





Colorado  
State  
College  
of  
Education  
Bulletin

Year Book  
Number  
1938-1939

Greeley,  
Colorado

# College Calendar

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1938

## Summer Quarter

June	17	Friday	-	-	-	-	Registration, undergraduates
June	18	Saturday	-	-	-	-	Registration, graduate students
June	20	Monday	-	-	-	-	Eight-weeks Session Begins
July	5	Tuesday	-	-	-	-	Six-weeks Session Begins
August	13	Saturday	-	-	-	-	Convocation

## Fall Quarter

Sept.	26	Monday	-	-	-	-	Freshman Week begins 8:00 a.m., Little Theater
Sept.	27	Tuesday	-	-	-	-	Registration, Upperclassmen
Sept.	28	Wednesday	-	-	-	-	Classes Begin
Nov.	15-30		-	-	-	-	Temporary Registration for Winter Quarter
Nov.	5	Saturday	-	-	-	-	Homecoming
Nov.	24-25	Thursday, Friday	-	-	-	-	Thanksgiving (Holiday)
Dec.	15-16	Thursday, Friday	-	-	-	-	Final Examinations
Dec.	17	Saturday	-	-	-	-	Christmas Vacation Begins

1939

## Winter Quarter

Jan.	2	Monday	-	-	-	-	Registration, New Students Classes Begin
Feb.	15-28	-	-	-	-	-	Temporary Registration for Spring Quarter
Mar.	16-17	Thursday, Friday	-	-	-	-	Final Examinations
Mar.	19	Saturday	-	-	-	-	Spring Vacation Begins

## Spring Quarter

Mar.	27	Monday	-	-	-	-	Registration, New Students Classes Begin
May	10	Wednesday	-	-	-	-	Insignia Day
June	4	Sunday	-	-	-	-	Baccalaureate
June	7-8	Wednesday, Thursday	-	-	-	-	Final Examinations
June	9	Friday	-	-	-	-	Commencement



COLORADO STATE COLLEGE  
OF EDUCATION · GREELEY

Office of the President

Colorado State College of Education takes pleasure in presenting this, the 1938-39 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

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The student will find in this catalog much information not contained in any of the other college publications. This should be used as your official guide.

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

Academic Regulations - - - - - Page 113

## Admission Regulations

General College - - - - - Page 29

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Courses open to General College Students - - - - - Page 30

## Courses open to Professional College Students—

These are listed by divisions and will be found on pages as follows: Arts (Fine) 41; (Home Arts) 45; (Industrial Arts) 49; Education, 53; Nursing Education, 64; Health and Physical Education, 66; Literature and Languages, 71; Music, 82; Sciences, 88; Social Studies, 98; (Business and Economics) 103; (Geography) 106; (History) 108; (Political Science) 110; (Sociology) 111.

# Expenses for Each Quarter

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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
Associated Students Fee (average) - - - - -	7.50
Board and Room (average) - - - - -	87.00
Books (estimated) - - - - -	7.00
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Total - - - - -	\$129.00

For special fees for individual music lessons, see Music Division, Page 82.

# History and

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**N***ATHAN 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

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*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 initiated 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."*

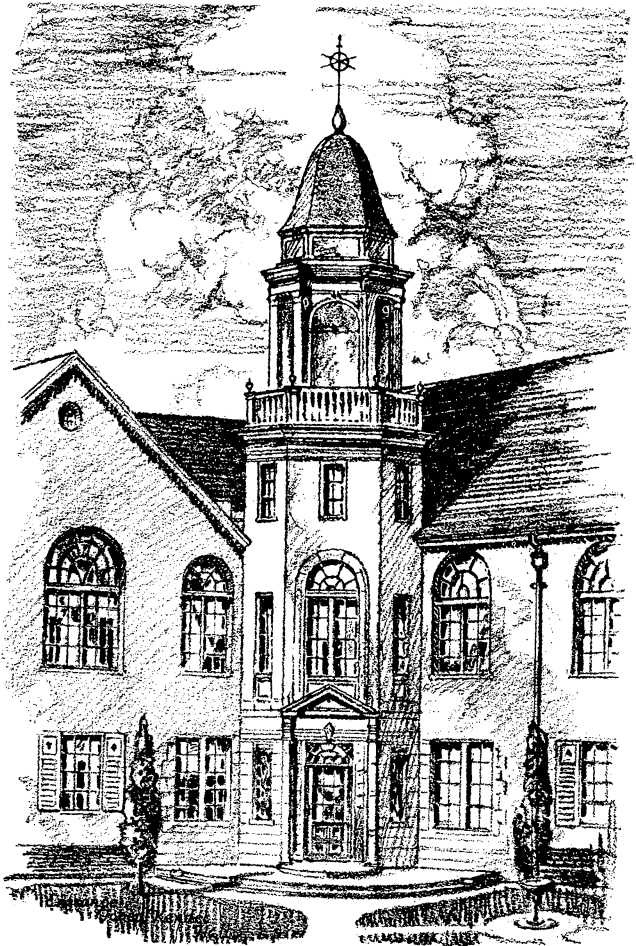
*From this beginning of one wing of a building and a staff of a president and four instructors, there has grown a*

*physical plant of twenty substantial buildings, modern in every respect for the purposes for which they were erected, and a staff of ninety-five instructors, an institution recognized among the foremost teacher-preparation colleges in the country. From the first year's enrollment of ninety-six, the student body has grown to an average of 1800 annually, with an average summer school enrollment of 2400.*

*Equally significant, if not more so, has been the progress from a functional standpoint. This may be incidentally noted in the changes of names of the institution. When it was felt that the title Normal School did not adequately represent the advanced education that had followed with the development of the school, the proper steps were taken toward a more significant title—Colorado State Teachers College—and then again, because of still more advanced thinking and educational progression, it seemed proper to change the title to the Colorado State College of Education.*

*This change has not all been voluntary. The advancement of education generally has had much to do with it, and the demands of the public schools, based on the requirements for more advanced preparation of the teachers, have also had their influence. The normal school is a two year institution. In accordance with the regulations set up by the profession and by professional organizations, Colorado State Normal School granted certificates on the completion of the two year course. With the granting of the bachelor of arts degree on the completion of four years' preparation, the Normal School passed to the status of a college, and the change of the title to Colorado State Teachers College was a natural consequence. There was added the fifth year of work, which carried with it the conferment of the Master of Arts degree. This was followed, in 1927, by still more advanced work leading to the Doctor of Philosophy degree. With a fully developed graduate as well as undergraduate college, the name was again changed on February 16, 1935, to Colorado State College of Education. Because of the type of work offered in this college it was decided that the Doctor of Education degree would be more fitting than the Doctor of Philosophy degree, hence a change in this degree was made in 1938.*

# Administration and Instructional Staff





# Officers of Government and Administration

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*President of the College*

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# Instructional Staff

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President of the College; Professor of Education.

WINFIELD DOCKERY ARMENTROUT, A.B., *Missouri Valley College*; A.M., *Columbia University*; ED.D., *Harvard University*; LL.D., *Missouri Valley College*.  
Vice-President of the College; Professor of Education.

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JOHN RANDOLPH BELL, PH.B., A.M., LITT.D.  
Professor of Sociology, Emeritus.

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Professor of Library Administration, Emeritus.

CHARLES MEAD FOULK  
Professor of Industrial Arts, Emeritus.

IRA WOODS HOWERTH, A.B., A.M., PH.D.  
Professor of Sociology, Emeritus.

ELIZABETH HAYS KENDEL, A.B.  
Associate Professor of Mathematics, Emeritus.

OTTO WILLIAM SCHAEFER, M.S.  
Professor of Industrial Arts, Emeritus.

FRANCES TOBEY, B.S., A.B., A.M.  
Professor of English, Emeritus.

SUSAN HART VAN METER, B.S., A.M.  
Associate Professor of Elementary Education, Emeritus.

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CLARENCE THEODORE BAAB, A.B., A.M., *Colorado State College of Education*.  
Assistant Professor of Industrial Arts.

GRACE MAE BAKER, B. ART ED., *Chicago Art Institute*; B.S., A.M. *Teachers College, Columbia University*.  
Professor of Art; Head of the Division of the Arts.

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Assistant Professor of Business Education.
- RALPH THOMAS BISHOP, A.B., *Colorado State College of Education*; A.M.,  
*Stanford University*.  
Professor of Industrial Arts.
- MARGARET BLACKBURN, A.B. A.M. *University of Iowa*; *Central School of Speech, London*; *Theodora Irvine School of the Theatre, New York*.  
Assistant Professor of English.
- HAROLD GRANVILLE BLUE, A.B., A.M., *Colorado State College of Education*;  
Graduate Student, *University of Chicago*.  
Professor of Sociology.
- HELEN DOLMAN BLOUGH, A.B., *Washburn College*; A.M., *Teachers College, Columbia University*; Graduate Student, *Cornell University*.  
Assistant Professor of Science.
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Professor of Chemistry.
- PETER BROWN, A.B., *Colorado State College of Education*; A.M., *Stanford University*.  
Assistant Professor of Physical Education.
- MARGARET ELIZABETH BRYSON, A.B., *University of Texas*; A.M., *Colorado State College of Education*; M.D., *University of Colorado*; Graduate Student, *Columbia University*.  
Professor of Physical Education.
- ETHEL BLANCHE CARREL, B.S., A.M., *Teachers College, Columbia University*.  
Associate Professor of Home Arts.
- †ELIZABETH CARNEY, A.B., A.M., *Colorado State College of Education*.  
Associate Professor of English; Supervising Teacher, College Secondary School.
- JEAN CAVE, B.S., *Kansas State Teachers College*; A.M., *Teachers College, Columbia University*; Student, *Niels Bukh School of Gymnastics, Ollerup, Denmark*; Graduate Student, *New York University*.  
Professor of Physical Education; Co-Head of the Division of Health and Physical Education.
- JOHN ELBERT CHADWICK, A.B., A.M., *Colorado State College of Education*; Graduate, *College of Fine Arts, Syracuse University*; Student with Iloff Garrison, Harry L. Vibbard, Dr. William Berwald, Dr. Adolf Frey, Charles Marie Widor, and Henri Libert, *Premier Prix d'Orgue* at Fontainebleau, France; Graduate Student, *New York University*.  
Assistant Professor of Music.

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†On leave, Summer Quarter, 1938.



- PERCY OTIS CLAPP, A.B., *University of Minnesota*; A.M., *New York University*; Graduate Student, *New York University*.  
Associate Professor of Physical Education.
- JAMES DEFOREST CLINE, B.M., M.M., *Eastman School of Music, University of Rochester*; Student with Kuria Strong, Percy Rector Stephens, Arthur Edward Johnstone, Howard Hansen, and Eugene Goosens; Graduate Student, *Columbia University*.  
Professor of Music; Head of the Division of Music.
- †BLANCHE RUMBLEY COLLINS, Diploma in Public School Music, *Cornell University*; *Music Certificate, University of Colorado*; A.B., A.M., *Colorado State College of Education*.  
Assistant Professor of Public School Music; Supervising Teacher, College Elementary and Secondary Schools.
- AMBROSE OWEN COLVIN, B.C.S., *Denver University*; A.M., *Colorado State College of Education*; PH.D., *New York University*.  
Professor of Business Education.
- NORA CONGDON, A.B., *Wheaton College*; A.M., *Colorado State College of Education*.  
Instructor in Education.
- ETHAN ALLEN CROSS, A.B., *University of Illinois*; A.M., *University of Chicago*; PH.D., *Columbia University*.  
Professor of English; Head of the Division of Literature and Languages.
- †HELEN CALDWELL DAVIS, A.B., *Grinnell College*; A.M., *University of Iowa*; PH.D., *University of Chicago*.  
Professor of Elementary Education.
- GEORGIA MOORE DEL DOSSO, B.S., A.M., *Teachers College, Columbia University*.  
Associate Professor of Art.
- OLIVER MORTON DICKERSON, A.B., A.M., PH.D., *University of Illinois*.  
Professor of History and Political Science; Head of the Division of the Social Studies.
- JULE STATTON DOUBENMIER, A.B., A.M., *Colorado State College of Education*.  
Assistant Professor of Physical Education; Supervising Teacher, College Elementary and Secondary Schools.
- RICHARD GORDON ELLINGER, A.B., *Harvard University*; Diploma, *Massachusetts School of Art*; Student of Maurice Sterne, Jonas Lie, and Eugene Steinhof.  
Associate Professor of Art.
- GEORGE WILLIAM FINLEY, B.S., M.S., *Kansas State Agricultural College*; Graduate Student, *University of Chicago, Columbia University*.  
Professor of Mathematics.
- ARTHUR JOSEPH FOSTER, A.B., A.M., *Colorado State College of Education*; Graduate Student, *Columbia University*.  
Associate Professor of Extra-Mural Education.
- CATHERINE CRATES GIBERT, A.B., *Ohio Wesleyan University*; A.M., *Ohio State University*; student, *University of Dijon, University of Strasbourg, Institut de Touraine*; Graduate Student, *University of Pennsylvania*.  
Associate Professor of Foreign Languages.

†On leave, Summer Quarter, 1938.

- HENRY TRUSTMAN GINSBURG, B.M., *Denver College of Music*; Student with Henry Schradieck, Sametini, Svecenski, Saslavsky, Heifetz, and Thibaud.  
Assistant Professor of Music.
- CHARLES ALBERT HALES, A.B., *Randolph-Macon College*; Graduate Student, *Duke University, Johns Hopkins University*.  
Assistant Professor of Social Studies.
- FITZHUGH LEE HAMBRICK, A.B., *University of Oklahoma*; A.M., *Colorado State College of Education*.  
Assistant Professor of Elementary Social Studies; Supervising Teacher, College Elementary School.
- JOHN WILLIAM HANCOCK, JR., A.B., *State University of Iowa*; A.M., *Colorado State College of Education*; Graduate Student, *University of Wisconsin*.  
Professor of Physical Education; Co-Head of the Division of Health and Physical Education.
- WILLIAM HENRY HARGROVE, B.S., in AGRI. ED., B.S., *School of Education University of Missouri*; A.M., *Colorado State College of Education*; Graduate Student, *George Peabody College for Teachers*.  
Professor of Rural Education.
- EZRA CLARENCE HARRAH, A.B., *Southwestern College*; A.M., PH.D., *University of Illinois*.  
Professor of Zoology.
- MARTHA LUCILE HARRISON, PH.B., A.M., *University of Chicago*.  
Associate Professor of Kindergarten-Primary Education; Supervising Teacher, College Elementary School.
- JOSEPHINE MARY HAWES, A.B., A.M., *Colorado State College of Education*; Student, *Cambridge University, England*; Graduate Student, *University of Colorado, Columbia University*.  
Associate Professor of English.
- JACOB DANIEL HEILMAN, A.B., *Muhlenberg College*; PH.D., *University of Pennsylvania*.  
Professor of Educational Psychology.
- ARTHUR WILLIAM HENDERSON, B.M., *Eastman School of Music, University of Rochester*; Student with Max Landow, Edgar J. Rose, Donald M. Tweedy, Melville Smith, Irvine McHose, Edward Royce, Bernard Rogers, Herbert Inch, and Harold Gleason.  
Assistant Professor of Music.
- FRED LOUIS HERMAN, B.S., *University of Nebraska*; A.M., *Stanford University*; Student, *Sorbonne, Ecole de Cavalaire, Saumur, France*.  
Associate Professor of Physics.
- EDNA MARY HOYDAR, B.M., M.M., *American Conservatory of Music, Chicago*; Graduate Student, *University of Southern California*; Student of Charles LaBerge, Karleton Hackett, and Horatio Cogswell.  
Assistant Professor of Public School Music.
- FRANK COVERT JEAN, A.B., A.M., PH.D., *University of Nebraska*.  
Professor of Biology; Head of the Division of the Sciences.
- PHOEBE MILLER KANDEL, R.N., *Western Reserve University School of Nursing*; B.S., A.M., *Teachers College, Columbia University*.  
Professor of Nursing Education.

INSTRUCTIONAL STAFF

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LEON KING, A.B., A.M., *Colorado State College of Education*; student with Arthur Middleton, Harlow Dean, Paul Lawless, Franklin Hunt, Allen Hinckley, Albert Haberstro.

Instructor in Music.

WINFIELD LEROY KNIES, A.B., *Colorado State College of Education*; A.M., *University of Washington*.

Associate Professor of Business Education; Supervising Teacher, College Secondary School.

HELEN LANGWORTHY, A.B., A.M., *State University of Iowa*; Student, *American Laboratory Theatre*, New York City; *Irvine Studio for the Theatre*, New York City.

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

†ELIZABETH LEHR, B.S., A.M., *Teachers College, Columbia University*.

Associate Professor of Elementary Education; Supervising Teacher, College Elementary School.

LESLIE DAE LINDOU, A.B., *University of Minnesota*; A.M., *University of Wisconsin*; Graduate Student, *Yale University*, *Toronto University*.

Assistant Professor of English.

GENEVIEVE LEMEN LYFORD, B.H.S., *Oregon Agricultural College*; B.S., *Columbia University*; A.M., *Colorado State College of Education*.

Professor of Nursery School Education; Supervising Teacher, College Elementary School.

\*THOMAS JEFFERSON MAHAN, A.B., A.M., *Colorado State College of Education*; PH.D., *Columbia University*.

Professor of Education.

ARTHUR ERNEST MALLORY, A.B., A.M., *University of Kansas*; PH.D., *George Peabody College for Teachers*.

Professor of Mathematics.

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*; Graduate Student, *Hanya Holm School of the Dance*.

Instructor in Physical Education.

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

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

†On leave, Summer Quarter, 1938.

\*On leave, Summer, Fall, Winter, and Spring Quarters, 1938-'39.

JAMES ALBERT MICHENER, A.B., *Swarthmore College*; A.M., *Colorado State College of Education*; 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.*

Assistant Professor of 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.

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.

DOROTHY RUSH, A.B., *Earlham College*, A.M., *Teachers College, Columbia University.*

Assistant Professor of Physical Education.

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

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

JOHN HENRY SHAW

Instructor in Journalism.

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

Assistant Professor of English.

HELEN SPRINGER SPAULDING, 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.

SYLVESTER ROY TOUSSAINT, A.B., *Ripon College*; A.M., *University of Michigan*; PH.D., *University of Wisconsin.*

Professor of Speech.

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.

EDWARD VON DEN STEINEN, M.D., *Western Reserve University*; Diploma, *Springfield College.*

Professor of Physical Education.

KATHRYNE VAN NOY, A.B., A.M., *Colorado State College of Education.*

Assistant Professor of Elementary Education; Supervising Teacher, College Elementary School.

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*; Graduate Student, *Teachers College, Columbia University*

Associate Professor of Geography.

FREDERICK LAMSON WHITNEY, ED.B., PH.B., A.M., *University of Chicago*; PH.D., *University of Minnesota.*

Professor of Education.

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

Associate Professor of Home Arts.

\*On leave Fall, Winter, and Spring Quarters, 1938-'39.

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.

HAMILTON HATFIELD, A.B., *University of Nebraska*; B.S., *University of Denver*.

Assistant Librarian.

DORIS GATLEY NEWCOMB, 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.

# Guest Faculty

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## Summer Quarter, 1938

Among those serving on the Special Guest Faculty in the Summer School of 1938 are the following:

JESSIE AGNEW, Supervisor of Music, *Public Schools, Casper, Wyoming.*

WILFORD AIKIN, Chairman of the Commission on the Relation of Secondary School and College, *Progressive Education Association.*

ALICE APPLGATE, *National Academy of Stage Training, New York.*

WALTER ASCHENBRENNER, Conductor, *Chicago Symphonic Choir.*

E. C. BECK, Head English Department, *Central State Teachers College, Mt. Pleasant, Michigan.*

DANIEL R. BERGSMARK, Assistant Professor of Geography, *University of Cincinnati.*

W. E. BLATZ, Professor of Psychology, *University of Toronto.*

PETER BLOS, *Progressive Education Association.*

N. E. BUSTER, Principal, *Arlington Heights High School, Fort Worth, Texas.*

L. S. BRACEWELL, *Proviso Township High School, Cook County, Illinois.*

CLARA COOK, Teacher of Speech, Newark, New Jersey, *Public Schools.*

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

FRANCIS D. CURTIS, Professor of Secondary Education and of the Teaching of Science, *University of Michigan.*

C. L. CUSHMAN, Director Department, of Research and Curriculum, *Denver Public Schools.*

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

PAUL DIEDERICH, *Progressive Education Association.*

WILFRED EBERHART, *Progressive Education Association.*

JOY ERWIN, Dean, *Children's Hospital School of Nursing, Denver.*

SAM EVERETT, Assistant Professor of Education, Northwestern University.

ELIZABETH FATHERSON, *Teachers College, Columbia University.*

HELEN GIBBONS, Teacher of Remedial Reading, *Minneapolis Public Schools.*

H. H. GILES, *University High School, Columbus, Ohio.*

HARRY GOWANS, Superintendent of Schools, Tulsa, Oklahoma.

A. A. HARDING, Professor of Music and Director of Military Bands, *University of Illinois.*

GEORGE PHILLIP HAMBRECHT, State Director of Vocational Education, *Milwaukee, Wisconsin.*

LAVONNE HANNA, Tulsa, Oklahoma, *Public Schools.*

OLGA ROSS HANNON, Head Art Department, *Montana State College, Bozeman.*

M. L. HARTUNG, *Commission on the Secondary School Curriculum, Progressive Education Association.*

HELEN HAYNES, *Emmerich Manual Training High School, Indianapolis, Indiana.*

JOHN W. HEADLEY, Superintendent of Schools, Winner, South Dakota.

KENNETH HEATON, Director Michigan Cooperative Bureau of Educational Research.

ELIZABETH IRWIN, *Oklahoma City Public Schools*

JOHN C. KENDEL, Director of Music, *Denver Public Schools.*

LESTER A. KIRKENDALL, Associate Professor of Education, *Teachers College, New Britain, Connecticut.*

G. ROBERT KOOPMAN, Coordinator of Curriculum and Instruction, *State Department of Education, Lansing, Michigan.*

L. W. KORONA, *Taylor Alderdice High School, Pittsburgh, Pennsylvania.*

KENNETH KURTZ, *Deep Springs School, California.*

SHAILER UPTON LAWTON, Associate Professor of Education, *New York University.*

JOSE LIMON, *Humphrey-Weidman School of the Dance, New York.*



## GUEST FACULTY

25

- JAMES W. LINDSAY, Technical Director, *Pittsburgh Playhouse*.
- A. R. MCALISTER, President *National School Band Association*, Joliet, Illinois.
- MARGARET MCCALL, Public Health Nurse, *Houghton Keweenaw Health Unit*, Houghton, Michigan.
- S. P. MCCUTCHEN, *Commission on the Relation of Secondary School and College*, Progressive Education Association.
- BEATRICE MCLEOD, *Specialist in Handicapped Children for the State of Wyoming*.
- BERNICE MAGNIE, formerly *State Department of Art*, Delaware.
- A. GORDON MELVIN, Professor of Education, *University of the City of New York*.
- JAMES E. MENDENHALL, Research Associate, *Lincoln School of Teachers College, Columbia University*.
- MEHDI NAKOSTEEN, Authority and Lecturer on Persia, Denver.
- MARK NEVILLE, *John Burroughs School*, St. Louis, Missouri.
- MARCIA A. NEWTON, Supervisor of Art, Indianola, Iowa.
- DAVID F. OWENS, Professor of Finance, *Drake University*.
- EVERETT J. PHILLIPS, *Oklahoma City Public Schools*.
- V. L. PICKENS, Supervisor of Industrial Art, *Kansas City Public Schools*.
- PAUL POPENOE, Director *Family Relations Institute*, Los Angeles.
- CECIL B. READ, *University of Wichita*, Wichita, Kansas.
- MARGARET ROBB, *Teachers College, Columbia University*.
- G. A. ROBINSON, Principal, *Southeast London Technical Institute*, London, England.
- M. L. ROSSKOPF, *John Burroughs School*, St. Louis, Missouri.
- RALPH RUSH, Director of Instrumental Music, *Cleveland, Ohio, Public Schools*.
- CHARLES MARSHALL SAYERS, Director *School of Woodcarving*, Carmel, California.
- FRED SEAMSTER, *Graduate School of Education, Yale University*.

IRVING W. SMITH, Superintendent of Schools, Great Falls, Montana.

W. H. STEINBACH, *University of Arkansas.*

A. J. STODDARD, Superintendent of Schools, Denver.

HILDA TORROP, New Jersey State Board of Nurse Examiners.

REV. LAWRENCE WILSON, Pastor, *Congregational Church, Sacramento, California.*

CARL N. WIRTHS, *Los Angeles Public Schools.*

LULU WOLF, *Medical College of Virginia, Richmond.*

BENJAMIN D. WOOD, Associate Professor Collegiate Educational Research,  
*Teachers College, Columbia University.*

A. N. ZECHIEL, *Commission on the Relations of Secondary School and College.*

# The College Organization

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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.

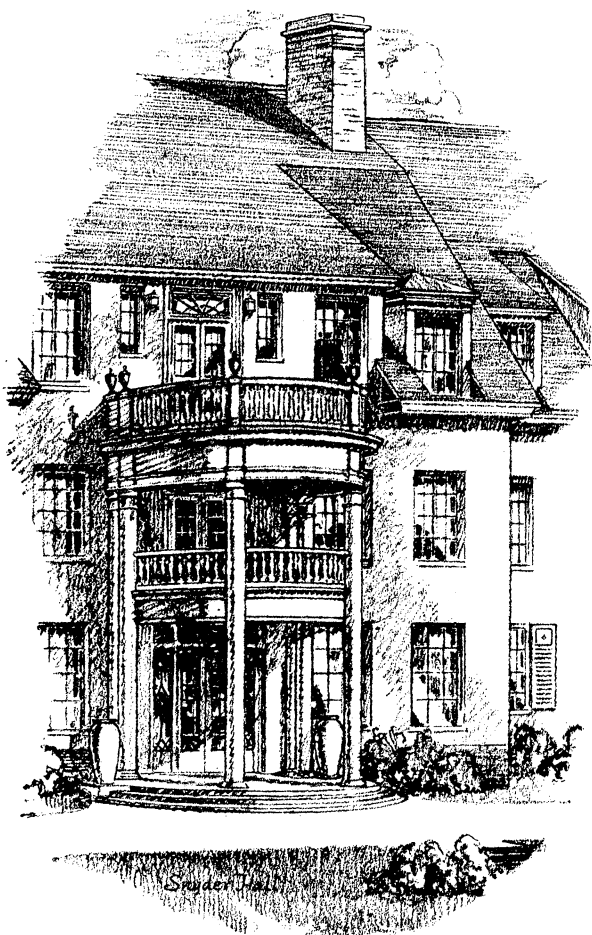
Specific professional preparation for teaching begins in the Professional College with the junior year. At this point selection is made of students who have established an adequate background of general cultural education and who appear to have personal traits and aptitudes related to success in teaching.

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.

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



# The General College





# The General College

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THE General College was organized to satisfy a demand for two years of college work following the secondary school. It has a two-fold purpose: (1) Provide the best possible preparation in general education 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

Students in the General College are not permitted to enroll for courses numbered 100 or above.

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

In curriculum A 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 is required of students who plan to enter the Professional College.

### FRESHMAN YEAR

	No.		Hrs.
Sci.	3a, b, c.	Introduction to Science .....	12
Art	20a, b, c.	Art Appreciation .....	6
Music	1a, b, c.	Music Appreciation .....	6
Ed.	20.	A First Course in Education .....	4
S. S.	41.	World Geography .....	4
H. & P. E.	1.	Personal Hygiene .....	4
		Electives .....	12
			—
			48

### SOPHOMORE YEAR

Eng.	40a, b, c.	World Literature .....	12
S. S.	60a, b, c.	Man In His Social World .....	12
		Electives .....	24
			—
			48

In selecting electives in Curriculum B the student should be guided by his plans for his major and minor teaching fields. In general, he should select three sequences running through the year.



# 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 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 11, during the sophomore year.

No.		Hrs.
1.	Drawing .....	4
2.	Composition and Drawing .....	4
5.	Color Theory and Composition .....	2-4
11.	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 .....	6
II.	46a, b, c. Elements of Bookbinding and Leathercraft .....	6
III.	50a, b, c. Woodworking .....	6
IV.	55a. Elementary Sheet Metal .....	2
	55b. Ornamental Iron Work .....	2
	55c. Art Metal Work .....	2
V.	61a, b, c. Principles of Drafting .....	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. General College students who expect to enter the Professional College and major in Health and Physical Education should not take any of the following courses: 3, 4, 5, 20. 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 that attempts to bring every student who wishes to compete into some athletic activity each quarter. No credit is given, but awards are granted in the form of medals and trophies. Intramural athletics for women are handled through the Women's Athletic Association.

A fee is charged in all swimming classes for women to cover rental and laundering of suits.

Women students who plan to complete a 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

Men who plan to major in Health and Physical Education should take the following courses during their sophomore year:

No.	Hrs.
25a, b, c. Technique of Teaching P. E. Activities .....	6
21a. Mat Work; 21c, Intermediate Tumbling and Stunts .....	2
45b. Dancing .....	2
46a. Individual Sports .....	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. Modern .....	1
	4. Tap .....	1
	5. Folk .....	1
	6. Social .....	1
	GROUP SPORTS	12. Soccer .....
14. Basketball .....		1
15. Baseball .....		1
16. Hockey .....		1
17. Volleyball .....		1

INDIVIDUAL SPORTS	13.	Tennis .....	1
	18.	Field and Track .....	1
	19.	Golf .....	1
	20.	Minor Individual Sports .....	1
	30a, b, c.	Swimming (1 hr. each quarter) .....	3
MISCELLANEOUS	11.	Plays and Games .....	1
	33.	Individual Gymnastics .....	1

MEN

GENERAL SPORTS	11.	Plays and Games .....	1
	12.	Touch Football .....	1
	13.	Tennis .....	1
	14.	Basketball .....	1
	15.	Softball .....	1
	16.	Boxing .....	1
	17.	Volleyball .....	1
	18.	Wrestling .....	1
	21a, b.	Mat Work .....	2
	22.	Double Tumbling .....	1
	30.	Swimming .....	1
	33.	Gymnastics .....	1
	34.	Spring Football .....	1
VARSIITY	35.	Freshman Football .....	1
	36.	Football .....	1
	37.	Freshman Basketball .....	-1
	38.	Swimming .....	1
	39.	Gymnastics .....	1
	40.	Wrestling .....	1
	41.	Track .....	1
	42.	Basketball .....	1
	43.	Tennis .....	1
	44.	Baseball .....	1

## Division of Literature and Languages

In the General College the Division of Literature and Languages offers sequences in world literature, in elementary speaking and writing, and in Spanish, French, Latin, and German, forming the foundation for more advanced work in the Professional College.

### English

No.		Hrs.
4a, b, c.	Elementary English Composition .....	12
5.	Speaking and Reading English .....	4
13.	Story Telling .....	4
16.	Voice Training .....	2
18.	Debating .....	2
19.	Debating (Advanced) .....	2
58a.	Survey of English Literature .....	4
58b.	Survey of English Literature .....	4
58c.	Survey of American Literature .....	4
62.	Public Speaking .....	4

63.	First Course in Dramatic Art .....	4
64.	Phonetics and the Organs of Speech .....	2

### 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.

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
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 30.

The following additional courses are open to General College students:

## Botany

No.	Hrs.
21-22. General Botany .....	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 .....	8
76. Trigonometry .....	4
78a, b, c. General Mathematics .....	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 .....	8
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# 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 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 .....	0
	(e) Typewriting .....	4

Credit in the above business skills is given only upon demonstrated proficiency. For details see page 100.

## Geography

No.		Hrs.
41.	World Geography .....	4
44a, b.	Regional Geography .....	8

## History

50a, b, c.	American History .....	12
54a, b, c.	Modern European History .....	12

## Political Science

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

Students planning to major in the Social Studies should consult page 98 for subjects to be taken during the sophomore year.

# The Professional College







# The Professional College

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**T**HE purpose of the Professional College is to develop teachers for rural, elementary, secondary schools, and teachers colleges; teachers and supervisors for all special subjects usually found in the best public schools; principals, superintendents and educational secretaries.

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 General College does not guarantee admission to the Professional College.

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.

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.

Students will make preliminary enrollment for laboratory school work a part of their application for 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.

## Program of Studies

The Professional College offers a program of studies leading to a Limited Certificate, a Permanent Certificate, and the degrees of A.B., A.M., and Ed.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 of forty-eight hours and two minors of twenty-four hours each. 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, i. e., history in the Social Studies division. Students may elect four subject matter minors instead of one major and two minors.

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 freshman and sophomore year should be selected to meet the prerequisites of the division in which the student wishes to major in the Professional College.

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 must have courses in methods and materials in the fields in which they are preparing to teach. Such courses are often 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.

No.	Hrs.
‡116. Secondary 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

## 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. The minimum requirements under the regulations of the N.C.A. are the following:

SUBJECTS	QR.	HRS.
English .....	22	1/2
Foreign Languages (for each language taught) .....	22	1/2
Mathematics .....	22	1/2

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 .....

7 1/2 of the 22 1/2 hours must be in the science taught.

Social Studies .....

There must be 7 1/2 hours of preparation in each specific subject taught for a period of one year.

Professional Preparation .....

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

‡Required only of students preparing to teach in secondary 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.

## 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.

### 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 of residence 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.

### DOCTOR OF EDUCATION DEGREE

Opportunity for work leading to the degree of Doctor of Education 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 within the Division of the Arts.

## Fine Arts Major

Students wishing to major in Fine Arts in the Professional College should do superior work in Art 1, 2, and 11 as a part of their General College work. It is advised that these students also take a sequence of twelve hours in Fine Arts, Home Arts or Industrial Arts during the sophomore year.

The student majoring in Fine Arts selects a minor of twenty-four hours outside the division and 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

Two to twelve hours in Creative Design in Graphic and Plastic Arts may be substituted for an equal number of hours in the above courses.

### SENIOR YEAR

No.	Hrs.
106. Advanced Drawing in Different Media .....	4
107. Oil Painting .....	2-4
108. Plastic Design: Modeling and Carving .....	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 STUDY

Course work will be outlined by the student's major professor.

## Fine Arts Minor

Students wishing to minor in Fine Arts should take a group of related courses. Suggested courses are listed below. All courses selected for a minor must have the approval of the registrar.

No.	Hrs.
1. Drawing, or 2. Composition and Drawing .....	4
3. Water Color Painting .....	4
7-107. General Crafts, or 116-216. Craft Processes and Design .....	2-4
11-111. Design, or 112. Advanced Design .....	4
126. Fine Arts in the Schools, or 127. Art Crafts in the Schools (required) .....	4

## 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.*

3. **WATER COLOR PAINTING.** A course for beginners in water color painting. *Four hours credit.*

7-107. **GENERAL CRAFTS.** This course affords opportunity to learn general crafts which the student will meet in the public schools. Loom warping, drafting, weaving, rug making, leathercraft, and metal processes, simple woodwork, making of lamp shades, block printing, decoration of objects. Development of creative design in all problems. *Four hours credit.*

11-111. **INTRODUCTION TO DESIGN.** A basic course for all who work creatively in the arts. The student becomes acquainted with the principles of design and learns to utilize them in creative projects. Opportunity is given to work out design projects in Fine Arts and Industrial Arts. *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.*

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 or four 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.*

24-124. *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.*

102-202. *COMPOSITION AND DRAWING*. Prerequisites, Art 1 and 2. Composition and Drawing. In this course students put into practice the structural principles they have gained in the prerequisite courses. The students' work becomes more complex; they deal with the advanced problems of three-dimensional rhythms, poising form in space through the understanding and use of the focal plane, and the structural use of color in three dimensions. The solution of these problems is applied to the usual subject matter and to mural painting. *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 103a-203a for two or four hours additional credit. *Two or four hours credit.*

104-204. *FIGURE DRAWING AND COMPOSITION*. Prerequisite Art 1. A study of the human figure as a major motif in composition and design. Construction, proportion, principles of movement. The figure as a rhythmic unit. Special stress is placed upon the student's ability to manipulate the figure motif freely in design without recourse to model. Constructive assignments in figure composition in a variety of media. Study from life model, and from memory. May be continued as 104a for four hours additional credit. *Two or four hours credit.*

105-205. *COLOR THEORY AND COMPOSITION*. An extensive study of the field of color as one of the major elements. 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.*

106-206. *ADVANCED DRAWING*. Prerequisite, Art 1, or equivalent. This course provides opportunity to develop greater power of drawing in its advanced phases. Individual growth is the objective and the course is planned to meet the needs of each student. A feature of the course is the attention given to wide variety of media. *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. *PLASTIC DESIGN*. Modeling and Carving. Creative design in the field of small sculpture. The student works with a choice of plastic media such as clay, plaster, Portland stone, or wood, and learns a variety of plastic procedures and techniques. These include modeling for terra cotta, the clay wall technique, solid forms with and without armature, the making of plaster casts, carving in plaster, stone and wood. The concept of design in terms of volumes, surfaces, and contour is developed throughout the course. *Two or four hours credit.*

109-209. *PRINT MAKING*. Etching, dry-paint, lithograph, wood cut, monoprint. 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. *PROBLEMS IN DESIGN*. Prerequisite, Art 11, or equivalent. In this course students apply the knowledge of structural principles gained in the prerequisite course to advanced projects in design. Opportunity is made for individual study of problems in the student's field of interest. As far as practicable designs are accomplished in the actual material for which they are planned. *Four hours credit.*

115-215. *DESIGN FOR THE STAGE*. 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.*

116-216. *CRAFT PROCESSES AND DESIGN*. A professionalized study of the different art crafts; the harmonious relationships of construction and design in artistic products; experience in loom weaving, leather craft, carving, basketry, metal, and other miscellaneous crafts. This course may be continued as 116a for two or four hours additional credit. *Two or four 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.*

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, bookmaking, 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 or four hours credit.*

129-229. *THE PLACE OF THE ARTS IN GENERAL EDUCATION*. The chief purpose is 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 concepts of the arts, the arts as fundamental in education and to other major problems confronting teachers and supervisors today. *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. The development of art from 1800 to 1900 basic in understanding the art of today. *Two hours credit.*

133-233a, b, c, d, e, f. **CREATIVE DESIGN IN GRAPHIC AND PLASTIC ARTS.** A student from any division 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.** Creative projects in lettering. Research in the contemporary and historical fields. *Two hours credit.*

216. **CRAFT PROCESSES AND DESIGN FOR THE SECONDARY SCHOOLS.** A study of design and arts 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.*

## Home Arts Major

Students wishing to major in Home Arts in the Professional College should complete in their sophomore year the following three sequences:

### SOPHOMORE YEAR

	No.	Hrs.
I. SCI.	41-42. General Chemistry .....	8
II. ARTS (Fine Arts)	5. Color Theory and Composition .....	2-4
	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
	178. Selection and Preparation of Foods .....	4
	179. Cookery and Table Service .....	4
	182. Nutrition .....	4
	190a. Household Management (theory) ..	2
	190b. Household Management (practice) ..	2
S. S.	191. Teaching the Home Arts .....	2
	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. ED.	104. Hygiene and Home Care of the Sick	4
	160. Nursery School .....	4
II. ARTS (Fine Arts) (Home Arts)	116. Craft Processes and Design .....	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 STUDY

Course work will be outlined by the student's major professor.

## Home Arts Minor

Students wishing to minor in Home Arts should take a group of related courses. The following courses are suggested: All courses selected for a minor must have the approval of the registrar.

No.	Hrs.
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
190a. Household Management (Theory) ..	2
190b. Household Management (Practice Cottage) .....	4
191. Teaching the Home Arts (required) ..	4

## Description of Courses

70-170. *DRESS APPRECIATION.* The objectives are to analyze one's own personality 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. *NEEDLECRAFT*. A study of design in fine needlecraft in which the design applies to household linens and house furnishings. The second unit has to do with very fine hand sewing applied to 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.*

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. *INSTITUTION 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 (Dietetics)*. 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 General College. Two of the following sequences should be selected in the General College.

No.	Hrs.
14a, b, c. Elements of Printing .....	6
46a, b, c. Elementary Bookbinding and Leathercraft ..	6
50a, b, c. Woodworking .....	6
55a. Elementary Sheet Metal .....	2
55b. Ornamental Iron Work .....	2
55c. Art Metal Work .....	2
61a, b, c. Principles of Drafting .....	6

In addition to three sequence courses, Arts 7-107, General Crafts, and Arts 11-111, Introduction to Design, should also be taken by second year students who plan to become majors in the division.

In order that each student may become proficient in several types of work the following courses, offered in the junior and senior years, are required. All sequence courses should be continued for three consecutive quarters.

No.	Hrs.
134. Introduction to Industrial Arts .....	2
135. Foundation of Industrial Arts .....	4
136. Teaching Problems in Industrial Arts .....	2
135a. Woodturning .....	2
151. Machine Woodwork .....	2
166. Wood Finishing .....	2
167. Upholstery .....	2
112. Principles of Design .....	4
113. Lettering .....	2
117. Pottery .....	2

Credit for 112, 113, and 117 together with that of the General Crafts and Introduction to Design taken in the second year applies toward a minor in fine art. Because of the current demand that an industrial arts teacher shall be a designer as well as a craftsman it is recommended that wherever possible a minor in fine arts be selected. This permits all work in design and allied courses to be applied toward this minor. A minor of twenty-four hours outside the Division of Arts is required. All minors must be approved by the registrar.

In addition to the courses listed above the student should select two types of work and carry enough courses in them to develop a high degree of proficiency. H. & P. E. 110, First Aid, should be taken by all majors in Industrial Arts.

## GRADUATE STUDY

Course work will be outlined by the student's major professor.

## Industrial Arts Minor

An Industrial Arts minor should include the following courses. All courses selected for a minor must have the approval of the registrar.

No.	Hrs.
136. Teaching Problems in Industrial Arts .....	2
50-150a, b, c. Woodworking .....	6
159. General Metal Work .....	2
61-161a, b. Principles of Drafting .....	4
11-111, 112. Design, or	
164. Industrial Arts Design .....	4

## 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, and the first steps in binding magazines. Beginning of hot and cold tooling, and lettering. Design in bookmaking and leathercraft. *Two hours credit each quarter.*

50a-150a. **WOODWORKING.** Problems in woodworking and studies in equipment and materials. *Two hours credit.*

50b-150b. **WOODWORKING.** A continuation of 50a, leading the student into more advanced 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.** General cabinet making, such as might be used in junior and 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, pewter, aluminum, and nickel silver in school shops, summer camps, and clubs. The student designs problems and develops skill in the use of tools. An opportunity for the application of design to metal. Processes include raising, piercing, hard and soft 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.*

148-248. *PROBLEMS IN BOOKBINDING*. 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 course acquaints the student with various woodworking machines and how to use them efficiently. The care of machines is stressed throughout the course. *Two hours credit.*

152-252. *PROBLEMS IN WOODWORKING*. Various problems that will confront students woodworking in their teaching situations are discussed and solutions worked out. *Two hours credit.*

153a, b, c-253a, b, c. *WOODTURNING*. 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 or four 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.*

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.*

## Division of Education

The Division of Education offers courses in Education, Psychology, and Nursing Education.

The division provides a two-year course certifying 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 30), and the following courses, to be taken in the sophomore year:

	No.		Hrs.
Bd.	30.	Introduction to Rural Education and Teaching .....	4
Bd.	32.	Individual Instruction in Rural Schools .....	4
Bd.	33.	The Teaching of Social Studies in County Schools .....	4
Bd.	50.	Observation .....	8
Ed.	51.	Student Teaching .....	8
Art	24.	Art in the Elementary School .....	4
Mus.	49.	Music in the Elementary School .....	4
Sci.	1.	Elementary Science .....	4
L. & L.	21.	Literature for the Elementary School .....	4
S.S.	83.	Sociology of Rural Life .....	4

## Elementary Major

Students who expect to prepare for teaching in the elementary schools should utilize the elective work in the freshman and sophomore years 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 the adviser of elementary majors should be consulted.

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.	149.	Music in the Elementary School .....	4
H. & P. E.	102.	Problems in Health Education .....	2
Lit. & Lang.	13.	Story Telling .....	4
Lit. & Lang.	121.	Literature in the Elementary School .....	4
Sci.	101.	Elementary Science .....	4
S.S.	144a, b.	Regional Geography (4 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

### SENIOR YEAR

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....	4
Ed.	113.	Improvement of Instruction in Social Studies	4
Sci.	132.	Genetics and Eugenics .....	4
S.S.	191.	Human Personality and Social Behavior .....	4

### GRADUATE STUDY

Course work will be outlined by the student's major professor.

## Elementary Minor

	No.		Hrs.
Art	124.	Art in the Elementary School .....	4
*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....	4
*Ed.	113.	Improvement of Instruction in Social Studies	4
Lit. & Lang.	121.	Literature in the Elementary School.....	4
Mus.	149.	Music in the Elementary School.....	4
Sci.	101.	Elementary Science .....	4

All courses selected for a minor must have the approval of the registrar.

\*Required.

## 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 in preparing themselves as school superintendents and elementary and high school supervisors and principals. Course work will be outlined by the major professor.

## 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

20. *A FIRST COURSE IN EDUCATION.* A guidance course to orient the freshman in the field of school and non-school culture. From such an overview of theory and practice it is hoped that the student will have a clearer view of the variety of opportunities in education as a career. The course will cover how schools came to be what they are, the growth of concern for childhood and adulthood, changing conceptions of education, recent extensions of education, the present educational program in school and out, what education seeks to accomplish, how education is managed and financed, education in other lands, education as a career, and present day educational problems. *Four hours credit.*

30. *INTRODUCTION TO RURAL EDUCATION AND TEACHING.* A study of curriculum adaptations, out-of-class activities, the first day of school, clubs, parent-teacher associations, and community relations, textbooks

and libraries for rural schools, records and reports, physical equipment and care. *Four hours credit.*

32. *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.*

33. *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.*

50a-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. To be taken during the quarter immediately preceding student teaching. *Eight hours credit.*

50b-150b. *PRE-TEACHING OBSERVATION IN THE SECONDARY LABORATORY SCHOOLS.* Similar to 150a except for students preparing for secondary schools. To be taken during the quarter immediately preceding the first student teaching assignment. *Four hours credit.*

51-151. *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. Elementary and rural majors complete the requirement by one-half day assignment in one of the affiliated schools. All other majors will complete one assignment in the campus laboratory school and one assignment in one of the affiliated schools. The total credit earned in student teaching should not exceed sixteen quarter hours. *Eight hours credit.*

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*. Third advanced course in Elementary Education. Prerequisites 150 and 151 or teaching experience. *Four hours credit.*

113-213. *IMPROVEMENT OF INSTRUCTION IN SOCIAL STUDIES*. Fourth advanced course. *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.*

\*Given also by Extension.

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.*

\*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 also by Extension.

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.*

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.*

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. *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.*

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.*

\*Given also by Extension.

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.*

194-294. *INTRODUCTION TO LOGIC*. A study of the various types of logical thinking. *Four hours credit.*

\*195-295. *PHILOSOPHY OF EDUCATION*. Open to seniors and graduate students. Analyses of such problems as the meaning of education, educational aims and values, education and democracy, the development of ideals, the nature of thinking, the nature of method and of subject matter. *Four hours credit.*

195a-295a. *FOUNDATIONS OF MODERN EDUCATION*. A study of important historical and philosophical backgrounds for the interpretation of present day educational issues. An analysis is made of the evolution of the major educational theories and their influence on changing practices. *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.*

\*Given also by Extension.

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. *Four 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.*

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 Education 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 Education Degree preparatory to research for Field Study No. 2.

322c. *RESEARCH PRELIMINARY TO FIELD STUDY* No. 3. Required of candidates for the Doctor of Education 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.

## 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.

For the Bachelor of Arts degree in Nursing Education the student must in addition to taking the courses provided in Nursing Education and in professional education have twelve hours in English, two to six hours in Health and Physical Education, eighteen to twenty-two hours in Science, six hours each in Art and Music Appreciation, twenty-four to thirty-two hours in Social Studies and twenty-eight to thirty-two hours in Education.

## Description of Courses

100-200. *HISTORY OF NURSING*. The historical development of nursing under the religious, military, and secular forms of organization from its early 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.*

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

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 aspect of nursing education and service. *Four hours credit.*

150-250. *SCHOOL NURSING* (Summer Quarter only). 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 bachelor's and a master's degree may be obtained by both men and women in the Division of Physical Education, selection of the subject matter to be chosen from both the men's and women's divisions with the approval of the major professor.

Undergraduates majoring 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, and health.

Women majoring in Health and Physical Education must, before entering the Professional College, have credit in or be able to pass an examination in the following Health and Physical Education courses: 2, 12, 13, 14, 15, 16, 30a, b, c, 45a, b, c, 46a, b, 47, 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 woman majoring in Health and Physical Education must pass a piano playing test of third grade level before graduating from the division. Every woman majoring in this division must be a member of the creative dance group for one year. She may be a member longer if she desires.

Men majoring in Health and Physical Education must, before entering the Professional College, have credit in or be able to pass a skills and rules examination in the following Health and Physical Education courses: 25a, b, c, 21a, c, 30, 31, 33, 45b, 46a; either 37 or 42; 34, 35, or 36; 41 or 41a; 44 or 44a, or must take them during their first year of professional work for no credit. Not more than twelve of the above requirements may be completed by examination.

Men students majoring in Physical Education are advised to minor in academic subjects, one of which must be science, unless special permission is granted by adviser.

## Major (FOR WOMEN)

### JUNIOR YEAR

	No.		Hrs.
H. & P. E.	110.	First Aid .....	2
	120a, b.	Anatomy .....	6
	129a, b, c.	Coaching of Sports for Women (2 hrs. each quarter) .....	6
	137a, b.	Presentation of Materials in Physical Education .....	6
Sci.	117.	Physiology .....	4

### SENIOR YEAR

H. & P. E.	132.	Theory of Individual Gymnastics.....	4
	135.	History and Principles of Physical Education	4
	102.	Problems in Health Education.....	2

## (FOR MEN)

### JUNIOR YEAR

H. & P. E.	110.	First Aid .....	2
	120a, b.	Anatomy .....	6
	137a, b.	Presentation of Materials in Physical Education .....	6
Sci.	117.	Physiology .....	4
H. & P. E.	165.	Coaching of Football.....	4
	166.	Coaching of Basketball.....	4
	168.	Coaching of Track, or Baseball.....	2

### SENIOR YEAR

H. & P. E.	135.	History and Principles of Physical Education	4
	170.	Organization and Administration of Athletics .....	4
	102.	Problems in Health Education .....	2
		Suggested Electives	
Lit. & Lang.	5.	Speaking and Reading English.....	4
Ed.	103.	Boy Scout Work.....	2
H. & P. E.	169.	Baseball Coaching .....	2
	132.	Theory of Individual Gymnastics.....	4

## GRADUATE STUDY

Course work will be outlined by the student's major professor.

## Minor

(FOR WOMEN)

All courses selected for a minor must have the approval of the registrar.  
The following courses are suggested:

No.	Hrs.
45a, b, c. Dancing .....	6
46a. Individual Sports .....	2
46b. Gymnastics and Tumbling .....	2
47. Use of Music in the Dance .....	2
129a, c. Coaching of Sports for Women .....	4
137a, b. Presentation of Materials in Physical Education .....	6
Electives .....	2

(FOR MEN)

The first starred course listed in this group should be taken by all students minoring in Physical Education who have not participated in inter-collegiate athletics. The other two starred courses are desirable as substitutes, or if more than twenty-four hours are completed in a minor. All courses selected for a minor must have the approval of the registrar.

No.	Hrs.
21. Mat Work .....	1
*25a, b, c. Technique of Teaching Physical Education Activities .....	6
30. Swimming .....	1
33. Gymnastics .....	1
110. First Aid .....	2
137a, b. Presentation of Materials in Physical Education .....	6
165. Football Coaching .....	4
166. Basketball Coaching .....	4
168. Track Coaching or	
169. Baseball Coaching .....	2
170-270. Organization and Administration of Athletics .....	4
*180. Athletic Training .....	2
Ed. *103. Boy Scout Work .....	2

## 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.*

25a, b, c. *TECHNIQUE OF TEACHING PHYSICAL EDUCATION ACTIVITIES:* 19a. Touch football, speedball, soccer, soft ball, volleyball; 19b. Boxing and wrestling; 19c. Tennis, golf, fly casting, handball. *Two hours credit each quarter.*



45a, b, c. *DANCING*. Techniques in folk, natural, and tap dancing. *Two hours credit each quarter.*

46a, b. *INDIVIDUAL SPORTS*. Gymnastics and Tumbling. Minor individual sports, including badminton, tether ball, deck tennis, shuffleboard, ping pong, archery, Danish gymnastics, tumbling. *Two hours credit each quarter.*

47. *USE OF MUSIC IN THE DANCE*. Musical forms will be studied and rhythms analyzed 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 that are more particularly influenced by sex. (Given by Extension only.) *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 combinations of fabrics. Laboratory daily for the first two weeks. *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*. Deals 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*. A study of various types of tests in the field of physical education; their evaluation and the technique of testing. *Four hours credit.*

120a, b. *APPLIED ANATOMY*. The study of the different systems of the body. *Six hours credit.*

225. *PHYSIOLOGY OF EXERCISE*. Prerequisite, Sci. 117. Effects of muscular activity on the various organs and systems of the body, and on 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 presented in 129a are hockey, soccer, speedball; in 129b and c are basketball, baseball, track, tennis, archery, and swimming. *Two hours credit each quarter.*

132-232. *THEORY OF INDIVIDUAL GYMNASTICS.* The science of muscle action in relation to postural defects and their treatment, the organization of corrective work for various age levels, methods of giving postural examinations. 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; and the types of work to be included in the program. *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. *Six hours credit.*

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 organizations 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, intercollegiate, and intramural athletics. The common problems in athletics and administration are discussed. *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. *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. *Two hours credit.*

272. *RECREATIONAL LEADERSHIP.* A discussion of the school's recreation program in regard to: noon hour, school parties, co-recreational activities and parent teachers; the coordination of the present and possible community recreational facilities and leadership; types of programs for various groups in relation to age, interests, etc.; budget needs for specific projects. *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.

### 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.

An English major takes the following basic courses:

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 or more of the following:	
121. Literature for the Elementary School .....	4
122. Literature for the Secondary Schools.....	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.

Students preparing to teach in the secondary school are required to take both L. & L. 122 and 126.

### GRADUATE STUDY

Course work will be outlined by the student's major professor.

## English Minor

English majors must take two minors. One of these must be in a foreign language, and the other must be in some division other than Literature and Languages.

Students from other divisions who desire to minor in English and Literature may have the minor in either Literature or Speech. All courses elected for a minor must have the approval of the registrar.

### LITERATURE

No.	Hrs.
*58b, c. Survey of English and American Literature.....	8
*110a, b. Advanced Composition (or substitutes).....	4
122. Literature for the Secondary Schools.....	4
*126. Teaching English in the Secondary Schools.....	4
Oral English .....	4

### SPEECH

Whenever possible the student minoring in English should do observation and teaching for at least one quarter in English and should add 164, Introduction to the Science of Speech, four hours credit. Students from other divisions who select a speech minor must have credit in English and American Literature, and methods.

No.	Hrs.
122. Literature for Secondary Schools .....	4
126. Teaching English in Secondary Schools.....	4
13. Story Telling or	
15. Oral Interpretation of Literature.....	4
18. Debating .....	2
5. Reading and Speaking or	
62. Public Speaking .....	4
112. Creative Dramatics or	
114. Play Production .....	4

## 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.*

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.*

13-113. *STORY TELLING*. The technique of story telling is first given. Then the students have practice in applying the principles in class and laboratory work in actual story-telling situations. Practice is given in selecting, arranging literature and stories suited to the several school levels. *Four hours credit.*

15. *ORAL INTERPRETATION OF LITERATURE*. A course in the appreciation of literature through oral interpretation. A study of poetry, prose, and drama will be approached by each student with a view to broadening his own interests. Attention will also be given to the cutting of the forms of literature, and the arrangement of programs for public performance. *Four hours credit.*

16. *VOICE AND DICTION*. This course is arranged to take care of the individual differences of each student with regard to voice difficulties. Stress will also be laid upon articulation, enunciation, pronunciation, with a view to aiding each student to speak effectively. *Two or four hours credit.*

18. *ARGUMENTATION AND DEBATING*. The theory of argumentation and its practical application in debating. Open to any student wishing to participate in intramural or intercollegiate debating as well as those wishing to take the course as part of their general speech training. *Two hours credit.*

19. *DEBATING*. Open to any student who has taken course No. 18. Members of the intercollegiate debating teams may take this course for credit but are not required to do so. The work will consist of intensive practice on the intercollegiate questions. *Two hours credit.*

21-121. *LITERATURE IN THE ELEMENTARY SCHOOL*. Required of elementary 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.*

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 story 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.*

62. *PUBLIC SPEAKING*. A course of extemporaneous speaking emphasizing the gathering and organizing of material and its delivery for the purpose of informing, stimulating, or convincing an audience. Designed to meet the practical needs of the average person who is called upon to speak to groups of people. *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. 8. 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. 8 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.*

122-222. *LITERATURE FOR THE SECONDARY SCHOOLS*. A survey of literature appropriate for use in the junior and senior high schools. This involves a good deal of reading of the literature for the purpose of familiarizing the prospective teacher with the materials used in secondary school classes. The course covers speaking, reading, and writing. *Four hours credit.*

126-226. *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. A portion of the time of this course is given to the teaching of oral English in the secondary school. *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.*

162. *ADVANCED PUBLIC SPEAKING.* A second course for those students wishing to make a more intensive study and application of the principles of speech composition and the psychology of persuasion. Attention will be given also to the various types of occasional speaking, especially after-dinner speaking. Prerequisite L. & L. 62. *Four hours credit.*

164. *AN INTRODUCTION TO THE SCIENCE OF SPEECH.* A general survey of phonetics, voice science, and speech pathology intended to acquaint the prospective teacher with the fields covered in order that he may have a basis for considering the speech problems presented by his students. *Four hours credit.*

189-289. *TEACHING THE BIBLE AS LITERATURE.* Both the Old and New Testaments will be studied from the point of view of teaching the Bible as literature. A study will be made of the poetry, drama, narrative, and other writings of the Bible. This course will supplement the more intensive studies of L. & L. 160 and 161, although these are not prerequisites for the course.

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

### GRADUATE STUDY

Course work will be outlined by the student's major professor.

## 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. 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. All courses elected for a minor must have the approval of the registrar.

## 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. Lavisse'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 "Emilio y los Detectives" and Julio Camba's "La Rana Viajera." *Four hours credit.*

7. *INTERMEDIATE SPANISH* (Second year). A continuation of Spanish 6. The texts used are Alarcon'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. Hartzensch'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, with intensive reading in class and extensive reading outside. *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.*

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 musical theory, musical history and appreciation, music education, and an opportunity to study and participate in the various phases of music performance.

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

1. Have completed satisfactorily the work of the General College.
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, 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 committee from the Division of Music.

## 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 and \$15.00 for woodwind and brass 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 and \$9.00 for organ rental.

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 students. When 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 provisions 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 and woodwind.

Students who plan to major in the Division of Music in the Professional College must take the following courses in addition to the core subjects listed on page 39.

No.	Hrs.
2a, b, c. Music Reading, Theory, and Elementary 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
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
Music Courses .....	48
Individual Instruction .....	12
Total .....	60

## GRADUATE STUDY

Course work will be outlined by the student's major professor.

## Minor

Students of other divisions who wish to complete a minor in Music must meet the conditions and take one of the following groups of courses. All courses selected for a minor must have the approval of the registrar.

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

## I. FOR CLASSROOM TEACHERS

No.		Hrs.
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
	Total .....	24

## II. 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
	Total .....	24

## Description of Courses

1a. *MUSIC APPRECIATION.* The first of a series which attempts to treat music from the viewpoint of everyday life. Through the lecture-discussion-listening procedure, an attempt is made to reveal to the student how the common meanings in music are an expression of everyday experiences. Music 1a deals exclusively with American music which includes such things as our popular music, the radio, the negro, cowboy songs and ballads, the Indian, popular romantic music, etc. Each student is required to spend two hours in class work and two hours in study or participation in a musical activity. A material fee of \$1.00 is charged. *Two hours credit.*



1b. *MUSIC APPRECIATION*. Continuation of Music 1a, progressing from American music to the significant expressions in European music, to show how music contributes to national and racial characteristics and how music reflects the feeling patterns associated with significant historical epochs. Assignment similar to Music 1a. A material fee of \$1.00 is charged. *Two hours credit*.

1c. *MUSIC APPRECIATION*. Because this course is the third in the series dealing with general music, it is assumed that the student has found a particular interest in some phase of music study. For this reason, each of the various sections offered deals with a separate subject. These divisions are: (a) Songs, singers and song writers; (b) the music drama; (c) relation of music and other arts; and (d) the development of instrumental music. By special arrangement, a student may engage in a musical activity four periods each week in lieu of the lecture course. A material fee of \$1.00 is charged. *Two hours credit*.

2a, b, c. *MUSIC READING, THEORY, AND ELEMENTARY SONGS*. A year's course meeting four days a week each quarter. Students learn to read music. The student is taught the songs that are to be used in the school while doing student teaching and which he may use in future professional work. *Two hours credit each quarter*.

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. *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). *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.*

47-147. *LABORATORY BAND AND ORCHESTRA*. Maintained for those who have just begun to play on band and orchestral instruments and for those who wish to examine materials suitable for all classes of school bands and orchestras. *One hour credit.*

49-149. *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 three 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.*

157-257. *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.*

161-261. *PRINCIPLES OF AESTHETICS IN MUSIC*. A study of the aesthetics of Dewey, Puffer, Parker, Bell, Santayana, etc. Special emphasis is placed on the implication of aesthetics in the teaching of music. *Four hours credit.*

162-262. *ADVANCED MUSICAL LITERATURE*. A study of advanced instrumental and vocal forms. Emphasis is placed on the symphony, quartet, trio, concerto, sonata, opera, and oratorio. Study of the composition is approached through listening. *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.*

172-272. *PROBLEMS OF INSTRUMENTAL SUPERVISORS*. A general class discussion of problems common to all instrumental supervisors. *Four hours credit.*

173-273. *PROBLEMS IN VOCAL SUPERVISION*. This course is designed to present for discussion and study, problems which are encountered in the teaching of vocal music. *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.*

\*Given also by Extension.

# Division of the Sciences

The work of the Professional College in the Division of the Sciences supplements that of the General College. The advanced courses are designed for prospective teachers in the biological and physical sciences and mathematics.

Students planning to major in the Division of the Sciences should have done superior work in Sci. 3a, b, c. It is also advisable that they have twelve additional hours in the Sciences during the sophomore year.

## Major

Students wishing to major in the Sciences should take one of the two following groups:

### GROUP I

#### BIOLOGICAL AND PHYSICAL SCIENCES

No.		Hrs.
11-12.	General Zoology .....	8
21-22.	General Botany .....	8
41-42.	General Chemistry .....	8
43.	Qualitative Chemistry .....	4
*61-62-63.	General Physics .....	8
103.	The Teaching of Science .....	8
156.	Elementary Geology .....	4
191.	Descriptive Astronomy .....	4

### GROUP II

#### MATHEMATICS

75a, b.	College Algebra .....	8
76.	Trigonometry .....	4
78a, b, c.	General Mathematics .....	12
174.	Improvement of Instruction in Arithmetic.....	4
175.	Differential Calculus .....	4
176.	Integral Calculus .....	4
181.	Analytic Geometry .....	4
182.	Algebra for Teachers .....	4
183.	Geometry for Teachers .....	4
191.	Astronomy .....	4

Students who select the mathematics group 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.

\*College Algebra (Sci. 75a and b) and Trigonometry (Sci. 76) must be taken by students who wish to take advanced courses in physics.

## GRADUATE STUDY

Course work will be outlined by the student's major professor.

## Minor

All courses selected for a minor must have the approval of the registrar.

A Science minor must include the following:

No.	Hrs.
42, 43. Chemistry .....	8
62, 63. Physics .....	8
22. Botany .....	4
12. Zoology .....	4
103-203. The Teaching of Science .....	8
Suggested Electives:	
30-130. Bacteriology .....	4
166-266. Radio .....	4

## ELEMENTARY SCIENCE

Students preparing to teach in the elementary school may minor in elementary science. The following courses are suggested:

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

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

104. Science of the Out-of-Doors .....	4
127. Systematic Botany .....	4

## MATHEMATICS

When desirable or necessary high school credit in mathematics may be counted on the basis of three quarter hours for each full year's work. Sci. 175 and 176 are desirable courses for a minor. All courses selected for a minor must have the approval of the registrar.

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

## Description of Courses

### Non-Specialized Science

1-101. *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.*

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.*

104-204. *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 that 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

100a-200a. *THE COLORADO STATE SCIENCE CURRICULUM* (Summer quarter only). The development of the proposed science curriculum for the state of Colorado will be discussed. The method, kinds of learning materials, and the evaluation program recommended in this curriculum report will be taken up in this course. *One hour 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*. Prerequisite Ed. 116. A discussion of the social basis for instruction in science; the development of a philosophy for teaching science that conforms with modern progressive educational philosophy; the selection of objectives; the determination of a technique for developing an integrated science curriculum. By means of the committee plan courses of study for physics, chemistry, biology and integrated science will be developed. The class meets two hours a day with a third hour for observation of classes in the secondary school. *Eight hours credit* during regular school year. Summer quarter meets one hour each day for *four hours credit*.

105-205. *CLASSROOM DEMONSTRATIONS IN THE PHYSICAL AND BIOLOGICAL SCIENCES*. (Summer quarter only). A laboratory course conducted by instructors who are teaching secondary school science themselves and is designed to give teachers a knowledge of simple apparatus, how to set it up, and how to use it effectively in connection with demonstrations in the classroom and laboratory. *Four hours credit*.

106-206. *CONFERENCE COURSE IN SECONDARY SCHOOL SCIENCE* (Summer quarter only). Prerequisite Science 103-203 or the equivalent. Planned for teachers who want to work out the problems in science teaching that confront them in their school situations. Assistance will be given the individual or groups in solving problems that may arise in the organization of a science curriculum, in the construction of teaching units for various science courses, in planning learning activities or in preparing test and drill materials. Arrangements must be made with the instructors before enrolling for this course. *Four to eight hours credit*.

107-207. *CURRICULAR AND LEARNING STUDIES IN SCIENCE EDUCATION*. (Summer quarter only). Planned to give the science teacher an opportunity to become familiar with the modern conception and practices of educational research as related to science education, to develop standards for evaluating investigations and to develop an understanding of the present trends, practices, and problems involved in science teaching. This understanding is gained through a study of the significant investigations in science teaching. *Three hours credit*.

108-208. *INDIVIDUAL AND GROUP PROBLEMS IN SECONDARY SCHOOL SCIENCE* (Summer quarter only). This course is planned to provide an opportunity for individuals to work out special problems in science education and to develop an understanding of how an integrated program in the secondary school might be realized. There will be one hour of general discussion and two hours of laboratory work on individual problems. Arrangements must be made with the instructors before enrolling for the course. *Eight or twelve hours credit*.

209. *INDIVIDUAL AND GROUP PROBLEMS IN JUNIOR COLLEGE SURVEY SCIENCE COURSES* (Summer quarter only). A conference course designed to assist teachers or groups of teachers who may wish to work on problems directly connected with instruction in the survey science field. *Four to eight hours credit*.

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 in course work. *Two to eight hours credit*.

### Astronomy

\*91-191. *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*.

\*Given also by Extension.

## 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.*

25-125. **FIELD BOTANY.** The purpose of this course is to enable students to become acquainted with plants in their natural habitat and to classify them. Designed especially for prospective teachers who wish to become acquainted with the flora of this region. *Four hours credit.*

110-210. **JUNIOR COLLEGE SURVEY COURSES IN SCIENCE.** (Summer quarter only). A course designed to acquaint college teachers with the science survey course movement in the United States. Objectives, subject matter, methods of presenting are considered. It is planned to give the teachers in this field a fairly thorough acquaintance with the type of work demanded, and how to instruct in this field effectively. *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.*

30-130. **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*. The fundamental principles of chemistry and their application to the problems of everyday life. Some of the common elements, their constitution, reactions with each other, and the compounds which they form are considered. Laboratory exercises are designed to help the student to gain a deeper insight into the principles of chemistry and their application. Students who have had high school chemistry will be required to do more advanced assignments. Three hours class; three hours laboratory. *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.*

47-147. *HOUSEHOLD CHEMISTRY*. Three hours recitations; three hours laboratory. Practical chemistry needed in a study of the principles of cooking, dietetics, heating, lighting, air conditioning, laundry, and textiles. *Four hours credit.*

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.*

143-243. *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.*

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

56-156. *ELEMENTARY GEOLOGY*. Forces and processes that are and have been continually modifying the surface of the earth. Field trips are an essential part of this course. *Four hours credit.*

157-257. *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.*

158-258. *METEOROLOGY*. Techniques and principles used in the interpretation and forecasting of weather. *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.*

80-180. *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.*

81-181. *ANALYTIC GEOMETRY*. Geometrical problems from the analytic viewpoint. It is especially valuable to prospective teachers of algebra. *Four hours credit.*

\*Given also by Extension.

174-274. *IMPROVEMENT OF INSTRUCTION IN ARITHMETIC.* (See Ed. 112-212). Third advanced course in Elementary Education. Prerequisite Ed. 150 and 151 or teaching experience. *Four hours credit.*

\*175-275. *DIFFERENTIAL CALCULUS.* A study of differentiation and its applications. *Four hours credit.*

\*176-276. *INTEGRAL CALCULUS.* The meaning, use and applications of integration. *Four hours credit.*

\*177-277. *THEORY OF EQUATIONS.* The function and its graph, complex number and its graphical representation, cubic and quadratic equations, symmetric functions, and determinants. *Four hours credit.*

178-278. *THE NATURE OF MATHEMATICS.* This course is designed to give a better understanding of the real nature of mathematics and a clear understanding of the reasons that lie back of the principles and methods. It deals with such topics as the nature of mathematical reasoning, how we count, how we write numbers, algorithms past and present, the place of definitions, why certain definitions are adopted, the nature of measurement, the relation of mathematics to science. *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 Sci. 175-275 and 176-276. *Four hours credit.*

\*286. *DIFFERENTIAL EQUATIONS.* Differential equation and its applications in the solution of problems. *Four hours credit.*

\*Given also by Extension.

## Physics

61. *GENERAL COLLEGE PHYSICS*. Three hours lecture, four hours laboratory. Designed to teach the fundamentals of mechanics and heat from the standpoint of both theory and practice. Students who have had a course in high school physics are required to do special work over and above that required from students who have not had high school physics. *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.*

64a-164a. *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.*

64b-164b. *GENERAL ELECTRICITY*. Prerequisites, 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.*

64c-164c. *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.*

65-165. *HOUSEHOLD PHYSICS*. Four hours lecture; three hours laboratory. For students who are taking their major work in Home Arts. It deals with the physical principles involved in the various appliances used in the home. The physical principles involved are those of mechanics, heat, light, electricity, and sound. *Four hours credit.*

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

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.*

15-115. *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.*

19-119. *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.*

113. *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.*

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.*

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.*

118-218. *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.*

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 program of related courses designed to give to all students a conception of the geographical, economic, business, social, political, and intellectual world in which we live. 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, sociology, economics and business, together with the working skills essential to further progress in these fields.

Students wishing to major in this division, in addition to meeting the core requirements on page 39, 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:

No.		Hrs.
50a, b, c.	American History .....	12
154a, b, c.	European History .....	12
117.	Teaching of the Social Studies.....	4
130a, b.	Principles of Economics.....	8
144a, b.	Regional Geography .....	8
170.	Government of the United States.....	4
171.	State Government .....	4
185.	Principles of Sociology .....	4
188.	Modern Social Problems .....	4

In addition, each student is expected to plan his program to include two teaching minors of twenty four hours. One of these may be in Business, but the other must be entirely outside the Social Studies Division.

Students who wish to qualify for teaching in the elementary grades should include Elementary Education as one minor and should choose electives in Geography.

Students who plan to do all their teaching in junior or senior high schools should include in their electives: 151, Ancient Social History; 173, Foreign Policy of the United States; and 174, International Relations.

Men are advised to elect at least one course in School Administration.

## GRADUATE STUDY

Course work will be outlined by the student's major professor.

## Minor

A teaching minor should include twenty-four quarter hours in the whole 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. Eight hours of American History and eight hours of European History are required of majors in other divisions who select a minor in Social Studies. All courses selected for minors must have the approval of the registrar. Desirable sequences of eight and twelve hours are indicated as follows:

### AMERICAN HISTORY

Eight hour sequences—50a, b.  
Twelve hour sequences—150a, b, c.

### EUROPEAN HISTORY

Eight hour sequences—154a, b.  
Twelve hour sequences—154a, b, c.

### GEOGRAPHY

Eight hour sequences—41, 140.  
Twelve hour sequences—144a, b, 145.

### ECONOMICS

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

## POLITICAL SCIENCE

Eight hour sequences—170, 171

Twelve hour sequences—170, 171, 172

## SOCIOLOGY

Eight hour sequences—185, 188.

Twelve hour sequences—188, 191, 193.

## 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 qualifications necessary to teachers of the business subjects and general economics in the secondary schools. The following requirements must be met by all majors in Business and Economics:

## Proficiency in the Business Skills:

No.	Hrs.	
20a.	Bookkeeping .....	8
20b.	Gregg Shorthand .....	8
20c.	Handwriting .....	0
20d.	Typewriting .....	4
		<hr/>
127a, b.	Accounting .....	8
121a.	Advanced Shorthand Transcription .....	4
116.	Office Equipment and Management .....	4
119.	Secondary School Business Curriculum .....	4
	Teaching the Business Subjects:	
	Elect from courses 110a to 112c .....	8
		<hr/>
		20
		<hr/>
	Economics, elective sequence .....	12
	Social Studies, elective sequence .....	12
	One minor outside the Social Studies .....	24
	General College Core .....	48
	Professional College Core .....	28
	Free electives .....	20
		<hr/>
		144
		<hr/>
		192

A higher degree of specialization in a particular field of teaching in business and economics, or in preparation for the work of educational secretaries 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 or graduate levels: (1) Teaching business and economics in the high school; (2) secretarial positions in educational institutions; (3) teaching business and economics in junior colleges; (4) teaching retailing by the cooperative method in high schools and junior colleges; (5) teaching business and economics in teacher-preparing institutions.



## GRADUATE STUDY

Course work will be outlined by the student's major professor.

## Minor

All courses selected for a minor must be approved by the registrar.

## BOOKKEEPING AND ACCOUNTING

S.S. 20a, 20c, 20d, 116, 123a, 125

## RETAILING

S.S. 20a, 20c, 20d, 111a, 123a, 126

## SECRETARIAL

S.S. 20b, 20c, 20d, 121a, 121b, 116, 122

## ECONOMICS

S.S. 125, 130, 130a, 136, 133, 134

Majors in other divisions should select this group of subjects for a minor, plus a course in method.

## Description of Courses Generalized

60a,b, c. *MAN IN HIS SOCIAL WORLD.* 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.*

222. *INDIVIDUAL STUDIES.* Opportunity will be given students to develop subjects in which they are deficient or in which they have special interests. The instructor will be met from time to time as necessary for the student's progress. *Two to 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 economic, social, cultural, and political life. *Four hours credit.*

## Professionalized

110a-210a. *THE TEACHING OF BOOKKEEPING.* Prerequisite, 20a or the equivalent. Criteria for the selection of textbooks and laboratory material will be considered. The different methods of approach in presenting the theory of accounts and difficult teaching problems in presenting double entry bookkeeping will be treated. Attention will be given to the analysis of new books on the secondary school level and new methods of presentation. *Two hours credit.*

110b-210b. *THE TEACHING OF CONSUMER ECONOMICS.* The setting up of objectives, the selecting of content material, and the presentation of the material will be the principal considerations of this course. Attention will be given to source material, the organization of individual and class projects, and the preparation of a syllabus for a course in consumer economics in the high school. *Two hours credit.*

111a-211a. *THE COOPERATIVE TEACHING OF RETAILING.* A complete plan will be developed for teaching retail merchandising on the cooperative plan. The student will be required to prepare an outline of content material, suitable textbooks, library references, and lists of source materials and equipment for a high school course. *Four hours credit.*

111b-211b. *THE TEACHING OF JUNIOR BUSINESS TRAINING.* The objectives of the junior business training course in the high school, the selection of textbooks and supplementary material, classroom equipment, and modern methods of presentation will be considered. A student syllabus for a high school course in junior business training will be prepared by each student. *Two hours credit.*

112a-212a. *THE TEACHING OF GREGG SHORTHAND.* Prerequisite 20b or the equivalent. The teaching of the functional, the direct, the standard textbook, and other methods of presenting Gregg shorthand will be presented in this course. Attention will be given to such problems as suitable supplementary material, integrated content material dealing with personality traits, secretarial duties and traits, and the general education values of shorthand. *Two hours credit.*

112b-212b. *THE TEACHING OF TYPEWRITING.* Prerequisite 20e or the equivalent. Attention will be given to classroom equipment, the selection of textbooks and supplementary material, the uses of wall charts and other visual aids, the new keyboard, problems of checking, scoring, grading and recording student papers, and recent methods of teaching typewriting in the high school. *Two hours credit.*

112c-212c. *THE TEACHING OF OFFICE APPLIANCES.* 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. *Two hours credit.*

113-213. *TEACHING OF THE SOCIAL SUBJECTS IN THE ELEMENTARY SCHOOL.* The historical development of social subject instruction; the aims and values of these studies in the schools; materials and methods of handling them in the various grades; various types of presentation; testing of results; the relation of the social subjects to other subjects. Special attention is given to a detailed study of the materials for history and civic instruction in grades I to VI. *Four hours credit.*

114-214. *ADMINISTRATION AND SUPERVISION IN BUSINESS EDUCATION.* Some of the topics to be studied are: The organization and supervision of co-workers; the employment, preparation, 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, equipment, and supplies. *Four hours credit.*

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

117-217. *THE TEACHING OF SOCIAL STUDIES IN JUNIOR AND SENIOR HIGH SCHOOLS*. Development of instruction in these subjects in high school programs; aims and values of instruction; problems connected with the teaching of these subjects; the relation between history and civics teaching; modern courses of study; modern tests, their use and abuse; written work; illustrative work; the working library. Special attention will be given to the organization of material for teaching purposes. Prerequisite, one year of social subjects materials. *Four hours credit.*

117c-217c. *RECENT EXPERIMENTS IN SECONDARY SCHOOL SOCIAL STUDIES* (Summer quarter). An examination and an attempt to evaluate the results of some of the more outstanding experiments in organizing and teaching Social Studies materials in public and private secondary schools. *Four hours credit.*

119-219. *SECONDARY SCHOOL BUSINESS CURRICULUM*. This course will deal with the modern philosophy of business education on the secondary school level. The conventional high school program in business education will be analyzed. Analysis of textbooks, special teaching methods, visual aids, equipment, floor plans, and special devices will be considered. The purpose of this course is to give the student definite references to useful material and other aids which he may use in dealing with teaching problems in the field. *Four hours credit.*

222. *INDIVIDUAL STUDIES*. A course for graduate students who want to do individual research work on a problem in Business and Economics. *Two or four 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 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 .....	0
	(d) Typewriting .....	4

Proficiencies must be demonstrated through passing examinations that will demonstrate mastery of the skills to a point where they can be used effectively. Examinations will be given every quarter and they will be open only to regularly enrolled students on the campus.

The eight-hour proficiencies are programmed for four hours each, but if the examination is passed in one quarter eight hours of credit will be given. The four-hour proficiency, 20d, is programmed for two hours, but if the examination is passed in one quarter four hours of credit will be given.

23. **BUSINESS LAW.** A beginning course in business law dealing with contracts and negotiable instruments. The essential elements, both oral and written, will be studied. Attention will be given to the characteristics of negotiable instruments including drawing, negotiating, and other aspects of this particular class of contracts. *Four hours credit.*

25-125. **BUSINESS ORGANIZATION.** Different types of business organizations, consolidations, mergers, cartels, and the recent code arrangements and cooperative agreements. *Four hours credit.*

121a. **ADVANCED SHORTHAND TRANSCRIPTION.** Prerequisite, the ability to take dictation at the rate of eighty words a minute and typewrite at the rate of forty words a minute with ninety-eight per cent accuracy. This course will offer practice in taking dictation at about eighty words a minute at the beginning of the course, and a minimum speed of one hundred words a minute will be required for the completion of the course. *Four hours credit.*

121b. **SECRETARIAL PRACTICE.** Prerequisite, 121a or the equivalent. Students taking this course will be required to take dictation at one hundred words a minute, and a minimum of one hundred twenty words a minute will be required at the end of the course. The principal emphasis in this course will be placed on transcription practice, correspondence forms, special arrangements of typed material, and the development of secretarial duties and traits. *Four hours credit.*

121c. **ADVANCED SECRETARIAL PRACTICE.** Prerequisite, 121b or the equivalent. Attention will be given to speed in taking shorthand dictation, advanced secretarial duties and traits, business reports, filing, special office equipment, and other secretarial duties. *Four hours credit.*

123. **ADVANCED BUSINESS LAW.** This is an advanced course, dealing with the subjects of agency, bailments, partnerships, corporations, real estate, and personal property. *Four hours credit.*

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 economic and business studies. *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. **PRINCIPLES OF ACCOUNTING.** This is an introductory course in accounting dealing with the approach to the theory of accounts and gives a brief review of the principles of bookkeeping. A knowledge of bookkeeping is a desirable basis for this course but not necessarily required. *Four hours credit.*

127b. **PARTNERSHIP ACCOUNTING.** Prerequisite, 127a or the equivalent. This course deals with problems in partnership accounts, controlling accounts, petty cash systems, bad debts, depreciation, obsolescence, and depletion. *Four hours credit.*

127c. *CORPORATION ACCOUNTING*. Prerequisite, 127b. or the equivalent. Corporations, reserves, bonds, manufacturing accounts and statements, the voucher system and the analysis and interpretation of financial statements are the principal topics treated in this course. *Four hours credit.*

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 settlement are made. *Four hours credit.*

227a. *ADVANCED ACCOUNTING*. Prerequisites, 27a, b-127a, b or the equivalents. A treatment of advanced problems in partnerships, corporations, and other types of business organizations. *Four hours credit.*

227b. *COST ACCOUNTING*. An advanced course in accounting dealing with the principles of distribution of overhead and burden to the unit costs of production. The principles will be developed through a complete set of accounting records and cost sheets. *Four hours credit.*

## ECONOMICS

36-136. *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.*

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.*

130a-230a. *CURRENT ECONOMIC PROBLEMS*. This course deals with such current subjects as governmental income and expenditures, production and price control, monopoly, foreign trade, and unemployment. *Four hours credit.*

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.*

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, managed currencies, stabilization plans, governmental banking, and similar items. The Federal Reserve System will be studied, with particular emphasis on 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 are influenced by conditions in commerce and industry. *Four hours credit.*

137-237. *PUBLIC FINANCE*. 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.*

232a. *ECONOMIC PLANNING*. 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 cycle, remedies for unemployment, development of foreign trade, prevention of floods and soil erosion, effective use of water resources, and the development of new industries. *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.*

42-142. *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.*

43-143. *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.*

44a-144a. *REGIONAL GEOGRAPHY OF THE NEW WORLD*. A study of the human use of land and other natural resources in its relationship to the physical, biological, and cultural patterns found on the continents of the Western Hemisphere. *Four hours credit.*

44b-144b. *REGIONAL GEOGRAPHY OF THE OLD WORLD.* A study of the human use of land and other natural resources in its relationship to the physical, biological, and cultural patterns found on the continents of the Eastern Hemisphere. Major emphasis is placed on Europe. *Four hours credit.*

\*46-146. *GEOGRAPHIC INFLUENCES ON AMERICAN HISTORY.* A study of the expansion of the American people from the eastern to the western seaboard and the geographical forces that moulded this expansion. *Four hours credit.*

101-201. *GEOGRAPHY OF LATIN CULTURES.* The geographical distribution and origin of Latin cultures. A description of the racial, linguistic, and cultural characteristics of the Latins; their manners, customs, literature, legal systems, architecture, and temperamental characteristics. *Four hours credit.*

102-202. *GEOGRAPHY OF GERMANIC CULTURES.* The natural setting of the peoples of Teutonic speech in their north European home and of their expansion to the rest of the world with resultant modifications of their cultures. A detailed description of that culture as it exists today. *Four hours credit.*

103-203. *GEOGRAPHY OF EAST ASIA CULTURES.* The Chinese, Indo-Chinese, Japanese, and the Malay in their reaction to their environment. A study of their natural cultures. *Four hours credit.*

104-204. *GEOGRAPHY OF THE CULTURES OF LATIN AMERICA AND CARIBBEAN LAND.* This course will not attempt to survey the entire area but will study in detail the culture of delimited regions. Native cultures past and present will be included and the modifications that are taking place as a result of contacts with other peoples. *Four hours credit.*

140-240. *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.*

141-241. *WORLD GEOGRAPHY.* A rapid survey on an advanced level of the countries of the world ordinarily visited by the traveler. This is an attempt to look at the world from the travel point of view and to extract from such a view some of the cultural benefits of travel. *Four hours credit.*

143a-243a. *THE GEOGRAPHY OF THE DANUBIAN COUNTRIES.* A study of the human and economic geography of Germany, Czechoslovakia, Austria, Hungary, Bulgaria, Jugoslavia, Rumania and adjacent lands. *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.*

145a-245a. *STRUGGLE FOR WORLD RESOURCES—PACIFIC AREA* (Summer quarter). This course will take up the main features of world economic resources as they relate to the Pacific Ocean and the nations bordering on it; the distribution of such resources, their importance in world trade, and the struggle for access to them will be included. *Four hours credit.*

145b-245b. *STRUGGLE FOR WORLD RESOURCES—EUROPE AND AFRICA* (Summer, 1938). A course similar to 145a-245a, but dealing with Europe, Africa, South America, and the Atlantic Ocean. *Four hours credit.*

\*Given also by Extension.

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-150a, 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) 1865-1938. This course should be taken in consecutive quarters 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 alignment. The course is divided into quarters as follows: (a) Early Modern Europe, 1500-1815, (b) Modern Europe, 1815-1914, (c) Recent European history, 1914-1938. This course should be taken in consecutive quarters throughout the year, but each quarter may be taken separately. *Four hours credit each quarter.*

150c-250c. *RECENT AMERICAN HISTORY* (Summer quarter). A special treatment of recent American history to meet the needs of senior and graduate students. Extensive use will be made of library materials. *Four hours credit.*

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 southwest. *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.*

154-254. *MODERN EUROPEAN HISTORY, 1815-1870* (Summer quarter). A special treatment of an extensive period to meet the needs of senior and graduate students. *Four hours credit.*

\*Given also by Extension.



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.*

155c-255c. *CONFLICT OF CULTURES IN INDIA AND THE NEAR EAST* (Summer quarter). This course will take up the great native cultures of the Near East and India, the conflicts going on among the native cultures and the changes that have resulted from the impact of Western European culture. *Three hours credit.*

\*158. *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* (Emphasis is placed on the social, economic, and political backgrounds). This is one of the most illuminating periods in modern history. Most of the controversial questions still acute among modern churches are explained. *Four hours credit.*

160-260. *MEDIEVAL LIFE AND INSTITUTIONS*. This course attempts to explain that period in man's development which has been regarded as static and dark, but which in reality was an age of progress and light. Social, economic, and cultural backgrounds will be emphasized. *Four hours credit.*

161-261. *FRENCH REVOLUTION*. The revolutionary epoch in European history has affected every country in the Western World. The causes and the results of the most important movements in this revolutionary epoch. *Four hours credit.*

162-262. *THE GREAT COLONIAL EMPIRES OF THE TWENTIETH CENTURY*. The acquisition of colonies and the importance of their commerce and industry to world relations. The efforts to weld the colonies into coherent wholes will also be stressed. *Four hours credit.*

163-263. *THE AMERICAN REVOLUTION*. A study of the relationship—governmental, social, economic, and political—existing between the American colonies and the British government; the development of self-government; the beginning of a permanent Indian policy; judicial procedure and the judicial disallowance of colonial legislation; the commercial legislation affecting the colonies; colonial and British ideas of representation; the causes of the revolution. *Four hours credit.*

164-264. *SLAVERY, SECESSION, CIVIL WAR, AND RECONSTRUCTION*. An intensive library course covering the period from 1850-1870 with the major emphasis on the period before 1861. Much practice will be given in the detailed use of source material. Techniques of good graduate study will be inculcated. *Four hours credit.*

165-265. *HISTORY OF THE INDUSTRIAL REVOLUTION*. The historic beginnings of machine-industry and the factory are studied in the light of the great changes that 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.*

\*Given also by Extension.

\*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 that 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.*

## 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.*

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\*Given also by Extension.

\*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.* 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.*

177-277. *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.*

## 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.*

\*Given also by Extension.

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. *INTRODUCTION TO SOCIOLOGY.* The major sociological concepts and a study of the sociological processes and principles of social living; the scientific point of view in dealing with social phenomena of various kinds. *Four hours credit.*

186-286. *THE SOCIOLOGY OF CRIME.* The course utilizes scientific data on the biological and the social aspects of the problem. The machinery of justice is studied in some detail. *Four hours credit.*

187-287. *SOCIAL REVOLUTION AND RELIGIOUS CHANGE.* A study of political changes in such countries as Russia, Germany, Spain, Mexico and others and the influences that such changes have had upon religious philosophy and religious practices. *Four hours credit.*

\*188-288. *MODERN SOCIAL PROBLEMS.* This course gives critical consideration to significant social problems arising through all sorts of factors. It attempts to throw a helpful light upon both the causes and the possible amelioration of social maladjustments. *Four hours credit.*

189-289. *GENERAL ANTHROPOLOGY.* Students are directed in a general and comparative elementary study of primitive peoples, their physical characteristics, beliefs, customs, arts, industries, forms of government, and religion. *Four hours credit.*

190-290. *SOCIAL EVOLUTION.* How present day culture has evolved through the operation of such sociological processes as social invention and social diffusion. Attention is given to the means and the methods by which the further development of culture may be hastened and directed. *Four hours credit.*

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

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.*

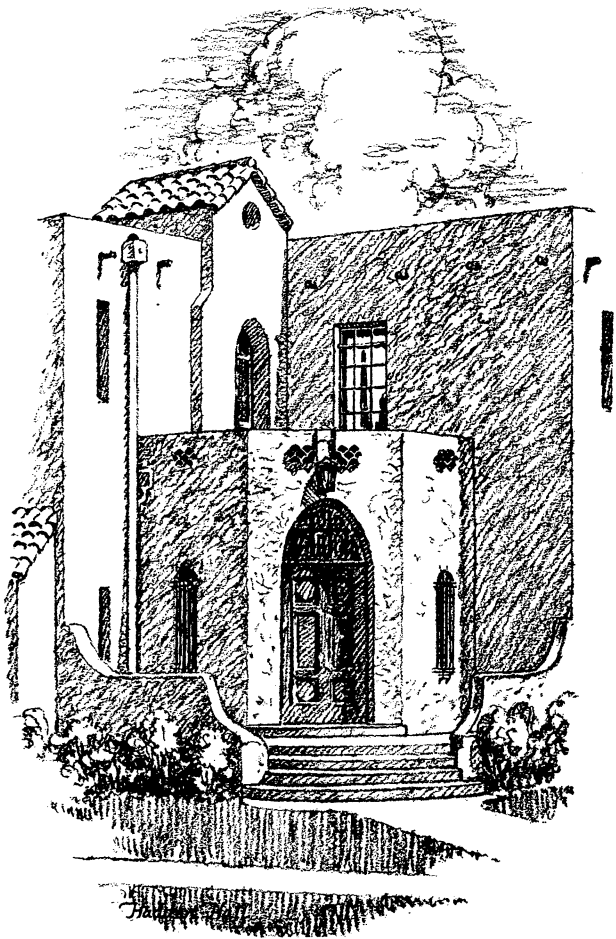
193-293. *THEORIES OF SOCIAL PROGRESS.* Analysis, interpretation, and evaluation of significant theories of social progress. Attention is given to the principle of social amelioration. Each student works out his own criteria of social progress. *Four hours credit.*

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.*

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\*Given also by Extension.

# Academic Regulations





# Academic Regulations

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## 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, 1938. Applicants who are uncertain about enrollment should have their record sent to the college not later than September 1, 1938.

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 29.

### PROFESSIONAL COLLEGE

Students seeking admission to the Professional College should consult admission regulations as found in the Professional College section of this catalog. Page 37.

## 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 certain courses; to determine whether credit may be received for courses taken in an unapproved institution of learning; and to determine credit for work done outside of class. Students will not receive credit for more than twelve quarter hours in any one division or more than a total of eighteen hours toward graduation.

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.

## 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 26, 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 is above the ninety-third percentile point for college students may be permitted to carry four hours beyond the normal load; the student whose score is 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. The student whose average grade falls below 2.5 will be required to carry two to four hours below the normal load. The load of any student may be reduced on account of such factors as ill health and employment.

## Absences

Absences without excuse are not regarded as legitimate. Both tardiness and absences are dealt with by the individual instructors on the assumption that each student is expected to do the full work of the class.

## Physical Exercise Requirement

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 in the Professional College for physical exercise.

## 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, adviser 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 teach-

er is in charge of the work on each school level in the elementary grades and of each subject on the secondary school levels. This teacher is at all times responsible for the work in his subject or grade and is chosen because his personality and professional preparation fit him for the double responsibility of guiding the learning of children and of directing the work of the student teachers.

Courses providing for the laboratory study of the problems of supervision are 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 one quarter. 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 students preparing for teaching at the secondary school level or in art, music, and physical education will complete student teaching assignments in both the campus laboratory school and in one of the affiliated schools. The requirement for the assignment in the affiliated

school may be waived in case the student has had public school experience.

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 visit the office of the deans, Cranford 114, where all information concerning housing is centered, before obtaining 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 in the residence halls.

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 \$86.00 to \$99.00 for the twelve weeks of the fall quarter and from \$81.00 to \$94.00 for the eleven weeks of the winter and spring quarters. The difference in price depends upon the location and size of the 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 sheets 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 quarterly. 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.

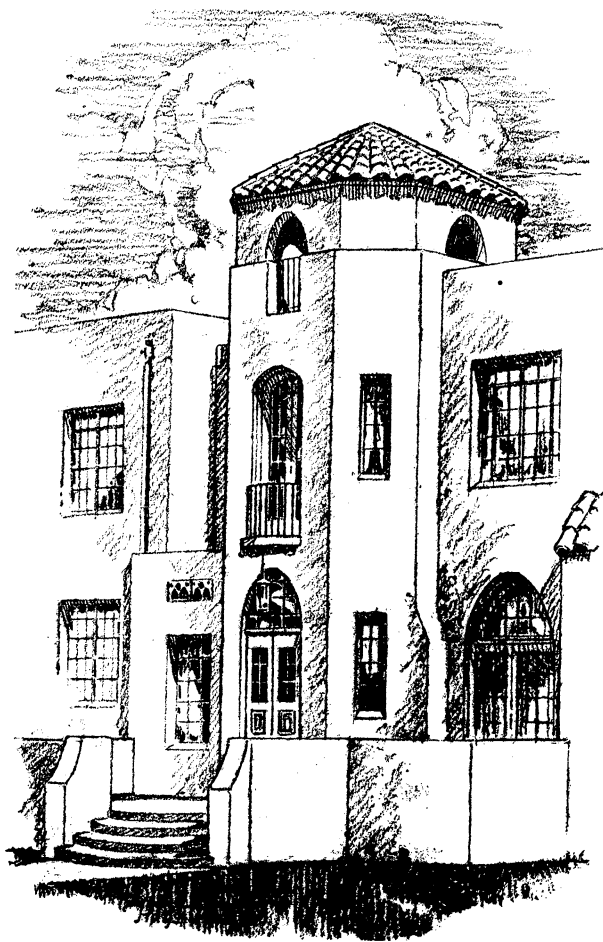
A Colorado State College of Education student is a good citizen of his college community, of the city of Greeley, and of the state of Colorado. A good citizen is ever alert to the needs and rights of others. Courtesy and thoughtfulness toward all members of the college community are a part of good citizenship.

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

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## Government

**T**HE college is under the management of a Board of Trustees of seven members, six of whom are appointed by the governor of the state. The state superintendent of public instruction serves ex-officio. The maintenance of the college comes from a state mill tax and from special appropriations made by the legislature.

The control of student affairs in the larger phases of student policy is in the hands of the Associated Students, an organization of the entire student body. Every regularly enrolled student at the time of registration is required to become a member of the association and pay a quarterly fee. 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 help protect those who employ them, and at the same time the children 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 structure 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. A new library building is now in course of erection. The new building will stand directly

in front of the present structure to the north. The present building will be used mainly for reading rooms. The library when completed will represent the latest word in both architectural design, equipment, and furnishings. The library contains 97,168 volumes, a large picture collection, and several thousand pamphlets. The volumes 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).

## 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 extracurricular 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 Faculty Athletic 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

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.

Forty scholarships are established in the Professional College each year. These scholarships are to be awarded on the basis of behavior description, grade average, scores made on entrance tests, college sophomore tests, vocational interest, and any other evaluation deemed advisable by the Personnel Department. The scholarships awarded in this plan will be valid for two years but may be revoked if the student fails to maintain a general average of 3.75, or on the recommendation of the head of the student's major division because of unsatisfactory conduct. The scholarships cover the tuition for the remaining two years in college.

Two 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.

## Waiver of Tuition

The college will remit tuition for 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.

## Fraternities and Sororities

Most of the more widely recognized fraternities and sororities, both honorary and social, are represented by chapters on the campus of Colorado State College of Education. None of them owns

its own house, thus avoiding the heavy financial burden conspicuous among many student bodies. They all maintain quarters in private homes, which are the centers of much intellectual and social life.

**PHI DELTA KAPPA**—A professional fraternity in education open to men of junior, senior, and graduate rank. It was founded in 1909 by the merger of education clubs in Columbia, Indiana, and Stanford Universities. The chapter at Colorado State College of Education is the thirty-seventh chapter of the fraternity and the first chapter in a state teachers college. Membership is open by invitation to upper class men students who have passed twelve quarter hours in education, who pledge themselves to teaching as their profession, and who meet certain character qualifications.

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

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

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

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

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

**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.

## 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

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.

# 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.

## Permanent Certificate

A permanent 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 permanent 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 Education Degree

For description of the graduate degrees, see page 40.

## Minimum Residence Requirement

The minimum residence requirement for any certificate or degree is one academic year, or three quarters. For the maximum amount of extension credit allowed, see page 134.

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.

## Tuition and 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.



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