

Colorado
State
College
of
Education
Bulletin

Yearbook
Number
1939-1940

Greeley,
Colorado

College Calendar

1939

Eight-weeks session begins June 16—Ends August 12

Six-weeks session begins July 1—Ends August 12

June	16	Friday	- - - - -	Registration, graduates
June	17	Saturday	- - -	Registration, undergraduates
June	19	Monday	- - - - -	Classes begin
July	1	Saturday	- - - - -	Registration, short session
July	3-4	Monday, Tuesday	- - - - -	Vacation
Aug.	12	Saturday	- - - - -	Convocation

Fall Quarter

Sept.	26	Tuesday	{ - - - - -	Freshman work begins
			{ - - - - -	Transfer students report
Sept.	28	Thursday	- - -	Registration, upperclassmen
Sept.	29	Friday	- - - - -	Classes begin
Nov.	16-30	- -	- - - - -	Temporary registration for Winter Quarter
Nov.	30	{	- - - - -	Thanksgiving (Holiday)
Dec.	1	{	- - - - -	
Dec.	14-15	Thursday, Friday	- - -	Final examinations
Dec.	16	Saturday	- - -	Christmas vacation begins

1940

Winter Quarter

Jan.	2	Tuesday	- - - - -	Registration, new students
				Classes begin
Feb.	14-29	- -	- - - - -	Temporary registration for Spring Quarter
Mar.	14-15	Thursday, Friday	- - -	Final examinations
Mar.	16	Saturday	- - - - -	Spring vacation begins

Spring Quarter

Mar.	25	Monday	- - - - -	Registration, new students
				Classes begin
May	8	Wednesday	- - - - -	Insignia Day
May	30	Thursday	- - - - -	Memorial Day (Holiday)
June	2	Sunday	- - - - -	Baccalaureate
June	3	Monday	- - - - -	Senior Ceremonial
June	5-6	Wednesday, Thursday	- -	Final examinations
June	7	Friday	- - - - -	Commencement

Evelyn Newman

COLORADO STATE COLLEGE
OF EDUCATION · GREELEY

Office of the President

Colorado State College of Education takes pleasure in presenting this, the 1939-1940 Catalog and Yearbook.

An effort has been made to present not only general information about the college and a list of the courses offered, but to answer any questions a student or prospective student might desire answered.

It is my purpose to call your attention to a few special features. The admission requirements are different from most colleges. Student government is a vital part of the college administration. Two full time physicians look after the health of students.

The first two years of college work (The General College) are non-professional and are concerned with the completion of a general education. The Professional College, beginning with the junior year, is organized for the professional preparation of teachers.

If you are already graduated from college you will find a well organized and functioning Graduate School. A special Graduate School catalog will be sent to you if you desire.

Graduates of Colorado State College of Education are employed in every state in the Union and in many foreign countries.

You will find this a college known far and wide for its progressiveness and its sincere professional work. You will also find that the friendly spirit so typical of the west permeates the campus and is present wherever students and faculty meet.

If you still have unanswered questions after you have read this catalog, please write to me.

Sincerely,

George Willard Frasier
President

A Guide for the Student

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

The following index will help you to find what you want.
Courses open to Professional College Students—

Academic Regulations - - - - - Page 113

Admission Regulations

General College - - - - - Page 29

Professional College - - - - - Page 37

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

These are listed by divisions and will be found on pages as follows: Arts (Fine) 40; (Home Arts) 46; (Industrial Arts) 50; Education, 55; Business Education, 67; Nursing Education, 70; Health and Physical Education, 72; Literature and Languages, 77; Music, 88; The Sciences, 94; The Social Studies, 104; (Economics) 106; (Geography) 107; (History) 108; (Political Science) 111; (Sociology) 112.

Expenses for Each Quarter

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

Tuition (Out-of-state residents pay \$5.00 additional) -	\$22.50
Registration Fee - - - - -	2.50
Book Fee - - - - -	1.50
Student Union Fee - - - - -	1.50
Associated Students Fee (average) - - - - -	7.00
Board and Room (average) - - - - -	87.00
Books (estimated) - - - - -	7.00
	<hr/>
Total - - - - -	\$129.00
Matriculation Fee (Paid only once, by all new students) -	2.50

For special fees for individual music lessons, see Music Division, Page 85.

History and

THE NORMAL SCHOOL in the United States is just one hundred years old. The first school established exclusively for the preparation of teachers was started on July 3, 1839, in Lexington, Massachusetts.

Colorado State College of Education is just fifty years old. The law creating it was signed on April 1, 1889. The first building was erected the following year, the cornerstone being laid on June 13, 1890. The Golden Anniversary will be fittingly observed in June of 1940. Every person who has ever attended this college in any capacity is invited to return for the anniversary celebration. Leading educators from all parts of the world will be present to participate. The program will cover three days, and there will be much to interest and impress everyone.

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

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

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

Organization

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. . .”

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 pro-

visions 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

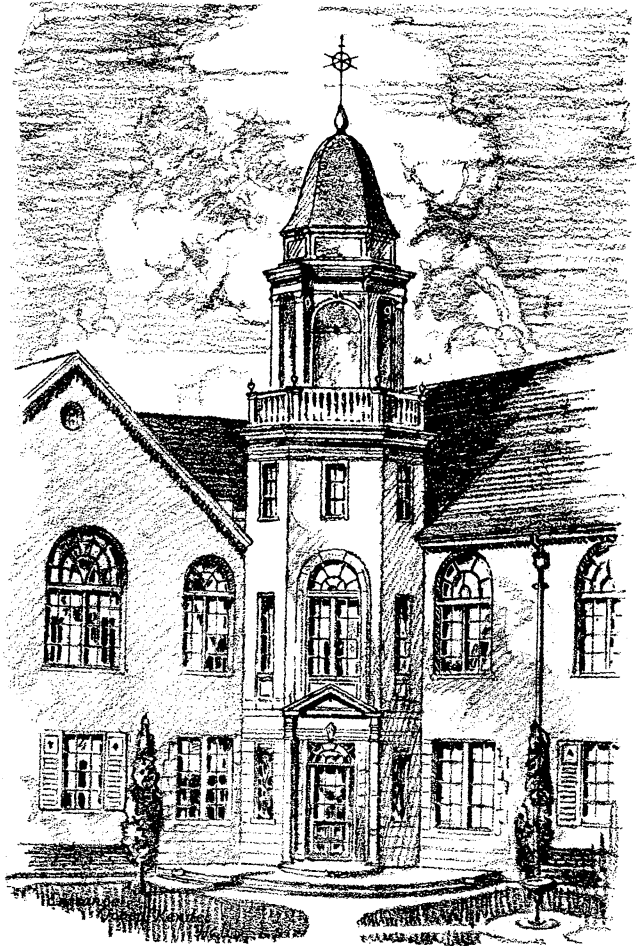
character of any graduate of the State Normal School of Colorado must ever be raised."

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-four 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.

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*On leave, Fall, Winter, and Spring Quarters, 1939-40.

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†On leave, Winter and Spring Quarters, 1940.

*On leave, Fall, Winter, and Spring Quarters, 1939-40.

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*On Leave, Fall, Winter, and Spring Quarters, 1939-40.

**On leave, Winter, Spring, and Summer Quarters, 1940.

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Professor of Elementary Education.

††PAUL MCKEE, A.B., *Monmouth College*; A.M., PH.D., *University of Iowa*.
Professor of Elementary Education. Director of the College Elementary School.

DANIEL CHARLES MCNAUGHTON, A.B., *Colorado State College of Education*; A.M., *University of Chicago*.

Instructor in Science.

SARAH HALE MCROBERTS, B.S., *University of Iowa*; A.M., *New York University*; Graduate Student, *Hanya Holm School of the Dance*.

Assistant Professor of Physical Education.

CARL GUSTAV MELANDER, A.B., B.M., *Bethany College*; M.M., *Chicago-Bush Conservatory*; Student of *Thure Jaderborg, Herbert Miller, Edgar Nelson, Edgar Schofield, Edgar Brazelton, Hagbard Brase, F. Melius Christiansen*.

Assistant Professor of Music.

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

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

*JAMES ALBERT MICHENER, A.B., *Swarthmore College*; A.M., *Colorado State College of Education*; Research Scholar, *University of St. Andrews, Scotland*; Graduate Student, *University of Pennsylvania, University of Virginia, Ohio State University, Yale University*.

Assistant Professor of Secondary Social Studies; Supervising Teacher, College Secondary School.

*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.

*On Leave, Fall, Winter, and Spring Quarters, 1939-40.

†On leave, Winter, Spring, and Summer Quarters, 1940.

††On leave, Spring Quarter, 1940.

- 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 Elementary 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; Chairman 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.
- FRANCIS SHOEMAKER, A.B., A.M., *Lehigh University*; Graduate Student, *University of Pennsylvania, Harvard University, Columbia University*.
Assistant Professor of English.
- 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 Elementary Education; Supervising Teacher, College Elementary School.

- EDWARD VON DEN STEINEN, M.D., *Western Reserve University*; Diploma, *Springfield College*; Graduate Student, *Harvard University*; Post Graduate, *Chicago Polyclinic*.
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.
- DOUGLAS SHARP WARD, A.B., *Drake University*; A.M., *Chicago University*; Graduate Student, *University of Southern California*.
Instructor in Secondary Social Studies; Supervising Teacher, College Secondary School.
- 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.
- EDITH GALE WIEBKING, A.B., A.M., *Colorado State College of Education*.
Associate Professor of Home Arts.
- GRACE HANNAH WILSON, A.B., *Colorado College*; A.M., PH.D., *Columbia University*.
Professor of Education.
- WILLIAM LAWRENCE WRINKLE, A.B., A.M., *Colorado State College of Education*; PH.D., *New York University*.
Professor of Secondary Education; Director of the College Secondary School.
- HELENA ZAHNEN, A.B., *University of Colorado*; A.M., *Teachers College, Columbia University*; Student, *Universidad Nacional, Mexico*.
Instructor in Languages; Supervising Teacher, College Secondary School.
- ARTHUR FRANKLIN ZIMMERMAN, A.B., *McKendree College*; A.M., *Teachers College, Columbia University*; B.D., *Drew Theological Seminary*; PH.D., *University of Illinois*.
Professor of History.

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 DOYLE 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*; B.S., *School of Library Science, Syracuse University*.
Cataloger and Instructor in Cataloging.
- ZORA LUCIA GORDON, A.B., *University of Denver*; A.M., *Colorado State College of Education*.
Head of Circulation.

Guest Faculty

Summer Quarter, 1939

Among those serving on the Special Guest Faculty in the Summer School of 1939 are the following:

- VERA H. BROOKS, Instructor in Health Education, *New Jersey State Teachers College*.
- WALTER ASCHENBRENNER, Director, *Chicago Symphonic Choir*.
- W. E. BLATZ, Director, *St. George's School of Child Study, Toronto*.
- BEN MARK CHERRINGTON, *Division of Cultural Relations, U. S. Department of State*.
- EVELYN DAVIS, Director, *Evelyn Davis School of the Dance, Washington, D. C.*
- DORIS GAGE, *Kellogg Foundation, Battle Creek, Michigan*.
- MARTHA GRANT, *Central High School, Tulsa, Oklahoma*.
- WARD H. GREEN, Director of English, *Secondary Schools, Tulsa, Oklahoma*.
- LENNOX GREY, Assistant Professor of English, *Teachers College, Columbia University*.
- MILDRED HARTER, Director of Auditorium Work, *Gary, Indiana*.
- PAUL M. JONES, Assistant Professor of Business Administration, *Mississippi State College*.
- ALICE KELIHER, Chairman Committee on Human Relations, *Progressive Education Association*.
- JOHN C. KENDEL, Director of Music, *Denver Public Schools*.
- C. W. KAMMERER, Head Commercial Department, *Central High School, Detroit, Michigan*.
- CATHRYN LEEKE, Elementary Supervisor, *Marshall Public Schools, Michigan*.
- BERNICE MAGNIE, Instructor in Art, *University of Utah*.
- CHARLES MASON, Director of Elementary Education, *Tulsa, Oklahoma*.
- CHRISTINE MCGUIRE, *University of Chicago*.
- BEATRICE MCLEOD, Former Supervisor of Specialized Education in Wyoming.
- ELIZABETH MEACHAM, *Elementary School, University of Michigan*.
- FRANK E. MELVIN, Associate Professor of History, *University of Kansas*.
- CLYDE MILLER, Associate Professor of Education, *Columbia University*.
- JOHN A. MORRISON, Assistant Professor of Geography, *University of Chicago*.

- N. P. NEILSON, Professor of Physical Education, *Leland Stanford University*.
- MARK NEVILLE, Head of the English Department, *John Burroughs School*, St. Louis, Missouri.
- EVELYN NEWMAN, Professor of English Literature, *Rollins College*, Winter Park, Florida.
- V. L. PICKENS, Supervisor of Industrial Art, *Kansas City Public Schools*.
- PAUL POPENOE, Director, *Institute of Family Relations*, Los Angeles.
- S. R. POWERS, Professor of Natural Sciences, *Teachers College, Columbia University*.
- G. A. ROBINSON, Principal, *Southeast London Technical Institute*, London, England.
- RALPH RUSH, Director of Music, *Cleveland Public Schools*.
- GEORGE SANCHEZ, Associate Professor of Education, *University of New Mexico*.
- CATHERINE SIMSON, *Nichols Intermediate School*, Evanston, Illinois.
- HENRY SOPKIN, Director of Instrumental Music, *Chicago Teachers College*.
- SYBIL SPENCER, Teacher-Counselor, *Kellogg Foundation*, Dowling, Michigan.
- C. H. THURBER, Former President, *University of Redlands*.
- HILDA TORROP, *New Jersey State Board of Nurse Examiners*.
- WILLIAM VITARELLI, Head of Art Department, *George School*, Pennsylvania.
- GERTA WILLIAMS, Professor of Psychology, *Wayne University*.
- BEN WOOD, Associate Professor of Collegiate Educational Research, *Columbia University*.
- C. GILBERT WRENN, Professor of Education, *University of Minnesota*.
- ROBERT C. WUNSCH, *Black Mountain College*, North Carolina.
- A. N. ZECHIEL, Research Associate and Assistant Professor of Education, *Ohio State University*.

The College Organization

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

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

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

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

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

The Graduate School

Colorado State College of Education grants the Master of Arts degree and the Doctor of Education degree. It has offered graduate work since 1913. In fact this college was the first publicly supported institution for teacher preparation in the United States to offer advanced work beyond the bachelor's degree. Between 1914 and 1924 eighty-nine Master of Arts degrees were granted. Since 1924 the growth of the Graduate School has been phenomenal. In the summer of 1924 there were 131 students doing graduate work. This number represented 5.1 per cent of the total enrollment of 2448. In the summer of 1938 there were 1448 students enrolled for graduate work. This number represented 53 per cent of the total enrollment of 2730 students. Since 1924 the college has conferred approximately 1300 Master of Arts degrees.

The Professional College is organized in seven divisions. Each division has its own graduate committee. This committee is charged with studying graduate problems in a restricted field. The chairmen of these seven graduate committees make up the Graduate Council. This council, under the chairmanship of Dr. Arthur Franklin Zimmerman, is the legislative body of the Graduate School.

The Doctor of Education degree is granted only in the Division of Education. This degree is under the control of a committee of five, of which Dr. Wallace T. Wait is chairman. The other members of the committee are Dr. Grace Wilson, Dr. O. L. Troxel, Dr. E. U. Rugg, and Dr. Zimmerman, ex-officio.

In making plans for future graduate work students should write to Dr. Zimmerman about problems that involve the Master of Arts degree, to Dr. Wait about any problems that involve the Doctor of Education degree.

Master of Arts Degree

The Master of Arts degree is offered in all seven divisions of the college, namely, The Arts (Fine Arts, Home Arts, Industrial Arts); Education (Elementary, Secondary, Educational Administration, Educational Psychology, Business Education); Health and Physical Education; Literature and Languages (English and Literature, Speech, Foreign Languages); Music; The Sciences (Biological, Physical, Mathematics); and The Social Studies (Geography, History, Social Studies).

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

PLAN A

The presentation of thirty-six quarter hours of graduate course work earned in three quarters in residence and twelve quarter hours of thesis credit.

PLAN B

The presentation of forty-eight quarter hours of graduate course credit earned in four quarters of residence and a final written examination.

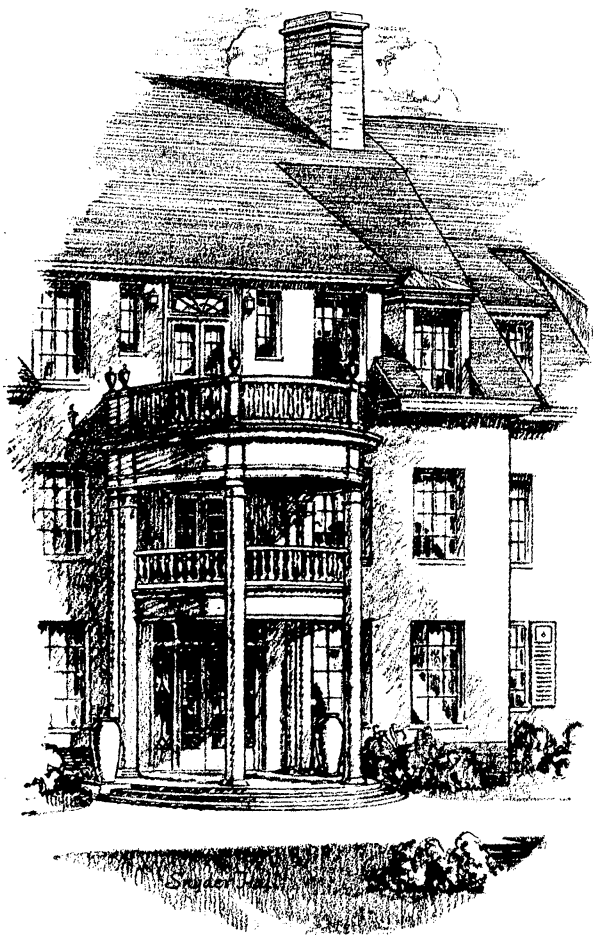
The Doctor of Education Degree

(Effective for new students, beginning summer, 1939. Students previously enrolled may continue with Ph.D. or elect Ed.D.)

Opportunity for work leading to the degree of Doctor of Education is given in the Division of Education. The minimum quantitative requirement is two years of advanced study beyond the master's degree, or 96 quarter hours; but qualitative requirements are more important than mere time requirements. Educational research is the significant feature of the degree. The plan is an in-service activity of the college and course work is possible only in the summer sessions.

For detailed information about the Graduate School and its regulations, see the Graduate School Bulletin.

The General College



The General College

THE General College was organized to satisfy a demand for two years of college work following the secondary school. It has a two-fold purpose: (1) Provide the best possible preparation 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 Curriculum 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
Soc. Studies	41.	World Geography	4
Health and Phys. Ed.	1.	Personal Hygiene	4
		Electives	12
			48

SOPHOMORE YEAR			
Eng.	40a, b, c.	World Literature	12
Soc. Studies	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.

Courses required above must be counted within the sixty-hour maximum within a division except that Sci. 3c must be included in the required work in the Education Division.

Courses that are elected in the General College must also be counted toward majors and minors.

Each student is required to take during his freshman and sophomore years (General College) a one hour credit course in active physical exercise in addition to his regular sixteen quarter-hour program of credit hours. See page 33 under Health and Physical Education Division (General College) for list of such courses for both women and men.

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 freshman and sophomore years.

No.	Hrs.
1. Drawing	4
2. Composition and Drawing	4
11. Introduction to Design	4
13. Lettering	2
14. Design in Textiles	2
17. Pottery	2

Home Arts

Students who plan to major in Home Arts should take, 71, 72, and 73 during their freshman and sophomore years. For other courses that may be taken in the sophomore year, see the course for Home Arts majors on page 46.

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 freshman and sophomore years:

No.	Hrs.
34. Introduction to Industrial Arts	2
(Required of all first and second year students majoring or minoring in Industrial Arts.)	
I. 41a, b, c. Elements of Printing	6
II. 46a. Elementary Bookbinding	2
47. Leathercraft	2
III. 50a, b, c. Woodworking	6
IV. 55a. Elementary Sheetmetal and Ornamental Iron Work	2
55b. Art Metal	2
55c. General Metal	2
V. 61a, b, c. Principles of Drafting	6

Division of Education

Within the Division of Education the courses in the business skills listed below are open to students in the General College:

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 on demonstrated proficiency. For details see page 67.

Division of Health and Physical Education

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

An extensive program of intramural athletics is provided for both men and women. It has for its aim athletics for every student, and comprises an organized program that attempts to bring every student 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.

A towel fee of \$1.00 each quarter will be charged each man student to partially cover laundry service.

A deposit shall be made on padlocks for locker use. A part of the deposit will be kept when padlock is returned to pay for rental.

Women students who plan to complete a major or minor in Health and Physical Education should take the following courses:

FRESHMEN

No.		Hrs.
45a.	Freshman Practice (Dancing)	4
45b.	Freshman Practice (Gymnastics and Tumbling)	4

SOPHOMORES

46a.	Sophomore Practice (Modern Dance)	4
46b.	Sophomore Practice (Minor Individual Sports)	4

Men who plan to major in Health and Physical Education should take during their sophomore year the courses listed below. For courses where there is no description, check H & P E for the General College.

No.		Hrs.
25a, b, c.	Technique of Teaching P. E. Activities	6
21a.	Mat Work	1
32.	Pyramids	1
33.	Gymnastics	1
45a.	Freshman Practice (Dancing)	4

The greatest number of one hour courses which will be recognized by the registrar for credit will be nine. Where one hour credit courses are numbered with a, b, c, credit will not be given on more than two of like number.

Activity Courses

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

WOMEN

	No.		Hrs.
DANCING	2.	Clog and Athletic Dancing	1
	3.	Tap Dancing	1
	4a, b.	Modern Dancing	2
	5.	Folk Dancing	1
	6.	Social Dancing	1
GROUP SPORTS	12.	Soccer	1
	14.	Basketball	1
	15.	Baseball	1
	16.	Hockey	1
	17.	Volleyball	1
INDIVIDUAL SPORTS	18.	Tennis	1
	19.	Golf	1
	20.	Minor Individual Sports	1
	30a, b, c, d.	Swimming (1 hr. each qr.)	4
MISCEL- LANEOUS	11.	Plays and Games	1
	33.	Individual Gymnastics	1

MEN

	12.	Touch Football	1
	13.	Varsity Tennis	1
	13a.	Freshman Tennis	1
	14.	Basketball	1
	14a.	Freshman Basketball	1
	14b.	Varsity Basketball	1
	15.	Softball	1
	16.	Boxing	1
	17.	Volleyball	1
	18.	Wrestling	1
	18a.	Freshman Wrestling	1
	18b.	Varsity Wrestling	1
	21a.	Elementary Mat Work	1
	21b.	Advanced Mat Work	1

22. Double Tumbling	1
30. Swimming	1
30a. Freshman Swimming	1
30b. Varsity Swimming	1
32. Pyramids	1
33. Gymnastics	1
33a. Freshman Gymnastics	1
33b. Varsity Gymnastics	1
34. Varsity Football	1
34a. Freshman Football	1
34b. Spring Football	1
41. Varsity Track	1
41a. Freshman Track	1
44. Baseball	1
44a. Freshman Baseball	1
44b. Varsity Baseball	1

DDivision 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. Students may select from the following:

English

No.	Hrs.
4a, b. Elementary English Composition	8
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. Informal Speaking	4
63. First Course in Dramatic Art	4

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 General College:

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 General College courses in 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.

The following additional courses are open to General College students:

Botany		Hrs.
No.		
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

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 sequences suitable for continuous work:

Economics		Hrs.
No.		
20a, b.	Principles of Economics	8
Geography		
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
Sociology		
80.	The Home and Its Relationships	4
81.	The Care and Welfare of Children	4

The Professional College



The Professional College

THE 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; nursing education, and school librarians; principals, superintendents, and educational secretaries.

Good teaching demands a thorough knowledge of subject matter, 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.

Certificates and Degrees

The Professional College offers a program of studies leading to the degrees of A.B., A.M., and Ed.D. Each degree is accompanied by a certificate to teach.

The State Superintendent of Public Instruction grants temporary, non-renewable permits, good for one year only, to persons having completed ninety quarter-hours of college credit, thirty hours of which are prescribed.

A state five-year elementary certificate is granted by the State Superintendent of Public Instruction to applicants who have completed a minimum of 135 quarter-hours of college credit, thirty hours of which are prescribed.

Students who plan to qualify for either the permit or certificate should select their course with the advice and counsel of the professor of rural education.

The minimum residence requirement for any certificate or degree is one academic year, or three quarters.

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 courses, 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 shall 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.
105. American Education	4
‡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 ½
Foreign Languages (for each language taught)	22 ½
Mathematics	22 ½

‡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.

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 -----22½

7½ of the 22½ hours must be in the science
taught.

Social Studies -----22½

There must be 7½ hours of preparation in
each specific subject taught for a period of one
year.

Professional Preparation -----22½

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

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.
13-113.	Lettering	2
103-203.	Water Color Painting	4
104-204.	Figure Drawing and Composition	4
105-205.	Color Theory and Composition	4
116-216.	Craft Processes and Design	4
126-226.	Art Education in the Schools	4
127-227.	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.
106-206.	Advanced Drawing and Composition	4
108-208.	Plastic Design: Modeling and Carving	2-4
120-220.	Oil Painting	2-4
121-221.	History of Art	4
128-228.	The Curriculum in Art Education	2
130-230.	Contemporary Art	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	4
126-226.	Art Education in the Schools, or 127-227, Teach- ing Art-Crafts in the Elementary and Secondary Schools	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, Art. 1 or equivalent. The purpose is to develop power in drawing and in the use of compositional principles. In working out problems, line quality and 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*.

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, knitting, leathercraft, and metal processes, simple woodwork, basketry, lamp shades, block printing, decoration of objects. Development of creative design in all problems. *Four hours credit*.

11-111. *INTRODUCTION TO DESIGN*. A study of the elements of design and the principles of organization. The student develops a response to design relationships and has opportunity to work out elementary design projects in his field of interest. *Four hours credit*.

13-113. *LETTERING*. A study of the basic letter forms and their variants. Emphasis is placed upon layout, design and craftsmanship in every lettering problem. The work includes manuscript, showcard, and poster composition. *Two hours credit*.

14-114. *DESIGN IN TEXTILES*. A study of art structure in historic woven and printed textiles. Experience in designing, stitchery, tie dyeing, batik, block printing and free brush are presented through the study of color and basic principles of design. *Two hours credit*.

17-117. *POTTERY AND MODELING*. The principles of design in mass, volume and decoration. The course offers opportunities for experience in the coil and slab method, turning on the potter's wheel, glazing, casting and firing. *Two or four hours credit*.

18-118. *PUPPETRY*. A study of the various types of puppets and marionettes. This includes the writing of story, stage design and characterization. The student analyzes the types of construction to fit the interest and abilities of the kindergarten and other school levels. *Two hours credit*.

19-119. *INTRODUCTION TO PAINTING*. Prerequisite Art 1 or equivalent. Water color and oil for beginning students. In this course the student gets acquainted with the media and experiments to gain freedom of expression. *Four hours credit*.

20a, b, c. *ART APPRECIATION*. This course introduces the student to art in a general studio where arts and materials are explored within the quarter and in special studios where one art is followed throughout the quarter. Fundamental principles of art are recognized and developed as the student works

in the different areas. The chief purpose of the course is to give opportunity for the student to discover his own potentialities in art experiences. *Two hours credit each quarter.*

24-124. *ART IN THE ELEMENTARY SCHOOL.* To present methods of teaching the arts to elementary and rural majors, and at the same time give experience in creative art expression and the use of the art elements and principles, as a basis for understanding the modern progressive approach. A study of art units and integrated units, and the organization of specific lessons based on both. Problems for participation and discussion include approaches to drawing, painting, design, color, modeling, block printing, simple lettering, and the mural, as they relate to units of work in the various grade levels. Selection and handling of materials. Consideration of the appearance of the school room itself as a fitting background for the children in it. *Four hours credit.*

102-202 *ADVANCED 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' activity becomes more complex; they deal with the advanced problems of three dimensional rhythms, posing 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.* Prerequisite, Art 1, 2 or equivalent. The aim of this course is to give the student a technical command of the medium; principles of color in the interpretation of plastic form; to develop individual expression in creative painting; and to acquire a professional approach and teaching power in the medium. May be continued as 103a-203a for two or four hours additional credit. *Two or four hours credit.*

104-204. *FIGURE AND COMPOSITION.* Prerequisite, Art 1 and 2 or the equivalent. Organic inner construction of the figure is taught from life models and special emphasis is put on modern theories of organization and picture building with a view to the professional presentation of these theories in actual classroom practice. Professional reading from modern sources on creative expression in art and the philosophy of art education followed by classroom discussion forms a part of the course. Subject matter from the life experiences of individual students is chosen by them and integrated into compositions. Students work in different media according to their backgrounds, abilities, and needs. The course may be continued for two or four hours additional credit as 104a-204a. *Four hours credit.*

105-205. *COLOR THEORY AND COMPOSITION.* An extensive study of the field of color as one of the major design elements. The student learns to think constructively about color relationships and develops understanding of organizational principles pertinent to the color unit. *Two or four hours credit.*

106-206. *ADVANCED DRAWING AND COMPOSITION.* 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.*

108-208. *PLASTIC DESIGN.* The theory and techniques of sculpture, with a study of the processes. Creative work in a choice of plastic media. *Four hours credit.*

109-209. *PRINT MAKING*. A study of print processes: etching, dry-point, lithograph, stencil, woodcut, linoleum block, monoprint. Experience is offered in the making of prints, and the adaptation of print making to secondary school uses. *Two or four hours credit.*

110. *COMMERCIAL DESIGN AND ILLUSTRATION*. Students study the techniques of modern industry and processes of commercial art. Emphasis is placed on art principles through a study of book, magazine and newspaper illustrating and industrial design. Prerequisite, Drawing 1 or Principles of Drafting. *Four hours credit.*

112-212. *PROBLEMS IN DESIGN*. Prerequisite, Art 11-111 or equivalent. The student manipulates the elements of design in diverse materials, first as abstract factors in the design unit, later as applied to functioning forms serving human need. A study of projection and the making of drawings. Advanced projects are organized in terms of the students' abilities. *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 production. *Four 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, leathercraft, carving, basketry, simple wood and metal work, block print and other miscellaneous crafts. The student has opportunity to canvass the best literature on the subject and to interpret the field in terms of theory in progressive education. This course may be continued as 116a-216a for two or four hours additional credit. *Two or four hours credit.*

120-220. *OIL PAINTING*. Prerequisite, Art 1, 2 or equivalent. The purposes of this course 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 in painting. This course may include advanced painting projects in figure composition, portrait, landscape or mural decorations. This course may be continued for two or four hours additional credit as 120a-220a. *Two or four 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.*

126-226. *ART EDUCATION IN THE SCHOOLS*. Art education for teachers, supervisors and administrators. The development of an art philosophy, and an understanding of the relationship of art education to general education. Study of contemporary points of view in art education and their social significance. An understanding of the subjective and objective approach in developing creative expression and its relation to child personality development. A consideration of the community background—its social, economic, industrial and physical features, as a source of curriculum relationship. The organization of art subject matter based upon art units and integrated units of study. Members of the class may do concentrated work on problems concerning a particular need in their own

situations. The student will canvass the literature of the field with special emphasis on important texts which give vision in progressive education. *Four hours credit.*

127-227. *TEACHING ART CRAFTS IN THE ELEMENTARY AND SECONDARY SCHOOLS.* Consideration of the industrial needs of the child from first grade through junior high school. A study of art in the industries as it is concerned with food, clothing, shelter, records, utensils, tools and machines. Crafts are demonstrated and executed for the purpose of clarifying the learning. Included are problems in clay, weaving, textiles, papier mache, toy-making, booklet making and expression through miscellaneous crafts materials. *Four hours credit.*

128-228. *THE CURRICULUM IN ART EDUCATION.* Organization of curriculum material, development of significant units in teaching the arts; study of the best literature on the curriculum; analysis and evaluation of courses of study; examination of available tests in the arts. *Four hours credit.*

130-230. *CONTEMPORARY ART.* The art of today as a social and aesthetic expression of contemporary life. A study of the status and trends in this field; analysis of the works of the creative leaders in design, painting, sculpture, architecture, and the minor arts. A review of great artists and art developments from the Renaissance through the 19th century forms a background for interpretation of modern art. *Two hours credit.*

133a, b, c.-233a, b, c. *INDIVIDUAL PROBLEMS IN GRAPHIC AND PLASTIC ARTS.* Prerequisite: The permission of the instructor. A student in the Professional College may pursue creative work according to his individual needs through a sequence up to three quarters for a maximum of twelve hours credit. These courses may be substituted for required courses in art. The student may continue his study of drawing, composition, design, and color; paint in oil, water color, or work in other media according to his needs and interests; study the construction of the human figure and its use in design and composition. *Two or four hours credit each quarter.*

200b. *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 are considered. The aim is to build a sound philosophy in the arts; to develop concepts with modern approaches to progressive teaching in the arts; to direct research in various areas of the field according to student needs in the solution of problems confronting teachers, supervisors and administrators. *Four hours credit.*

213. *ADVANCED LETTERING.* Creative projects in lettering. Research in the contemporary and historical fields. *Two hours credit.*

217. *CERAMICS.* Presentation of the concepts of design in modeling small sculpture and pottery through historical research. Prerequisite 117. *Four 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—maximum eight hours.*

231. *TESTS IN ART EDUCATION.* A study of the content of tests in art education and experience in compiling tests in aesthetics. *Two hours credit.*

232. *RESEARCH IN ART EDUCATION.* A provision to develop and execute a research problem in the art field. *Two or four hours credit.*

299. *THESIS.* Required of all Plan A students. *Twelve hours credit.*

Home Arts Major

Students wishing to major in Home Arts in the Professional College should take the following courses:

SOPHOMORE YEAR

	No.		Hrs.
I. SCI.	41-42.	General Chemistry	8
II. ARTS (Fine Arts)	11.	Introduction to 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.
I. SCI.	30-130.	General Bacteriology	4
	47-147.	Household Chemistry	4
	165.	Household Physics	4
II. ARTS (Home Arts)	175-275.	The House and Its Decoration	4
	79a-179a.	Cookery and Table Service	4
	79b-179b.	Cookery and Table Service	4
	78-178.	Nutrition	4
	90a-190a.	Household Management (Theory)	2
	90b-190b.	Household Management (Practice)	2
III. S. S.	80-180.	The Home and Its Relationships	4
ARTS (Home Arts)	81-181.	The Care and Welfare of Children	4
	105-205.	Color Theory and Composition	4
	150b.	Observation and Methods for Home Arts Majors	6

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

SENIOR YEAR

	No.		Hrs.
I. ARTS (Home Arts)	185-285.	Experimental Cookery	4
II. ARTS (Fine Arts)	116.	Craft Processes and Design	4
(Home Arts)	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. All courses selected for a minor must have the approval of the registrar. The following courses are suggested:

No.	Hrs.
70.	Dress Appreciation ----- 4
72.	Alteration and Construction of Clothing ----- 4
78-178.	The Fundamentals of Nutrition 4
79a-179a.	Cookery and Table Service ----- 4
90a-190a.	Household Management (Theory) -2
90b-190b.	Household Management (Practice) 4
175-275.	The House and Its Decoration 2
191-291.	Methods in the Home Arts ----- 2

Description of Courses

70-170. DRESS APPRECIATION. This course is planned to give the student an appreciation of art in ready-to-wear garments and selection of color, line, and fabrics suited to individual types. Individual problems are based on consumer's interest in dress. *Four hours credit.*

71-171. TEXTILES. This course includes not only relative values of fibers and fabrics, but types of designs resulting from various weaves and finishes of goods. The effects of reagents and processes commonly used are demonstrated. *Four hours credit.*

72-172. FUNDAMENTALS OF CLOTHING CONSTRUCTION. Prerequisites 70, 71 or equivalent. This course develops the ability to judge the workmanship and durability of a ready-to-wear garment and to acquire techniques of clothing construction. *Four hours credit.*

73-173. DRESS DESIGN AND CONSTRUCTION. Prerequisites 70, 71 and 72. This course is planned to develop the ability to work with different fabrics and create from them attractive costumes; to select and make a dress appropriate for afternoon, street, or sport wear. *Four hours credit.*

78-178. NUTRITION. A study of the functions of food in the body, of the importance of every-day diet to health and wise food selection. Emphasis is given to the nutritional needs of the college student. Criteria are developed by which simple nutritional problems are recognized. A study is made of the prophylactic diet. An evaluation is made of the methods of teaching food selection to children. *Four hours credit.*

79a-179a. *COOKERY AND TABLE SERVICE*. A study of the fundamentals of individual nutrition, meal planning, food marketing, cookery and table service. The course is conducted on the meal basis, the students planning and preparing family meals in the laboratory. During the preparation of these simple meals, the student is given a working knowledge of those principles especially related to the fundamental processes of cookery. Types of simple table service commonly used in the American home are practiced at the weekly meal service. A special study involving research on the problems of production, marketing, nutritive value, preparation for table and serving of some food is required of each student. *Four hours credit.*

79b-179b. *COOKERY AND TABLE SERVICE*. This course is a continuation of 79a-179a. A brief review is given of the fundamentals presented in 79a-179a. The same type of class organization is used. During the laboratory practice of meal service, special emphasis is given to the principles of cookery involved in more difficult food preparation. More elaborate and formal types of table service are practiced. A special study involving research similar to that in 79a-179a is required. *Four hours credit.*

80-180. *THE HOME AND ITS RELATIONSHIPS*. This is a study of the home in the light of modern changes. It increases the student's respect for the making of successful homes. *Four hours credit.*

90a-190a. *HOME MANAGEMENT THEORY*. This course deals with the administration as well as the management of the physical, economic and social problems of the home. A study is made of planning and scheduling the work of the home; time study records; family finance, budgets and accounts; children's allowances; buying of household equipment, furnishing and supplies. *Two to four hours credit.*

90b-190b. *HOME MANAGEMENT (Practice Cottage)*. Prerequisite 90a-190a or equivalent. A course in which the various phases of home making are integrated into a valuable experience for the student. Residence in the practice cottage is arranged with the instructor. *Two hours credit.*

150b. *OBSERVATION AND METHODS FOR HOME ARTS MAJORS*. Students will enroll for the regular course in Ed. 150b which includes class discussions of teaching problems and observation of pupils in home arts classes. In addition they will arrange a minimum of two one-hour conferences a week with the supervising teacher of Home Arts. During these conferences the discussions will include the application of the principles of modern education to the teaching of home arts; the development of courses of study adaptable to the home arts program in the small high school; the development of an appreciation of the place of home arts in the integrated program of a modern school.

Majors in home arts will take this course for a maximum of six hours credit during the quarter immediately preceding the first quarter of student teaching.

Home arts minors will enroll for a minimum of two hours credit in the home arts methods course, 191.

174. *APPLIED DESIGN*. This course takes up the selection and adaptation of designs suited to household linens and the application of appropriate designs to specific articles. *Four hours credit.*

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

181-281. *THE CARE AND WELFARE OF CHILDREN*. This course develops an appreciation of the significance and responsibilities of parenthood; subject matter related to the physical care of infants and children; the larger social aspects of the child welfare movement; and methods for conducting child welfare work in the home, school, and community. *Four hours credit.*

182-282. *DIETETICS* Prerequisite 178. 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. Diets for families on various income levels are planned. *Four hours credit.*

185-285. *EXPERIMENTAL COOKERY*. Prerequisite 79a, b or equivalent. This course deals with the experimental methods of food research. A study is made of the newer commercial products. Individual laboratory research is required. *Two hours credit.*

188-288. *COSTUME DESIGN*. Prerequisites 170, 171, 172. This course is planned to give an analysis of the individual figure in comparison with the fashion figure. Opportunity is given for creative draping and the making of a costume. *Four hours credit.*

191. *METHODS IN THE HOME ARTS*. This course is organized for Home Arts minors. A study is made of the organization of home arts in public schools with special emphasis upon objectives, curricula, courses of study, methods of instruction and measurement. Opportunity is given for observation in the high school home arts classes. *Two hours credit.*

200c. *TECHNIQUES OF INVESTIGATIONS IN HOME ARTS*. (Summer only). Analysis of the research and literature of the field together with an opportunity for the teacher to become familiar with the trends in Home Arts Education. Teaching problems of the individual will be studied and assistance given in working out practical solutions. Required of all Home Arts majors the first quarter of their graduate work. *Four hours credit.*

222. *INDIVIDUAL STUDIES IN HOME ARTS*. This course is to provide an opportunity for the graduate student to carry on individual research in some phase of the home arts. *Two or four hours credit.*

271. *ADVANCED TEXTILES*. Prerequisite, 171 or equivalent. This course is planned to encourage individual research in recent textile developments. The student may follow the line she is most interested in whether it be the design, the economics, or the social significance of fibers and fabrics. *Four hours credit.*

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

292. *HOUSING AND ITS RELATED PROBLEMS*. The study of housing is 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 these phases of the subject. The course will include a study of plans, equipment, decoration and organization for the physical plant and social life in modern dormitories. *Four hours credit.*

299. *THESIS.* Thesis course required of all Plan A students. *Twelve 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.
41a, b, c-141a, b, c.	Elements of Printing	6
46a, b, c-146a, b, c.	Bookbinding and Leathercraft	6
50a, b, c-150a, b, c.	Woodworking	6
55a-155a.	Elementary Sheet Metal and Ornamental Iron Work	2
55b-155b.	Art Metal	2
55c-155c.	General Metal	2
61a, b, c-161a, 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 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.
34-134.	Introduction to Industrial Arts	2
135-235.	Foundation of Industrial Arts	4
136-236.	Principles of General Shop Organization	2
151-251.	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 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 the 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 in Industrial Arts and carry enough courses in them to develop a high degree of proficiency. H. & P. E. 50, 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 courses listed below. All courses selected for a minor must have the approval of the registrar.

No.	Hrs.
136-236. Principles of General Shop Organization	2
50a, b, c-150a, b, c. Woodworking	6
159-259. Teaching Techniques and Course Organization in Metal	2
61a, b-161a, b. Principles of Drafting	4
11-111, 112. Design, or	
164. Industrial Arts Design	4

Description of Courses

34-134. *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.*

41a, b, c-141a, b, c. *ELEMENTS OF PRINTING.* Fundamental knowledge and use of tools, materials, and techniques, together with problems of teaching and management, involved in producing pieces of printing in the school shop. *Two hours credit each quarter.*

46a-146a. *ELEMENTARY BOOKBINDING.* This course presents the problem of teaching bookbinding with a minimum amount of equipment. Problems applicable to elementary and junior high school arts programs are considered. Use of cloth prints, colored papers, and other inexpensive materials are presented. *Two hours credit.*

46b-146b. *INTERMEDIATE BOOKBINDING.* The use of fabricoids, buckram, and leather in the binding of small volumes. A unit on repair and reconditioning of books is included. All types of sewing are studied for possible uses in classroom procedure. Prerequisite 46a-146a or equivalent. *Two hours credit.*

46c-146c. *ADVANCED BOOKBINDING.* The binding of magazines, blank books, and other advanced problems together with gold lettering, rolling, and embossing. A composite study of all binding processes and materials. Prerequisite 46b-146b or equivalent. *Two hours credit.*

47-147. *LEATHERCRAFT.* Experience in the organizing and teaching of leatherwork as a class, club activity, or a unit in a general arts laboratory. History of binding, tanning, kinds of leather, tooling, stamping, lacing, and other related problems are considered. *Two hours credit.*

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

50b-150b. *WOODWORKING.* A continuation of 50a-150a, 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 of shop records. *Two hours credit.*

55a-155a. *ELEMENTARY SHEET METAL AND ORNAMENTAL IRON WORK*. The adapting of sheet metal and ornamental iron work to the various types of school shop organization. Experience in the fundamental processes of sheet metal work and ornamental iron work; 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 offered for the designing and construction of simple, practical projects. *Two hours credit.*

55b-155b. *ART METAL*. 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 is offered. Processes include raising, piercing, hard and soft soldering, annealing and planishing. *Two hours credit.*

55c-155c. *GENERAL METAL*. An opportunity to organize material for a general metal unit in the public schools in any one or all of the following fields: tin can work, sheet metal, bench metal, ornamental iron, art metal, forge practice, metal lathe, and welding. The problem of including metal in a general shop will be considered. Students minoring in the department should take this course. *Two or four hours credit.*

61a-161a. *PRINCIPLES OF DRAFTING*. An introduction to the field of drafting. Instruction in the use and care of drafting equipment and materials and the working out of simple problems in geometric construction, orthographic projection, section views, and auxiliary projection. *Two hours credit.*

61b-161b. *PRINCIPLES OF DRAFTING*. Oblique, cabinet, isometric and perspective drawing, 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 permits the working out of individual problems. *Two hours credit.*

135-235. *FOUNDATIONS OF INDUSTRIAL ARTS*. A study of the origins and development of the arts. Early movements toward industrial arts education, leaders, schools, philosophies, and organizations with the influence of each are considered. The historical and educational background of present day industrial arts education. *Four hours credit.*

136-236. *PRINCIPLES OF GENERAL SHOP ORGANIZATION*. (Summer Quarter only). The purposes and philosophy underlying the organization of the general shop. Methods of organization, the equipment problem, and various teaching techniques are considered in terms of each individual's teaching situation. Problems of shop accounting, teaching aid, and other shop problems will be considered. *Four hours credit.*

137-237. *ORGANIZATION OF INDUSTRIAL ARTS*. A course planned to consider various teaching problems in the industrial arts field. How

to purchase equipment, materials, and supplies are considered. Shop accounting, budgeting, and problems of evaluation are presented. A study of visual aids and instruction units. *Four hours credit.*

138-238. *CURRENT THEORY AND PRACTICE IN INDUSTRIAL ARTS.* Current issues which confront the teacher of the arts with which he must become immediately concerned are studied. Problems of standardization, measurement, and evaluation, laboratory organization, administrative and community attitudes, the "frill" controversy, and the place of the arts in general education are presented. New experiments in industrial arts and issues affecting present practices 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 student is taught to apply the principles of good design and workmanship in the creation of printing of artistic merit. Problems of teaching typographic design are also dealt with. *Two hours each quarter.*

143-243. *TEACHING TECHNIQUES AND COURSE ORGANIZATION IN PRINTING AND THE GRAPHIC ARTS* (Summer Quarter only). Historical development of printing and its influence on the cultural background of society. Study of type, printing in industry, art in printing, course content, and teaching methods to meet individual requirements. *Four hours credit.*

144-244. *PROBLEMS OF DESIGN IN THE GRAPHIC ARTS.* A study of design, its development, forms, trends and changes, its theory, and the methods by which it functions in the various fields of the graphic arts. Prerequisite 143-243 or equivalent. *Four hours credit.*

148-248. *TEACHING TECHNIQUES AND COURSE ORGANIZATION IN BOOKBINDING.* A course for librarians, superintendents, and teachers of industrial arts. A study of objectives, equipment, materials and supplies, teaching procedures, and methods of relating the workshop to the library. The problem of shop accounting and book records is also considered. A course of study to meet individual requirements is developed. *Four hours credit.*

149. *ORGANIZATION OF AUTO MECHANICS AND DRIVER EDUCATION COURSES FOR THE SECONDARY SCHOOLS* (Summer Quarter only). A study of objectives, course content, and methods of teaching in driver education and automobile courses. Analysis of present practices in safety education and the school's responsibility for such programs. A survey of present experiments which are being conducted in this field. A study of the automobile with an opportunity for laboratory work. *Four hours credit.*

151-251. *TEACHING TECHNIQUES AND COURSE ORGANIZATION IN WOODWORKING.* A comparison of current practice in the wood-working field. Advantages of various methods of organization. Fitting the work to the current demands of local leisure time and adult education programs. Equipment, supply, and shop accounting problems are considered. *Four hours credit.*

152-252. *PROBLEMS IN WOODWORKING* (Summer Quarter only. Prerequisite 151-251 or equivalent). A study of the problems the specialized teacher of woodwork in secondary school must meet. *Four hours credit.*

153a, b, c. *WOODTURNING*. A sequence in woodturning, teaching the care and operation of the lathe and how it may be used to supplement regular shop teaching. Processes taught include spindle, faceplate, and chuck turning. *Two hours credit each quarter.*

154a, b. *WORKSHOP FOR ELEMENTARY SCHOOL TEACHERS*. Development of skills and an understanding of how to work creatively 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 each quarter.*

154c-254c. *ORGANIZING WORKSHOP PROBLEMS FOR THE RURAL AND ELEMENTARY SCHOOL*. A continuation of 154a with emphasis on purpose, teaching methods, problems of finance and equipment, and course organization and correlation with other subject matter fields. Prerequisite 154a or equivalent. *Two or four hours credit.*

156. *ADVANCED ART METAL*. Additional processes to those presented in 55b-155b include etching, chasing, enameling, and stone setting. Coin silver, sterling silver, and gold may be used in addition to the four metals introduced in the beginning course. Teaching problems in the art metal field will be discussed. Prerequisite 155b. *Two or four hours credit.*

159-259. *TEACHING TECHNIQUES AND COURSE ORGANIZATION IN METALS* (Summer Quarter only). A study of objectives, course content, and problems of methods of teaching in all phases of metal working in an industrial arts program. Industrial, social, and economic significance of metals is discussed. A survey of metal shop organization will be made, and in terms of this, suggested courses of study will be developed. *Four hours credit.*

160-260. *PROBLEMS OF THE METAL SHOP*. This course includes the setting up of a program of metalwork for several levels in the public schools and the making of certain equipment and tools. Problems in all fields of metal will be dealt with including records, equipment, materials, and teaching procedures. Methods of organization of courses either from a unit or general shop basis will be considered. (Prerequisite 159-259 or equivalent.) *Four hours credit.*

162-262. *TEACHING TECHNIQUES AND COURSE ORGANIZATION IN DRAFTING AND PLANNING* (Summer Quarter only). Problems in the setting up of a functional drafting and planning program to meet demands of the general education emphasis of industrial arts. Objectives, course content, and teaching procedures are analyzed. A suggested functional program is outlined and teaching procedures discussed to make such a program workable. *Four hours credit.*

164-264. *INDUSTRIAL ARTS DESIGN*. A course in design pointed directly at problems confronting the industrial arts teacher. Problems of design are studied in direct relation to the materials, tools, and processes and are applied to each student's field of major emphasis. Prerequisite, 24 hours of industrial arts work in two or more areas. *Four hours credit.*

167. *WOODFINISHING AND UPHOLSTERY*. A course dealing with the many methods of finishing woods. All kinds of finishes are considered together with the many practices of refinishing old furniture. Different methods

of upholstery are studied in terms of teaching levels, difficulty, and expense. (Prerequisites, Arts 50a, b-150a, b.) *Four hours credit.*

168-268. *ARCHITECTURAL DRAFTING*. Advanced planning in architecture. Emphasis on schoolhouse planning, laws, standards, and figuring costs will be offered to school administrators, as well as teachers of industrial arts. Objectives, course content, and methods of teaching architecture in the secondary school. *Four hours credit.*

200a. *CRITICISM OF CURRENT PRACTICE AND CRITERIA FOR THE EVALUATION OF AN ARTS PROGRAM*. A study of the literature, research, and current concepts of the arts leading to the development of a philosophy of art education. Critical analysis of objectives, methods, and course content. Criteria for the selection of graduate course work in industrial arts for subsequent summers. Required of all graduate majors in industrial arts. *Four hours credit.*

201. *SEMINAR IN INDUSTRIAL ARTS* (Summer Quarter only). An opportunity for all students doing independent research to report and receive criticism on their studies. Each student is expected to have a problem in which he is vitally interested and class discussion centers around these problems. *Four hours credit.*

222. *INDIVIDUAL STUDIES*. A student having particular problems needing research and study may work independently under guidance of an instructor capable of directing the study. A copy of the report of this work must be filed with the student's other records in the Graduate office. *Four hours credit.*

299. *THESIS*. Thesis course required of all Plan A students. *Twelve hours credit.*

Division of Education

The Division of Education offers curricula in Education, Business Education, and Nursing Education.

In addition to specialized work in Business Education and Nursing Education, the Division provides a four year course for majors in elementary and secondary education, for superintendents of schools, for elementary and high school principals, and for supervisors of elementary and secondary schools.

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.

Courses for students majoring in Elementary Education are as follows:

JUNIOR YEAR

	No.		Hrs.
Art	24-124.	Art in the Elementary School	4
Mus.	49-149.	Music in the Elementary School	4
H. & P. E.	102-202.	Problems in Health Education	2
Lit. & Lang.	13.	Story Telling	4
Lit. & Lang.	21-121.	Literature in the Elementary School	4
Sci.	1a-101a.	Science in the Elementary School	4

SENIOR YEAR

Ed.	110-210.	Improvement of Instruction in Reading and Literature	4
Ed.	111-211.	Improvement of Instruction in Language, Spelling, and Writing	4
Ed.	112-212.	Improvement of Instruction in Arithmetic	4
Ed.	113-213.	Improvement of Instruction in Social Studies	4

The student and his adviser shall select the geography, sociology, history, and science courses which best supplement the work that the student has already had in these fields.

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.	110-210.	Improvement of Instruction in Reading and Literature	4
*Ed.	111-211.	Improvement of Instruction in Language, Spelling, and Writing	4
*Ed.	112-212.	Improvement of Instruction in Arithmetic	4
*Ed.	113-213.	Improvement of Instruction in Social Studies	4
Lit. & Lang.	21-121.	Literature in the Elementary School	4
Mus.	49-149.	Music in the Elementary School	4
Sci.	1a-101a.	Science in the Elementary School	4

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

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 that prepare secondary teachers. Subject matter minors of at least twenty-four hours each should be selected with the approval of the registrar.

*Required.

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 college librarian. During the junior year at Colorado State College of Education the student will complete all education 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.

The college library also appoints graduates of the School of Librarianship of the University of Denver as graduate library internes. Those interested in this internship should write the librarian of the Colorado State College of Education.

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.*

25-125. *GENERAL PSYCHOLOGY.* This course presents a study of the elementary phenomena of human behavior and is designed to furnish the foundation for more advanced study in psychology as well as to introduce the student to an understanding of his own behavior and that of his fellows. Open to lower division students of the A curriculum and to upper division students who have not had Science 3c or its equivalent. *Four hours credit.*

30-130. *RURAL EDUCATION.* A course introducing the student to those problems in rural education which make teaching in rural schools of all classes peculiar and difficult. It deals with those particular problems of organization and management of school and community relationships, the selection, organization and adaptations of curriculum materials that are peculiar to the multiple-grade situations common to the small type school. *Four hours credit.*

32-132. *INDIVIDUALIZED RURAL INSTRUCTION*. This course begins with the story of individualization and then takes up a study of present practices, the technique of the common plans and their adaptations to rural school situations; followed by intensive study of the Winnetka plan, its basic philosophy, materials, techniques with adaptations to rural school conditions. *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.*

34-134. *A STUDY OF RURAL SOCIETY*. This course supplies a knowledge of the importance of rural America in the national life, of the rural heritage of that life, and of rural-urban relationships. It shows the importance of social forces, groups, and organizations and the parts they play in national and community life. It furnishes, if not techniques, at least clues for the understanding of places where the teacher works and lives, and of the backgrounds of associates and friends. *Four hours credit.*

Ed. 50-150. *OBSERVATION AND APPLIED TECHNIQUES OF TEACHING IN THE ELEMENTARY LABORATORY SCHOOLS*. Prerequisites Ed. 20 or 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 at four o'clock on Tuesday 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. *PRETEACHING 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.*

74-174. *PRIMARY STATISTICAL METHODS*. The purpose of this course is to acquaint the beginner in education with the meaning and use of the common terms used in educational measurement and to prepare the prospective teacher in the use of those statistical concepts in ordinary classroom teaching. Among the topics presented are: the tabulation and graphic presentation of data, measure of central tendency and variation, reliability, the translation of scores into grades. This course does not prepare students to do research work. *Two 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 for girls. The course leads to the certificate for leadership in Camp Fire Girls' work. A desirable elective for women. *Two hours credit.*

3-103. *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. A desirable elective for men. *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 or with Ed. 116 or 176a or b.) *Four hours credit.*

107-207. *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*

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 or four hours credit.*

110-210. *IMPROVEMENT OF INSTRUCTION IN READING AND LITERATURE.* This is the basal advanced course in the teaching and supervision of reading in the elementary school. The course covers the four large divisions of an adequate reading program: (1) basal reading, (2) work type reading, (3) literature, (4) oral reading. For each of these four divisions the following major problems are considered: (1) the selection of what to teach, (2) the grade placement of content, (3) methods and materials to be used in the classroom, (4), means of determining pupil achievement. Prerequisite, Ed. 150 or 151, or teaching experience. *Four hours credit.*

111-211. *IMPROVEMENT OF INSTRUCTION IN LANGUAGE.* This is the basal and advanced course in the teaching and supervision of language in the elementary school. It covers (1) oral composition, (2) written composition, (3) spelling, (4) writing. For each of these fields attention is directed at (1) the selection of what to teach, (2) the grade placement of content, (3) methods and materials to be used in the classroom, and (4) means of determining pupil achievement. Prerequisite, Ed. 150 or 151, or teaching experience. *Four hours credit.*

112-212. *IMPROVEMENT OF INSTRUCTION IN ARITHMETIC.* This is the advanced course in the teaching and supervision of arithmetic in the elementary school. It deals with the selection of what is to be taught, the grade

placement of this content, methods and materials to be used in the classroom, and means of measuring pupil achievement. Prerequisites, Ed. 150 or 151, or teaching experience. *Four hours credit.*

113-213. *IMPROVEMENT OF INSTRUCTION IN THE SOCIAL STUDIES.* This is the advanced course in the teaching and supervision of social studies in the elementary school. It deals with the selection of what is to be taught, the grade placement of this content, methods and materials of teaching, and the measurement of pupil achievement. Prerequisites, Ed. 150 or 151, or teaching experience. *Four hours credit.*

114-214. *READING READINESS* (Summer Quarter only.) This course deals with the readiness phase of reading at all educational levels. It is in no way confined to what is commonly known as the period of preparation for reading. The major topics covered are: (1) the nature of reading, (2) the instructional program in reading readiness for the preparatory period, (3) the testing program for determining readiness to begin reading, (4) the remedial program for pupils not ready to begin reading at a certain age level, (5) the nature of readiness to read at all other educational levels, (6) the instructional program in reading readiness at levels beyond the preparatory period, and (7) the necessity of a readiness program in the teaching of the content fields. *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.* Aims include the promotion of an understanding of secondary education and an acquaintance with major trends and the current philosophies underlying the secondary school. Units of study include the evolution of secondary education, aims and functions, curriculum, extra-curriculum, evaluation, and the secondary school teacher. Prerequisites, Ed. 20 and 105. *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.*

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.*

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.*

*127-227. *TEACHERS' CLASSROOM TESTS.* The objectives of this course are to give the student adequate training in the construction, administration and scoring of classroom tests; the interpretation and use of the scores; the

*Given also by Extension.

selection of the best types of tests; the translation of scores into marks; the evaluation of marking systems. A teacher who can do these things possesses one of the most important professional accomplishments. *Four hours credit.*

128a-228a. *MENTAL HYGIENE.* A general non-technical course dealing with the application of principles of healthy living to all age levels and to all of the general kinds of social living with emphasis placed upon problems of individual interest. *Four hours credit.*

128c-228c. *THE IMPROVEMENT OF TEACHER PERSONALITY.* Concerned with the understanding of the nature of personality with special reference to the mental health of the teacher. It includes development of skills in examining, evaluating and changing personality. Essentially a professional course. Prerequisite, Ed. 25-125, or Sci. 3c or the equivalent. *Four hours credit.*

129a-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.*

129b-229b. *MENTAL TESTS AND MEASUREMENTS* (Summer Quarter only). The purpose of this course is to acquaint the student with the available mental tests and their merits and weaknesses; to prepare him to intelligently administer such tests and interpret the results obtained, and to give him practical suggestions for using these results. *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. Men undergraduate majors in other divisions are advised to take this course. Students with administrative experience should take Ed. 142-242, 143-243, or 144-244. *Four hours credit.*

141b-241b. *ADMINISTRATION FOR TEACHERS* (Summer Quarter only). A course to equip the classroom teacher with a basic knowledge of how a public school is administered, with emphasis constantly on the teachers' problems. *Four hours credit.*

142-242. *SCHOOL ADMINISTRATION* (First Course). Prerequisite, twelve quarter hours of Education, experience, and senior or graduate classification. (Administration majors may earn up to twenty hours in this field by taking Ed. 142-242, 143-243, 144-244, 147-247, 149-249). Topics to

*Given also by Extension.

be given special consideration: federal relations to 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 administration of teacher personnel. *Four hours credit.*

143-243. *SCHOOL ADMINISTRATION* (Second Course). Prerequisite, twelve quarter hours in education, experience, and senior or graduate classification. 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). Prerequisite, twelve quarter hours in education, experience, and senior or graduate classification. This course will consider: selection of school sites; planning buildings; architectural and educational features of school building; school building management, maintenance and operation; the purchasing and use of school supplies and equipment; 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 relationship; 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.*

150b. *OBSERVATION AND APPLIED TECHNIQUES OF TEACHING IN THE SECONDARY LABORATORY SCHOOLS*. Prerequisites, Ed. 105, 116, and 176b. In this course, the time is divided between presentation, through lectures and discussion, of principles of learning as they apply to particular subject matter fields and observation of these principles in operation in the work of pupils in the secondary school level. The course also enables students to make preparation for the teaching assignment which they will undertake. It must be taken in the quarter immediately preceding the first student teaching assignment. *Four, six, or eight hours credit.*

152-252. *STUDENT SUPERVISION*. An elective course, to do advanced work in either the elementary or secondary school. Open to senior college and graduate students of outstanding ability. Students not having had public school experience admitted only by special arrangement with the director of student teaching. *Four hours credit.*

158. *ADVANCED OBSERVATION—STUDENT TEACHING*. Open to students majoring at the elementary level who have had student teaching or successful public school experience, and who must meet further requirements in student teaching. *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* (Summer Quarter only). The emphasis in this course will be laid on the various innovations and experiments in curriculum and instruction in progressive secondary schools. Desirable prerequisite, Ed. 116-216. *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.*

175-275. *ELEMENTARY STATISTICAL METHODS*. The main purposes of this course are to prepare the prospective teacher in the use of the results of tests and measurements in daily schoolroom work, to read with understanding and discrimination the scientific literature in education and to do acceptable research work in education and psychology. This course deals with the collection and classification of data; the graphic and tabular expression of statistical facts; the measures of central tendency, variability, and relationship; and the meaning, interpretation, and use of these measures. *Four hours credit.*

*176a-276a. *PSYCHOLOGY OF LEARNING FOR ELEMENTARY TEACHERS*. Prerequisite, Sci. 3c or equivalent. Part one of this course deals with the development of children particularly during the elementary school years.

*Given also by Extension.

Problems of growth, health, interests and incentives, emotional stress, intelligence, and the formation of social attitudes are discussed. Part two considers learning in school with special emphasis on the nature of learning, factors influencing improvement, measurement of achievement, transfer of training, and the development of a wholesome personality. *Four hours credit.*

176b-276b. *PSYCHOLOGY FOR SECONDARY SCHOOL TEACHERS*. Part one emphasizes the concept of learning as one of organizing experience. Consideration is given to the nature of psychological processes of understanding, expression, thinking, appreciating, remembering and transferring. The topics of motivation, measurement and emotional adjustment are included. Part two deals with the nature of the secondary school pupil, with special emphasis upon the nature of the adolescent's interests, capacities, and outlook on life. Prerequisite, Sci. 3c, or the equivalent. *Four hours credit.*

177a-277a. *CHILD PSYCHOLOGY* (Summer Quarter only). Provides intensive training in the study of the characteristics and significance of the period of childhood through the elementary school period. Opportunity and training will be provided in observing children in a variety of situations. Individual topics of special interest to students will form an important part of the work in this course. Prerequisite, Ed. 25-125, or Sci. 3c, or the equivalent. *Four hours credit.*

177b-277b. *PSYCHOLOGY OF ADOLESCENCE* (Summer Quarter only). Topics treated include 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. Prerequisite, Sci. 3c or equivalent. *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.*

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

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

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

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

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

190-290. *THE TEACHERS COLLEGE AND THE PROFESSIONAL EDUCATION OF TEACHERS* (Summer Quarter only). For students interested in positions in normal schools and teachers colleges. Deals with general administration and control; executive officers and their duties; the teaching staff and their qualifications and duties; selection, admission, and supervision and control of students; records and reports; placement; finance in teachers colleges, budgets, costs, sources of revenue; curriculum; educational research, and relationships with other educational institutions. *Two hours credit.*

192-292. *STUDENT TEACHING AND THE PROFESSIONAL EDUCATION OF TEACHERS*. Topics treated: The relation of theory and practice in the education of teachers; an activity analysis of student teaching; the present status of student teaching in teachers colleges; observation as a factor in student teaching; methods of improving student teaching; the organization and administration of student teaching; the preparation of supervising teachers; the results of student teaching on the pupils taught. *Two hours credit.*

*195-295. *PHILOSOPHY OF EDUCATION*. Open to seniors and graduate students. Analyses 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.*

200. *INTRODUCTION TO EDUCATIONAL LITERATURE AND EXPERIMENTATION*. Provides an overview of recent educational research with emphasis upon interpretation, evaluation, and use of research rather than upon the techniques of research. Illustrative material will be drawn from several areas of educational specialization. Each student is expected to become acquainted with the literature of the field of education as a whole but will have opportunity to do most of the work with the reports of research within the area of his special interest. Each student will be expected to develop proficiency in the interpretation and evaluation of research against the setting of the educational background of his professional needs and experiences. Required of all first quarter students at the master's level. *Four hours credit.*

215a. *STUDENT PERSONNEL AND EDUCATIONAL GUIDANCE* (Summer Quarter only). A basic but advanced course for all students desiring

*Given also by Extension.

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.*

225. *ADVANCED PROBLEMS IN GENERAL PSYCHOLOGY.* (Summer Quarter only). Provides instruction in the general problems of psychology at a level beyond that of the elementary courses. Opportunity will be given for the development of interests in special topics of general psychology but a wide variety of such topics will be a part of the course for all. Prerequisite, Sci. 3c or Ed. 25-125, or the equivalent. *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.*

275a. *ADVANCED STATISTICAL METHODS.* The purposes of this course are the same as those for the elementary course in statistical methods. The student receives training in the computation of the different kinds of means, such as the harmonic and geometric; the reliability and validity of test scores; coefficients of linear correlation by a variety of different methods and different forms of the product-moment method; curved line correlation; partial and multiple coefficients of different orders; different forms of the multiple regression equation by various methods; the path coefficient and the coefficient of determination. Consideration is given to the interpretation and application of the different measures referred to above. *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. *THESIS.* Thesis course required of all plan A students. *Twelve 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.

342. *SCHOOL ADMINISTRATION*. (Fourth Course). (Summer Quarter only). Prerequisite, twelve quarter hours in education, experience, and senior or graduate classification. This course will consider the problems of general school law applicable in typical states; court decisions relative to schools; public relations and school publicity.

343. *SCHOOL ADMINISTRATION* (Fifth Course). This course deals with special types of activities with which school administrators must be familiar, such as adult education; federally supported courses in agriculture, home economics and vocational education; art; music; and industrial arts education; methods of dealing with handicapped children; organization of school libraries; and other specialized fields.

350. *READING COURSES PRELIMINARY TO FINAL WRITTEN EXAMINATIONS FOR THE DOCTOR'S DEGREE*... Each four hours credit.

The doctor's candidate during the final summer of residence and immediately prior to candidacy for the degree of doctor of education takes appropriate reading courses in the three fields he has selected for his final written examinations. The numbers and courses are:

- (a) Ed. 350a—Administration
- (b) Ed. 350b—Curriculum
- (c) Ed. 350c—Educational Psychology
- (d) Ed. 350d—Elementary Education
- (e) Ed. 350e—Guidance and Personnel
- (f) Ed. 350f—Higher Education
- (g) Ed. 350g—Philosophy of Education
- (h) Ed. 350h—Secondary Education

Business Education

Teachers of the business subjects in secondary schools, junior colleges, and other institutions where business education is included in the curriculum must teach either or both technical and non-technical business subjects. The technical business subjects include accounting, shorthand, typewriting, office machines and equipment, and retail selling. The non-technical business subjects are business law, business organization, consumer economics, introduction to business, junior business training, and similar subjects. In order to meet the common certification requirements, students who desire to major in this field of teaching shall take the following courses:

Accounting:	Hrs.
B. E. 20a, and 22-122	12
Secretarial:	
B. E. 20b, 20d, 12-112, and 160	20
Non-Technical:	
B. E. 31-131, 41-141, 154-254, and 172-272.....	16
Total	48
Economics	8
One minor	24

Students may be certified as educational secretaries by meeting the requirements listed above and by using the free elective hours for advanced secretarial courses and others which are recommended by the head of the business education department.

Minor

The following sequences are suggested for majors in other departments who want to minor in business education. There is sufficient concentration in each of the following fields to prepare the student to do creditable work in teaching the particular subject.

Accounting:	Hrs.
B. E. 20a, 22-122, 23-123, 31-131, 41-141, and 155-255	24
Retail Merchandising:	
B. E. 20a, 22-122, 31-131, 32-132, 155-255, and 156-256	24
Secretarial:	
B. E. 20b, 20d, 12-112, 51-151, and 160.....	24

12-112. *ADVANCED SHORTHAND TRANSCRIPTION*. Prerequisite, the ability to take dictation at the rate of eighty words a minute and type-write at the rate of forty words a minute with a high degree of accuracy. This course offers 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.*

13-113. *SECRETARIAL PRACTICE*. Prerequisite, 12-112 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 will be placed on transcription practice, correspondence forms, special arrangements of typed material, and the development of secretarial duties and traits. *Four hours credit.*

14-114. *ADVANCED SECRETARIAL PRACTICE*. Prerequisite, 13-113 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.*

20. *PROFICIENCY IN THE BUSINESS SKILLS*.¹ Business teachers are generally required to be certified to teach one or more of the following skill subjects: (a) bookkeeping, (b) Gregg shorthand, (c) handwriting, and (d) typewriting. Students are given an opportunity to establish credit for each of these subjects by a proficiency examination. The credits given are as follows: bookkeeping, eight hours; shorthand, eight hours; handwriting, two hours; and typewriting, four hours.

22-122. *PARTNERSHIP ACCOUNTING*. Prerequisite, 20a or the equivalent. The course deals with problems in partnership accounting, controlling accounts, petty cash systems, bad debts, depreciation, obsolescence, and depletion. *Four hours credit.*

23-123. *CORPORATION ACCOUNTING*. Prerequisite, 22-122 or the equivalent. The principles of accounting are applied to the special books and records of the corporation, accounting for bond issues, sinking funds, special reserves, and advanced financial statements and other reports. *Four hours credit.*

¹A fee of \$1.50 is charged for each course in which typewriters, calculating machines, and other special office equipment are used.

*Given also by Extension.

*31-131. *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.*

41-141. *INTRODUCTION TO BUSINESS*. An introductory treatment of the different phases of American business and industry. This is a general survey course which is intended to aid the student in the selection of courses and curricula, and at the same time give him a better understanding of the agencies, methods, and practices of business. It is a good general course in business for non-majors who desire a general overview of the whole field of business and industry. *Four hours credit.*

152. *IMPROVEMENT OF INSTRUCTION IN THE BUSINESS SUBJECTS*. The teaching of such business subjects as shorthand, typewriting, bookkeeping, introduction to business, office appliances, and the cooperative teaching of retailing will receive special attention in this course. It is offered every quarter in conjunction with student observation and teaching. *Four hours credit.*

153-253. *TEACHING THE BUSINESS SUBJECTS*. Short methods courses are offered in the summer school only in each of the following subjects: (a) consumer economics; (b) cooperative courses in retailing; (c) introduction to business; (d) Gregg shorthand; (e) typewriting; and (f) office appliances. *Two hours credit.*

154-254. *CONSUMER BUSINESS MANAGEMENT*. A study of business agencies, methods, and practices with special emphasis placed on the consumer and his business problems, followed by a study of the economic problems of the family, the community, and the government. While the course will serve the individual needs of the student as a consumer, at the same time it will give a good background of information for the teaching of consumer economics. *Four hours credit.*

155-255. *BUSINESS ORGANIZATION*. The evolutionary development and the importance of organization in business will be treated from the standpoint of economic and social progress. Particular attention will be given to the different types of organizations in common use in business and industry. *Four hours credit.*

156-256. *RETAIL MERCHANDISING*. The principles of retail merchandising will be studied through a cooperative plan whereby the student will be required to spend fifty hours during the term in a retail store. A nominal wage will be paid by the merchants who cooperate and the student may arrange with the store manager to work more than fifty hours during the period of study if he desires to do so. *Four hours credit.*

157-257. *PRINCIPLES OF INSURANCE*. A survey of the different types of insurance protection in use, the nature and functions of insurance, and its economic and business significance. Attention is given to the analysis of insurance policies, the rights and obligations of the parties, and the customary practices involved in transactions where insurance purchases, adjustments, and settlements are made. *Four hours credit.*

160. *OFFICE EQUIPMENT AND MANAGEMENT*. Prerequisite, 20d or the equivalent. A variety of modern office machines, filing systems, and other equipment will be demonstrated and the student will be given an opportunity to use them for practice purposes. Each student will be required to prepare a

plan for teaching the minimum essentials of the course in the secondary schools. *Four hours credit.*

170-270. *ADMINISTRATION AND SUPERVISION OF 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 business concerns and the establishment of desirable relationships between the school and business employers; placement and follow-up of graduates; vocational information and guidance; tests, measurements, and examinations; textbooks, materials, equipment, and supplies. *Four hours credit.*

171-271. *PROBLEMS IN BUSINESS EDUCATION.* This course provides for the treatment by individual research and study of some of the most important current problems in business education. Each student is permitted to select a problem for study and he will be expected to present his findings in class and prepare a formal written report. *Four hours credit.*

172-272. *THE SECONDARY SCHOOL BUSINESS CURRICULUM.* The current philosophy of business education in the secondary schools, the analysis of the high school conventional curriculum in business education, and the preparation of an improved program of business education will be the principal topics for study in this course. The student will be required to prepare a permanent notebook for future use in which he will list the best textbooks for each course, useful reference materials, special teaching methods, visual aids, equipment, floor plans, special devices, and many other kinds of information which may be used later in his teaching experiences. *Four hours credit.*

181-281. *SOCIAL SECURITY AND PAYROLL ACCOUNTING.* Prerequisite, 22-122 or the equivalent. Payroll records, accounting for the reserves set aside as required by the government, and special problems involved in the keeping of the necessary records are the phases of accounting which are treated in this course. *Four hours credit.*

200. *SEMINAR IN INVESTIGATION TECHNIQUES IN BUSINESS EDUCATION.* Analysis of recent research reports, a study of acceptable methods and techniques in research, and individual reports of progress on theses will be the chief activities in this course. An opportunity is afforded through this course for non-thesis graduate students to become familiar with research methods in business education and to learn more about the findings of recent studies in this field. *Four hours credit.*

205. *COST ACCOUNTING.* Prerequisite, 23-123 or the equivalent. 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.*

222. *INDIVIDUAL STUDIES.* A course for graduate students who want to do individual research work on a problem in business or economics. *Four hours credit.*

299. *THESIS.* For graduate students who elect the thesis plan. *Twelve hours credit.*

Nursing Education

The main aim in the Nursing Education program is to prepare registered nurses, after completion of the curriculum in this field, to return to nursing schools to improve nursing and health services. 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 student's previous work must be removed before credit is given for the school of nursing credentials. Nurses may, however, register for college work before removing clinical source deficiencies.

For the Bachelor of Arts degree in Nursing Education the student must meet the requirements of the General College and the Professional College.

To meet the General College requirements the following courses should be taken: four hours of Art and four hours of Music Appreciation (elective); Science 12, 41, 42; Social Studies 60a, b, c; Literature and Language 40a, b, c.

To meet the Professional College requirements the following courses should be taken: Education 105, 128, 176, 177, 150b, 151, 195; Nursing Education 100, 101, 102, 103, 110; Health and Physical Education 102, 103 and three hours of active physical exercise; and twelve hours in addition in science and social studies.

Description of Courses

100. *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 development of nursing as it is related to contemporary problems. *Four hours credit.*

101. *FUNDAMENTALS OF HEALTH EDUCATION.* History, organization, and policies of health education, modern public health movements and the relation of the nurse to official and non-official agencies in the community. *Four hours credit.*

102. *THE CURRICULUM AND PRINCIPLES OF TEACHING APPLIED TO NURSING EDUCATION.* A study of the Curriculum Guide for Schools of Nursing as published by the National League of Nursing Education will be made in order to analyze the aims and objectives of nursing education, the suggested arrangement and sequences of subject matter, the principles involved in teaching, and the planning of lessons and demonstrations. *Four hours credit.*

103. *WARD MANAGEMENT AND WARD TEACHING.* A study of the underlying principles and methods of ward management and ward teaching, with special emphasis on effective clinical instruction. *Four hours credit.*

104-204. *HOSPITAL ECONOMICS.* A brief study of the laws governing hospitals and their construction; wealth and welfare; power; capital; division of labor; buying, replacement, and care of equipment; cooperation and personnel management. Offered only in the summer quarter and by extension. *Four hours credit.*

107-207. *TEACHING OF THE NURSING ARTS.* A study of the teaching methods in integrating the basic sciences with the nursing arts. *Four hours credit.*

110. *TRENDS IN NURSING EDUCATION.* A survey of 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 of nursing positions, nursing associations, registration, legislation and publications. Attention is given to the international aspect of nursing education and service. *Four hours credit.*

111-211. *GUIDANCE IN NURSING EDUCATION.* A study of personnel guidance, history and techniques that may influence faculty improvement in guidance of student nurses, graduate nurses and other personnel. *Four hours credit.*

150-250. *SCHOOL HEALTH EDUCATION.* Brief historical survey of health education trends and future developments. A study of community resources in their relationship to school health including legal aspects and mental hygiene. Emphasis is given to the educational background, duties and techniques of the health worker as well as her relationship to other members of the school staff.

157-257. *SUPERVISION IN NURSING AND CASE STUDY.* A study of the 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.* Offered in the summer quarter only. An introduction to the purposes and content considered in the evaluation of schools of nursing for accreditation; state board examinations; registration and reciprocity. *Four hours credit.*

160-260. *ADMINISTRATION IN SCHOOLS OF NURSING* (Summer Quarter only). A study of the organization of schools of nursing in universities and in hospitals; their administration; budget planning; personnel; entrance requirements and curriculum. *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 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, 46a, b. Participation in many of the above activities can be had through membership in the Women's Athletic Association.

Each woman majoring in this division must be a member of the dance group for one year. She may be a member longer if she desires.

We recommend that every woman majoring in Health and Physical Education pass a piano playing test of third grade level before graduating from the division, as superintendents often make it a requirement in employing teachers.

Men majoring in Health and Physical Education should complete the following physical education courses during their freshman and sophomore years: 21a, 25a, b, c, 32, 33, 45a.

Men majors are expected to take part in football, basketball and track as a member of either intra-mural, freshman or varsity teams and have sufficient ability in swimming to pass the elementary swimming test.

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

Major
(FOR WOMEN)
JUNIOR YEAR

	No.		Hrs.
H. & P. E.	50	First Aid	2
	120a, b,	Anatomy	6
	129a, b, c,	Coaching of Sports for Women (2 hrs. each quarter)	6
	137a, b-237a, b,	Presentation of Materials in Physical Education	6
Sci.	117.	Physiology	4

SENIOR YEAR

H. & P. E.	132-232.	The Kinesiology of Individual Gymnastics	4
	135-235.	History and Principles of Physical Education	4
	102-202.	Problems in Health Education	2

(FOR MEN)
JUNIOR YEAR

	No.		Hrs.
H. & P. E.	50.	First Aid	2
	120a, b,	Anatomy	6
	137a, b-237a, b,	Presentation of Materials in Physical Education	6
Sci.	117.	Physiology	4
H. & P. E.	165.	Football Coaching	4
	166.	Basketball Coaching	4
	168 or 169.	Track or Baseball Coaching	2

SENIOR YEAR

H. & P. E.	135.	History and Principles of Physical Education	4
	170-270.	Organization and Administration of Athletics	4
	102-202.	Problems in Health Education	2

Suggested Electives:

Lit. & Lang.	5.	Speaking and Reading English ...	4
Ed.	53-103.	Boy Scout Work	2
H. & P. E.	169.	Baseball Coaching	2
	132-232.	The Kinesiology of Individual Gymnastics	4

GRADUATE STUDY

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

Minor WOMEN

The courses lists below are suggested for elementary majors. All courses selected for a minor shall have the approval of the registrar.

No.	Hrs.
45a, b. Freshman Practice	8
46a, b. Sophomore Practice	8
137a-237a. Presentation of Materials in Physical Education	4
Elective, 129a	4

The following courses are suggested for secondary majors:

45a, b. Freshman Practice	8
46a, b. Sophomore Practice	8
129a. Coaching of Sports for Women....	4
137b-237b. Presentation of Materials in Physical Education	2
Elective	2

MEN

21a. Elementary Mat Work	1
25a, b, c. Technique of Teaching Physical Education Activities	6
30. Swimming	1
32. Pyramids	1
33. Gymnastics	1
50. First Aid	2
165. Football Coaching	4
166. Basketball Coaching	4
170-270. Organization and Administration of Athletics	4

Additional courses recommended as electives for minors in Physical Education and Coaching:

	168. Track Coaching	2
	169. Baseball Coaching	2
Ed.	103. Boy Scout Work	2
L. & L.	5. Speaking and Reading English.....	4

In addition, each student is expected to have varsity squad experience on one or more intercollegiate athletic teams.

Description of Courses

1. *PERSONAL HYGIENE.* The essentials of personal hygiene. The aim is to secure better personal health habits among teachers. *Four hours credit.*

25a, b, c. *TECHNIQUE OF TEACHING PHYSICAL EDUCATION ACTIVITIES.* 25a, fall activities; 25b, winter activities; and 25c, spring activities. *Six hours credit.*

45a, b. *FRESHMAN PRACTICE.* 45a, Dancing. Techniques in folk and tap dancing. 45b, Gymnastics and Tumbling, techniques in fundamental gymnastics, tumbling and apparatus. Laboratory work required. *Four hours each quarter.*

46a, b. *SOPHOMORE PRACTICE*. 46a, Modern Dancing and Percussion. Modern dance techniques and composition. Learning to play and compose on percussion instruments for accompaniment to the dance. Laboratory work required. *Four hours credit*. 46b, Individual sports. Techniques in badminton, deck tennis, shuffleboard, ping pong, archery. *Two hours credit*.

50. *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*.

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*.

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

129a, b. *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, and basketball. *Four hours credit*. The sports presented in 129b are: baseball, track, tennis, archery, and swimming. *Two hours credit*.

132-232. *THE KINESIOLOGY OF INDIVIDUAL GYMNASTICS*. Prerequisite 120a, b. 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, inter-collegiate, and intramural athletics. The common problems in athletics and administration are discussed. *Four hours credit.*

172-272. *RECREATIONAL LEADERSHIP*. A discussion of the school's recreation program in regard to: noon hours, 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.*

180. *ATHLETIC TRAINING*. This course aims to aid the prospective coach in gaining a knowledge of the diagnosis and treatment of the commoner injuries incurred in athletics. The inactive phases of training such as diet, sleep, weight charts, staleness, massage are discussed. Bandaging and taping are demonstrated. *Two periods; two hours credit.*

200. *TESTS AND MEASUREMENTS*. This course deals with the scientific investigations in the field of Health and Physical Education with special emphasis on Tests and Measurements. *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.*

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.*

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, and 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.*

242. *SUPERVISION OF PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS*. For students interested in the philosophy and techniques of supervision. It will consider the supervisor's position in relation to the administration and to the general classroom teacher; difficulties recognized by elementary teachers; types of assistance generally given; and improvement in teaching. *Two 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.*

299. *THESIS*. Required of all Plan A students. *Twelve 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. 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
164. Introduction to the Science 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 Elementary Children	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.

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.

GRADUATE STUDY

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

English Minor

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.

No.	LITERATURE	Hrs.
58b, c. Survey of English and American Literature		8
110a, b. Advanced Composition (or substitutes)		4
126. Teaching English in the Secondary Schools		4
5. Oral English		4
Electives		4
		24

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.
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
Electives	6
	24

Description of Courses

4a, b, c. *ELEMENTARY ENGLISH COMPOSITION*. Required in the freshman or sophomore years of all prospective English majors who have not already been excused for proficiency. 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 consists of practice in speech and oral reading. Its purpose is to aid those students who find difficulty in expressing themselves in speaking or in reading meaningfully. Offered each quarter during the regular year. *Five hours credit.*

13-113. *STORY TELLING*. The technique of story telling is first given. Then by means of the project approach the principles of the art of story telling are applied in class and laboratory practice. Attention is given to the arrangement and selection of stories and current books for the several school levels. *Four hours credit.*

16-116. *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. Students wishing to make transcripts of their voices will be charged a nominal fee for records. *Two or four hours credit.*

18. *ARGUMENTATION AND DEBATING*. The theory of argumentation and its application in debating. The emphasis is on analysis, gathering of materials, evidence, reasoning, and the organization and presentation of arguments. Open to any student wishing to take part in the intramural or intercollegiate programs as well as those wishing to take the course as part of their general speech training. *Two hours credit.*

19. *DEBATING*. This is intensive work on the intercollegiate debate questions. Members of the intercollegiate squads may take this course for credit but are not required to do so. *Two hours credit.*

21-121. *LITERATURE FOR ELEMENTARY CHILDREN*. Required of Elementary and English majors who expect to teach English in elementary schools. A survey of children's literature appropriate for use in grades three to six inclusive; the consideration of interests and abilities governing the choice of literature in these grades; wide reading of recent children's literature using the Children's Library in the College Elementary School as a laboratory. Fee of \$1, but no textbook required. *Four hours credit.*

40a, b, c. *THE ENJOYMENT OF LITERATURE*. Designed to aid students in developing a sound basis for enjoying and judging literature, in the light of social and philosophic interpretation. Particular attention is focused upon human ideals and attitudes presented in contemporary poetry, drama, and the novel, and similar concepts originating in European and early American literature. There is sufficient latitude for extensive browsing or intensive reading in the literature of music, art, social problems, and science. Students are encouraged to share their literary experiences in discussion groups. The sections of the course need not be taken in sequences. *Four hours credit each quarter.*

58a. *SURVEY OF ENGLISH LITERATURE, 400-1744*. 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 1744. *Four hours credit.*

58b. *SURVEY OF ENGLISH LITERATURE, 1744-1940.* The same plan is followed as that indicated for 58a. *Four hours credit.*

58c. *AMERICAN LITERATURE.* American literature following the plan of the survey courses in English literature. The material for the schools. *Four hours credit.*

62-162. *INFORMAL SPEAKING.* Extemporaneous speaking with the emphasis upon gathering and organizing material and its delivery for the purpose of informing, stimulating, convincing, or entertaining an audience. Designed to meet the needs of the average person who is called upon to speak to groups of people. *Four hours credit.*

63-163. *FIRST COURSE IN DRAMATIC ART.* This 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.*

100a, b, c. *JOURNALISM.* The first quarter is 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 makeup 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. *ADVANCED COMPOSITION.* Designed to give individual practice in writing and to prepare students for the teaching of written composition. Practice is given for improvement in both technique and forms of expression. *Two hours credit.*

110b. *ADVANCED COMPOSITION.* Planned to give individual practice in collecting and organizing material, in outlining and in preparing bibliographies, in writing term papers and in annotating them. *Two hours credit.*

111-211. *THE ENGLISH LANGUAGE FOR TEACHERS.* A professionalized course in the English language. This 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, 63. A lecture and laboratory course designed primarily for teachers and students who intend to engage in the work of play production in the schools, the Little Theater, or the Children's Theater. Building on the fundamentals of dramatic

art as given in L. & L. 63. This advanced course carries through the actual preparation of several plays, from the casting and directing, to make-up and presentation. Choice of materials for amateur theatricals is also considered. *Four hours credit.*

114a, b, c-214a, b, c. *DIRECTING IN THE LITTLE THEATRE* (Laboratory Method). Offered to advanced students who have completed 114 or 115 or equivalent. It is the actual directing and stage management through the production of a public performance. *Two to four hours credit for one quarter, eight hours maximum for several quarters.*

115-215. *ELEMENTARY SCENE DESIGN AND STAGECRAFT.* A technical course in lighting, costuming, and scenery construction to clarify problems of the director. Laboratory attendance is required. *Four hours credit.*

117-217. *ORAL INTERPRETATION FOR SECONDARY SCHOOL TEACHERS.* An approach to the oral reading and interpretation of literature is given. Attention is drawn to the organization of materials suitable for public entertainments. Techniques used in directing high school students toward presentation of festival reading and contest materials (declamatory) are explained. *Four hours credit.*

118-218. *DISCUSSION TECHNIQUES.* The principles and practice of organizing and conducting meetings and the various forms of group discussion—forum, symposium, panel, etc. *Four hours credit.*

120. *CHORAL READING.* Procedure and techniques of training the speaking choir. Choice of material will also be emphasized. A public performance will close the class work. *Two 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.*

~~126a, b.-226a, b. *THE TEACHING OF ENGLISH AND LITERATURE IN THE SECONDARY SCHOOLS.* This course may be started in the Fall or Winter quarter but not in the Spring. It is carried along with Observation (Ed. 150b). English majors are required to take both Eng. 126a and 126b, eight hours. Minors may take only four hours. Principles for the selection of literature for senior high school pupils considered critically; illustrative studies in the treatment of selective pieces; study of types of composition work for high schools. A portion of the time of this course is given to the teaching of speech problems in high schools, and to methods used in creative and formal dramatics and discussion. *Four hours credit each quarter.*~~

131-231. *THE SHORT STORY.* The study of typical modern short stories to observe the technical methods of modern short story writers and the interpretations of modern life embodied in this form of present day fiction. *Four hours credit.*

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

134-234. *THE STUDY OF MODERN DRAMA.* An appreciation course in the reading and class discussion of plays that best represent the characteristics, thought-current, and the dramatic structure of plays 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 1940. *Four hours credit.*

144-244. *WORLD LITERATURE TO 1625 A. D.* A senior and graduate study of general literature, planned especially for English majors, transfer students and others who wish to get a comprehensive view of general literature. 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 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 once each during the regular school year. *Four hours credit.*

150-250. *SPEECH EDUCATION IN ELEMENTARY AND SECONDARY SCHOOLS* (Summer Quarter only). A study of philosophies, movements, practices, and problems in speech education with an opportunity for each student to make a special study of the field of his own interest in speech education. *Four hours credit.*

152-252. *PUBLIC SPEAKING FOR TEACHERS AND ADMINISTRATORS* (Summer Quarter only). A practical course in public speaking designed to meet the professional speaking needs of teachers and executives. The emphasis is on platform work. *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.*

160-260. *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.*

161-261. *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 teaching of Jesus in the light of the background out of which He came. *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.*

165-265. *THE CORRECTION OF SPEECH DISORDERS* (Summer Quarter only). A lecture-demonstration course dealing with the diagnosis of speech difficulties and the application of remedial measures. Prerequisite, L. & L. 164-264, its equivalent, or consent of instructor. *Four hours credit.*

165a-265a. *CLINICAL PRACTICE AND PROCEDURE* (Summer Quarter only). Laboratory experience under guidance in the speech clinic conducted during the summer quarter. Practical work with various types of speech disorder. *Two hours credit.*

170-270. *THE PSYCHOLOGY OF SPEECH.* (Offered Summer Quarter, 1940, and alternate summers). The origin and development of speech in the race and in the individual. The relationship of speech to thought; to the symbolism of language. Its function and importance to man as a social being. *Four hours credit.*

200. *GRADUATE SEMINAR IN LITERATURE AND LANGUAGES.* (Spring and Summer Quarters only). A basic course in methods of graduate study and research in the fields of languages and literature. Required of all candidates for the master's degree in the Division of Literature and Languages. *Four hours credit.*

212. *OLD ENGLISH.* A beginning course in Anglo-Saxon. Grammar and reading. *Four hours credit.*

213. *CHAUCER AND MIDDLE ENGLISH.* A study of the English language of the fourteenth century to show its development after the Norman Conquest and preceding the Elizabethan period. The observations upon the development of the language are made mostly through a careful study of Chaucer. The course is the natural follower to English 212, but may be taken independently. *Four hours credit.*

222. *INDIVIDUAL STUDIES IN ENGLISH.* This course 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. 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 study 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. *THE PREPARATION OF A THESIS IN ENGLISH AND LITERATURE.* For Plan A English majors. *Twelve hours credit.*

299a. *THE PREPARATION OF A THESIS IN SPEECH AND DRAMATICS.* For Plan A speech and dramatics majors. *Twelve 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, or 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 shall have the use of two languages before graduating with the A. B. degree. The student may use English as one minor if he so chooses, but is required to take the other minor outside the division. Senior college students may receive credit for foreign language courses numbered under 100.

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 described above.

	No.		Hrs.
LATIN	105-205.	Cicero's Essays	4
	106-206.	Pliny	4
	107-207.	Horace	4
FRENCH	105-205.	Survey of French Literature	4
	106-206.	Pliny	4
	107-207.	Horace	4
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
	131-231.	The Teaching of Romance Languages	4
FRENCH	125-225.	Eighteenth Century French Literature	4
	126-226.	French Romanticism	4
	127-227.	Twentieth Century French Literature	4
	125-225.	Don Quijote	4
SPANISH	126-226.	Classical Drama	4
	127-227.	Classical Prose and Poetry	4
	L. & L. 222.	Individual Studies in Foreign Languages	2-4

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. *INTERMEDIATE LATIN* (Second year). Grammar review and reading of Latin of intermediate grade. *Four hours credit.*

6. *INTERMEDIATE LATIN 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. *INTERMEDIATE LATIN VERGIL* (b) (Second year). Books 3, 4, 5, 6, of the *Aeneid*, with a study of classical mythology. *Four hours credit.*

105-205. *CICERO* (Third year). Two representative essays. *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. Lavis's "Histoire de France." *Four hours credit.*

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

105-205. *A SURVEY OF FRENCH LITERATURE* (a). Literary works from the old *fabliaux* to the 18th century. *Four hours credit.*

106-206. *A SURVEY OF FRENCH LITERATURE* (b). Eighteenth and nineteenth century to 1870. *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. (Offered on request). *Two hours credit.*

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

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

127-227. *TWENTIETH CENTURY FRENCH LITERATURE*. Lectures on the writers of this century, with individual readings and reports. (Offered on request). *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. The class will be divided to accommodate those who wish to read scientific German. *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 Novelle 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. Hartzenbusch's "Los Amantes de Teruel," Tomayo y Baus's "La Locura de Amor," and Echegaray's "El Gran Galeoto" are read in class, and reports are made by students on additional romantic plays read outside. *Four hours credit.*

106-206. *MODERN DRAMA* (Third year). A study of the "Generation of 98" and their transition to the less emotional type of theater, as personified by Benavente, and the poetic type represented by Marquina. Plays by these authors are read in class, together with Martinez Sierra's "Sueno de una Noche de Agosto." Reports on outside readings. *Four hours credit.*

107-207. *MODERN NOVEL* (Third year). A study of the costumbrista movement, 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 is exemplified by Rueben 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.*

For. Lang. 299. *THE PREPARATION OF A THESIS IN FOREIGN LANGUAGES.* For Plan A Foreign Language majors. *Twelve hours credit.*

Lit. and Lang. 200. *GRADUATE SEMINAR IN LITERATURE AND LANGUAGES.* See page 83 for description. *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 shall be paid before the close of permanent registration.

Major

All Music majors shall 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 shall 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 shall 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 shall 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 shall 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
52a, b, c. Beginning Harmony and Advanced Music Reading (2 hrs. each quarter)	6
103. Music Methods in Elementary School	4
104. Instrumental and Vocal Materials	2
106. Music Methods in Secondary School	4
152a, b, c. Harmony, Counterpoint, and Composition (2 hrs. each quarter)	6
153a, b. Instrumentation, Orchestration, and Composition (2 hrs. each quarter)	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
52a, 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
52a. Beginning Harmony and Advanced Music Reading	2
104. Instrumental and Vocal Materials	2
155. Technique and Practice of Conducting	2
Individual Instruction	6
Total	24

Description of Courses

Music 1a, b, c. *MUSIC APPRECIATION*. A three quarter sequence in general music for freshmen. The course is divided, each quarter, to meet the individual interests and background of the student. The activities offered are: music lecture and listening; class piano; beginning orchestral and band instruments; a cappella choir, college band, college orchestra; beginning chorus; and the like. Each student chooses one of the above groups. Two hours each quarter.

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

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 of 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 Bach, Beethoven, 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 and Hammond Organ to those students who have had enough Piano instruction to be able to play Bach Two-Part Inventions satisfactorily. One hour credit.

35-135. *LESSONS ON BRASS AND REED INSTRUMENTS* (Individual). Work will be given according to the needs of the individual student. One hour credit.

42-142. *ORCHESTRA*. This organization is open to all who show sufficient qualifications. This is determined by an audition with the director. Two hours credit.

43-143. *BAND*. All students who show sufficient ability on a band instrument may become members upon receiving permission of the director. Two hours 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. Two hours credit.

45-145. *PIANO CLASS LESSONS*. This course provides for actual experience in piano playing as learned from group instruction. One hour credit.

46-146. *PIANO CLASS METHODS*. A modern course of study in piano pedagogy presented in successive units. Includes the song approach, technical problems, harmonic analysis, sight reading, ear training, creative expression, and materials as applied to the teaching of class piano. Two hours credit.

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

48a, b-148a, b. *MUSIC FOR ELEMENTARY TEACHERS*. A two-quarter sequence in music fundamentals and skills designed for rural and elementary majors. Specific topics included are: music reading; elementary musical theory; music writing; and song materials for children. *Four hours credit each quarter.*

49-149. *MUSIC IN THE ELEMENTARY SCHOOL* (Prerequisite, Mus. 48a-148a). For rural and elementary teachers. This course is devoted to the teaching of the following topics in the elementary grades: music appreciation, rote singing, the rhythmic program, music reading and skills, creative music, and playing simple musical instruments. *Four hours credit.*

52a, b, c. *BEGINNING HARMONY AND ADVANCED MUSIC READING* (Formerly 102a, b, c). A year's course meeting three days a week. Elementary theory, three and four-part harmony, harmonization of a given melody, keyboard harmony, modulation, chord structure. *Two hours credit each quarter.*

100 a, b, c. *BEGINNING ORCHESTRAL INSTRUMENTS AND MATERIALS*. A year's course meeting four days a week. Students are taught to play the instruments of the symphony orchestra and band. Part of the time is devoted to examining and studying instrumental materials. *Two hours credit each quarter.*

103 and Ed. 150a. *MUSIC METHODS AND OBSERVATION IN THE ELEMENTARY SCHOOL* (Formerly 103, *The Teaching of Public School Music*). The topics studied are: classroom procedure; pupil differences in music; singing program, music reading program; musical listening program; creative music; the rhythmic program. *Six hours credit.*

104. *INSTRUMENTAL AND VOCAL MATERIALS*. A study of instrumental and vocal music for all combinations of instrumental and vocal ensembles is presented and studied. Usable music for all occasions and instrumental and vocal problems are discussed. *Six hours credit.*

106 and Ed. 150b. *MUSIC METHODS AND OBSERVATION IN THE SECONDARY SCHOOL*. Methods, observation, and participation in teaching music in the secondary school. The topics studied are: the adolescent in music; the choral program; the instrumental program; the music listening program; operettas; festivals and clinics. *Six hours 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. *INSTRUMENTATION, 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.*

154-254. *PRINCIPLES OF MUSIC EDUCATION*. The philosophy of musical education; evaluation of current practices in teaching music reading; rhythmic experience, creative music, the musical and non-musical child. *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. *PSYCHOLOGY OF MUSIC*. The subjects included in this course are: the measurements of musical talent, tests and measurements in music, and the psychology of musical performance. *Four hours credit.*

*158. *HISTORY OF ANCIENT AND MEDIEVAL MUSIC*. A cultural course which deals with the development of ancient and medieval music and musicians up to and including Beethoven, through the presentation of music of the various composers. *Four hours credit.*

159. *MODERN COMPOSERS*. A continuation of Music 158. The lives and music of the great masters since Beethoven will be studied. Through the aid of the phonograph the student will become acquainted with the different styles of these composers' compositions. *Four hours credit.*

162-262. *SYMPHONIC LITERATURE* (Formerly Advanced Music Literature). A detailed study of the music of the symphony orchestra, based mainly on recordings made by the world's leading orchestras. *Four hours credit.*

170-270. *ADVANCED HARMONY AND FORM ANALYSIS*. This course deals with the many types of modulation and altered chords, as well as the study of the harmonic and formal aspects of musical composition. *Four hours credit.*

172-272. *INSTRUMENTAL SUPERVISION*. An analysis is made of the problems found in the instrumental field such as: balanced instrumentation, the marching band, pre-band instruments, sectional rehearsals, beginning instrumental classes, competitive festivals, program building, and advertising the music program in the community. *Four hours credit.*

173-273. *VOCAL SUPERVISION*. This course is based upon an analysis of professional problems of vocal teachers. Topics to be discussed are: the vocal festival and clinic; an evaluation of vocal materials; song and choral interpretation. *Four hours credit.*

200. *SEMINAR IN MUSIC EDUCATION* (Summer Quarter only). Investigation of recent research in music education and related fields; directed practice in the scholarly and scientific approach to problems of the students' interests. Required of all first quarter students. *Four hours credit.*

261. *MUSICAL AESTHETICS*. (Formerly 161-261). A study of aesthetics of Dewey, Puffer, Parker, Bell, Santayana, et al. Special emphasis is placed on the implication of aesthetics in the teaching of music. Graduate students only. *Four hours credit.*

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

299. *THESIS*. The thesis course for Plan A students. A master's thesis may be in written form or a creative piece of work, such as a music composition. *Twelve 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
56-156.	Elementary Geology	4
91-191.	Descriptive Astronomy	4

GROUP II MATHEMATICS

75a, b.	College Algebra	8
76.	Trigonometry	4
78a, b, c.	General Mathematics	12
91-191	Descriptive Astronomy	4
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
91-191.	Descriptive 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.

GRADUATE STUDY

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

Minor

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

No.	BIOLOGICAL SCIENCE MINOR	Hrs.
11-12.	General Zoology	8
21-22.	General Botany	8

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

In addition, eight hours should be selected from the following courses:

No.		Hrs.
30-130.	General Bacteriology	4
32-132.	Genetics and Eugenics	4
117.	Human Physiology	4
PHYSICAL SCIENCE MINOR		
No.		Hrs.
41, 42, 43.	Chemistry	12
61, 62, 63.	Physics	12

ELEMENTARY SCIENCE

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

No.		Hrs.
13-113.	Bird Study	4
1a-101a.	Methods in Elementary Science	4
102-202.	Special Problems in Teaching Science in the Elementary School	4
30-130.	General Bacteriology	4
56-156.	Elementary Geology	4
91-191.	Descriptive Astronomy	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 of high school mathematics. 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

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 concerning the origin of life, the plant and the animal body, ecology, evolution, heredity, vitamins, hormones, resistance to disease, and the 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 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. *SCIENCE OF THE OUT-OF-DOORS* (Summer Quarter only). *Four hours credit.*

Professionalized Science

1a-101a. *SCIENCE IN THE ELEMENTARY SCHOOL.* The subject matter needed to teach science in grades one to six. Content selected to answer children's questions on animal and plant life, weather, astronomy, electricity and magnetism, machines, geology and other physical science areas. Field trips will be taken when needed to solve problems. *Four hours credit.*

1b-101b. *THE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL.* Prerequisite Elementary Science 1-101 or its equivalent. This course is for elementary school teachers and supervisors. A course to develop the philosophy, content, and method of teaching science to children. An attempt is made to familiarize the student with the latest curricula and literature in the field. Methods of developing units of work with children, directing activities for the solution of problems and correlating science with other subject matter areas are discussed. Observation of and participation in teaching of science is a part of the program. *Four hours credit.*

102-202. *SPECIAL PROBLEMS IN TEACHING SCIENCE IN THE ELEMENTARY GRADES* (Summer Quarter only). This course is intended for graduate students who wish help in teaching science to children. The most recent research in the field, problems of curriculum integration, materials and method will be considered. Prerequisite 1-101a or its equivalent. *Four hours credit.*

103. *THE TEACHING OF SCIENCE IN THE SECONDARY SCHOOLS.* 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; the selection of classroom materials; the techniques for classroom discussion. Observation is conducted in the college secondary school and in public schools. Consideration is given to the teacher's place in the community. The class meets two hours a day. *Eight hours credit.*

108-208. *ADVANCED PROBLEMS OF SECONDARY SCHOOL SCIENCE TEACHING.*

a. *LEARNING AND CURRICULAR STUDIES IN SCIENCE.* (Formerly 107-207). (Summer Quarter only). *Four hours credit.*

b. *REORGANIZATION OF SCIENCE CURRICULUM.* The application of results of research studies, and the modern trends of secondary education to curriculum practices are studied. Emphasis in the course will be given to innovations and experiment in curriculum. *Four hours credit.*

c. *PROBLEMS OF INSTRUCTION.* Emphasis is placed on the research which will modify teaching practices in the classroom. Opportunity will be given to devise and formulate teaching procedures such as demonstrations, laboratory practices, evaluation techniques and visual aids. These will be evaluated in terms of the objectives of secondary education. *Four hours credit.*

d. *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.*

e. *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. *Four to eight hours.*

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, and 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.*

Special Graduate Courses

200. *INVESTIGATIONS IN THE FIELD OF SCIENCE.* This is not a course in the techniques of research, but rather is an attempt to: coordinate the intellectual materials of science; acquaint the student with the meaning of "science"; stimulate the student and help him formulate an appreciative attitude toward science and the scientific method; and help the student understand something of the nature and the characteristics of research.

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.*

299. *THESIS.* This course is designed to enable the Plan A student to complete his research and thesis requirement for the master's degree in the biological, the mathematical, and the physical sciences. *Twelve hours credit.*

Astronomy

*91-191. *DESCRIPTIVE ASTRONOMY.* Four hours class; field observations as desired. The course deals with the astronomical facts about the earth and the other planets, the sun, comets and meteors, and the principal stars and their constellations. *Four hours credit.*

Botany

21. *GENERAL BOTANY.* Four hours class; three hours laboratory. A study of the thallophytes and the bryophytes. Local forms are used when

*Given also by extension.

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.* Prerequisite, Sci. 21. Four hours class; three hours laboratory. A continuation of 21. The pteridophytes and spermatophytes are studied as to evolutionary development. The last half of the course is devoted to a study of the structure and physiological adaptation of the angiosperms. *Four hours credit.*

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.*

121-221. *PLANT PHYSIOLOGY.* Prerequisites, Sci. 21 and 22 or their equivalent. 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.* Prerequisites, Sci. 21 and 22 or their equivalent. 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. Offered 1940 and alternate years. *Four hours credit.*

127-227. *SYSTEMATIC BOTANY.* Prerequisite Sci. 22 or its equivalent. 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 are studied. 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. *EVOLUTION.* Facts and evidence 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. *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.*

232. *GENETICS AND EUGENICS.* Prerequisite, General Botany or General Zoology. A study of the fundamental laws of genetics with special reference to their post Mendelian modification and extension. This is followed by

a study of human heredity, the present trend of the race, and measures that may be adopted by society to counteract the present undesirable trend. *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, common compounds, and their reactions with each other are considered. Laboratory exercises are designed to help the student to gain a deeper insight into the principles of chemistry. Students who have had high school chemistry will be required to do more advanced assignments. Three hours class; four hours laboratory. *Four hours credit.*

42. *GENERAL CHEMISTRY*. Three hours class; four 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*. Prerequisites, Sci. 41 and 42. 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 expressing and demonstrating them. Some practice in a scheme for finding metals and non-metals in unknown solutions. *Four hours credit.*

43-147. *HOUSEHOLD CHEMISTRY*. Three hours recitations; four hours laboratory. Fundamental and practical chemistry needed in a study of the principles of cooking, dietetics, heating, lighting, air-conditioning, laundry, and textiles are studied. *Four hours credit.*

141. *ORGANIC CHEMISTRY*. Prerequisites, Sci. 41 and 42. Three hours class; four hours laboratory. A course designed to give the student a knowledge of the importance of carbon compounds of the aliphatic or chain series as they are related to life and to some products pertaining to human welfare. 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. (Offered odd years only.) *Four hours credit.*

142. *ORGANIC CHEMISTRY*. Prerequisites, Sci. 41, 42, and 141. Three hours class; three hours laboratory. This includes a study of carbon compounds of the aromatic or ring series. The arrangement of the subject matter is similar to that of Sci. 141, and its objectives are the same. *Four hours credit.*

143. *SYSTEMATIC QUALITATIVE CHEMISTRY*. Prerequisites, Sci. 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. (Offered even years only.) *Four hours credit.*

144. *GRAVIMETRIC QUANTITATIVE ANALYSIS*. Prerequisites, Sci. 41, 42, and 43. Two hours class; five hours laboratory. Quantitative relations as they exist among the elements in chemical compounds; reviewing valence and its relation to atomic structure; ionization and its relation to precipitation. *Four hours credit.*

145. *VOLUMETRIC QUANTITATIVE ANALYSIS*. Prerequisites, Sci. 41, 42, and 43. Two hours class; five hours laboratory. A continuation of 144. It carries the student farther into a study of volume and weight relations. *Four hours credit.*

151-251. *PHYSIOLOGICAL CHEMISTRY*. Prerequisites, Sci. 41 and 42. Three hours class; four hours laboratory. A course designed to suit

the needs of students of biology, home economics, or physical education. The student gains a knowledge of the compounds connected with food products and animal tissues. 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. *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. *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.* Prerequisite, Sci. 76 or 78. 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.* Prerequisite, Sci. 76 or 78. 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. *DIFFERENTIAL CALCULUS.* A study of differentiation and its applications. *Four hours credit.*

176. *INTEGRAL CALCULUS.* Prerequisites, Sci. 75 and 76, or 78, 81, 175. The meaning, use and applications of integration. *Four hours credit.*

177-277. *THEORY OF EQUATIONS.* Prerequisites, Sci. 75 and 76, or 78, 81. The graph and its function, complex number and its graphical representation, cubic and quadratic equations, symmetric functions, and determinants. *Four hours credit.*

*182-282. *ALGEBRA FOR TEACHERS.* A study of the nature of algebra and the reasons for the various processes involved. It is designed to help clear up the student's thinking in the subject and show him algebra as a sensible, reasonable subject; one that calls for thinking, not for memorization. It is also designed to help him to treat algebra as an exercise in thinking, not as a conglomeration of senseless and useless manipulations. *Four hours credit.*

*183-283. *GEOMETRY FOR TEACHERS.* A study of the fundamental nature of geometry, the nature and significance of logical reasoning, how a system of thought is built up, the contrast between analysis and synthesis, between deduction and induction. It is designed to give the student an understanding and appreciation of geometry that is absolutely essential to successful teaching. *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. *Four 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.* (Summer Quarter only). 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.*

285a. *ADVANCED DIFFERENTIAL CALCULUS.* Prerequisites Sci. 75 and 76 or 78, 81, 175, 176. A study of the more advanced topics of the calculus, such as infinite series, computation of tables, indeterminate expressions, partial differentiations, and numerous applications; and special methods of integration, use of tables, double and triple integration, with numerous applications. *Four or eight hours credit.*

Physics

61. *GENERAL 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 in addition to that required from students who have had no high school physics. *Four hours credit.*

*Given also by extension.

62. *GENERAL PHYSICS*. Three hours lecture; four hours laboratory. This course 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 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 application 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. This is an 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 are 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.*

66-166. *RADIO TRANSMISSION AND RECEPTION*. Prerequisites, Sci. 61, 62, 63. 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.*

67-167. *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.*

70-170. *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.*

168-268. *MODERN PHYSICS*. Prerequisites, Sci. 61, 62, and 63. Four hours lecture. A review of the developments in the field of physics begin-

ning 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, 64b-164b, 64c-164c. 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.*

Zoology

11. *GENERAL ZOOLOGY.* Four hours lecture, three hours laboratory. A study of the structure, functions and organization of protoplasm in the animal body. The principles of animal biology will be emphasized. In the laboratory type specimens will be used to demonstrate the material discussed in class. *Four hours credit.*

12. *GENERAL ZOOLOGY.* Four hours lecture, three hours laboratory. Prerequisite Sci. 11. A continuation of Sci. 11. In this course the structure and functions of the organs of the vertebrates will be stressed. Type specimens used in the laboratory will furnish first hand information of the anatomy of the vertebrates. *Four hours credit.*

15-115. *ECONOMIC ZOOLOGY.* Four hours lecture. Prerequisites, Sci. 11 and 12, or equivalent. 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. *FIELD ZOOLOGY.* Four hours lecture. Prerequisites, Sci. 11 and 12 or equivalent. Field excursions 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 lecture; three hours in the field arranged. A study of the structural adaptations of birds and their relationship to the other vertebrates will occupy a portion of the time. This will be followed by a study of the food, habits, habitats, seasonal distribution, migrational activities, the importance of protection, and the relation of birds to man. A considerable part of the field study will be spent in identification of species. *Four hours credit.*

114. *ELEMENTARY ENTOMOLOGY.* Three hours lecture; 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. *HUMAN PHYSIOLOGY.* Four hours lecture; three hours laboratory. Prerequisite, Sci. 11 and 12 or equivalent. 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. *ANIMAL HISTOLOGY AND MICROSCOPIC TECHNIQUE*. Three hours lecture; four hours laboratory. Prerequisites, Sci. 11 and 12 or equivalent. A study of the functions and differentiation of the different tissues of the animal body. The student will be given opportunity to learn how to prepare material for histological study. *Four hours credit.*

120-220. *VERTEBRATE EMBRYOLOGY*. Four hours lecture; three hours laboratory. Prerequisites, Sci. 11 and 12 or equivalent. A study of the development of the vertebrate from the germ cells to the formation of the systems of organs. *Four hours credit.*

211. *COMPARATIVE MORPHOLOGY OF THE VERTEBRATES*. Four hours lecture; three hours laboratory. Prerequisites, Sci. 11, 12, and 120-220. A 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 Economics, Geography, History, Political Science, and Sociology. It provides a program of related courses designed to give all students a conception of the geographical, economic, social, political, historical, and intellectual worlds 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, and economics, 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 General College shows seriousness of purpose and evident capacity to do professional work.

Major

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. Suggested courses that will meet these requirements are:

No.		Hrs.
50a, b, c-150a, b, c.	American History	12
54a, b, c-154a, b, c.	European History	12
117.	Teaching of the Social Studies	4
20a, b-120a, b.	Principles of Economics	8
44a, b-144a, b.	Regional Geography	8
170.	Government of the United States..	4
171.	State Government	4
185.	Elements of Sociology	4
191.	Social Aspects of Human Personality	4

In addition, each student is expected to plan his program to include two teaching minors of twenty four hours outside the Social Studies Division.

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

All courses selected for a minor shall have the approval of the registrar. A teaching minor shall include eight hours of American history and eight hours of European or world history, Social Studies 117, and either four hours in economics or four hours in political science.

Description of Courses

General

60a, b, c. *MAN IN HIS SOCIAL WORLD*. A study of human relations in the present-day social world with particular emphasis upon the important problems and issues that have a bearing upon such major social institutions as family, industry, government, and church. Required of all sophomores. *Four hours credit each quarter.*

Professional

200. Seminar. *INVESTIGATION TECHNIQUES IN THE SOCIAL STUDIES*. How to attack problems, various techniques used in Economics, Geography, History, Political Science, and Sociology for determining facts; bibliographic aids and how to use them; organization of the results of investigation for formal presentation. *Four hours credit.*

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.*

113-213. *THE TEACHING OF THE SOCIAL STUDIES IN ELEMENTARY SCHOOLS*. 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 instruction in grades I to VI. *Four hours credit.*

117-217. *THE TEACHING OF THE 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; modern courses of study; modern tests; 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.*

299. *THESIS*. Each graduate student working for a master's degree under Plan A registers for this thesis course at least three months before the final quarter of course work. *Twelve hours credit.*

Economics

20a, b-120a, 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.*

125-225. *ECONOMIC PLANNING*. This course will treat in a practical objective manner the recent applications of governmental organization to economic activities both in the United States and in other countries. Some of the topics treated will be: Control of the trade cycles, remedies for unemployment, prevention of floods and soil erosion, effective use of water and other natural resources, and the development of new industries. *Four hours credit.*

130-230. *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.*

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, AF of L, and CIO. *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 credit control. *Four hours credit.*

135-235. *ECONOMIC HISTORY OF THE UNITED STATES*. The purpose of this course is not only to depict the industrial and financial development of the United States, but the way in which social life as a whole is influenced by the economic motive. *Four hours credit.*

136-236. *INVESTMENTS*. Everyday problems and interests of the 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 financial problems. *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 particular 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.*

139-239. *CONSUMER ECONOMICS*. Such specific consumer problems as the standard of living, technological development, advertising and aggressive salesmanship, consumers' protection in the market, cooperatives, taxes and taxation policies are presented and discussed. The background of consumers' choice is also treated. *Four hours credit.*

Geography

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. *HUMAN GEOGRAPHY*. A study of the racial sub-divisions of mankind, their distribution and intermixture. *Four 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.*

105a-205a. *GEOGRAPHY OF SOUTH AMERICA AS AN AREA OF WORLD INTEREST*. This course gives a background in the climate, racial, commercial, and political phases of South American geography. It explains why this continent is a center of world competition and interest. *Four hours credit.*

107-207. *THE SOCIAL GEOGRAPHY OF SOUTHERN UNITED STATES*. The evolution of the culture of the Southern States as influenced by racial make-up, climate, crops and historical past. *Two hours credit.*

108-208. *THE GEOGRAPHY OF THE BRITISH ISLES*. A survey of the geographic features with especial reference to the human geography of the area. *Four hours credit.*

109-209. *THE GEOGRAPHY OF THE DOMINION OF CANADA*. An attempt to interpret the human geography of Canada in terms of the influence of the British Isles and United States upon the people and culture of Canada. *Four hours credit.*

*Given also by Extension.

110-210. *THE GEOGRAPHY OF AMERICAN INDIAN CULTURE*. A study of the reaction of the American Indian to his environment before he was in contact with the white man. *Four hours credit.*

111-211. *GEOGRAPHY OF AUSTRALIA AND NEW ZEALAND*. This course deals with the human geography of these British colonies in the Antipodes. *Two hours credit.*

141-241 *WORLD GEOGRAPHY* (Summer Quarter only). 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.*

144c-244c. *REGIONAL GEOGRAPHY OF MEXICO AND THE UNITED STATES*. (Summer 1939). An advanced detailed study of the physical features, productive areas and the material and cultural uses of the physical resources of this area. *Four hours credit.*

145-245. *GEOGRAPHY OF SOVIET RUSSIA* (Summer 1939). Extent and characteristics of the country, natural resources, variety of peoples and cultures, transportation and communications problems, climate, relations with neighbors, probable future development. *Four hours credit.*

145c-245c. *GEOGRAPHY OF ECONOMIC UNREST IN EUROPE*. (Summer 1939). A study of the needs of the great nations for raw materials and markets, the location of these materials, location of feasible markets, and the problem of bringing all into workable economic relations. *Four hours credit.*

146b-246b. *CONSERVATION OF NATURAL RESOURCES*. Natural resources include soil, timber, minerals, water, and scenic features. Examinations of the problem, what has been done in the United States and elsewhere, what needs to be done, methods of procedure, and the probable cost. *Four hours credit.*

147-247. *GEOGRAPHY OF COLORADO AND THE ROCKY MOUNTAIN AREA*. The physical features, climate, vegetation, native cultures, parks, transportation facilities, scenic and other natural resources of this area and the successive uses that have been made of them. *Four hours credit.*

148-248. *CONTRASTING REGIONS*. A study of the two contrasting regions, the polar and the tropical, in climate, plant, and animal life, peoples and the reaction of those peoples to their environment. *Four hours credit.*

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) 1492-1789, (b) 1789-1865, (c) 1865-1939. 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

*Given also by Extension.

European history, 1914-1939. 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 only). 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.*

152a-252a. *HISTORY OF COLORADO AND THE TRANS-MISSISSIPPI WEST*. A study of the development of the Middle and Far West land policies; immigration; cattle industry; gold rush; coming of agriculture, railroads, and markets; relation of events in this area to national development. *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 only). A special treatment of an extensive period to meet the needs of senior and graduate students. *Four hours credit.*

155-255. *CONTEMPORARY WORLD 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.*

*158. *SOCIAL AND INDUSTRIAL HISTORY OF THE UNITED STATES*. The economic and industrial development of the United States from colonial time 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.*

*Given also by Extension.

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. *THE REVOLUTIONARY ERA IN EUROPE*. 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.*

*167-267. *LATIN-AMERICAN HISTORY*. A course designed to furnish a background for understanding the political, social, economic, and to some extent the cultural life of the republics to the south of the United States. Attention will be given to the Monroe Doctrine, Pan-Americanism, and Hispanism. *Four hours credit.*

168-268. *HISTORY OF THE FAR EAST*. Designed to enable teachers to understand the problems of the Far East; a survey of the modern history of Japan and China; the growth of Western ideas; the conflict of interest; Japan's ambitions and their relations to interests of other countries; a survey of British occupation of India; economic, industrial, and educational reforms; the growth of self-government; and the national aspirations of the people of India. The relation of these various problems to the United States is emphasized. *Four hours credit.*

266. *THE LITERATURE OF AMERICAN HISTORY*. A survey of the materials available for the study of American history; the chief collections of source materials, the more important general accounts; biography; bibliographical aids; special and local histories; textbooks and their authors; the selection of a good working library. *Two hours credit.*

*Given also by Extension.

Political Science

70-170. *GOVERNMENT OF THE UNITED STATES*. A study of national government. The emphasis will be upon how government operates, the political machinery by which it is controlled, and the way the average citizen may participate most effectively in his government. Attention will be given to materials and techniques of study. *Four hours credit.*

71-171. *STATE GOVERNMENT*. A continuation of course 70-170, problems of state and local financing, taxation, budgets, and how laws are enforced. Particular study will be made of the forces that direct state and local policy. *Four hours credit.*

72-172. *MUNICIPAL GOVERNMENT*. A continuation of the preceding courses. Factors affecting the growth of urban areas, the nature of municipal government and a detailed study of some of the most effective and successful city governments. Emphasis will be placed on what the average citizen should know about his local government and how he can get such information and how he can participate in local government most effectively. *Four hours credit.*

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.*

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 the government, the present controversies and how they may be solved. The scope of this course will include a full understanding of other acute problems of current American politics. *Four hours credit.*

275. *POLITICAL SCIENCE THEORY*. An introduction to the principles governing the various political organizations. The theories and forms of government, constitutions, and ideals of citizenship are included. *Four hours credit.*

Sociology

80-180. *THE HOME AND ITS RELATIONSHIPS*. An analysis of the fundamental problems of the home in terms of its organization and administration including a study of present-day homes in contrast with earlier homes to show important trends. *Four hours credit.*

81-181. *THE CARE AND WELFARE OF CHILDREN*. An examination of the responsibilities of parenthood for the physical care of infants and children with attention to the child-welfare movement and methods for organizing and directing child-welfare work in home, school, and community. *Four hours credit.*

182-282. *ELEMENTS OF SOCIOLOGY*. A study of the major sociological concepts including group, social forces, social heritage, isolation, contact, interaction, competition, conflict, assimilation, accommodation, and social control, with emphasis upon their relations to contemporary social life. *Four hours credit.*

183-283. *POPULATION PROBLEMS AND TRENDS*. A detailed analysis of the growth, composition, and distribution of population with attention to birth-rate and death-rate trends, the differential rates of increase, and the qualitative aspects in population stocks. *Four hours credit.*

184-284. *THE URBAN COMMUNITY*. A study of the conditions, factors, and trends of urbanization with emphasis upon the metropolitan region as a social unity with diverse kinds of problems and issues peculiar to the super-urban community. *Four hours credit.*

186-286. *CRIME AND DELINQUENCY*. A critical analysis of criminal and delinquent behavior in American social life from the standpoint of its social causes and effects together with attention to penal practices and the administration of criminal justice. *Four hours credit.*

190-290. *SOCIAL EVOLUTION*. A study of the operation of such sociological processes as social invention and social diffusion in the development of culture with consideration given to the methods and the means by which the further development of culture may be hastened and directed. *Four hours credit.*

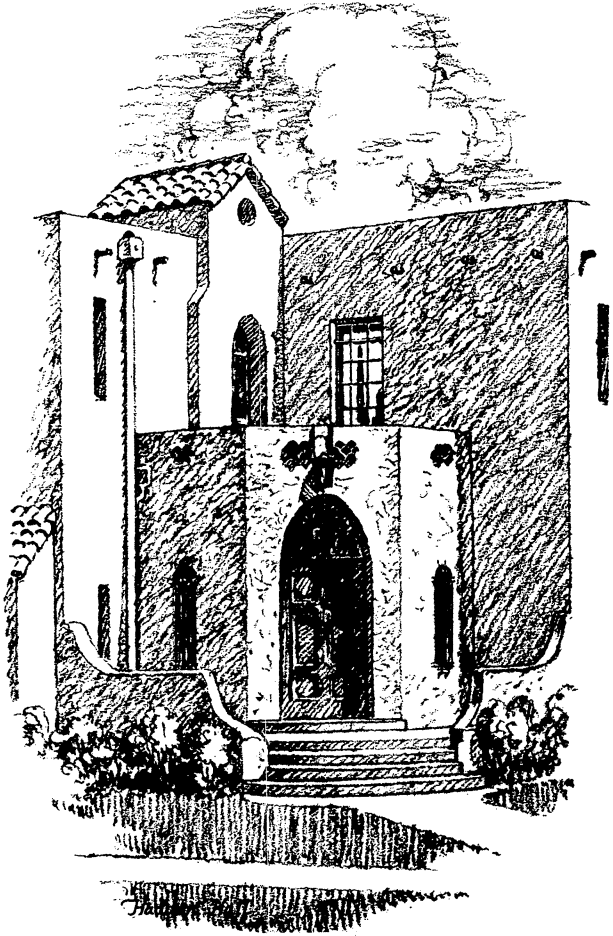
191-291. *THE SOCIAL ASPECTS OF HUMAN PERSONALITY*. A critical study of human nature and human personality as the products of living in social groups; the genesis and importance of attitudes, wishes, desires, values, and interests; and the influences of group culture in the development of human personality. *Four hours credit.*

192-292. *MARRIAGE AND FAMILY IN MODERN SOCIAL LIFE*. A detailed analysis of the problems and trends in the American family in terms of the changes and tensions of social life today, with an examination of the important aspects of courtship and marriage. *Four hours credit.*

193-293. *SOCIAL VALUES AND SOCIAL PROGRESS*. An analysis of social values and an interpretation and evaluation of important theories of social progress with emphasis upon the principle of social amelioration and attention to the encouragement of each student to work out his own criteria of social progress. *Four hours credit.*

295. *THE PRINCIPLES AND LAWS OF SOCIOLOGY* (Summer Quarter only). (Prerequisite of eight hours in sociology). A critical study of the chief trends in social theory, the development of sociological thought, and the emergence of sociology to the status of a science with an analysis of its methods, laws, principles, and theories. *Four hours credit.*

Academic Regulations



Academic Regulations

Admission

Blank forms for use in making application for admission are in the hands of the high school principals, from whom they may be obtained by prospective candidates. They may also be obtained by mail or directly from the registrar's office. All applications for admission should be sent to the registrar not later than June 30, 1939. Applicants who are uncertain about enrollments should have their record sent to the college not later than September 1, 1939.

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 determining the question of exemption of 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, mathematics, 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 record 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 Work

Freshman work begins with an assembly held in The Little Theater, on Monday, September 25, at 8:00 A.M. Residence Halls will be available Sunday night, September 24. Meals will be served in all freshman dining rooms beginning with breakfast,

Monday morning, September 25. 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 permit him 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.

Time Limit for Completion of Courses

Candidates for the Bachelor of Arts degree will be allowed six years to complete requirements effective at time of matriculation.

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.

Students confronted by problems concerning finance, living conditions, and other personal affairs, should consult the director of student welfare.

Student Teaching

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

The preliminary course in this sequence is Pre-Teaching Observation (Ed. 150a and b). This course enables students to orient themselves in their major fields, to learn how the supervising teacher applies principles of teaching to actual classroom situations, to observe the work of the pupils in a given grade, and to become familiar with the subject matter of the grade observed. It also enables students to participate in some of the less complex classroom activities of the grade in which they are observing.

The advanced laboratory course is that in student teaching (Ed. 151). In this course the work of the classroom is put more nearly into the hands of the student teachers. A supervising teacher

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

Courses providing for the laboratory study of the problems of supervision are Ed. 152 and 252 (Student Supervision). Students enrolled in either of these courses work with the supervising teacher in directing the work of student teachers. The content of these courses is organized so that the student may progress in his study from the less difficult problems of supervision to the more difficult.

The laboratory work is offered in four school units. The College Elementary and Secondary Schools form one of these. The College Elementary School is comprised of 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 teachers, and majors in art, music, home arts, woodworking, and physical education. The secondary school provides opportunity for both observation and student teaching for those preparing to teach in the secondary schools.

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 and students visit the housing office, Cranford 114, before obtaining residences for the school year. This is desirable in order that students may be protected from unreasonable rates, and poor living conditions, and also from 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 the beautiful dining rooms in Tobey-Kendel Hall. 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 resi-

dence 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 sixty-nine men. The rooms are double, each with adjoining study room. 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.

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

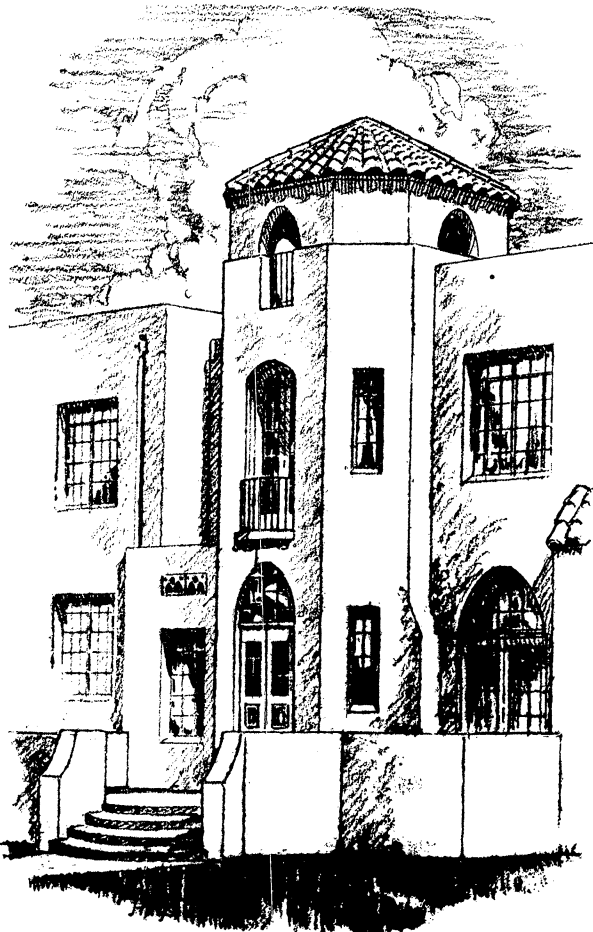
It is not in keeping with the philosophy of a modern college to enumerate rules with corresponding penalties. Well-bred, educated people recognize and accept certain limits to propriety and standards of what is right and proper. When any student demonstrates that he lacks the essential qualities of scholarship,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

Government

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

The control of student affairs in the larger phases of student policy is in the hands of the Associated Students, an organization of the entire student body. Every regularly enrolled student at the time of registration is required to become a member of the association and pay a quarterly fee. This fee entitles the student to admission to all Student Association activities, conference athletic contests, a copy of the student weekly paper, a copy of the student annual, and health service, which provides for medical attention and hospital care.

Educational Standards

The Board of Trustees and the administration of Colorado State College of Education deem it a solemn duty to maintain a high standard of scholarship and professional development, hence those who are graduated must consequently be thoroughly prepared and worthy of all for which their diplomas stand. It is the policy of the college to make all graduates "worthy of their hire." In so doing they help protect those who employ them, and at the same time the children they will teach.

The Campus

The campus comprises eighty-six acres and is located in the southern part of the city, surrounded by attractive homes. It is regarded by many as one of the most attractive college campuses to be found anywhere.

The buildings number twenty, all of them with the exception of the boys' residence halls being located on the main campus and within easy access of one another. The boys' residence halls are

located three blocks from the main campus and adjoining Jackson Field, the athletic center.

All of the buildings are modern, and adequately equipped for the purposes for which they are intended. The past few years has seen many additions and improvements in the building program.

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.

THE LIBRARY—A streamline building, ultra-modern both as to structural lines and furnishings, comprises three main units; the north unit, the stack unit, and the south unit. All three units contain spacious reading rooms. The open stack system is used; students have access to all books. The library contains 91,626 volumes, and a large collection of pictures and pamphlets. The volumes have been selected with special reference to the needs of teachers 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 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 UNION BUILDING—This, the center of student social life on the campus, is a new structure, ready for occupancy this summer. It contains a large ballroom, a banquet hall with a seating capacity of 200, a store, soda fountain, reception rooms, game rooms and other conveniences found only in the most up-to-date clubhouse.

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 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 extra-curricular activities is encouraged through a number of organizations.

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

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

Athletics

The athletic activities of the college are governed by a Board of Athletic Control on which both students and faculty are represented. Contests, both intercollegiate conferences, intramural, and interfraternity are systematically carried on in football, basketball, baseball, field and track, wrestling, swimming, gymnastics, tennis, and cross country running. Gunter Hall of Health, the large modern and thoroughly equipped gymnasium, and Jackson athletic field afford ample facilities for the major outdoor and indoor sports.

Colorado State College of Education is a member of the Rocky Mountain 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 organi-zation.

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

Musical Organizations

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

Scholarships

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 Col-lege 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 In-struction Scholarships and cover the tuition for one year of graduate work.

Waiver of Tuition

The college will remit tuition for a limited number of ex-ceptionally 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.

Honorary Fraternities and Sororities

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.

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.

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.

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.

Tuition and Fees

1. TUITION—\$22.50 a quarter. (Out-of-State residents pay \$5.00 additional.)
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. BOOK FEE—\$1.50 each quarter.
5. STUDENT UNION FEE—\$1.50 each quarter.
6. SPECIAL EXAMINATIONS—Students having permission to take examinations at other than the scheduled time will pay a fee of \$2.00.
7. LATE REGISTRATION—\$1.00.
8. LABORATORY—In some of the divisions will be found small fees to cover laboratory costs or for materials in lieu of textbooks.
9. ASSOCIATED STUDENT ACTIVITY FEE—
(Average) \$7.00 quarterly.

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