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## The Bulletin, series 39, number 2, August (1943)

Moorhead State Teachers College

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# THE BULLETIN

## Moorhead State Teachers College

THE COLLEGE IN TRANSITION  
*Catalogue Supplement*



MOORHEAD, MINNESOTA  
AUGUST, 1943

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Series 39 Published Quarterly Number 2

## CALENDAR 1943-1944

### Fall Quarter

Freshman Registration .....	Tuesday, September 7
Upper Class Registration .....	Wednesday, September 8
Western M. E. A. ....	Thursday-Friday, October 14-15
Thanksgiving Recess .....	Thursday-Friday, November 25-26
Fall Quarter closes .....	Friday, December 3

### Winter Quarter

Registration of New Students .....	Monday, December 6
Beginning of Holiday Recess .....	(End of Day) Tuesday, December 21
Resumption of Class Work .....	Wednesday, January 5
Close of Winter Quarter .....	Friday, March 10

### Spring Quarter

Registration of New Students .....	Monday, March 13
Easter Recess Begins .....	Thursday, April 6
Class Work Resumed .....	Tuesday, April 11
Commencement .....	Wednesday, June 7

## SOCIAL DEMANDS ON THE PROGRAM OF TEACHER EDUCATION

Society is continuously undergoing change and constantly implementing the means and agencies for its welfare. Its dynamic qualities are directly related to the character of means and agencies it creates for accomplishing its purposes. Means and agencies, therefore, undergo changes corresponding to those which society experiences. Any apparent discrepancy between the two comes about as a result of the tendency of means and agencies to lag behind social change. But resistance on the part of means and agencies to change cannot succeed indefinitely. Sooner or later they either yield to the demands of society or die for want of support. The latter is most likely to happen when the demand of social change is quickened by great upheavals in society such as civilization is now experiencing. Abundant illustrations of the relationship between the social changes and the response of means and agencies to those changes are found in the history of teacher education.

In the early history of American education, society made few demands on the professional education of teachers. In those days any one who possessed some ability in reading, writing, and ciphering was considered qualified to teach children in the rudiments of learning. Education of a higher order was reserved for those preparing to enter the ministry. It was not until the national period was well under way that free universal education was accepted in principle. The spirit of democracy, activated by the growth of commerce, the development of industry, and the westward expansion, assured the common man a place of significance in the social order. With his rise to full citizenship status came recognition of the importance of universal education in a democratic society. This demand manifested itself during the second quarter of the nineteenth century in the establishment of the common school, state controlled and financed through taxation. With the establishment of graded elementary schools in the third quarter of the century arose the demand for the professional education of teachers. It was during the first of these periods that normal schools as special agencies for the education of teachers came into existence, and during the second, that they became the universal agency for the education of elementary teachers. The normal school was the product of the social need for professionally educated teachers for the rural and graded elementary school.

A similar situation is revealed in the transition of normal schools into teachers colleges. The period of 1890 to 1930 witnessed the greatest development in the growth of high schools, either in the history of this country or in that of any other country in the civilized world. It was during this period that universal education on the secondary level was accepted in principle and became a reality to the extent of nearly 75 per cent of the high-school population. During the period, high-school

enrollment on the average doubled every decade. As a result of this development society imposed upon its agencies a demand for an adequate supply of professionally educated teachers for the secondary schools. The normal schools were inadequate for the task, and there were no other adequate agencies in existence at the time. The result was the transition of normal schools into teachers colleges.

These illustrations with respect to the rise of educational agencies in response to social needs show convincingly the necessity for flexibility in means and agencies. Failure of institutions to respond to social demands eventually results in their extinction. In the history of education this is evidenced by the disappearance of, first, the Latin grammar school, and second, the American academy. The survival of the American high school can be assured only in case it retains sufficient flexibility to meet the demands that society imposes upon it. Institutions for the professional education of teachers are also now experiencing demands of society for certain fundamental changes.

The Moorhead State Teachers College, as every other college in America, is now in a transitional stage. The transition is demonstrated in the program for general education, for specialization, and for professional education. These programs, together with the techniques and procedures now in operation for dealing with students in their extra-classroom activities, bear testimony to the transitional stage in which the College now finds itself.

The five articles immediately following describe in some detail these various phases of the college program.

## GENERAL EDUCATION

The history of American education gives proof that courses of study have been effective when they have been determined by social needs. Within the past decade the analysis and appraisal of the subject-matter fields established for the so-called general education of college students have revealed conspicuous failures in its achievements. Instead of providing an education for the student as an individual and as a citizen competent to act intelligently and to form sound judgments, learning has become departmentalized and often courses offered on this level are merely introductions to specialization. Most colleges have frankly recognized these shortcomings and are seeking means by which general education may assume its rightful place in the curriculum and may achieve the purposes for which it was intended.

The educational literature of the past few years has evidenced a growing concern with the problem and the need for readjustment and reorganization of the traditional subject-matter curriculum. Certain trends in readjustment are apparent. There is first of all the attempt to determine the purposes of general education and the educational materials that will achieve these

purposes. Since the areas of learning to be selected are intended for the individual student in his relation to society, it is found that rigid subject-matter fields cannot succeed in giving the student the proper education for effective living in the contemporary world. The result has been a breaking down of strictly departmentalized offerings and the attempt to reveal broad aspects of knowledge and to synthesize learning in related fields.

There is a rather general agreement that general education is desirable for all students regardless of their choice of profession or occupation. Many educators also agree that the first two years of college work afford the greatest advantages for this type of education. It then becomes the basis for specialization and professional education. Although it is formally completed at the end of two years, it is intended to be the source of continuous education and of increasing intellectual and spiritual values.

The State Teachers College Board of Minnesota has been aware of the importance of general education for teachers. To make adequate provision for this the members of the board have selected certain areas of learning and within these fields have prescribed certain "constants" which must be offered by the teachers colleges. The recommendations offer flexibility within the fields, but none of the areas may be omitted in the curriculums. This provision has established general education in the teachers colleges. While providing the basis for the organization of the curriculums, it also freely admits of adjustments to suit the individual needs of each college.

In organizing the curriculum of general education the administration and the faculty of the Moorhead State Teachers College have determined its place in the program and have accepted the principle of general courses as the most effective means of achieving its purposes. It is intended for all students of the College and comprises the courses offered during the first two years of college work. It is not designed as an introduction to specialization or as an extended review of high-school courses, but it is planned to give a broad basis for specialization and the professional curriculums.

Since the two-year curriculum has a significant place in the college organization, the courses in general education for the students electing the two-year program will be adjusted to synchronize with the requirements imposed by their course of study. In both curriculums the courses are based on secondary education and are developed systematically from experiences and knowledge already attained. There is no definite break in subject matter or in methods of presentation. An awareness of the continuity of experience and the development of insights and abilities are to be realized rather than the repetition and elaboration of high-school subjects.

The curriculum of general education is made up of those areas of human knowledge and experience which will provide the

student with an understanding of the past and a knowledge of the present so he may possess the ability to adapt himself to varying situations and to solve problems that may arise in a changing society. The carefully selected areas are the arts (music, literature, and the fine arts), history, the biological and physical sciences, and social studies.

One of the general courses now being planned is in the field of the humanities. History and the art forms constitute the materials of the course. Its aim is to develop favorable attitudes towards the fine arts, esthetic insights, and a sensitiveness to beauty. General courses are also being organized in the physical and biological sciences. These are intended to give the student a knowledge of himself and his environment and to develop an attitude of open-mindedness toward scientific inquiry. To determine the most effective means of administering this program there will be a continuous study by members of the faculty of its materials, its organization, and its results.

In emphasizing the importance of general education the College is in accord with sound educational principles and the practice of leading colleges and universities. It is believed by the administration and the faculty that in recognizing and in specifically meeting the social and individual needs of the students by a carefully planned program of general education, the College has a real opportunity to contribute a unique service to education.

## PROFESSIONAL COURSES

It is an accepted principle that it is not enough for the teacher to have a thorough cultural education and a thorough understanding and specialized ability in some field of interest, such as mathematics, social science, or art. The teacher needs also to be well-grounded professionally.

At one time it was believed that one had only to know his subject in order to teach it. Eventually, however, it was sensed by a few noble spirits that pedagogy also had a place in teacher education. Normal schools and pedagogical chairs were established, and professional education grew. While this was desirable, there was often no governing philosophy to guide the growth. Educational courses multiplied indiscriminately, unnecessary duplication occurred, professional education became largely a matter of taking courses and piling up credits; and students were, as a result, inadequately prepared for the difficult task of instructing the young. Moreover, in colleges and universities the instructors of academic subjects, especially those who had had no professional training, became antagonistic toward professional education. The lack of mutual understanding of the work of the teacher tended to departmentalize the education of teachers. Then came a reaction against the trend of unco-ordinated development of teacher education. Leading institutions carefully studied their requirements and then organized more purposeful programs

for developing teachers. Among the institutions which have earnestly sought improvement in the preparation of teachers is the Moorhead State Teachers College.

In accord with the movement of the College in the present period of transition, the members of the Division of Professional Courses have reorganized the professional curriculum and revised the content of the course offerings with the express purpose of making the professional pursuits of the student as functional as possible.

The professional curriculum has been reorganized to provide for the student the aspects of education which will specifically prepare him for the profession of teaching. The courses in it emphasize the scientific aspects of educational procedure. They are designed to be practical in every respect and to furnish the student with the technical ability, insights, and functional outlook essential for effective work in our elementary and secondary schools.

The divisional requirements agreed upon consist of twenty-one quarter hours of professional work for the students who take the two-year curriculum, and thirty-one quarter hours of professional work for students who take the four-year curriculum. Additional requirements are made within the various fields of specialization. Differentiation occurs in the professional requirements according to the specialization elected, and a close relationship is effected with the academic divisions whose staff members offer most of the subjects dealing with methods and materials.

The general professional courses are designed to furnish for the student the educational background for teaching, regardless of the specific type of teaching he may undertake. These courses, broadly stated, are concerned with the learner, the learning process, the teacher and the school, and the school as an educational and social institution. In the program ample opportunity is provided for the observation of teaching and for the observation and teaching of both elementary and secondary school pupils in the College Laboratory Schools and the rural schools co-operating with the College.

The general courses in education consist of both constants and electives. The constants are organized into two series, namely those for the two-year curriculum and those for the four-year curriculum. The constants are courses that all students are required to take. The electives are offered to provide further professional education for those students who wish to increase their professional competency. The elective courses also aim to meet the particular demands of pre-service and in-service students. What those demands are and how they can best be met is to be determined through consultation with the college's advisory and counseling system.

## EDUCATION FOR SPECIALIZATION

Through a system of majors and minors provision is made for specialization in the junior and senior years of the College. Intensive study in the fields of subject matter in which the prospective teacher is interested and in which he will probably find employment is an important aspect of his education. Specialization implies, therefore, intensive study within fields of subject matter, chosen by students because of their special academic and professional aptitudes and interests. The College assists students as much as possible in making wise choice of fields of specialization.

The same tendency toward integration prevails in the last two years of the College as prevails in the first two. Integration in the freshman and sophomore years is obtained through general courses but in the junior and senior years, through broadening the fields for majors and minors. Specialization for teaching in the elementary field has customarily cut across subjects, while specialization for teaching in the high school has followed relatively restricted and isolated departments of subject matter. Prospective high-school teachers have, therefore, chosen majors and minors in English, speech, or journalism; in fine arts or industrial arts; in instrumental or vocal music; in botany, zoology, physics, chemistry, or geography; in history, political science, sociology, or economics. In the past a typical major or minor in any subject provided little opportunity for students to interpret information in closely related subjects. For instance, a student with a major in one of the sciences might know very little about the other sciences. Yet basic knowledge in all of the sciences is considered necessary for an understanding of the living world. For instance, fundamental activities of all living cells are similar whether the cell be plant (botany) or animal (zoology); but to understand these activities the student must know how materials enter and leave cells (physics) and what new combinations of materials occur within the cells (chemistry) and release energy (physics) which is observed as evidence of life.

Another important aspect of education for specialization springs from the fact that almost all high-school teachers secure their first positions in relatively small high schools. In such schools teachers are invariably assigned a large number of subjects. These subjects very frequently outnumber those in which the student has specialized. The inexperienced teacher often is obliged to teach subjects in which he has made little or no preparation.

The problem of too narrow specialization can be met. Either, majors or minors can be extended to include broad fields of subject matter rather than limited and specialized subjects. Or, prescribed courses within majors and minors can be revised frequently to provide the kind of specialization teachers need for the assignments given them. Whatever loss is sustained through decreasing the intensity of specialization is gained through the

acquisition of an integration required for effective teaching. A fifth year of college work holds the most likely possibility for a satisfactory adjustment of the problem of specialization. A year devoted to the field of special interest, particularly after one has taught, would result in the kind of specialization needed.

In the Moorhead State Teachers College there has been progressive revision in the system of majors and minors. For example, the student who specializes in science now completes basic courses in physics, chemistry, biology, and geography. In addition, he elects courses in one of the various fields in which he has a special aptitude and interest. A somewhat similar situation maintains in other divisions. The College looks forward to wider selection of subject matter and to better organization of the advanced courses in the several divisions with the idea of improving the general background of students and of providing better adjustment of graduates to the needs of the schools they will serve.

## STUDENT GUIDANCE AND ADJUSTMENT

The traditional college was characterized by authoritarianism and slight concern for the student as a person. Strict rules, a prescribed curriculum, and subordination of all other functions to that of intellectual achievement, were typical. The social, economic, guidance, and general personal problems of the student were matters outside the sphere of the college. In recent years the more progressive colleges have modified their attitudes in favor of attaching more importance to each student as an individual and taking more responsibility for their students.

The Moorhead State Teachers College accepts the point of view that a fundamental concern of the College is the fostering and guiding of the intellectual development of its students. At the same time, however, to think of education primarily in terms of a body of culture to be transmitted is to take too narrow a view. The College must assume increasing responsibility for the development of desirable attitudes and ideals of a social, moral, emotional, and aesthetic nature, and the attainment and maintenance of sound health in each of its students. The aim is the development and integration of the whole student.

Mass education tends to preclude individual attention to students as persons. The hope of the College is that its services may be personalized—that each student may have opportunity for individual and personal guidance in determining and remedying his deficiencies and realizing his full potentialities. Moreover, it is hoped that the manner of seeking and remedying will be a co-operative affair between the student and the faculty—the faculty lending its aid and guidance wherever necessary in a sympathetic and understanding way, and the student honestly searching himself to determine his needs and co-operating fully in their fulfillment.

One cannot assume that attending college is a simple matter. A great variety of problems confronts the new student. Where shall I live? For what fields shall I prepare? Is it advisable for me to try to "work my way"? Shall I join the band or the publications staff? Where can I board and what will it cost? With whom shall I associate? Do I speak correctly? Can I handle technical courses? Why am I failing in history? How can I secure friends? Where is my church and who is my pastor? What can I do to improve my reading ability? What will I do if I am ill and away from home? Where do I register? How can I change my registration? How do I find materials in the library? These and numerous other problems confuse and confound the entering student. In so far as it is possible, students are informed generally regarding such matters. Most frequently, however, the problem is an individual one, and to be handled best must be adjusted on an individual basis.

Assume that an incoming student, intelligent and proper in other ways, has some difficulty with courses requiring considerable reading in a usual college situation. It is not an unusual practice to merely urge such a student to greater efforts and, if improvement is not made, to fail him in the course. Such a procedure does nothing constructive about the problem.

Contrast such a procedure with one which aims to right the difficulty by attacking the problem early and at its base. The Division of Language and Literature tests each incoming freshman for reading ability within one week of his entrance into college. This particular student is found by this test to be lacking in reading ability. His English courses are then immediately arranged to provide him with competent instruction in reading and, within a short time, the co-operating student will find himself able to do better work in all his reading courses. It may be, however, that his reading disability is not due to lack of instruction but to poor eyesight. This matter, too, is cared for since the eyesight of every entering student is tested by a physician within a few days after he arrives on the campus. If his eyesight is poor it is recommended that he secure glasses. Other possible causes of the difficulty will be sought in similar manner in case the other procedures do not provide a remedy. Poor study-habits, late hours, too much time spent "working his way," general poor health, improper eating habits, and many others might be contributing causes. The student, co-operating with members of the college staff, most probably can determine the causes and, with proper guidance, remove them.

Prevention is better than cure. In so far as it is possible, knowing as we do the causes of many of the college students' maladjustments, services and activities of the kind that tend to develop right attitudes, knowledges, necessary skills, and personal manners befitting a college student and coming citizen, are provided. In addition to the specific cultural, technical, and professional courses taught in the classrooms, the college provides a variety of services and activities designed to aid and guide the student in his development.

Carefully kept records show the student's progress. Orientation and counselling services help the students to solve many perplexing problems. The health and physical education program is designed to secure and maintain physical fitness. Nursing and infirmary services are provided. The testing program aids in properly classifying students and determining deficiencies in their backgrounds in order that they may be remedied. The speech clinic gives personal attention to correctable speech defects. The housing service secures desirable lodgings for students. Student employment and loan services help students solve financial difficulties. The religious program fosters the spiritual life of the students. Planned and properly supervised social activities of many kinds provide students with opportunities to develop the social graces. Extra-curricular activities in the fields of music, forensics, athletics, and publications provide recreation and develop the students' special talents. Provision for student participation in the government of the college furnishes opportunity for leadership. The many organizations—honorary, social, religious, professional, and divisional—provide opportunities for the development of special interests and leadership. Lyceum and convocation programs provide contacts with renowned artists and speakers.

The welfare of the student is the concern throughout the College. It is expected that each student shall make progress. In the process he may expect sympathetic and helpful guidance and direction of a personal nature. Through the co-operation of students and faculty and with the help of the many services and activities provided, it is hoped that the student may develop his full potentialities for himself and society.

## FACULTY ORGANIZATION OF THE COLLEGE

The faculty organization of colleges throughout the country has been conditioned by areas of subject matter designed to facilitate the administration of the curriculum. The departmental organization based upon the various subjects constituting the instructional program prevailed during the early history of colleges. Instructors responsible only to the administrative head operated independently in teaching their respective subjects—history, mathematics, composition, literature, foreign language, modern language, geography, botany, zoology, chemistry, physics, and each of the various subjects into which the curriculum has been fractionized largely for the purpose of specialization. The criticism of the departmental organization was that of overspecialization. Departmental organization, together with the free elective system, resulted in highly specialized persons whose education was narrow and frequently antagonistic to specialists in fields with which no intellectual contacts had been made. As a result of its weakness, departmental organization eventually broke down and was abandoned by colleges with the exception of the few sufficiently entrenched in traditional procedures to enable them to resist change.

Divisional organization has supplemented departmental organization. Divisional organization of the faculty is based upon broad fields of subject matter, each of which is constituted of a number of related subjects. For instance, the several subjects of science and mathematics have been combined into the division of science and mathematics. Other divisions are illustrated by the combination of history, economics, sociology, and political science into the division of the social studies; of English composition and speech, foreign languages, and literature into the division of language and literature; and of music and art into the division of the fine arts. The divisional organization cuts across subject-matter boundaries, at least in theory, and provides a faculty organization conducive to integration within broad fields of subject matter. Opportunities are provided for faculty members to collaborate in relating bodies of knowledge within these various areas. But the same weakness is inherent in the divisional organization of the faculty that manifested itself in the departmental organization. Although fewer in number than formerly, subject-matter barriers still remain for students to encounter. For example, no provision is made for integrating the entire educational program through divisional organization. Moreover, the purpose of divisional organization is not always achieved within divisions on account of the failure of faculties to enter wholeheartedly into the problem of effecting integration. Too frequently faculties accept divisional organization for the purpose of administrative procedures but reject it for curriculum reorganization.

Vertical organization of the faculty has proved inadequate for the realization of satisfactory integration. Therefore, colleges have resorted to many patterns in the organization of courses to counteract the weakness of vertical organization. General survey courses and integrated courses illustrate these patterns. In some instances the courses cut across divisional boundaries; in others, they come within the divisions, but cut across subject boundaries. Whatever advantage may result from the administration of the curriculum through general courses, the fact remains that full integration cannot be secured through such procedure.

This College has responded to the divisional organization of colleges throughout the country. The faculty is now organized into the following divisions: (1) art and industrial education; (2) health, physical education, and recreation; (3) language and literature; (4) music; (5) science and mathematics; and (6) social studies. The professional program of the College is organized on the same general plan except that in realizing its function subject matter in terms of professional courses and agencies in terms of the laboratory and co-operating schools enter into the organization.

Since satisfactory integration can not be secured either through divisional organization through general courses, or through a combination of the two, this College has resorted to a functional organization of the faculty to supplement the vertical organiza-

tion. Four major committees, each designated a council, have been created. Numerous other committees exist for carrying out the policies of the four major committees; but the responsibility of co-ordinating the educational program of the College rests with the four committees that have to do with (1) administration, (2) educational policies, (3) specialization, and (4) student adjustment. The function and the scope of each committee are presented in the paragraphs that follow.

The Council on Administrative Problems advises the president on all administrative policies and procedures that require faculty consideration. The president submits problems to the council in order to obtain advice resulting from co-operative thinking, to democratize administrative procedure, and to secure help in interpreting administrative matters to the faculty. But, since he is held directly responsible for his administration, the president reserves the right to act independently on matters that in his judgment warrant his so doing.

The function of the Council on Divisional Matters is to co-ordinate the work that has to do with specialization in terms of majors and minors and with the administration of the instructional program already approved by the faculty. The personnel of the Council consists of the chairmen of the academic and of the professional divisions. Effectuating the program is the responsibility of the divisional members under the leadership of the chairmen.

The function of the Council on Educational Policies is to concern itself with general problems of the curriculum and of the instructional program. The aim of the committee is to make a continuous study of the curriculum of general education and when necessary to recommend reorganization and adjustments so that the program of courses may achieve the purposes designed by the college organization. Consideration is given to classroom procedure through the study and the analysis of the materials, methods, and educational products of the various offerings in the curriculum. Since this Council represents the faculty as a whole rather than the divisions, reports and recommendations are presented directly to the staff for consideration. The administration of the recommendations, however, is delegated to the appropriate group or committee that has been established by the college administration.

The function of the Council on Student Affairs is to co-ordinate agencies and to supervise activities for cultivating in students those potentialities not developed through systematic classroom instruction. For this purpose the Council formulates policies and after favorable action by the faculty directs the implementation of the policies. The Council assumes the following responsibilities: assisting students to adjust themselves to college life through providing orientation, testing, and counselling programs; helping students to obtain living accommodations conducive to good health and high standards of scholarship achieve-



ment; co-ordinating organizational and individual activities of students in order to avoid waste of time; directing and supervising the social activities of students in such manner as to develop sensitivity to right conduct; and creating and maintaining a high level of morale in the student body of the College.

The personnel of the Council on Divisional Matters consists of division chairmen. The personnel of the other committees is selected without regard to divisions. The committees, organized horizontally, cut across all vertical organization in their functioning, and are therefore designed to operate with attention focused upon the welfare of the College as a whole.

The following pages of The Bulletin constitute a supplement to the 1942-43 catalogues. They include material on the following topics: (1) the schedule for the Fall Quarter, (2) the course requirements for the College, and (3) information of special value to students about the College. The schedule should be useful to advisers and students in making out programs for the Fall Quarter. The list of course requirements should provide a reference for students and their advisers in determining courses students will be required to take in the curriculum in which they enroll. In the section devoted to general information, students may obtain facts with respect to enrollment in the college, living conditions, and certain requirements they will need to meet.

FAULTY	8:00 - 8:50	9:00 - 9:50	10:00 - 10:50	11:00 - 11:50	1:00 - 1:50	2:00 - 2:50	3:00 - 3:50	4:00 - 4:50
<b>ART and INDUSTRIAL EDUCATION</b>								
Williams		MWThF Art 110 (4)	TTh Art 240 (2) WF Art 245 (2)			MWThF Art 273 (4)	MTWTh Art 110 (4)	
Johnson					H.S. Art (5)	Art 140 (4)	MWThF Art 120 (4)	
Waltzin		TWThF Ind. Educ. 115 (4)			H.S. Ind. Arts (5)		H.S. Ind. Arts (4)	
<b>EDUCATION</b>								
Heaton	TWThF Educ. 365 (4)		MTWThF Educ. 365 (4)					
Corneliusson	MWF Educ. 245 (3)	MTWThF Soc. 212 (4)						
Durboraw						MTWThF Educ. 165 (4)		
Hawkinson							MWThF Educ. 347 (4)	
Lura		MWF Educ. 426 (3)	MTWThF Psy. 210 (4)					
Spencer						MWF Educ. 425 (3)		
Kleppe						MW Educ. 243 (2)		
Sorkness						TF Educ. 240 (2) MW Educ. 270 (2)		
<b>HEALTH and PHY. EDUCATION</b>								
Frick	P.E. 140, 150	MWF P.E. 240	MWF P.E. 465 (3)			MWF P.E. 242 TTh P.E. 241		
McKellar	P.E. 250					MTWThF P.E. 445 (4)		
Domek								
<b>LANGUAGE and LITERATURE</b>								
Holmquist		Eng. 110 (2)	MWF Eng. 250 (4)			MTWThF Eng. 212 (5)	Eng. 110 (2)	
Lillywhite		Sp. 114 (2)	AAF				Sp. 114 (2)	MWF Sp. 342 (3)
Lumley	AAF	Eng. 110 (2) Eng. 112 (2)		AAF			Eng. 110 (2)	
Murray		Eng. 110 (2) Eng. 112 (2)	MWF Eng. 328 (3)				Eng. 110 (2)	AAF
Tainter		Eng. 110 (2)	AAF				Eng. 110 (2) Eng. 112 (2)	AAF
Woodall		Eng. 110 (2)		AAF		AAF	Eng. 110 (2)	TTh Jr. 220 (2)
Fitzmaurice		MWThF Span. 110 (4)	MTWThF Span. 210 (4)					Fr. 110 (4)
<b>MUSIC</b>								
McGarrity			MTWThF Mu. 270 (4)	TF Band				AAF
Wenck		MTh Mu. 271 (2) WF Mu. 243 (2)		MW Choir		MTWThF Mu. 110 (4)		AAF
Fillebrown				Piano				
<b>SCIENCE and MATHEMATICS</b>								
Dildine	Biology 320 (4) MWF		WF Biol. 110 (2)			MWF Biology 310 (4)		
Westfall	T Biol. 110	Lab. (1)	T Biol. 110	Lab. (1)	TTh Sci. 440 (2-4)	Biology 110	Lab. (1) T Biol. 214 (4) MWF	
Parsons	MWF Phys. Science 200 (4)				MWF Phys. Science 310 (4)	TTh Phys. Science 210 (4)		
Carlson		MWThF Geog. 110 (4)		MTWThF Geog. 110 (4)	MTWThF Geog. 317 (4)		MTWThF Geog. 110 (4)	
Leonard	TWThF Math. 120 (4)	TWThF Math. 220 (4)	MTWThF Math. 312 (4)				MWThF Math. 110 (4)	
<b>SOCIAL STUDIES</b>								
Heaton						AAF	MTWThF His. 120 (4)	
Kise	TWThF Pol. Sc. 210 (4)		AAF		AAF	MWThF Pol. Sc. 300 (4)		
Green	AAF				MWF Hist. 110 (3) TTh Hist. 360 (2)			

## COURSE NUMBERS AND TITLES

Art 110	Art Elements. 4 hrs.
Art 120	Art Structure I. 4 hrs.
Art 140	Applied Design. 4 hrs.
Art 240	Technique in Art Teaching in the Elementary School. 2 hrs.
Art 245	Technique in Art Teaching in the Secondary School. 2 hrs.
Art 372	Art in the Home. 4 hrs.
Industrial Education 115	Printing. 4 hrs.
Education 165	Child Growth and Development. 4 hrs.
Education 240, 243	Techniques of Instruction in Graded and Ungraded Schools. 4 hrs.
Education 245	Rural School Management. 4 hrs.
Education 270	Techniques of Teaching Reading. 2 hrs.
Education 346	Secondary School Curriculum. 4 hrs.
Education 365	Growth and Development of the Learner. 4 hrs.
Education 425	Guidance, Counselling and Personnel. 3 hrs.
Education 426	Teacher's Problems in Organization and Administration. 3 hrs.
Sociology 212	Rural Sociology. 4 hrs.
Psychology 210	General Psychology. 4 hrs.
Physical Education 140, 150, 240, 241, 242, 250	Required Physical Education in Freshman and Sophomore Years.
Physical Education 445	Technique II. 4 hrs.
Physical Education 465	History and Philosophy of Physical Education. 3 hrs.
English 110, 112	Fundamentals of English. 2 hrs.
English 212	Survey of English Literature. 5 hrs.
English 250	Children's Literature. 4 hrs.
English 328	Major American Writers, 1830-70. 3 hrs.
Journalism 220	Reporting. 2 hrs.
Speech 114	Principles of Speech. 2 hrs.
Speech 342	Direction of School Forensics. 3 hrs.
French 110	Elementary French. 4 hrs.
Spanish 110	Elementary Spanish. 4 hrs.
Spanish 210	Intermediate Spanish. 4 hrs.
Music 110	Elements of Music. 4 hrs.
Music 243	Music Methods. 2 hrs.
Music 271	Music Appreciation. 2 hrs.
Music 270	Music Appreciation. 4 hrs.
Biology 110	Biological Science Survey. 3 hrs.
Biology 214	General Botany. 4 hrs.
Biology 310	Entomology. 4 hrs.
Biology 320	Anatomy-Physiology I. 4 hrs.
Science 440	Materials for Teaching Science in Secondary Schools. 2-4 hrs.
Physical Science 200	Astronomy. 4 hrs.
Physical Science 210	General Chemistry. 4 hrs.
Physical Science 310	General Physics. 4 hrs.
Geography 110	Elements of Geography. 4 hrs.
Geography 317	Southern Lands. 4 hrs.
Mathematics 110	Arithmetic. 4 hrs.
Mathematics 120	College Algebra I. 4 hrs.
Mathematics 220	Analytics. 4 hrs.
Mathematics 312	Calculus III. 4 hrs.
History 110	American History. 3 hrs.
History 120	Early European History. 4 hrs.
History 360	History of the West. 2 hrs.
Political Science 210	American Government. 4 hrs.
Political Science 300	International Relations. 4 hrs.

Description of courses will be found in the general catalogue.

## College Curriculums

The course work of the College is administered either through the two-year curriculum or through the four-year curriculum. A detailed outline of each curriculum is presented herewith.

### TWO-YEAR CURRICULUM

The two-year curriculum provides for the education of teachers in the elementary field in both graded and ungraded schools. Courses in student teaching are offered under expert supervision in both graded and ungraded schools. Each student enrolled in the two-year curriculum must plan to spend six weeks of the second year in the rural community in which his student teaching is assigned. Graduation is based upon earning 96 hours of credit and an equivalent number of honor points. Upon the completion of the two-year curriculum students are granted the standard diploma which entitles them to a certificate to teach in the elementary schools of Minnesota.

	Qr. Hours
Art 110, Art Elements -----	4
Art 140, Applied Design -----	4
Education 165, Child Growth and Development -----	4
Education 240, 243, Techniques of Instruction in Graded and Ungraded Schools -----	4
Education 245, Rural School Management -----	3
Education 250, Teaching in Graded Schools -----	5
Education 251, Teaching in Rural Schools -----	5
English 110, 111, 112, 114, Fundamentals of English and Speech -----	8-12
English 250, Children's Literature -----	4
Geography 110, Elements of Geography -----	4
History 110 or 112, American History -----	3
History 120, European History -----	4
Mathematics 110, Arithmetic -----	4
Music 110, Elements of Music -----	4
Music 243, Music Methods -----	2
Music 271, Music Appreciation -----	2
Physical Education Fundamentals -----	6
Political Science 210, American Government -----	4
Science 110, 111, 112, Biological Science Survey -----	9
Sociology 212, Rural Sociology -----	4
Electives -----	1-5
Total -----	96

### FOUR-YEAR CURRICULUM

Graduation from the four-year curriculum is based upon earning 192 quarter hours of credit and an equivalent number of honor points. Students elect their fields of specialization in accordance with their inclination and adaptability on the recommendation of their advisers. Upon the completion of the four-year curriculum students are granted the degree of Bachelor of Science in Education which entitles them to a certificate to teach in either the elementary or the secondary schools of the State of Minnesota, depending upon their field of specialization.

## GENERAL EDUCATION

The program of general education is administered through a series of constants. These are designated as requirements by the State Teachers College Board and are common to all students enrolled in the four-year curriculum, whether they intend to specialize in the field of elementary or secondary education.

	Qr. Hours
Art 270, Art Appreciation -----	4
Economics 210, Principles of Economics -----	4
English 110, 111, 112, 114, Fundamentals of English and Speech -----	8-12
English 210, Survey of World Literature -----	5
Geography 110, Elements of Geography -----	4
History 110, 112, American Government -----	6
Music 270, Music Appreciation -----	4
Physical Education Fundamentals -----	6
Political Science 210, American Government -----	4
Psychology 210, General Psychology -----	4
Science 110, 111, 112, Biological Science Survey -----	9
Sociology 210, Introduction to Sociology -----	4
Total -----	62-66

## PROFESSIONAL EDUCATION

The College was established and is maintained to educate teachers professionally for the public schools of Minnesota. To fulfill that purpose professional work is offered through a series of courses in education.

### CONSTANTS FOR ELEMENTARY EDUCATION

Education 365, Growth and Development of the Learner -----	4
Education 320, Psychology of Learning -----	4
Education 340, Techniques of Instruction -----	3
Education 341, Elementary School Curriculum -----	4
Education 426, Teachers' Problems in Organization and Ad- ministration -----	3
Education 374, Educational Statistics and Principles of Eva- luation -----	3
Education 450E, 451E, Teaching -----	10
Total -----	31

### CONSTANTS FOR SECONDARY EDUCATION

Education 365, Growth and Development of the Learner -----	4
Education 320, Psychology of Learning -----	4
Education 345, Techniques of Instruction -----	3
Education 346, Secondary School Curriculum -----	4
Education 374, Educational Statistics and Principles of Eval- uation -----	3
Education 427, Teachers' Problems in Organization and Ad- ministration -----	3
Education 450S, 451S, Teaching -----	10
Education 455,* Teaching in Special Field -----	5
Total -----	31-36

Other professional courses are offered as electives to provide further professional education. These may be taken by students on the recommendation of advisers. The professional work of the College in the four-year curriculum is offered for juniors and seniors.

\*Required only of those preparing to teach in one of the special fields of art, music, industrial arts, or physical education.

## EDUCATION FOR SPECIALIZATION

The College makes provision for specialization on both the elementary and the secondary levels. Specialization on these two levels coincides with the demands of the public schools as they are organized by the State Department of Education.

### SPECIALIZATION FOR ELEMENTARY TEACHING

In addition to the constants outlined under General Education and the professional work outlined under Professional Education students who specialize to teach in the elementary schools are required to take the following courses:

	Qr. Hours
Art 110, Elements of Art -----	4
Art 140, Applied Design -----	4
Biology 214, Botany -----	4
Biology 310 or 312, Entomology or Ornithology -----	4
English 250, 350, Children's Literature -----	8
Geography 310, 315, 317, North America, Eurasia, or South- ern Lands -----	4
Geography 220, Economic Geography -----	4
History 120, Early European History -----	4
Mathematics 110, Arithmetic -----	4
Music 110, Elements of Music -----	4
Music 240, Music Methods -----	2
Total -----	46

### SPECIALIZATION FOR HIGH-SCHOOL TEACHING

Students who select the secondary field for specialization are required to complete two majors or one major and two minors. One of the minors must be in a field other than that of the major.

Majors and minors are required and administered by the following departments of the College: (1) art and industrial education; (2) health, physical education, and recreation; (3) language and literature; (4) music; (5) science and mathematics; and (6) social studies.

## ART AND INDUSTRIAL EDUCATION

### REQUIREMENTS FOR A MAJOR IN ART EDUCATION

	Qr. Hours
Art 110, Art Elements -----	4
Art 120, Art Structure I -----	4
Art 140 or 241, Applied Design or Craftwork -----	4
Art 220, Art Structure II -----	4
Art 240, Technique in Art Teaching in the Elementary School	2
Art 245, Technique in Art Teaching in the Secondary School	2
Art 330, Art History I -----	4
Art 331, Art History II -----	4
Art 372, Art in the Home -----	4
Art 410, Color -----	2
Art 411, Pottery -----	4
Electives -----	10
Total -----	48

### REQUIREMENTS FOR A MINOR IN ART EDUCATION

	Qr. Hours
Art 110, Art Elements -----	4
Art 120, Art Structure I -----	4
Art 140 or Art 241, Applied Design or Craftwork -----	4
Art 240, Technique in Art Teaching in the Elementary School -----	2
Art 270, Art Appreciation -----	4
Electives -----	4
Total -----	22

### REQUIREMENTS FOR A MAJOR IN INDUSTRIAL EDUCATION

Industrial Education 110, Principles of Mechanical Drawing -----	4
Industrial Education 115, Printing -----	4
Industrial Education 120, Woodwork -----	4
Industrial Education 220, Advanced Woodwork -----	4
Industrial Education 310, Sheet Metal -----	4
Physical Science 312, Electricity -----	4
Industrial Education 315, General Metal -----	4
Industrial Education 430, History and Teaching Industrial Education -----	4
Electives, including Student Teaching -----	16
Total -----	48

### HEALTH, PHYSICAL EDUCATION, AND RECREATION

#### REQUIREMENTS FOR A MAJOR IN HEALTH AND PHYSICAL EDUCATION

Physical Education 322, Body Mechanics -----	2
Physical Education 324, Tests and Measurements -----	2
Physical Education 325, Corrective Gymnastics and First Aid -----	2
Physical Education 326, Organization and Administration of Sports -----	2
Physical Education 330, Skills I -----	4
Physical Education 345, Technique I -----	4
Physical Education 360, Coaching for Men or Women -----	2
Physical Education 430, Skills II -----	4
Physical Education 440, Playground Management -----	4
Physical Education 445, Technique II -----	4
Physical Education 460, Administration of Physical Education -----	2
Physical Education 465, History and Philosophy of Physical Education -----	3
Biology 320, Anatomy—Physiology I -----	4
Biology 322, Anatomy—Physiology II -----	4
Total -----	43

#### REQUIREMENTS FOR A MINOR IN HEALTH AND PHYSICAL EDUCATION

Physical Education 322, Body Mechanics -----	2
Physical Education 324, Tests and Measurements -----	2
Physical Education 326, Organization and Administration of Sports -----	2
Physical Education 330, Skills I -----	4
Physical Education 345, Technique I -----	4
Physical Education 360, Coaching for Men or Women -----	2
Physical Education 440, Playground Management -----	4
Education 451, Student Teaching in Department -----	5
Total -----	25

### Nine quarter-hour requirement for special Certificate in Health and Physical Education

	Qr. Hours
Physical Education 330 or 430, Skills I or Skills II -----	4
or	
Physical Education 345 or 445, Technique I or Technique II -----	4
or	
Physical Education 440, Playground Management -----	4
Electives (See required courses) -----	1

### LANGUAGE AND LITERATURE

#### REQUIREMENTS FOR A MAJOR IN ENGLISH AND LITERATURE

English 110, 111, Written Communications -----	4-6
Speech 114, Oral Communications -----	2-4
English 112, College Exploratory Reading -----	2
English 210, Survey of World Literature -----	5
English 212, 214, Survey of English Literature -----	10
English 308 or 310, The English Language or Advanced Composition -----	3
English 314, Survey of American Literature -----	5
English 320 or 322, Shakespeare or Chaucer -----	4
English 328, Major American Writers, 1830-70 -----	3
English 402 or 408, Modern Drama or Modern Poetry and Prose -----	3
English 351 or 352, High School Literature or High School English -----	3
(History 315, English History, is recommended)	
Total -----	44-48

#### REQUIREMENTS FOR A MINOR IN ENGLISH AND LITERATURE

English 110, 111, Written Communications -----	4-6
Speech 114, Oral Communications -----	2-4
English 112, College Exploratory Reading -----	2
English 210, Survey of World Literature -----	5
English 212, 214, Survey of English Literature -----	10
English 314, Survey of American Literature -----	5
English 351 or 352, High School Literature or High School English -----	3
Total -----	31-35

#### REQUIREMENTS FOR A MINOR IN SPEECH

Speech 114, Principles of Speech -----	2-4
To be elected from the following courses: -----	5
Speech 200, Mechanics of Play Production -----	2
Speech 232, Intercollegiate Forensics -----	2
Speech 234, Interpretation -----	3
Speech 236, Essentials of Public Speaking -----	3
Speech 340, Direction of School Dramatics -----	3
Speech 342, Direction of School Forensics -----	3
Speech 344, Corrective Speech Education -----	5
To be elected from the following courses: -----	7
Speech 345, Speech Correction Laboratory -----	2
Art 320, Stagecraft -----	2
English 402, Modern Drama -----	3
Political Science 300, International Relations -----	4
Political Science 320, American Diplomacy -----	4
History 310, Contemporary History -----	3
Education 362, Mental Hygiene and Personality Development -----	4
Total -----	25-27

## REQUIREMENTS FOR A MINOR IN JOURNALISM

	Qr. Hours
English 110, 111, Written Communications -----	4-6
Speech 114, Oral Communications -----	2-4
English 112, College Exploratory Reading -----	2
Journalism 220, Reporting -----	4
Journalism 330, History and Principles of Journalism -----	3
Journalism 332, Editorial Writing -----	2
Journalism 334, Newspaper Editing -----	2
Journalism 336, Production of School Publications -----	2
Journalism 338, Special Feature Writing or Industrial Education 115, Printing -----	3
Total -----	24-28

## REQUIREMENTS FOR A MINOR IN SPEECH AND JOURNALISM

English 110, 111, Written Communications -----	4-6
Speech 114, Oral Communications -----	2-4
English 112, College Exploratory Reading -----	2
Speech 340, Direction of School Dramatics -----	3
Speech 342, Direction of School Forensics -----	3
Journalism 220, Reporting -----	4
Journalism 332, Editorial Writing -----	2
Journalism 334, Newspaper Editing -----	2
Journalism 336, Production of School Publications -----	2
Total -----	24-28

## REQUIREMENTS FOR A MINOR IN FRENCH

French 110, 111, 112, Elementary French -----	12
French 210, 211, 212, Intermediate French -----	12
French 310, 311, 312, Survey of French Literature -----	12
Total -----	24-36

## REQUIREMENTS FOR A MINOR IN SPANISH

Spanish 110, 111, 112, Elementary Spanish -----	12
Spanish 210, 211, 212, Intermediate Spanish -----	12
Spanish 310, 311, 312, Survey of Spanish Literature -----	12
Total -----	24-36

Students who have completed one year of French in high school may omit French 110, and thus their minor would total 32 quarter hours. Students who have completed two years of French in high school may omit French 110, 111, and 112; their minor would thus total 24 quarter hours.

The same procedure with respect to high-school credits is followed in Spanish as outlined for French.

## MUSIC

### REQUIREMENTS FOR A MAJOR IN MUSIC

#### GENERAL REQUIREMENTS

	Qr. Hours
Music 120, Sight Singing and Ear Training -----	4
Music 210, 211, Harmony I, Harmony II -----	8
Music 250a, Class Piano -----	3
Music 310, Counterpoint -----	4
Music 371, Music History and Appreciation -----	4
Music 400, Small Ensemble -----	2
Music 410, Orchestration and Choral Arranging -----	4
Total -----	29

## VARIABLE I: INSTRUMENTAL MUSIC

	Qr. Hours
Music 250c, 250d, 250e, General Applied Music (two required) -----	6
Music 341, Band Organization -----	2
Music 342, Band Conducting -----	2
Music 365, Instrument (Private) -----	3
Band, Band Participation -----	5
Total -----	18

## VARIABLE II: CHORAL MUSIC

Music 240 or 245, Elementary or Secondary Methods -----	2
Music 250b, General Applied Music -----	3
Music 340, Choral Conducting -----	2
Music 350, Piano (Private) -----	3
Music 360, Voice (Private) -----	3
Choir, Choir Participation -----	5
Total -----	18

## REQUIREMENTS FOR A MINOR IN MUSIC

### GENERAL REQUIREMENTS

Music 120, Sight Singing and Ear Training -----	4
Music 371, Music History and Appreciation -----	4
Total -----	8

## VARIABLE I: INSTRUMENTAL MUSIC

Music 250c, 250d, 250e, General Applied Music (two required) -----	6
Music 341, Band Organization -----	2
Music 342, Band Conducting -----	2
Band, Band Participation -----	5
Total -----	15

## VARIABLE II: CHORAL MUSIC

Music 240 or 245, Elementary or Secondary Methods -----	2
Music 250b, General Applied Music -----	3
Music 340, Choral Conducting -----	2
Music 350, Piano (Private) -----	3
Music 360, Voice (Private) -----	3
Choir, Choir Participation -----	5
Total -----	18

## SCIENCE AND MATHEMATICS

### REQUIREMENTS FOR A MAJOR IN SCIENCE

(Include completion of General Requirements, plus one of the three Variables)

#### GENERAL REQUIREMENTS

	Qr. Hours
Science 110, 111, 112, Biological Science Survey -----	9
Geography 110, Elements of Geography -----	4
Geography 202, Meteorology and Climatology -----	4
Physical Science 210, 211, General Chemistry -----	8
Physical Science 310, 311, General Physics -----	8
Science 440, Materials for Teaching Science in Secondary Schools -----	2-4
Total -----	35-37

(Select any one, in addition to General Requirements)

**VARIABLE I: MAJOR IN BIOLOGY AND MINOR IN PHYSICAL SCIENCE**

	Qr. Hours
Biology 212, Vertebrate Zo-ology -----	4
Biology 214, General Botany -----	4
Plant Study, Two electives -----	8
Animal Study, Two Electives -----	6-8
Physical Science 212, General Chemistry -----	4
Physical Science 312, General Physics -----	4
Total -----	30-32

**VARIABLE II: MAJOR IN GEOGRAPHY\***

Geography 200, Geology -----	4
Geography 220 or 222, Economic or Conservation -----	4
Geography 310, North American and Minnesota -----	4
Geography 315, Eurasia -----	4
Geography 317, Southern Lands -----	4
Geography, Elective -----	4
Total -----	24

**VARIABLE III: MAJOR IN PHYSICAL SCIENCE AND A MINOR IN BIOLOGY\*\***

Physical Science 212, General Chemistry -----	4
Physical Science 312, General Physics -----	4
Physical Science, Three Electives -----	11-12
Biology 212, Vertebrate Zo-ology -----	4
Biology 214, General Botany -----	4
Biology, One Elective -----	4
Total -----	29-32

**REQUIREMENTS FOR A MINOR IN BIOLOGY**

Science 110, 111, 112, Biological Science Survey -----	9
Biology 212, Vertebrate Zo-ology -----	4
Animal Study, One Elective -----	2-4
Biology 214, General Botany -----	4
Plant Study, One Elective -----	4
Total -----	23-25

**REQUIREMENTS FOR A MINOR IN GEOGRAPHY**

Geography 110, Elements of Geography -----	4
Geography 220, Economic Geography -----	4
Geography 310, North America and Minnesota -----	4
Geography 315 or 317, Eurasia or Southern Lands -----	4
Geography, Elective -----	4
Total -----	20

**REQUIREMENTS FOR A MINOR IN PHYSICAL SCIENCE**

Physical Science 210, 211, 212, General Chemistry -----	12
Physical Science 310, 311, 312, General Physics -----	12
Total -----	24

\*Geography majors can complete a minor in Biology or Physical Science by taking either the Biology requirements in Variable III or the Physical Science requirements in Variable I.

\*\*A minor in Mathematics is recommended for Physical Science majors.

**REQUIREMENTS FOR A MAJOR IN MATHEMATICS\***

	Qr. Hours
Mathematics 120, College Algebra I -----	4
Mathematics 121, College Algebra II -----	4
Mathematics 122, Trigonometry -----	4
Mathematics 220, Analytics -----	4
Mathematics 222, 223, Calculus I, II -----	8
Mathematics 310, College Geometry -----	4
Mathematics 312, Calculus III -----	4
Mathematics 405, Applied Mathematics -----	4
Total -----	36

**REQUIREMENTS FOR A MINOR IN MATHEMATICS**

Mathematics 120, College Algebra I -----	4
Mathematics 121, College Algebra II -----	4
Mathematics 122, Trigonometry -----	4
Mathematics 220, Analytics -----	4
Mathematics 222, Calculus I -----	4
Mathematics 310, College Geometry -----	4
Total -----	24

\*Students who have had more than one year of high school Algebra may omit Mathematics 120 in the requirements for either a major or a minor.

**SOCIAL STUDIES**

**REQUIREMENTS FOR A MAJOR IN SOCIAL STUDIES**

	Qr. Hours
History 110, 112, American History -----	6
History 120, 320, 321, European History -----	12
History 440, Teaching the Social Studies -----	3
History Elective -----	3-5
Geography 220, Economic Geography -----	4
Political Science 210, American Government -----	4
Political Science 300, International Relations -----	4
Economics 210, Principles of Economics -----	4
Economics Elective -----	3-5
Sociology 210, Introductory Sociology -----	4
Sociology Elective -----	3
Total -----	50-54

**REQUIREMENTS FOR A MAJOR IN HISTORY**

History 110, 112, American History -----	6
History 120, 320, 321, European History -----	12
History 250, 311, or 360, History of Minnesota, Social and Economic History or History of the West -----	3-4
History 440, Teaching of the Social Studies -----	3
History Elective -----	10-12
Total -----	34-37

**REQUIREMENTS FOR A MINOR IN HISTORY**

History 110, 112, American History -----	6
History 120, 320, 321, European History -----	12
History Elective -----	4-6
Total -----	22-24

**REQUIREMENTS FOR A MINOR IN POLITICAL SCIENCE**

Political Science 210, American Government -----	4
Political Science 300, International Relations -----	4
Political Science 312, State and Local Government -----	3
Political Science Electives to make a total of -----	24
Total -----	35

\*Majors and Minors preparing for Junior High School work should take History 250.

## GENERAL INFORMATION

### ADMISSION

Prospective students should ask their high school principals or superintendents to send their transcripts of credits to the Registrar before the opening date. Transfers from other colleges should have their transcripts sent to the Registrar.

Entering Freshmen will meet in Weld Hall Auditorium at 9 a. m. Tuesday, September 7th, for instructions.

Upperclassmen will register Wednesday, September 8th, starting at 1 p. m.

### ROOMS

Since the Army Air Corps students are occupying the girls' dormitories, the college has assembled an approved list of off-campus rooms in homes near the college. This list will be furnished to prospective students and assistance in locating satisfactory rooms will be given. The cost per month per student averages between \$7.50 and \$10.00 with two persons to a room.

### BOARD

The Student Center in MacLean Hall serves excellent meals at moderate prices; breakfast 15c, dinner 40c, supper 30c. Meals are served cafeteria style and five-dollar meal tickets are punched as used.

### TUITION AND FEES

Per term of three months:

Minnesota residents .....	\$10.00
Activity fee.....	8.00
Total .....	\$18.00

Out-of-state residents \$5.00 additional.

This charge covers tuition, books, entertainments such as lyceum numbers and athletic contests, subscriptions to the college annual and weekly newspaper, physical examinations, and use of the swimming pool and gymnasium equipment. Small laboratory and use fees will be charged of those who take science courses.

### HEALTH SERVICES

All entering students are given a physical examination by a physician, and when necessary follow-up examinations are given. The nurse's office is on first floor of the Physical Education Building. The nurse is to be notified in case of illness, and she will call on the student. The infirmary, in Comstock Hall, is available to all students. There is no charge for room or nursing care, but a small charge is made for meals for off-campus students. No student having a contagious disease is permitted to remain in rooming houses where there are other students.

## ENTERTAINMENTS

Desirable entertainment is an important component of proper living. Competent speakers and musicians from near and far visit the campus each year, and in addition, both faculty and students furnish instructive and delightful programs. A lyceum course provides the finest of widely known talent.

### LIBRARY

The library, located in MacLean Hall, provides ample and attractive quarters for modern library service. The reading room furnishes access to two hundred ten current magazines and newspapers and a growing collection of bound periodicals and general reference works. The book collection now numbers twenty-six thousand volumes, and a liberal book budget provides for substantial annual increase.

### STUDENT ORGANIZATIONS

College life at Moorhead State Teachers College, is enriched by many activities. There are clubs, formal and informal, organizations, large and small, to fit every taste and talent.

### THE STUDENT COMMISSION

Students actively direct their extra-curricular activities through their Commission. They elect a president, a secretary-treasurer, and nine commissioners. As chairman of a committee composed of representatives of all campus organizations in his field, each commissioner heads a different phase of college life. Thus there are commissioners of athletics and sports, religion, social affairs, forensics and literary work, music, publicity, educational clubs, pep, and properties. The Commission as a whole sponsors all-college events, such as Freshman orientation, the Annual Homecoming in the Fall, an all-school production in the Winter, and occasional Commission convocation programs.

### SPIRITUAL LIFE

This College recognizes the vital need for the development and maintenance of correct moral attitudes among its students. Close contact is maintained with the many churches of each denomination. Several organizations on the campus are very active in providing religious activity for the students.

#### Young Women's Christian Association

This interdenominational religious organization is affiliated with the national Y. W. C. A. and meets twice a month. All young women are welcomed to membership. Some of the projects are sponsoring the Big Sister activities, having oversight of the girls' social room, corresponding with students who are ill and encouraging students to be active in church work.



#### Young Men's Christian Association

The Y. M. C. A. is a non-sectarian association of college young men united for the purpose of building Christian character and a Christian society. It undertakes to promote fellowship and aid social adjustments among men students on the local campus. It is also affiliated with the national Y. M. C. A. and keeps in touch with the national and international work of that organization. Membership is open to all men of the College.

#### Lutheran Student Association

The Lutheran Student Association, nation-wide in scope, fosters the spiritual welfare of the student, keeps strong the ties between him and his church, and makes possible enriched Christian fellowship. The chapter on the campus holds meetings twice each month under the leadership of the local Lutheran pastors. All Lutherans at the college are welcome to attend.

#### The Newman Club

The Newman Club is a religious organization of the Catholic young men and women of the College. The meetings are held once a month and programs are arranged which appeal to the educational and social interests of the students.

For further information write:

Office of the Registrar  
State Teachers College  
Moorhead, Minnesota

#### *A Two-Fold Patriotic Program*

The Moorhead State Teachers College is meeting its responsibility to the State and to the Nation through the two significant activities in which it is now engaged—the education of teachers for the public schools and the training of aircrew students for the army. The two functions are complementary. Each contributes to the other. To educate at one time approximately eight-hundred selected young men and young women who are destined for the important and hazardous duties that lie ahead in the present world crisis is a serious undertaking. The administration and the faculty of the College are grateful for the opportunity to contribute to the great causes of enlightenment and freedom now being challenged by the foes of Democracy.

