factor" school of psychology; the analytical psychologies; behavioristic psychologies; and problems fundamental to all schools of psychology. *Four hours credit.*

180. *GRAPHIC METHODS OF PRESENTING FACTS* (Summer quarter only). *Two or four hours credit.*

181. *CLASSIFICATION AND CATALOGING*. The purpose of Ed. 181, 182, and 183 is to equip teachers with the minimum essentials of library work, particularly those who are to have charge of small school libraries or classroom book collections in small schools. Prerequisite, Junior College Standing. *Three or four hours credit.*

182-282. *REFERENCE WORK*. A study of the standard works of reference; periodicals as reference material; periodical indexes and aids; bibliographies and reading lists; selection of public documents and their use for reference. Prerequisite, Professional College standing. *Three or 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.*

184-284. *ORGANIZING A SMALL SCHOOL LIBRARY* (Summer quarter only). A general introduction to the essential principles necessary for the maintenance and administration of a small school library. The course will be developed around problems pertaining to elementary or secondary schools. *Three hours credit.*

185-285. *LIBRARY ORGANIZATION AND IMPROVEMENT OF INSTRUCTION* (Summer quarter only). The coordination and integration of library organization and practices with classroom instruction. *Three 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 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. *Four hours credit.*

196-296. *HISTORY OF PHILOSOPHY.* As representative of naturalism, a brief study is made of Bacon and Spencer; among the idealists, Socrates, Plato, Aristotle, Rousseau, Kant, Fichte, Pestalozzi, Froebel, Hegel, Royce, and Gentile; among the pragmatists, James, Dewey, and Bode. *Four hours credit.*

197-297. *CONCEPTIONS 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. *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.*

215a. *STUDENT PERSONNEL AND EDUCATIONAL GUIDANCE* (Summer quarter only). A basic but advanced course for all students desiring a comprehensive knowledge of the history, theory, and practices of guidance. Especially for graduate students desiring to specialize in personnel. *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.*

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. *Two hours credit.*

228a. *PROBLEM CHILDREN IN SCHOOL.* This course deals with the mental hygiene problems of school children with emphasis on diagnosing these problems and discovering and applying remedial measures. *Four hours credit.*

*Given also by Extension.

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 tests and measurements, including intelligence and personality traits. *Four hours credit.*

230. *RECENT DEVELOPMENTS IN RURAL LIFE* (Summer quarter only). Reorganization and commercialization of rural industries; changes in rural living; the new rural life; expansion and overdevelopment; cityward migration and its social significance; commercialized large scale farming and its influence on national and international economic conditions; decreasing rural population; the advance of power farming and its effects on rural life. *Four hours credit.*

275a. *ADVANCED STATISTICAL METHODS*. This course covers computing coefficients of correlation by different forms of the product-moment method; partial and multiple correlations of different orders; different forms of the regression equation for three or more variables; interpreting results of partial correlations; the path coefficient technique and its relation to the regression equation; the application of statistical methods to the construction of performance and equality 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. *Four hours credit.*

279. *EXPERIMENTAL TECHNIQUE AND ITS APPLICATION*. This is an advanced course in educational research. *Two or four hours credit.*

299. *COMPREHENSIVE COURSE IN EDUCATION*. A course for graduate students majoring in fields other than Education who are desirous of obtaining an insight into the fundamental concepts in this field of knowledge. *Four hours credit.*

322a. *RESEARCH PRELIMINARY TO FIELD STUDY* No. 1. Required of candidates for the Doctor of Philosophy Degree in their first residence summer quarter, preparatory to research for Field Study No. 1.

322b. *RESEARCH PRELIMINARY TO FIELD STUDY* No. 2. Required of candidates for the Doctor of Philosophy Degree preparatory to research for Field Study No. 2.

322c. *RESEARCH PRELIMINARY TO FIELD STUDY* No. 3. Required of candidates for the Doctor of Philosophy Degree preparatory to research for Field Study No. 3.

*323a, b, c. *GRADUATE RESEARCH CREDIT FOR FIELD STUDY* No. 1. Each course four hours—maximum twelve hours for Field Study No. 1.

This graduate research credit is offered for fall, winter, and spring quarters respectively. For example 323a, fall quarter, four hours; 323b, winter quarter, four hours; and 323c, spring quarter, four hours.

For the second and third studies the credit is offered in the same way.

*324a, b, c. *GRADUATE RESEARCH CREDIT FOR FIELD STUDY* No. 2. Each course four hours—maximum twelve hours for Field Study No. 2.

*325a, b, c. *GRADUATE RESEARCH CREDIT FOR FIELD STUDY* No. 3. Each course four hours—maximum twelve hours for Field Study No. 3.

*Enrollment must be made to the registrar's office by mail.

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.

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 a 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 beginning 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.*

109. *THEORY AND TECHNIQUES OF HOME HYGIENE AND NURSING.* Offered to public health nurses who expect to teach classes in Home Hygiene and Nursing either in the schools or to community groups as P. T. A.'s, Child Conservation League groups, young mothers, housewives, etc. The course will consist of principles of teaching in their application to the teaching of home hygiene and demonstration of procedures which may be taught to the above groups. Discussion of the function of these classes in promoting better community health. Use of improvised equipment in illness in the home. Better use of source materials, etc. *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.*

150-250. *SCHOOL NURSING.* For nurses who expect to do school nursing. Brief historical survey of school nursing trends and future developments. A study of community setups in health in their relationships to school nursing. Legal aspects of school nursing. Mental hygiene of the nurse. Her relationships to other members of the school staff. Educational background and duties and techniques of the school nurse. The place of the school nurse in the community. Social and economic aspects of school nursing. Practice development of a school nursing program in both an urban and rural situation. *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.*

158-258. *STATE SUPERVISION OF NURSING EDUCATION* (Summer quarter only). Evaluation of schools of nursing for accreditation; state board examinations; registration and reciprocity. *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.

A masters degree may be obtained by both men and women in the Division of Physical Education; selection of subject matter to be chosen from both the men's and women's divisions with the approval of the major professor.

Women wishing to major for a Bachelor of Arts degree 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. There is no major offered for the Bachelor of Arts degree for men.

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 and Massage	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

(FOR MEN AND WOMEN)

GRADUATE YEAR

Graduate courses should be selected from the following list:

No.	Hrs.
202. Problems in Health Education	2
205. Methods in the Modern Dance	2
208. Lighting and Costuming for the Dance ...	2
212. Tests and Measurements in Physical Education	2
221. Advanced Kinesiology	4
222. Individual Studies in Health and Physical Education	4
225. Physiology of Exercise	4
231. Pageantry	4
232. Theory of Individual Gymnastics and Massage	4
235. History and Principles of Physical Education	4
237. Materials and Methods of Physical Education	4
238. Sociology of Play	4
239. Healthful School Living	1
240. Curriculum Making in Physical Education ..	4
241. Administration of Physical Education	4
255. Advanced Modern Dance Technique and Composition	4
256. Use of Percussions and Music in Modern Dance	4
270. Organization and Administration of Athletics in Schools and Colleges (men only)	3
271. Safety Education in Athletics	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. Individual Sports, 46b, Gymnastics and 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 for the Bachelor of Arts degree in Health and Physical Education. Those who wish to 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
170-270.	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.*

103. *SOCIAL HYGIENE.* This course is designed to cover the hygienic implications of those social contacts which are more particularly influenced by sex. (Given by Extension only). *Four hours credit.*

104. *HYGIENE AND HOME CARE OF THE SICK.* Deals with the fundamental principles of health, theory, and demonstration of simple procedures for care of sick in the home, use of improvised equipment, what to do in emergency situations, etc. Course approved by the American Red Cross and taught by authorized Red Cross instructor. Students taking course receive Red Cross Certificates. *Four hours credit.*

105-205. *METHODS IN MODERN DANCE* (Summer quarter only). Teaching techniques for children, observation of class work and practice teaching in a children's class. *Two hours credit.*

108-208 *LIGHTING AND COSTUMING FOR THE DANCE* (Summer quarter only). A study of the materials and methods of lighting and costuming the public performance; equipment, principles, and technique of normal and effect lighting; colored light as related to colored fabric and make-up; selection, dyeing, draping, and combination of fabrics. Laboratory will be required daily for the first two weeks at three o'clock. *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.*

112-212. *TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION*. This course consists of a study of various types of tests in the field of physical education; their evaluation and the technique of testing. *Two hours credit.*

120a, 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.*

132-232. *THEORY OF INDIVIDUAL GYMNASTICS*. Postural defects and their treatment, technique of massage, organization of corrective work for different age levels, postural examinations, posture drives. Laboratory work required. *Four hours credit.*

135-235. *HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION*. The play activities of man and physical education among civilized races in the light of their general progress; the comparison of the formal and natural physical education program in the light of their aims, objectives, results, and their value in accordance with the modern philosophy of education; the types of work to be included in the program; and the administration of such a program from the standpoint of building, grounds, equipment, and staff. *Four hours credit.*

137a, b.-237a, b. *PRESENTATION OF MATERIALS IN PHYSICAL EDUCATION*. Program planning and teaching techniques in games, sports, dancing for elementary and secondary school, and playground. *Four hours credit each quarter.*

155. *MODERN DANCE TECHNIQUE* (Summer quarter only). Includes basic work in techniques and rhythms of the modern dance and the fundamentals of composition. Laboratory work required. *Four hours credit.*

156-256. *USE OF PERCUSSIONS AND MUSIC IN THE DANCE* (Summer quarter only). The technique of playing percussion instruments and composition of rhythms for percussion. The study of music form and composition in relation to the dance. *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.*

170-270. *ADMINISTRATION OF ATHLETICS IN SCHOOLS AND COLLEGES*. This course is designed for directors of interscholastic, inter-collegiate, and intramural athletics. The common problems in athletics and administration are discussed. *Three hours credit.*

221. *ADVANCED KINESIOLOGY*. A study of body mechanics and an analysis of muscular activity in physical education. *Four hours credit.*

222. *INDIVIDUAL STUDIES IN HEALTH AND PHYSICAL EDUCATION*. This course offers an opportunity for individual research on a problem chosen by the student. An agendum must be prepared for the office of the director of the Graduate School. *Two or four hours credit.*

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.*

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.*

240. *CURRICULUM MAKING IN PHYSICAL EDUCATION*. This course will include principles involved in curriculum making; an appreciation of the wide scope of the physical education field; the necessity of a comprehensive curriculum and the formulation of a progressive graded curriculum. *Four hours credit.*

241. *ADMINISTRATION OF PHYSICAL EDUCATION*. Program planning, equipment, staff, care and construction of building, and the discussion of details that make for a smooth running organization. *Four hours credit.*

255. *ADVANCED TECHNIQUE AND COMPOSITION IN THE MODERN DANCE* (Summer quarter only). A continuation of 155 with stress on composition. Advanced work in technique and composition with special emphasis on original composition. Laboratory work required. *Four hours credit.*

271. *SAFETY EDUCATION IN ATHLETICS*. This course covers (1) Increase in safety consciousness, (2) Hazards in sports, (3) Administrative and program content, (4) Treatment of injuries. *Four hours credit.*

Division of Literature and Languages

(Speech and Dramatics, Written English, Literature, Latin and the Modern Foreign Languages)

The Division of Literature and Languages provides studies in the English language, in English literature, in speech, 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 two years of work in the General College in the expectation of continuing as majors in this division in the Professional College will already have demonstrated their aptitude in this direction by having their work in world literature, elementary composition, reading, and speaking and the survey sequence in English 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 division strongly recommends proficiency in Latin and one modern language, but does not require this. Proficiency in languages shall be interpreted to mean at least average grades in twenty-four hours of work in college or studies in high school and college equivalent to this.

The following arrangement is recommended for prospective English majors:

SOPHOMORE YEAR

	No.		Hrs.
S.S.	2a, b, c.	Introduction to the Social Studies	12
Eng.	4a, b, c.	Elementary English Composition (4 or more hrs.)	4
Eng.	5.	Speaking and Reading English	4
Eng.	58a, b.	Survey of English Literature	8
		Foreign Language and Other Electives	20

JUNIOR YEAR

Eng.	58c.	Survey of American Literature	4
Eng.	110a, b.	Advanced Composition	4
Ed.	105.	Am. Education; Ed. 176, Psychology of Learning; Ed. 150, Observation of Teaching	12
		Foreign Language, English Literature, Speech and other electives	28

SENIOR YEAR

Ed.	151.	Student Teaching; and Ed. 195 Philosophy of Education	12
		Foreign Language, English Literature, Speech and other free electives	36

In Latin proficiency is interpreted as meaning 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. 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 three of which may be taken in the General College:

	No.		Hrs.
	4a, b, c.	Elementary English Composition	4
	5.	Reading and Speaking English	4
	58a, b.	A Survey of English Literature	8
	58c.	A Survey of American Literature	4
	63.	First Course in Dramatic Art	4
	64.	Phonetics and the Organs of Speech	2
	100a.	Journalism	2
	110a, b.	Advanced Composition	4
	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
112. Creative Dramatics	4
114. The Art of Directing Plays	4
125. Speech in the Secondary Schools	2
134. Modern Drama	4

English Minor

English majors must take two minors. One of these must be in a foreign language, but the other must be in some division other 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
58a, b. Survey of English Literature	8
58c. Survey of American Literature	4
63, 64. Courses in Speech and Dramatics	4- 8
110a, b. Advanced Composition	2- 4
111. The English Language for Teachers	4
112. Children's Theater, or 114, 121, 122, 125	4
126. The Teaching of English	4

or one of the following: Eng. 121, 122, or 125.

Description of Courses

4a, b, c. *ELEMENTARY ENGLISH COMPOSITION.* This course may be taken for credit by Curriculum A freshmen or sophomores. It is required in the sophomore year of all prospective English majors who have not already been excused for proficiency in writing. It may be taken for one, two, or three quarters, as needed to attain a satisfactory degree of proficiency. *Eight hours maximum credit.*

NOTE: All professional College juniors and seniors who are conditioned on account of deficiency in ability in English written composition are required to take English 4 without credit until the deficiency is overcome.

5. *SPEAKING AND READING ENGLISH.* This is a practice course in speech and oral reading. It also emphasizes vocabulary building. Its purpose is to aid those students who find difficulty in expressing themselves either in oral reading or in informal speaking. In the sophomore year it may be taken as an elective for credit by any student. It is required of Literature and Language prospective majors unless exempt for proficiency. *Four hours 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 literature and stories suited to the several school levels. *Four 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 improper breath control, under tension, over nasalization, denasalization, and lack of resonance and other unpleasant qualities of voice. It is elective. Students are admitted to this course only on the approval of the instructor. *Two hours 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. *WORLD LITERATURE*. The General College requires a study of world literature continuing through the freshman year. This begins with Egyptian literature and in the fall quarter extends through Hebrew, Western Asiatic, Greek, and Roman. The study of literature with extensive readings. *Four hours credit.*

40b. *WORLD LITERATURE*. Continuation of the world literature course through the middle ages, the Renaissance, and to the end of the nineteenth century. *Four hours credit.*

40c. *WORLD LITERATURE*. Continuation of world literature to the present time. The spring quarter is given to the reading of contemporary literature. A book fee of \$1.00 is charged. *Four hours credit.*

58a. *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 early seventeenth century. The course consists of readings supplemented with the historical background of the periods extending to 1625. *Four hours credit.*

58b. *SURVEY OF ENGLISH LITERATURE, 1744-1935*. The same plan is followed as that indicated for L. & L. 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.*

63. *FIRST COURSE IN DRAMATIC ART*. 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 and for those who feel the need of greater bodily freedom. Pantomimes, scenes from plays, and one-act plays are participated in by the student. *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.*

100 a, b, c. *JOURNALISM*. The first course is specifically for those who may be called on to teach journalism in high school. It deals with the creation of the school paper, its organization and operation, and the technical preparation of the same, including make up and publishing. The following two courses, given in the winter and spring quarters respectively, deal, in the order named with news values, reporting, interviewing, editing, headwriting, photography and illustrations, and feature story writing. *Two hours 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.*

112-212. *CREATIVE DRAMATICS*. A lecture and laboratory course, designed for elementary and secondary school teachers. The course deals with the contribution of creative dramatics to education on the elementary and secondary school levels, the selection of materials, and the demonstration of procedures which are best adapted to work in children's dramatics. *Four hours credit.*

114-214. *THE ART OF DIRECTING PLAYS*. Prerequisite, L. & L. 63. 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 L. & L. 63. This advanced course carries through the actual preparation of several plays, from the casting and directing, to make-up and presentation. Choice of materials for amateur theatricals is also considered. *Four hours credit.*

121. *LITERATURE IN 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.*

125-225. *SPEECH IN THE SECONDARY SCHOOLS.* Prerequisites, L. & L. 63 and 64. The discussion of practical problems concerning the direction of speech activities in the secondary school. *Two hours credit.*

126. *THE TEACHING OF ENGLISH AND LITERATURE 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 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.*

144-244. *WORLD LITERATURE TO 1625 A. D.* A senior and graduate course in general literature planned especially for English majors, transfer students and others who have not had the freshman courses L. & L. 40a, b, and c. The readings of the literature will be much more extensive and will include more of the complete pieces of general literature than is possible in the elementary courses. *Four hours credit.*

145-245. *WORLD LITERATURE FROM 1625 TO 1925.* A continuation of the senior and graduate course English 144-244. These two courses are planned mainly for English majors but are open to any who wish to take them. They are given in the summer quarters always, and occasionally during the regular school year. *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.*

222. *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 division head to enroll for such individual studies. An advisory instructor will be assigned to each student enrolled for L. & L. 222. The amount of credit depends upon the extent of the work done. *Two or 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.*

299. *COMPREHENSIVE COURSE IN LITERATURE.* Graduate students taking the master's degree under the four-quarter plan (Plan B) are expected to fill in the gaps in their education by taking comprehensive courses in divisions other than those of their major interest. L. & L. 299 is the offering of the Division of Literature and Languages to majors in other fields who are deficient in the area of literature. It will cover the facts about authors and pieces of world literature from the beginning to the present. There will be only a limited time for the reading of the literature itself. The principal English and American writers will be included along with foreign writers of all the ages. This course will be given each summer quarter, but only occasionally in the regular college year. *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 forty-eight hours of work in foreign languages.

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	105-205.	Livy	4
	106-206.	Pliny	4
	107-207.	Horace	4
FRENCH	107-207.	Seventeenth Century Prose	4
	108-208.	French Civilization	2
SPANISH	105-205.	Romantic Drama	4
	106-206.	Modern Drama	4
	107-207.	Modern Novel	4
	108-208.	Modern Poetry and Essay	4
	109-209.	Spanish Civilization	2
	110.	Spanish Conversation	3
L. & L.	131-231.	The Teaching of Romance Languages ..	4
FRENCH	125-225.	Eighteenth Century French Literature..	4
	126-226.	French Romanticism	4
	127-227.	Twentieth Century French Literature ..	4
SPANISH	125-225.	Don Quijote	4
	126-226.	Classical Drama	4
	127-227.	Classical Prose and Poetry	4
	L. & L.	222.	Individual Studies in Foreign Languages

Foreign Language Minor

A minor in a foreign language consists of twenty-four hours in college courses in the language or two years of high school studies in the language and eighteen college hours. 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 accredited associations. Combinations of two or more languages are not accepted as a minor except in the case of music majors. All twelve hours of an elementary course in any of the languages must be completed before credit is given.

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 readings 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.*

105-205. *LIVY* (Third year). Book 1 and 2 of The Decades, with collateral reading on Roman history. *Four hours credit.*

106-206. *PLINY* (Third year). Selected Letters of Pliny the Younger. Collateral reading on Roman life of the first century. *Four hours credit.*

107-207. *HORACE* (Third year). Odes and Epodes, with special attention given to metrical forms. *Four hours credit.*

French

1. *ELEMENTARY FRENCH*. Principles of grammar. Special attention given to pronunciation and articulation. *Four hours credit.*

2. *ELEMENTARY FRENCH*. Grammar and easy reading, calculated to give a knowledge of France and French life. *Four hours credit.*

3. *ELEMENTARY FRENCH*. Varied reading of easy plays, short stories and sketches. *Four hours credit.*

5. *INTERMEDIATE FRENCH* (Second year). A review of grammar. Composition. Intensive drill in phonetics. *Four hours credit.*

6. *INTERMEDIATE FRENCH* (Second year). A brief survey of French history as a basis for French literature. Lavissee's "Histoire de France." *Four hours credit.*

7. *INTERMEDIATE FRENCH* (Second year). The short story, as exemplified in a number of authors of the nineteenth and twentieth centuries. *Four hours credit.*

105-205. *A SURVEY OF FRENCH LITERATURE* (a). Literary works from the old fabliaux down to Rousseau. *Four hours credit.*

106-206. *A SURVEY OF FRENCH LITERATURE* (b). Rousseau to the modern writers. *Four hours credit.*

107-207. *A SURVEY OF FRENCH LITERATURE* (c). Modern French literature. *Four hours credit.*

108-208. *FRENCH CIVILIZATION*. Lectures in English to provide students and prospective teachers of French with a knowledge of French life and customs. *Two hours credit.*

125-225. *EIGHTEENTH CENTURY FRENCH LITERATURE*. Selections from Voltaire and Rousseau with collateral reading of other Eighteenth Century writers. *Four hours credit.*

126-226. *FRENCH ROMANTICISM*. Romanticism in France, with relation to the movement elsewhere in Europe. Emphasis on Hugo and Musset. *Four hours credit.*

127-227. *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 texts used are Alacon's "El Final de Norma" and one other novel. *Four hours credit.*

75. *SPANISH READING* (Summer quarter only). A course designed to fit the reading abilities of the various members. The class meets two days a week for intensive reading, and extensive outside reading is reported on in conferences. *Four hours credit.*

105-205. *ROMANTIC DRAMA* (Third year). A study of the romantic movement in Spain, its causes, its exponents and their works. Hartzenbusch's "Los Amantes de Teruel," Tomayo y Baus's "La Locura de Amor," and Echegaray's "El Gran Galeoto" are read in class, and reports are made by students on additional romantic plays read outside. *Four hours credit.*

106-206. *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 Martinez Sierra's "Sueno de una Noche de Agosto." Reports on outside readings. *Four hours credit.*

107-207. *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 Aventurero." *Four hours credit.*

108-208. *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.*

109-209. *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.*

110-210. *SPANISH CONVERSATION*. A simple text serves as the basis for oral work. Meets three days a week. *Two hours credit.*

125-225. *DON QUIJOTE* (Fourth year). Readings from the Quijote, a study of the life of Cervantes, and the reading of one of his Novelas Ejemplares. Conversation based on the texts. *Four hours credit.*

126-226. *CLASSICAL DRAMA* (Fourth year). A study of the theater in Spain under Philip III and Philip IV. Discussions of Culternaismo 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. *Four hours credit.*

127-227. *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.*

Italian

ELEMENTARY ITALIAN I. Principles of pronunciation and grammar. *Four hours credit.*

ELEMENTARY ITALIAN II. Grammar and reading. *Four hours credit.*

ELEMENTARY ITALIAN III. Reading and a limited amount of conversation. *Four hours credit.*

Teaching Foreign Languages

131-231. *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

222. *INDIVIDUAL STUDIES IN FOREIGN LANGUAGES.* Special phases of literature may be studied as individual projects under the direction of a member of the division. *Two or four hours credit.*

Division of Music

The Division of Music provides opportunities for cultural and professional experience in the field of music education. Instruction includes all branches of musical theory, musical history and appreciation, music education, and an opportunity to study and participate in the various phases of musical performance.

Admission to the Professional College as a music major is open to students who:

1. Have reached the junior year.
2. Show evidence of satisfactory musical aptitude.
3. Have completed six hours of individual instruction in playing or singing, or its equivalent. (To be determined by proficiency.)
4. Have completed satisfactorily Music 1a, b, c and Music 2a, b, c, or their equivalent.

All music majors are required to be affiliated with a major musical organization each term. The organizations regularly approved for this purpose are:

Band, orchestra (college or Philharmonic), a cappella choir, Mendelssohn club, Schumann Club, Instrumental Ensemble, Vocal Ensemble, Mixed Chorus.

In addition to the above, the director of the Division of Music reserves the right to pass upon other musical activities to fulfill this purpose.

Before graduation both the music major and the music minor must pass a proficiency test in playing and singing. This test is given by a music faculty committee.

MUSIC FEES

1. \$15.00 a quarter for individual lessons in voice, piano, organ, and strings, and \$12.00 for brass and woodwind instruments for all students in the General College and students in the Professional College, who are not music majors, but who are regularly enrolled at Colorado State College of Education or affiliated schools.
2. \$10.00 a quarter laboratory fee for all music majors in the Professional College. This fee provides for all individual instruction requirements in applied music.
3. \$18.00 a quarter for individual lessons in voice, piano, organ, and strings for those not regularly enrolled as students at Colorado State College of Education or its affiliated schools.
4. \$4.00 a quarter piano rental fee; \$3.00 a quarter rental fee for orchestra or band instruments.

Note: All quarterly fees must be paid before the close of permanent registration.

Major

All Music majors must meet the following requirements:

1. The ability to play, at sight, a simple piano accompaniment.
2. The ability to sing agreeably.
3. Demonstrate a teaching knowledge of a stringed, a brass, and a woodwind instrument.
4. The ability to make a creditable public appearance in either playing or singing.

All Music majors who have been admitted to the Professional College must take individual lessons on a musical instrument or in voice each quarter. The type of instruction needed by the individual student is to be determined by agreement between the director and the student. When it is ruled that a Music major must study both an instrument and voice or more than one instrument in a given quarter, no extra fee will be charged. Credit toward graduation in this type of work must not exceed twelve quarter hours for music majors and six quarter hours for music minors.

In addition to the provision for individual instruction for music majors and minors, instruction of this type is open to other college students and to members of the local community. Instruction is offered in:

Voice, Piano, Pipe Organ, Stringed Instruments, Brass Instruments, Woodwind Instruments.

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 and Advanced Music Reading (2 hrs. each quarter)	6

No.	Hrs.
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
	<hr/>
Music Courses	48
Individual Instruction	12
	<hr/>
Total	60

Minor

Students of other divisions who wish to minor in Music must meet the conditions and take one of the following groups of courses:

1. The ability to play, at sight, a simple piano accompaniment.
2. The ability to sing agreeably.

FOR CLASSROOM TEACHERS

2a, b, c. Music Reading, Theory, and Elementary Songs (2 hrs. each quarter)	6
102a, b, c. Beginning Harmony and Advanced Music Reading (2 hrs. each quarter)	6
103. The Teaching of Public School Music	4
155. Technique and Practice of Conducting	2
Individual Instruction	6
	<hr/>
Total	24

FOR INSTRUMENTAL TEACHERS

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. Beginning Harmony and Advanced Music Reading ..	2
104. Instrumental Materials	2
155. Technique and Practice of Conducting	2
Individual Instruction	6
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Total	24

GRADUATE YEAR

The following courses are open to graduate students majoring in music:

222. Individual Studies in Music	4
254. Principles of Musical Education	4
256. Psychology of Music	4
260. Seminar in Music Education (summer only)	4
270. Advanced Harmony	4
271. Advanced Composition and Orchestration	4
	<hr/>
Total	24

Description of Courses

1a, b, c. *MUSIC APPRECIATION*. A year's course meeting in lecture two days 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.*

100a, 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 technic 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. *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 members upon receiving permission of the director. *One hour credit.*

44-144. *A CAPPELLA CHOIR*. All students are eligible to membership, but only those who meet the requirements set by the director are chosen. *One hour credit.*

45-145. *PIANO LESSONS (Class)*. This course provides for actual experience in piano playing. *One hour credit.*

46-146. *CLASS PIANO TEACHING*. This course assists both the individual and class piano teacher. It attempts to present materials and procedures through study and observation of actual teaching. *Two hours credit.*

101. *MUSIC IN THE ELEMENTARY SCHOOL*. This course assists the grade teacher in understanding the music problems in the rural and elementary schools; materials, and methods of presentation. *Four hours credit.*

102a, b, c. *BEGINNING HARMONY AND ADVANCED MUSIC READING* (Prerequisite Music 2a, b, c). A year's course meeting two days a week. A continuation of Music 2a, b, c, and a connecting link with Music 152a, b, c. *Two hours credit.*

103. *THE TEACHING OF PUBLIC SCHOOL MUSIC* (Prerequisite Music 2a, b, c). 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* (Prerequisite Music 102a, b, c). 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. *INSTRUMENTAL, ORCHESTRATION, AND COMPOSITION* (Prerequisite Music 152a, b, c). 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.*

154-254. *PRINCIPLES OF MUSICAL EDUCATION* (Prerequisite Music 103). 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.*

156-256. *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. *Four 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 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.*

160-260. *SEMINAR IN MUSIC EDUCATION* (Summer quarter only). This course is designed primarily to assist the experienced student in solving the problems he has encountered in music teaching. *Four hours credit.*

170-270. *ADVANCED HARMONY*. This course offers advanced work in modulation, melody harmonizing, harmonic analysis, in written work and at the keyboard. *Four hours credit.*

171-271. *ADVANCED COMPOSITION AND ORCHESTRATION*. This course offers an opportunity to advanced students to continue individual projects in composing and arranging under guidance. *Four hours credit.*

222. *INDIVIDUAL STUDIES IN MUSIC*. This course is to provide an opportunity for the graduate student to carry on an individual research problem in music or a related field under the supervision of an adviser. *Two or four hours credit.*

299. *COMPREHENSIVE COURSE IN MUSIC* (Not open to music majors). A cultural course for graduate students who desire a background in musical listening and who desire to understand the significant meanings expressed in music. *Four hours credit.*

Division of the Sciences

The **Division of the Sciences** supplements that of the General College and the advanced courses 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.

*Given also by Extension.

Major

Students wishing to major in the sciences 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 Science (4 hours each quarter) ...	8
	156.	Elementary Geology	4
	191.	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:	
	182.	Algebra for Teachers	4
	183.	Geometry for Teachers	4

Students who take plan No. II should begin their work with Science 75a if they have had only one year of high school algebra, and with Science 78a if they have had one and a half years or more.

Minor

Students taking a major in the sciences may take a minor in one of the three following fields, all courses to be selected with the advice of the division head.

Biology

Students taking a minor in the Biological Sciences should select twenty-four hours work from the following courses:

No.		Hrs.
107.	Investigations in the Teaching of Science	3
108.	Science of the Out of Doors	4
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

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.

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 Photochemical 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
and eight hours from the following:	
117. Human Physiology	4
130. General Bacteriology	4
132. Genetics and Eugenics	4

Elementary Science

Students preparing to teach in elementary school may minor in elementary science. The following courses are suggested to give such students a background in science content and in methods of instruction.

No.	Hrs.
13. Bird Study	4
101. Methods in Elementary Science	4
102-202. Content Course in Elementary Science	4
130-230. General Bacteriology	4
156. Elementary Geology	4
191-291. Descriptive Astronomy	4

Should the student desire additional courses, the following summer work is suggested:

108-208. Science of the Out of Doors	4
127-227. Systematic Botany	4

Mathematics

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:

41 ¹ -42. 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 YEAR

222. *INDIVIDUAL STUDIES IN SCIENCE*. This course is to provide an opportunity for individual graduate students to carry a more extensive study than is offered under any one of the other divisional courses. *Two or four hours credit.*

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.

Astronomy

No.	Hrs.
291. Descriptive Astronomy	4

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 Technique 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

Mathematics

No.	Hrs.
291. 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 PHYSICAL SCIENCE.* 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 BIOLOGICAL SCIENCE.* A continuation of Science 3a. 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.*

108-208. *SCIENCE OF THE OUT-OF-DOORS* (Summer quarter only). *Four hours credit.*

299. *COMPREHENSIVE COURSE IN THE NATURAL SCIENCES.* A course for graduate students majoring in fields other than Science. This course stresses the comprehensive aspect of the subject rather than the technical. It gives the student some idea of the general concepts which a teacher should know in the field of astronomy, physics, meteorology, geology, evolution, heredity, and the principles of plant and animal life. *Four hours credit.*

Professionalized Science

101. *METHODS IN 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 for presentation, and ways of collecting, preserving, and using materials. Each unit of work includes field study. *Four hours credit.*

102-202. *CONTENT COURSE IN ELEMENTARY SCIENCE.* Emphasis on subject matter needed to teach science in grades one to six. Content selected from the fields of animal and plant life, astronomy, electricity, weather and other physical science areas. Non-technical. Extensive in scope. *Four hours credit.*

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; selec-

tion 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. Prerequisites Ed. 116 and Ed. 176b. *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 only). *Three hours credit.*

Astronomy

191-291. *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 are grown in the laboratory. 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-hour 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 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 on the effects of molds, yeasts, and bacteria on 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. Some practice in a scheme for finding metals and non-metals in unknown solutions. *Four hours credit.*

141-241. *ORGANIC CHEMISTRY.* Prerequisite, 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. The laboratory work is devoted to a preparation of some familiar organic compounds, and testing their properties; and the qualitative analysis of some organic substances. *Four hours credit.*

142-242. *ORGANIC CHEMISTRY.* Prerequisite, 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.* Prerequisite 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. *Four hours credit.*

144-244. *QUANTITATIVE ANALYSIS.* Prerequisite, 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.*

147-247. *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 application of the principles learned. *Four hours credit.*

Geology

156-256. *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.*

157-257. *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.*

159-259. *GEOLOGY OF THE ROCKY MOUNTAINS* (Summer quarter only). 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.*

*Given also by Extension.

*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.*

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.*

182-282. *ALGEBRA FOR TEACHERS*. To give the student an understanding of algebra from a common sense viewpoint and a knowledge of the best way to help pupils to understand the subject. *Four hours credit.*

*183-283. *GEOMETRY FOR TEACHERS*. An understanding of geometry and what it may be expected to do for those who study it, together with the best ways of teaching it. *Four hours credit.*

*184-284. *THE HISTORY OF MATHEMATICS*. This course gives the student an opportunity to become familiar with many of the interesting facts connected with the development of mathematics so that he may use them in helping to make his teaching more effective. *Two hours credit.*

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.*

*Given also by Extension.

161-261. *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.*

162-262. *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.*

163-263. *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.*

165-265. *HOUSEHOLD PHYSICS*. Four hours lecture; three hours laboratory. For students who are taking their major work in Home Arts. It deals with the physical principles involved in the various appliances used in the home. The physical principles involved are those of mechanics, heat, light, electricity, and sound. *Four hours credit.*

166-266. *RADIO TRANSMISSION AND RECEPTION*. Four hours lecture; two hours laboratory. Principles of electricity and its application in producing the oscillating current needed in the transmission of the radio signal. Transmitting principles and circuits are discussed in some detail. The latter part of the course is concerned with the principles of the receiving and reproduction of radio signal as applied in modern radio sets and in television. *Four hours credit.*

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 concerning 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 birds and to add to the appreciation of the natural environment. Means of identification in the field, food, habits, 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 studies 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 meeting the core requirements on page 37 and the standards provided for entrance into the Professional College, may be required to pass a qualifying examination in selected phases of the field. Such examination will not be required of students whose record in the Junior College shows seriousness of purpose and evident capacity to do professional work.

Major in the Social Studies

This will include sufficient specific course work to cover twelve quarter hours in each of the social studies usually found in public high schools that carry a full year of secondary school credit and eight quarter hours in such studies that usually are offered for half a year in the secondary schools. All such courses should be selected in closely related sequences. The requirements to meet this program including General and Professional College offerings are:

	Hrs.
American History	12
European History	12
Political Science	8
Economics	8
Geography	8
Sociology	8
Teaching of the Social Studies	4

And two selected teaching minors of twenty-four hours each in two subjects outside of the Social Studies. One of these may be in Business, the other must be entirely outside the Social Studies division.

Students whose special interest is in Sociology, Geography or Economics or combinations of the same may increase their offerings in these subjects and reduce those in the listed twelve hour sequences above. No student, however, should omit a minimum sequence of eight hours in any one of the above subjects as it may disqualify him to teach such subject in the secondary schools.

Minor in the Social Studies

A teaching minor should include twenty-four quarter hours in the total field of the Social Studies and specific preparation of eight hours in each subject that the student expects to teach. All work should be taken in related sequences. Students may take two sequences of twelve hours or three of eight hours. Desirable sequences of eight and twelve hours are indicated as follows:

AMERICAN HISTORY

Eight hour sequences—S.S. 50b, c or S.S. 163, 164

Twelve hour sequences—S.S. 50a, b, c or S.S. 158, 163, 164

EUROPEAN HISTORY

Eight hour sequences—S.S. 54a, b or S.S. 160, 153 or 162

Twelve hour sequences—S.S. 54a, b, c or S.S. 151, 160, 162 or 153

GEOGRAPHY

Eight hour sequences—S.S. 40, 41 or S.S. 143, 144a or b

Twelve hour sequences—S.S. 44, 145, 146 or S.S. 140, 143, 144
a or b

ECONOMICS

Eight hour sequences—S.S. 130a, b or S.S. 130 a, b

Twelve hour sequences—S.S. 130a, b, 136

POLITICAL SCIENCE

Eight hour sequences—S.S. 170, 171 or S.S. 170, 171

Twelve hour sequences—S.S. 170, 171, 173 or 174

SOCIOLOGY

Eight hour sequences—S.S. 83, 84 or S.S. 185, 188

Twelve hour sequences—185, 188, 191

Major in Business and Economics

Requirements in the field of Business and Economics provide for a broad background of general education, give at least two teaching minors, and meet the requirements to teach the business subjects and general economics in the secondary schools.

A higher degree of specialization in a particular field of teaching in Business and Economics or in secretarial work may be reached by the careful planning of programs and the wise use of elective hours. The following specialized fields may be chosen on the undergraduate level: (1) High school teachers of business and economics; (2) educational secretaries; and on the graduate level: (1) Junior college teachers of accounting; (2) junior college teachers of economics; (3) junior college teachers of secretarial training; (4) teachers of retail merchandising.

	Hrs.
Business Skills (S.S. 20a, b, c, d, and e)	26
Professionalized Courses in Business (S.S. 118a, b, 119)	8
Economics, a selected sequence	12
Selected sequence for concentration in some special aspect of Business Education, such as, accounting, merchandising, or secretarial training	24
Selected minor in social subjects other than Economics	24
Selected minor outside of the Social Studies division	24

Minor in Business and Economics

Several different minors may be selected from the field of Business Education. The most common are listed below:

Business Skills, S.S. 20a, b, c, d, e, 118a, b (Select twenty-four hours).
 Secretarial Work, S.S. 20b, c, d, e, 121a, b, (Select twenty-four hours).
 Accounting, S.S. 20a, d, e, 127a, b, c.
 Merchandising, 20a, b, 122, 123a, 126, 133.
 Economics, S.S. 130a, b, 132, 134, 136, 137.

Major in History and Political Science

	Hrs.
American History	12
Ancient Social History	4
European History	12
Government of the United States	
State and National	8
Foreign Policy of the United States	4
International Relations	4
Teaching of the Social Studies	4
A selected teaching minor in the other Social Studies: Economics, Geography and Sociology	24
One or two teaching minors of twenty-four hours each, entirely outside of the Social Studies division.	

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.*

299. *COMPREHENSIVE COURSE IN THE SOCIAL STUDIES.* This course is designed primarily for those graduate students who realize that they are deficient in the backgrounds of the Social Studies and who wish a course on the graduate level which will supply them with the fundamental concepts of this field of knowledge. The course will include the basic concepts of western economics, social, cultural, and political life. *Four hours credit.*

Professionalized Courses

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.*

116-216. *THE TEACHING OF OFFICE APPLIANCES* (Summer quarter only). Teachers and administrators will be given an opportunity to plan courses, select equipment, make floor plans, and arrange other details for courses in office appliances. An opportunity will also be given to develop personal efficiency on a variety of modern machines and in the use of office equipment. *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, c, d-218a, b, c, d. *THE TEACHING OF BUSINESS SUBJECTS.* Prerequisite, 20a, 20b, and 20c or equivalents. The background of modern methods, materials, and devices for the teaching of (a) Gregg Shorthand, (b) Typewriting, (c) Office Appliances, and (d) Junior Business Training. *Two hours credit for each course.*

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.*

217a, b. *IMPROVING INSTRUCTION IN THE SOCIAL STUDIES ON THE SECONDARY LEVEL* (Summer quarter, 1937). These two courses are made up of four important teaching problems each. *Four hours credit.*

222. *INDIVIDUAL STUDIES*. A cultural course for graduate students who desire a background in the Social Studies. *Two or four hours credit.*

224a. *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 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. *Two hours credit.*

224b. *SEMINAR IN BUSINESS EDUCATION RESEARCH TECHNIQUES*. Analyses of recent research reports, a study of acceptable research methods and techniques, and individual reports of progress on theses will be the chief activities in this course. Open only to graduate students who are writing theses in the field of business and economics. *Two hours credit.*

Business and Economics

Business

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) *Handwriting	2
	(d) Office Appliances	4
	(e) Typewriting	4

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.

121a, b, c, -221a, 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.*

122-222. *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.*

*123a, b-223a, 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.*

*Given also by Extension.

124-224. *BUSINESS STATISTICS*. The purpose of this course is to acquaint the student with the methods used in collecting, presenting, and analyzing statistical data involved in social, economic, and business studies. *Four hours credit.*

125-225. *BUSINESS ORGANIZATION*. Different types of business organizations, consolidations, mergers, cartels, and the recent code arrangements and cooperative agreements. *Four hours credit.*

126-226. *RETAIL MERCHANDISING*. Economics of retail merchandising, store practice and experience in retail selling, advertising, window trimming, and merchandise display. *Four hours credit.*

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.*

128-228. *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.*

129-229. *PRINCIPLES OF INSURANCE*. A survey of the different types of insurance protection in use, the nature and functions of insurance, and its economic and business significance. Attention is given to the analysis of insurance policies, the rights and obligations of the parties, and the customary practices involved in transactions where insurance purchases, adjustments, and settlements are made. *Four hours credit.*

Economics

130a, b-230a, b. *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. The first course (a) will deal with such subjects as rent, wages, interest, profits, value, prices, and money and banking. The second course (b) will take up such subjects as taxation, public finance, monopoly, foreign trade, labor problems, and proposed changes in the economic system. *Four hours credit each quarter.*

*131-231. *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.*

132-232. *LABOR PROBLEMS*. In this course the problems resulting from modern industrial employment, such as child labor, industrial accidents, and unemployment will be studied. Among other topics to be considered are wage theories, craft unions, and industrial unions. *Four hours credit.*

132a-232a. *ECONOMIC PLANNING, ITS POSSIBILITIES AND ITS LIMITATIONS* (Summer quarter, 1937). This course will treat in a practical objective manner the recent applications of governmental organization to economic activities. Some of the topics treated will be: Control of the trade

*Given also by Extension.

cycle, remedies for unemployment, development of foreign trade, prevention of floods and soil erosion, effective use of water resources, development of new industries. The scope of the course will include an understanding of one of the most important topics of the present time. *Four hours credit.*

133-233. *MARKETING*. A description and analysis of the functions and problems involved in getting commodities from the producer to the consumer. *Four hours credit.*

134-234. *MONEY AND BANKING*. The principles of money, theories of relation to price levels, managed currencies, stabilization plans, governmental banking, and similar items. The Federal Reserve System will be studied, with particular emphasis upon the problem of credit control. *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 organization, and the 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 problems. *Four hours credit.*

137-237. *PUBLIC FINANCE* (Summer quarter only). This course will deal with problems of taxation, orderly public expenditures, budgets and budget making, financial control of subordinate agencies, public debts and their liquidation, how taxation affects the individual and the community, and similar topics. This course will be of special interest to school administrators. *Four hours credit.*

138-238. *HISTORY OF ECONOMIC THOUGHT*. An account of the development of economic ideas. Ancient and medieval economic thought, the Physiocrats, the "Classical School," the "American School," and the early Socialists are some of the topics to be studied. *Four hours credit.*

Geography

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.*

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.*

*Given also by Extension.

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; (e) The Culture of Andean Lands: A study of the cultures, past and present, of the native populations of the Western South American countries. *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 of 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

*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) 1865-1936. 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, 1900-1936. 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.*

*Given also by Extension.

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* (Summer quarter only). An advanced course in contemporary affairs. Emphasis will be placed upon those events, national and international, which have been commanding the attention of the world at the time the course is given. Each topic will be studied in terms of the experience of nations in recent years. Proposed solutions will be examined to see how they may work in terms of this experience. Extensive use will be made of periodicals and newspapers. *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.*

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.*

*Given also by Extension.

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.*

*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.*

167a-267a. *CONTEMPORARY LATIN-AMERICAN HISTORY*. This course will discuss those contemporary movements in Latin-America of a national and international nature which are attracting the attention of the World. Such movements as the Social Revolution in Mexico, Pan-Americanism, European Influences in Latin America, Educational Progress, and others will be studied. *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.*

168b, c, d-268b, c, d. *THE FAR EAST—PHILOSOPHY, CULTURE, AND REVOLUTIONARY MOVEMENTS IN CHINA*. *Two hours credit each quarter.*

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.*

*Given also by Extension.

Political Science

*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 that 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 and how he can get such information and how he can participate in local government most effectively. *Four hours credit.*

170a-270a. *THE CONSTITUTION AND ITS INTERPRETATION* (Summer quarter only). This course will include a study of the constitution itself and its development, the machinery for interpretation, the relation of the courts to the process, sections of the constitution that have been most widely interpreted, periodic controversies over various powers of government, the present controversies and how they may be solved. The scope of this course will include a full understanding of another acute problem of current American politics. *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.*

176-276. *CONTEMPORARY WORLD GOVERNMENTS* (Summer quarter, 1937). This course takes up especially the new governments of Europe—Russia, Poland, Germany, and Italy. It also takes up the democratic governments of England, France and the Scandinavian countries. The object will be to describe how they work, the changes that have been introduced and their efforts to deal with their social, economic, and 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.*

*Given also by Extension.

Sociology

80-180. *THE HOME AND ITS RELATIONSHIPS.* The fundamental problems of the home as influenced by its organization and administration as contrasted with earlier homes. *Four hours credit.*

81-181. *CHILD CARE AND CHILD WELFARE.* An appreciation of the significance and responsibilities of parenthood; subject matter foundation for the physical care of infants and children; the larger social aspects of the child welfare movement; and methods for conducting child welfare work in home, school, and community. *Four hours credit.*

82-182. *THE NATURE OF SOCIETY.* An elementary study of society with the view to setting forth the nature of human society, to stimulating the student's interests 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.*

*Given also by Extension.

*191-291. *HUMAN PERSONALITY AND SOCIAL BEHAVIOR*. Social attitudes and their development and modification under social pressure. Significant patterns of group behavior and the interactions of persons and groups are treated. Attention is also given to the implications of social psychology for modification in education. *Four hours credit.*

192-292. *THE SOCIOLOGY OF THE FAMILY*. Development of the family as a social institution. Its changed status in present-day social economy is discussed from several points of view. Its significance to society in socializing the individual and fixing those major attitudes which determine his social adjustment is emphasized. *Four hours credit.*

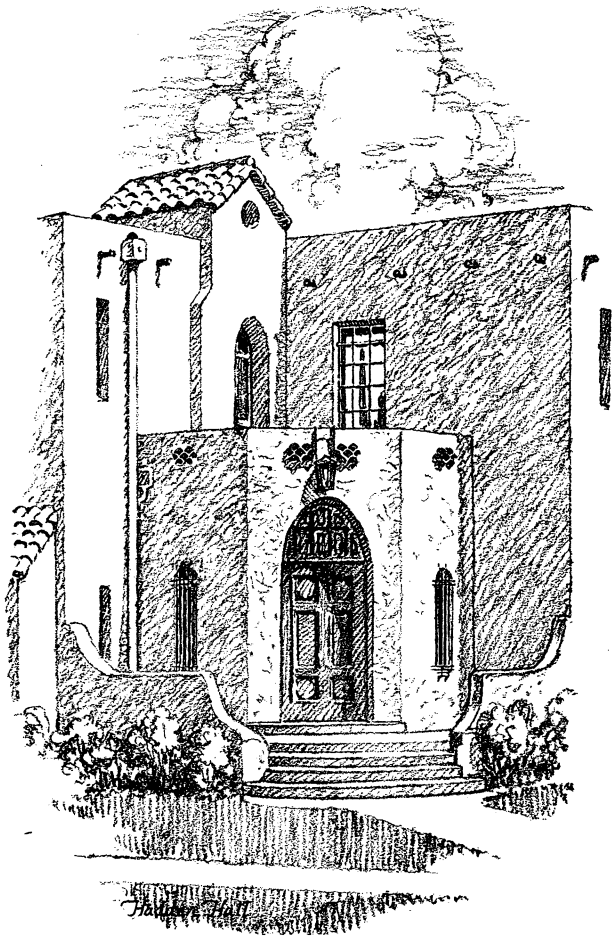
193-293. *THEORIES OF SOCIAL PROGRESS*. Analysis, interpretation, and evaluation of significant theories of social progress. Attention is given to the principle of social amelioration. Each student works out his own criteria of social progress. *Four hours credit.*

194-294. *THE SOCIOLOGY OF THE SCHOOL*. Relation of the principles of sociology to the problems of education. A study is made of the bearing of certain sociological concepts on educational theory and practice. School problems are treated from the social and sociological point of view. *Four hours credit.*

*Given also by Extension.



Academic Regulations



Academic Regulations

Admission

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, 1937. Applicants who are uncertain about enrollment should have their record sent to the college not later than September 1, 1937.

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.

GENERAL COLLEGE

Students seeking admission to the General College should consult admission regulations as found in the General College section of this catalog. Page 27.

PROFESSIONAL COLLEGE

Students seeking admission to the Professional College should consult admission regulations as found in the Professional College section of this catalog. Page 35.

Guidance Examinations

The college offers three kinds of guidance examinations: matriculation, placement, and sophomore.

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 The Little Theater, on Monday, September 27, at 8:00 A.M. Dormitory rooms will be available Sunday night. Meals will be served

in all freshman dining rooms beginning with Monday morning breakfast. All beginning freshmen must report on Monday if they wish to avoid paying late entrance and extra examination fees. During the first three days the students take the matriculation tests, have their physical examinations, photographs made, and pay their matriculation fees.

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. Additional medical attention and hospital care are provided for in the Associated Students fee.

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, 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 and division heads; class work and course of study by elementary majors, advisers of elementary majors; health, the college physicians.

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, woodworking, and physical education. The secondary school provides opportunities for both observation and student teaching for majors in the subject matter fields.

The other three units are public school systems affiliated with the college for student teaching purposes: The Big Bend school, eight miles 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. Formal application for such adjustment must be made with the director of student teaching prior to the quarter of graduation. Factors considered in granting such exemption are quality of teaching experience, type of school in which the experience was obtained, scholarship standing, and performance on the matriculation tests.

Living Regulations

The college feels that its responsibility does not end when the student leaves the classroom, but that if he is to develop into a good teacher and citizen in his community, he must live in wholesome and attractive surroundings during his stay on the campus. For that reason, the college has provided residence halls and approved houses. All students are required to live in the residence halls or in the approved houses. Any exceptions must be made by the director of off-campus housing.

It is suggested that parents or students come to the office of the deans, Cranford 114, where all information concerning housing is centered, before securing residences for the school year. This is desirable in order that students may be protected from unreasonable rates, poor living conditions, and becoming misinformed about living regulations.

RESIDENCE HALLS FOR WOMEN

The six residence halls provide comfortable living quarters under most ideal conditions for two hundred and seventy women students. All students in the six halls eat their meals in two beautiful 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 the freshman girls, who are required to live there. 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 live there.

An infirmary is provided in the Margaret Snyder Hall, with a nurse and attendant on full-time duty. Here the health of the girls living in the Residence Halls is carefully checked and medical attention given in cases of emergency and minor illness.

In order that the atmosphere of real home life may be achieved, fine and understanding faculty members live in the halls and act as social directors. In each hall, too, reside junior and senior students who act as assistant directors.

The price for room and board ranges from \$82.50 to \$99.00 for a quarter, depending upon the location and size of room. Because of commodity price fluctuations, the college reserves the right to adjust these prices at the beginning of any quarter. An advance deposit of \$10.00 is required to hold a room. This will apply on the room rent.

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" 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.

RESIDENCE HALLS FOR MEN

The two men's residence halls, Hays and Hadden, provide fine living conditions for approximately sixty men. The rooms are double, each with adjoining bedroom. Both halls have attractively furnished lounges and parlors, and in Hays Hall there is a dining hall where the men in both halls are served well balanced meals. The rates for board and room vary from \$82.50 to \$90.00 a quarter. Because of commodity price fluctuations, the college reserves the right to adjust these prices at the beginning of any quarter. A deposit of \$10.00 is required to hold a room. This may be applied on the room rent and need be paid only once each year.

Students furnish their own bedding and towels. There should be at least two pairs of sheet: 72" x 108" in size, for a single bed; three pillow cases of 42" tubing; one quilted mattress pad 36" x 76", and whatever other bedding the students desire. Students furnishing their own bedding will pay a \$1.00 laundry fee quar-

terly. The college will furnish bedding for \$4.00 extra each quarter.

More detailed information such as floor plans, application for reservation, etc., may be obtained by writing to the Department of Publications for a special bulletin on Residence Halls.

Off-Campus Housing

The proper housing of students has been the increasing concern of the college year by year, until we can now offer our students homes where their physical, social, and educational welfare are the hourly concern of intelligent, responsible homemakers. Such services cannot be offered students at less than an average of \$10.00 a month. These householders are in close touch with the college, and are cooperating with us in every way.

There are a number of eating places easily accessible to the approved rooming houses.

Generally speaking, students are not permitted to do light housekeeping. However, under special circumstances the director of off-campus housing will make exceptions.

Student Social Standards

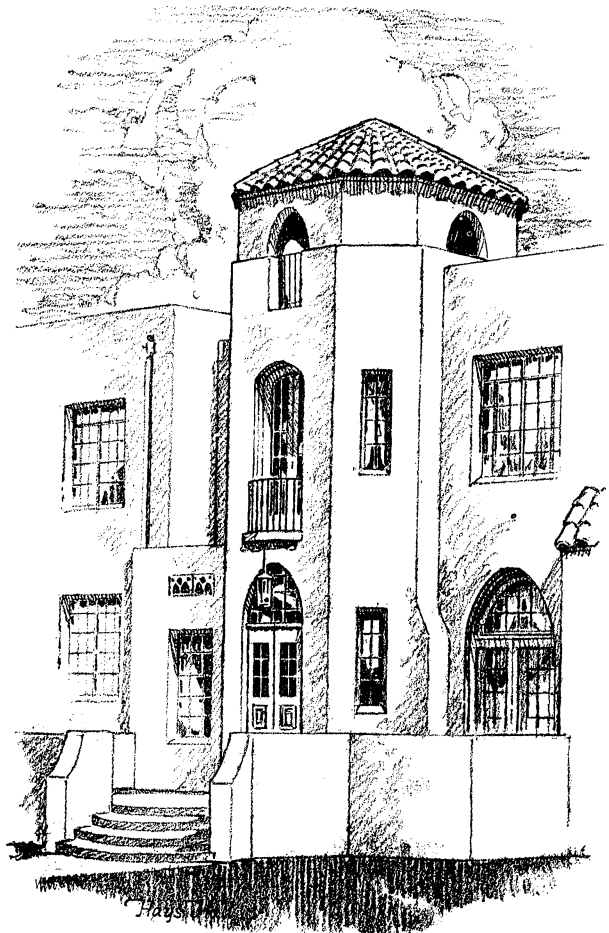
It is not in keeping with the philosophy of a modern college to enumerate rules with corresponding penalties. Well-bred, educated people recognize and accept certain limits to propriety and standards of what is right and proper. When any student demonstrates that he lacks the essential qualities of scholarship, health, and character set forth as entrance requirements, his relationship with the college automatically ceases.

A Colorado State College of Education student is a good citizen of his college community, of the city of Greeley, and of the state of Colorado. A good citizen is ever alert to the needs and rights of others. Courtesy and thoughtfulness toward all members of the college community are a part of good citizenship.

In order that health, scholarship, and social poise be maintained, the Standards Committee, composed of both students and faculty representatives, makes the following regulations:

Quiet hours are to be observed in the houses from 8:00 A. M. to 12:00 noon; from 1:00 to 4:00 P.M., and after 8:00 o'clock in the evening on school days. The house should be quiet on weekend nights by 11:30. Freshmen girls are to be in their place of residence on Monday, Tuesday, Wednesday, and Thursday evenings by 9:30 o'clock, and on Sunday by 10:30 P. M. All women students are to be at home by 1:00 on Friday and Saturday nights and on nights preceding a vacation; all upperclass women are to be in by 10:30 on all nights preceding a school day.

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. This fee entitles the student to admission to all Student Association activities, conference athletic contests, a copy of the student weekly paper, a copy of the student annual, and health service, which provides for medical attention and hospital care.

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 between 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, the Home Arts, and the Physical Sciences.

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 of architecture. On the first floor are recreation rooms, a banquet hall, large and small dining rooms and modern kitchens, with accommodations for large and small social and dinner parties. On the second floor is a large attractive club lounge, with paneled walls and high beamed ceiling, library and reading rooms, while the rest of the building is given over to modern apartments in which a number of the faculty members make their home.

RESIDENCE HALLS FOR WOMEN—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, 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.

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 conferences, 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 Dramatics Club presents an excellent opportunity for students with a talent for dramatics. New members are admitted to the club each quarter on merit, determined by try-outs. An outstanding play is presented each quarter.

Forensics

Debating plays an important part in the general program of the Division of Literature and Languages and additional interest is added through Pi Kappa Delta, national honorary debating fraternity, which is represented on the campus by a vigorously active chapter. Intercollegiate debates are held with the leading universities and colleges in the Rocky Mountain region.

Publications

Students with an interest in journalism will find opportunity for expression in two campus publications owned and published exclusively by students, "The Mirror," a weekly newspaper, and the "Cache la Poudre," the student annual.

Religious Activities

While it does not hold any regular religious services, the college seeks to emphasize the value of a religious life and encourages its students to attend the churches of their choice. Members of the administration and the faculty are actively associated with churches in the community and welcome students to their religious, discus-sional, and social gatherings.

The city of Greeley is noted as a city of churches. Practically every denomination is represented by an active church and organization.

The Y. W. C. A. and the Newman Club are active on the campus.

Musical Organizations

Music plays an important part in the college life. Leaders in this phase of the cultural development of the students are the Schumann Club (for women), the Mendelssohn Club (for men), the a cappella choir, the college band, the orchestra, and the Philharmonic. Each year the music division presents some opera, and at Easter and Christmas special appropriate music festivities are presented.

Scholarships

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 tuition 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 tuition 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.

The Board of Athletic Control offers an award of \$10.00 to the letterman having the highest scholastic average for the year.

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.

Fraternalities 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.

PHI SIGMA IOTA—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 are doing advance 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:

Limited Certificate

A limited certificate valid for a period of two years in the elementary schools of third-class districts is issued upon completion of the prescribed two-year course. This certificate is renewable for two additional years on satisfactory completion of certain requirements.

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 pages 38, 39.

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. For the maximum amount of extension credit allowed, see page 128.

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 certificate (two-year course) will be allowed three years to complete requirements effective at matriculation. Candidates for the Bachelor of Arts degree will be allowed six years to complete requirements effective at time of matriculation.

Fees

1. TUITION—\$20.00 a quarter for Colorado residents and \$25.00 for non-residents.
2. MATRICULATION—\$2.50, 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.
4. LIBRARY—\$2.50 each quarter.
5. SPECIAL EXAMINATIONS—Students having permission to take examinations at other than the scheduled time will pay a fee of \$2.00.
6. LATE REGISTRATION—\$1.00.
7. LABORATORY—In some of the divisions will be found small fees to cover laboratory costs or for materials in lieu of textbooks.
8. ASSOCIATED STUDENT ACTIVITY FEE—(Estimated) \$7.50.

68
15
75



INDEX

	Page		Page
Academic Regulations	113	Calculus	97
Accounting	105	Calendar	2
Administration—		Camp Fire Girls	57
College	13	Campus	123
Courses in	56, 59	Care of the Sick	69
Admission	113, 114	Cataloging	62
General College	27	Certificates and Degrees	135
Graduate School	38	Chemistry	33, 95
Professional College	35	Child Care	46, 111
Adult Education	61	Child Development	62
Alabaster	53	Choir	87
Algebra	96	Clothing Design	46
American History	107	Clubhouse	125
American Literature	75	Coaching	70, 71
Anthropology	111	College Organization	26
Art	29, 39	Color Composition	41
Artcrafts	43	Conduct	122
Art Metal Work	50	Consumer Economics	105
Assemblies	115	Cookery	47
Astronomy	94	Core Subjects	37
Athletics	129	Correspondence Study	127
Awards	131	Costume Design	47
Bachelor of Arts Degree	135	Crafts	41
Bacteriology	94	Credits	116
Band	87	Crime Sociology	111
Banking	106	Cumulative Record	114
Baseball Coaching	71	Curriculums	28
Basketball Coaching	71	Curriculum Making	59
Biology	89, 90, 92, 95		
Bird Study	99	Dancing	69
Board	120, 121	Debating	75
Board of Trustees	13	Degrees	135
Bookbinding	50	Design	41, 46
Bookkeeping	104	Division of the Arts—	
Botany	33, 94	General College	29
Boy Scouts	57	Professional College	39
Brass Instruments	86	Division of Education	53
Buildings	123	Division of Health and Physical Education—	
Business and		General College	30
Economics	101, 102, 104	Professional College	67
Business		Division of Literature and Languages—	
Education	34, 101, 103, 104	General College	31
Business Law	104	Professional College	72
Business Organization	105		

	Page		Page
Division of Music—		Football Coaching	71
General College	32	Foreign Languages	32, 79
Professional College	83	Forensics	129
Division of the Sciences—		Fraternalities	132
General College	33	French	32, 80
Professional College	88	French Revolution	109
Division of the Social Studies—		Freshman Program	27, 28
General College	34	Freshman Week	114
Professional College	100	Freshman Year	28
Doctor of Philosophy Degree	39		
Dormitories	120, 121	General College	27
Drafting	50	General Information	123
Dramatic Art	75, 77	Genetics	95
Dramatics	129	Geography	34, 106
Drawing	41	Geology	96
Dress Appreciation	46	German	32, 81
Dressmaking	46	Glee Clubs	86
		Government Courses	110
Economics	101, 102, 104, 105	Government of the College	13, 123
Education	53	Grading System	116
Educational Standards	123	Graduate Council	14
Electricity	98	Graduate School	38
Elementary Education	54, 55	Graduation Requirements	117
Elementary Science	93	Graphic Arts	51
Embryology	99	Guest Faculty	23
English	31, 72	Guidance	113
English Literature	75	Guidance (courses)	118
Entomology	99	Guidance Examinations	113
Entrance Requirements	27, 35	Gymnastics	70
Eugenics	95		
European History	107	Handwriting	104
Evolution	95	Harmony	87
Examinations	113	Health and Physical Education	30, 67
Expenses	5	Health Service	115
Extension Classes	127	High School Graduates	27
Extension Credits	128	High School Administration	61
Extension Department	127	High School Teachers (Requirements)	37
Extra-Curricular Activities	58	History	34, 102, 107
Faculty	15	History of the College	6
Fees	131, 136	Home and Relationships	111
Field Sports	69	Home Arts	29, 44
Figure Drawing	42	Home Care of Sick	69
Finance	106	Home Economics (see Home Arts)	29, 44
Fine Arts	29, 39	Hospital Economics	65
First Aid	70		
Foods	47		

INDEX

139

	Page		Page
Household Chemistry	96	Minimum Residence Requirement	135
Household Economics	46	Minimum Requirements	37
Household Management	47	Minors	36, 118
Housing Regulations	120, 122	Modeling	42
Hygiene	69	Modern Dance	69, 70
Industrial Arts	29, 48	Modern Drama	77
Institutional Management	47	Money and Banking	106
Instructional Staff	15	Moral Education	57
Instrumental Music	86, 87	Music	32, 83
Insurance	105	Music Fees	84
Iron Work	50	Musical Organizations	130
Journalism	76	Newman Club	130
Junior High School	60	Nursery School Education	60
Kinesiology	71	Nursing Education	65
Laboratories	128	Nutrition	47
Laboratory Schools	127	Observation	60
Languages	79	Off-Campus Housing	122
Latin	32, 80	Officers of Administration	14
Latin-American History	109	Officers of the Board of Trustees	13
Leathercraft	50	Oil Painting	42
Lettering	41	Oral English	74
Library—		Orchestra	86
College	123	Orchestral Instruments	86
Courses in	56, 62	Organ Lessons	86
Life Certificate	135	Organization of the College	26
Light and Sound	98	Ornamental Iron Work	50
Lighting (Stage)	70	Painting	42
Limitation of Extension Credit	128	Penmanship	104
Limited Certificate	135	Personnel and Guidance	63
Limit for Courses	136	Philosophy	63
Literature and Languages	31, 72	Phonetics	75
Living Regulations	120	Photography	98
Load	115	Physical Education	30, 67
Loan Funds	131	Physical Exercise Requirements	116
Machine Work	52	Physical Sciences	90, 91, 92, 93
Majors and Minors	36, 118	Physics	33, 90, 91, 92, 97
Marketing	106	Piano	86
Master of Arts Degree	38	Pipe Organ	86
Mathematics	33, 90, 91, 92, 96	Placement Bureau	128
Merchandising	105	Plant Physiology	94
Mental Hygiene	58	Platoon School	59
Mental Tests and Measurements	64	Play Directing	76
Metal Work	52	Poetry	77

	Page		Page
Political Science	34, 102, 110	Sororities	132
Pottery	41	Spanish	32, 81
Preparatory Requisites	35	Speaking and Reading	74
Printing	49	Speech	75
Professional College	35	Speech Clinic	57
Professional Science	93	Stagecraft	42
Program of Studies	27, 36	Stage Lighting	70
Provisions for Majors and Minors	36	Standards	122
Psychology	58, 62	Statistical Methods	61
Public School Music	87	Story Telling	75
Public Finance	106	Stringed Instruments	86
Puppetry	42	Student Assemblies	115
Public School Music	87	Student Club	125
Publications	130	Student Conduct	122
Quarter Hour	117	Student Guidance	118
Radio Transmission	98	Student Load	115
Reading	74	Student Organizations	128
Reed Instruments	86	Student Personnel	63
Registration	113	Student Standards	122
Religious Activities	130	Student Teaching	118
Requirements for Degrees	135	Summer Quarter Faculty	23
Requisites	35	Supervision	56, 60
Residence Halls— Men	120	Table Service	47
Women	121	Tests and Measurements	64
Residence Requirements	135	Textiles	41, 48
Research Courses	63, 64	Time Limit	136
Retail Merchandising	105	Track	69
Rooms	120, 121, 122	Trigonometry	96
Rural Education	58	Trustees	13
Rural Social Life	111	Tuition	136
Scholarships	130	Two-point-five Rule	116
School Administration	56, 59	Two-point-three Rule	117
School Nursing	66	Typewriting	104
Sciences	33, 88	Vocal Lessons	86
Secondary Education	55, 58	Vocational Guidance	58
Secretarial Practice	104	Voice Training	75
Secretarial Science	104	Violin	86
Sheet Metal Work	50	Waiver of Fees	131
Shop Work	51	Ward Management	65
Shorthand	104	Water Color Painting	42
Short Story	77	Woodworking	50
Social Evolution	111	World History	102
Social Hygiene	69	World Literature	75, 78
Social Standards	122	X-Rays	98
Social Studies	34, 100, 101	Y.W.C.A.	130
Sociology	34, 111	Zoology	33, 90
Sophomore Year	28		

