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Moorhead State Teachers College

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# THE BULLETIN

STATE TEACHERS COLLEGE

MOORHEAD, MINNESOTA



**SUMMER SCHOOL NUMBER  
1947**

**JUNE 9th to AUGUST 15th**

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SERIES 42

FEBRUARY, 1947

NUMBER 4

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Meal ticket or cash rates—

Breakfast .....	\$ .20
Lunch .....	.40
Dinner (week days) .....	.60
Dinner (Sundays) .....	.65

## OPPORTUNITIES FOR SPECIAL GROUPS

### HIGH SCHOOL GRADUATES

The *Summer Quarter* offers opportunity for high school graduates to start work on either the two-year or the four-year curriculum each of which is designed for teacher education. With the present teacher shortage the accelerated plan of starting professional work in the summer appeals to the ambitious student.

The *Summer Quarter* also offers opportunity for high school graduates to begin pre-professional work leading to engineering, law, medicine, and other professions. Pre-professional work transfers with full credit to the University.

### COLLEGE STUDENTS

College students will appreciate the distinct advantage of continuing work during the summer. Courses that are arranged in sequence may be pursued without interruption. Those who desire to choose electives outside their chosen field will find a wide range of special offerings.

### TEACHER-TRAINING GRADUATES

Graduates of Teacher - Training Departments in high school will realize that summer is the time to attend college and earn credits toward the two-year diploma.

### TEACHERS-IN-SERVICE

Experienced teachers may renew their certificates by attending the *Summer Quarter* or may earn a full quarter of credit toward a degree or a diploma.

### VETERANS

Veterans taking advantage of joint registration with the University will welcome the opportunity to continue their college work during the *Summer Quarter*.

## OFFERINGS OF SPECIAL INTEREST

### AUDIO-VISUAL AIDS TO LEARNING

Audio-Visual aid to learning, a four quarter hour elective, will be offered in the summer. The College is amply provided with equipment for the course. Attention will be given to the use of films, film strips, slides, pictures, graphs, radio, recordings, and other audio-visual materials. The course has been designed for both elementary and secondary teachers.

### DIRECTION OF SCHOOL DRAMATICS

During the second five weeks Speech 340, Direction of School Dramatics, will be offered. This course emphasizes principles and methods of play production, techniques of stagecraft, acting, make-up, and direction as applied to high-school dramatics.

### SCHOOL LIBRARY SCIENCE

The College will offer a full ten-weeks course in School Library Science which gives nine quarter hours of credit and which meets the requirements of the Minnesota State Department of Education for the endorsement of teacher-librarian. The course is open to juniors and seniors.

### MENTAL HEALTH AND PERSONALITY DEVELOPMENT

Education 362, Mental Health and Personality Development, will be offered during the ten weeks. The course will deal with the causes and methods of prevention of poor mental health resulting from the individual's failure to make proper adjustments to his environment. The effects of improper adjustments on personality development are considered. The course will prove valuable to anyone interested in the field of Speech Correction or to those in personnel work who have the responsibility for Counseling and Guidance.

### SOCIAL ACTIVITIES

There are clubs and activities for every interest including participation in musical programs, aquatic and other sports, and informal get-togethers. Between "labs" and classes students may meet in the Center where coffee, cokes and cones are popular, or chat in the cozy Student Lounge. The more formal organization meetings and social affairs are held in Ingleside.

## WORKSHOP: BUILDING WORLD UNDERSTANDING

### WHY A WORKSHOP ON WORLD AFFAIRS

During the first five weeks a workshop in World Affairs and the United Nations will be offered to students with teaching experience. Students may earn eight quarter hours of credit. These will apply toward required or elective courses in Education or Social Studies. Students enrolled in the workshop will devote a major portion of their time to the development of instructional materials. They will be given ample help in this task. The development of instructional materials will be supplemented by lectures and readings.

The soundest basis for building world peace is better understanding of world problems. The teachers of the world will, over a span of years, if they work towards seeing the needs of humanity and society, build a more co-operative world. The United Nations Incorporated of New York City and the National Educational Association are both encouraging the Moorhead State Teachers College to provide workshop courses where units of work can be prepared for classroom use. The latter has an International Relations Committee that has been working for several months on principles and proposals for teaching. Both of these organizations are now seeking teachers who can work out units for various levels of instruction in their schools.

Teachers today are in need, as all citizens are, of information on pertinent world problems. The Workshop will have the services of specialists, consultants, and authorities on world affairs to present the background information needed in political, historical, cultural, scientific, and economic fields.

### WHO MAY ATTEND

Experienced teachers who are seeking to broaden their own backgrounds in the fields of world affairs and who are desirous of working on their own school problems in preparing teaching materials and acquainting themselves with the wealth of teaching aids are invited to join this workshop. Teachers will find fine opportunities whether they work on the elementary or the high-school levels, or whether their fields of interest be in English, social studies, science, art, or music. Supervisors, principals, and superintendents will find considerable help in functionalizing the curriculum and in planning programs of community-school forums. Debate and discussion coaches and teachers of speech will find in the workshop opportunity to work upon their programs.

## WORKSHOP PROCEDURES

*Organized Lectures.*—Lectures by specialists from many of the fields that aid in developing understanding of world problems and areas of conflict, as Peoples of the World, Economic and Social Interdependence, The United Nations, UNESCO, A Divided China, Palestine, India's Struggle and the British Empire, German Re-Education, Russia as a New World Power, The Pacific in the Future, The New Peace Treaties, The Atomic Bomb, Limitation and Inspection in Armaments, Tariffs and Trade, and the World Bank will be included in the course. Music as a Universal Language, Literature as a Reflection of World Struggles, Art and People's Struggles, and News Reporting and Propaganda will be topics of other talks and readings.

*Discussion Periods.*—Discussions on many problems will follow lectures, readings, and survey of teaching materials.

*Materials and Methods.*—Presentation of materials and methods of teaching on various levels, and the actual laboratory use of these materials will be a very necessary part of the workshop.

*Individual and Group Work.*—Work on one's own teaching problems and the preparation of usable units adapted to teaching needs will comprise a large part of the work.

*Social Activities.*—Recreation desired by the workshop group will be provided through varied social activities.

### CREDITS AND EXPENSE

All members will be enrolled for full-time work, eight credits; this will apply as regular college credit as the needs of the individual student demand. The workshop will, therefore, charge the regular college tuition.

### THE WORKSHOP STAFF

The Workshop on Building World Understanding will be conducted by a staff of lecturers and consultants. Joseph Kise who has worked with the International Relations Committee of the National Education Association since December 1, 1946, will be one of the regular lecturers and staff members. Ella A. Hawkinson, principal of the College High School, will work with the teaching materials and methods, and with James P. Schroeder, supervisor of social studies, assist the workshop members in the preparation of teaching units for their schools and for agencies seeking these materials.

# 1947 Summer Quarter Courses

## ART—

Art 110 and 210—Art Elements .....	4 hours
Art 215—Applied Design, or Art 411—Pottery (depending on demand) .....	4 hours
Art 270—Art Appreciation .....	4 hours
Art 372—Art in the Home .....	4 hours

## EDUCATION—

Education 110—Human Growth and Development .....	4 hours
Education 245—Rural School Management, or Social Studies 212—Rural Sociology (depending on demand) .....	4 hours
Education 310—Physical, Social and Emotional Growth and Development .....	4 hours
Education 342—Reading in the Elementary School .....	4 hours
Education 362—Mental Health and Personality Development .....	4 hours
Education 374—Educational Statistics and Principles of Evaluation .....	3 hours
Education 386—Perceptual Aids to Learning .....	4 hours
Education 440—Curriculum and Types of Teaching Procedures .....	3 hours
Education 490—Teachers' Problems in Organization, Administration .....	3 hours
Mathematics 240—Arithmetic in the Elementary School .....	4 hours
Social Studies 240—Social Studies in the Elementary School .....	4 hours

## HEALTH AND PHYSICAL EDUCATION—

H. and P. E. 111—Body Building .....	1 hour
H. and P. E. 125—Special Activities for Freshmen (First Aid, Stand. Red Cross) .....	2 hours
H. and P. E. 225—Special Activities for Sophomores (Adv. First Aid) .....	1 hour
H. and P. E. 240—Materials and Methods in Health Teaching .....	1 hour
H. and P. E. 241—Materials and Methods in Physical Education Teaching in Grades .....	1 hour
H. and P. E. 340—Materials and Methods in Health and Physical Education in the Elementary School .....	4 hours
H. and P. E. 342—Materials and Methods in Individual and Dual Activities .....	2 hours
H. and P. E. 344—Materials and Methods in Rhythmics .....	2 hours
H. and P. E. 365—Organization and Administration of Health, Physical Education, and Recreation .....	3 hours
H. and P. E. 441—Materials and Methods in Team Activities (Sports as needed) .....	2 hours

## LANGUAGE AND LITERATURE—

English 110—Basic English .....	5 hours
English 111—Developmental Reading and Writing .....	3 hours
English 250—Literature for Children .....	4 hours
English 214—Survey of English Literature (II) .....	5 hours
English 320—Shakespeare and His Age .....	4 hours
English 402—Modern Drama .....	3 hours
Speech 114—Developmental Speech .....	2 hours
Speech 340—Direction of School Dramatics .....	3 hours
Library Science 405—Organization and Administration of the Small School Library .....	4 hours
Library Science 406—The School Library as an Inf. Laboratory .....	4 hours
Library Science 407—Observation and Practice for the Teacher-Librarian .....	1 hour

## MUSIC—

Music 110—Elements of Music .....	4 hours
Music 120—Sight Singing and Ear Training .....	4 hours
Music 270—Music Appreciation .....	4 hours
Music 340—Music in the Elementary and Secondary School .....	3 hours
Music 342—Band Conducting .....	2 hours
Music 346—Choral Conducting .....	2 hours
Music 350—Private Piano	
Music 355—Private Organ	
Music 360—Private Voice	
Music 365—Private Instrument	
Music 410—Orchestration and Choral Arrangement	

## SCIENCE AND MATHEMATICS—

Biology 200—Heredity and Eugenics .....	2 hours
Biology 210—Biological Distribution and Plant Study .....	4 hours
Biology 211—Human Biology and Hygiene .....	4 hours
Biology 214—Field Biology of Plants .....	4 hours
Biology 216—Field Biology of Animals .....	5 hours
General Science 110—General Physical Science .....	4 hours
General Science 111—Human Biology and Hygiene .....	4 hours
Geography 110—Elements of Geography .....	4 hours
Geography 200—Geology and Physiography .....	4 hours
Geography 310—North America .....	4 hours
Mathematics 122—Trigonometry, or Mathematics 121—College Algebra (depending on demand) .....	4 hours
Mathematics 220—Analytics .....	4 hours
Physical Science 111—The Earth Sciences .....	4 hours
Physical Science 112—The Physical Sciences .....	4 hours
Physical Science 210, 211, 212—General Chemistry .....	12 hours
Physical Science 213—Qualitative Analysis .....	4 hours

## SOCIAL STUDIES—

History 110—Twentieth Century United States .....	4 hours
History 310—Contemporary History .....	3 hours
History 320—European History, 1500-1815, or History 420—Economic History of Europe (depending on demand) .....	4 hours
Economics 325—International Economic Relations .....	3 hours
Political Science 210—American Government .....	4 hours
Sociology 210—Introduction to Sociology .....	4 hours
Sociology 317—Population Problems .....	4 hours

## THE SUMMER WORKSHOPS—

Building World Understanding (June 9 to July 11) .....	8 hours
Helping Teachers Understand Their Pupils (June 9 to July 11) .....	8 hours
Extra-Curriculum Activities (July 14 to August 15) .....	4-8 hours

## SUMMER SCHOOL CALENDAR—

June 9 . . . . .	Registration
June 10 . . . . .	Classes Begin
July 4 . . . . .	Holiday
August 15 . . . . .	Commencement
August 15 . . . . .	Quarter Ends





## WORKSHOP: HELPING TEACHERS UNDERSTAND THEIR PUPILS

### WHY A WORKSHOP ON UNDERSTANDING PUPILS

During the first five weeks, a workshop in Helping Teachers Understand Pupils will be conducted by three members of the college staff who are specialized in this area of education. The workshop will take the student's full time during the five weeks and will give eight quarter hours of credit.

Also during the first five weeks, advanced students who attended last summer's workshop in Human Growth and Development may continue their study of the growing and developing human being. This workshop will also take the student's full time during the five weeks and will give eight quarter hours of credit.

Teachers frequently find their understanding of and skill in guiding their pupils limited. This limitation may be attributed to the fact that the knowledge of the dynamics underlying human development and behavior which teachers may have acquired is not very well integrated in their minds. Few teachers have had sufficient training to sense what must be known about an individual in order to interpret his motivation; few have acquired practical skill in gathering needed information about pupils—information that is essential to valid interpretations of their abilities and behavior; few have had sufficient practical training to enable them to see the meaningful relationships between the facts about a given pupil and pertinent scientific generalizations about human behavior; and few teachers have had courses which have emphasized not only optimum materials and methods, but also the scientific knowledge needed in diagnosing a pupil's developmental tasks, adjustment problems, defenses, or abilities. It is the purpose of the Workshop in Helping Teachers Understand Their Pupils to fill the need implied.

### WHO MAY ATTEND

Two workshops in helping teachers understand their pupils will be operated this summer. One of these is for those of last year's workshop who wish to continue their study of human growth and development. The other will be limited to forty-five experienced teachers, supervisors, and administrators. Those applying must have at least a two-year diploma and one year of teaching experience. This workshop is designed for teachers of pupils on all levels of maturity from the nursery school through high school.

### SPECIAL OPPORTUNITIES

A large number of carefully selected books, pamphlets, reports, and magazine articles on human growth and development will be placed on reserve for the convenience of those attending.

A group of children will attend the Laboratory School for part of the session. This will enable members of the workshop to study children first hand.

Several movies on child growth and development will be used for supplementary study.

There will be ample opportunity for recreation and social affairs through parties, picnics, outings, swimming, music, and lyceum entertainment.

### ORGANIZATION OF THE WORKSHOP

*The Philosophy and Background of Human Growth and Development.*—A number of lectures with discussion designed to acquaint teachers with the meaning of human growth, development, motivation, learning, and behavior will be conducted. Topics, such as the child as an energy system; developmental tasks; human needs; acculturation; class, caste and family patterns; the self; physical mental, social, and emotional growth and development and their interrelatedness will be covered.

*Techniques for Studying Pupils.*—By means of examining case histories, records and reports, and by lectures, discussions and practice special attention will be given to tried methods of gathering, interpreting, and applying information about children. Among these are such techniques as writing anecdotes, interviewing, visiting homes, and sociometrics.

*Special Problems.*—Members, as individuals but preferably in small committees, will be encouraged to study intensively special problems of interest to them, such as the spoiled child, the only child, the shy child, child fears, biological time, group dynamics, cooperative classroom planning.

Members in the advanced workshop will continue from where they left off last summer. They will have opportunity to enlarge their background knowledge of human growth and development, to perfect still further their skills of studying children directly and to meet such needs as have emerged from the past year's work. They will, for example, have opportunity to study and apply projective techniques, the Wetzell Grid Graph for Physical Fitness, and to develop, interpret, and use sociograms.

## CREDITS AND EXPENSE

All members will be enrolled for full-time. Credits earned in the workshop are regular college credits and may be applied toward a degree, substituting for certain required subjects or counting as elective hours. Those in the advanced workshop may apply credit earned only as elective credit except as a particular member's college record may permit otherwise. The workshop will entail the regular tuition.

## THE WORKSHOP STAFF

The Workshop on Helping Teachers Understand Their Pupils will be conducted by three members of the Moorhead State Teachers College faculty, all three of whom have spent a year in the Collaboration Center in Human Growth and Development under the direction of Dr. Daniel A. Prescott at the University of Chicago. Last summer these three faculty members conducted at Moorhead State Teachers College the workshop on helping teachers understand their pupils. The staff will consist of Dr. A. M. Christensen, Chairman of Professional Education; Dr. Glenn C. Dildine, Chairman of the Division of Science and Mathematics; and Miss Delsie Holmquist, Chairman of the Division of General Education and member of Division of Language and Literature.

## WORKSHOP: IN EXTRA-CURRICULUM ACTIVITIES

### WHY A WORKSHOP

Modern education uses the term "extra-curricular" to refer to those elements of the total program which, although not a part of the basic "core," serve to enrich and broaden it.

It is probable that originally only the "three R's" were considered as core program. All others were extras. As life's conditions demanded greater scope and breadth in educational experience, much of the extra material was incorporated into the basic program, and many new fields were explored for contributions to enrich the lives of students and teachers.

Here we classify such activities as: school health examinations and supervision — dealing with the community through individuals and organizations, such as P. T. A.; music of band, orchestra, and choruses; school papers, and news-writing for local papers; sports, games, athletics; excursions; debates and plays; summer camps and day camping.

More and more does the teacher find it desirable to strengthen her program through such activities. Too often she has had little real preparation in making the most of the opportunities they present.

A Workshop is especially suited to the handling of this type of activity because:

- (a) In the workshop students profit by sharing experiences on individual problems; owing to the lack of reading materials on these problems, this is frequently the best source of help.
- (b) A Workshop offers the guidance of highly-trained consultants, more than could ever be gathered into one group in any other type of class.
- (c) In a Workshop a teacher may devote practically her entire energy and time to solving her own special problems and following her special interests.

### WHO MAY ATTEND

The Workshop is intended for and will be limited to the following groups:

- (a) Majors and minors in the field of Health, Physical Education and Recreation, especially to those who are doing a major share of their work during summer sessions.
- (b) Other students or administrators who have specific extra-curricular problems, provided they have completed at least three years of the degree curriculum.
- (c) Other students working on the Standard Diploma, provided they have at least two full years of teaching experience.

### SPECIAL OPPORTUNITIES

A number of experts will be available for periods varying from one day to one week. These will include representatives from such organizations as the Junior Red Cross, Boy Scouts, 4-H Clubs, and others.

Members of the regular college staff will be available to advise with class members about special problems in dramatics, art, music, crafts, and health nutrition. Members of the Workshop will have an opportunity to see the Moorhead Summer Recreation Program at first hand. At least one excellent Day Camp and several organized summer camps are within easy driving distance and will be visited.

## ORGANIZATION

The Workshop will meet daily during the second five weeks of the session. Class activities will average about four hours a day, beginning at the second class hour in the morning. Special recreation activities will be a part of the program.

Students working on a major or minor in Physical Education during the first five weeks will be able to become a part of the workshop group for the last half of the session.

## CREDITS

Eight quarter hours of credit may be earned in the Workshop. This may be applied by majors in Physical Education to meet certain required courses. Elementary majors may use the credit to apply on required H. and P. E. 340. Two-year students may use it to gain required credit for H. and P. E. 240 and 241. Hours above this may be applied as elective credits. The Workshop will also be credited as required credits for students working for a minor in Recreation.

## EXPENSE

In addition to the usual fees for any course there will be a nominal fee to meet the cost of the Workshop Report which is a part of the course activity. While trips in connection with the course are optional, there will be a small expense to cover transportation to points of interest.

## SPECIAL PROBLEMS

Students will be encouraged to find and solve their own problems. It is anticipated that among those which may arise will be Play Days; Girls' Athletic Associations; Intramural Sports; interesting the public in the school through papers, plays, demonstrations, and talks; the relationship of the school to other youth-serving organizations, such as the Boy Scouts, 4-H, and Junior Red Cross; Music and Art as recreation; opening the school facilities to the community; year-round community recreation.

## THE STAFF

Donald Anderson, who is director of Physical Education in the college Laboratory School, will be on the campus all summer and will serve as one of the directors of the Workshop. Flora M. Frick, chairman of the department of Health, Physical Education and Recreation, will serve as co-director. Miss Frick will spend the first five weeks as a member of a Workshop group in Teacher Education at Sarah Lawrence College, Bronxville, N. Y.

## FEATURE PROGRAMS FOR SUMMER SCHOOL

Arrangements have been made for a full program of concerts and lectures by accomplished artists and speakers. These arrangements assure a rich program of concerts and lectures for summer-school students. Other numbers will be added to the list.

HOWARD PIERCE DAVIS is a well-known news analyst and observer of world affairs. He has demonstrated in his previous appearances at the College his penetrating observations on current world affairs. (June 9)

COX AND BOX is a one-act musical comedy written by Arthur Sullivan before his collaboration with Gilbert. There are three male singers in the cast. The comedy is definitely humorous and lusty in nature. (June 16-28)

EMILE JACOBSON is an author, actress, radio entertainer from London. She speaks on "England As I Left It And America As I Found It". She is one of the best women lecturers today. (June 30 to July 11)

THE CHICAGO ARTISTS TRIO is made up of David Moll, violinist of the N.B.C. Orchestra, Agatha Lewis, lyric soprano of W.G.N. in Chicago, and Marion Hall, who has given recitals in both Chicago and New York with great success this winter. (July 7 to July 18)

German-born CAPTAIN HARRY M. SPERBER was the chief interpreter at the Neuremberg Trials. He is a forceful, even startling, speaker who believes that we are losing the peace. (July 14 to July 26)

JULIE ANDRE is an entertainer, a singer with considerable skill on the guitar. She presents a lecture-recital in costume on Latin American music. (July 21 to August 1)

THE IONIAN SINGERS is one of the outstanding groups of male singers in America today. They sing a cappella seated around a table. They make a lasting musical impression. (July 28 to August 8)

DONALD GRAM is a brilliant twenty-year-old baritone, remindful of Lawrence Tibbett as a young man. He has great promise and will unquestionably go far on the concert stage. His pianist is a fellow recitalist. (August 4 to August 15)



# STATE TEACHERS COLLEGE

MOORHEAD, MINNESOTA

## Application For Admission

*I hereby apply for admission to the Moorhead State Teachers College and expect to enter (date).....*

NAME..... Sex—M..... F.....  
(Last) (First) (Middle)

Home Address .....

Date of Birth .....  
(Year) (Month) (Day)

Married..... No. of Children..... Ages of Children.....

Have you arranged for housing?..... Depending on us to arrange?.....

Are you a veteran of World War II? Yes..... No.....

Will you attend college under the G. I. Bill?..... Rehabilitation?.....

\* Graduate of what High School..... Date.....

\* Did you take Normal Training in High School?.....

Have you attended this college before?..... When?.....

\* Other colleges attended .....

Do you expect to enter as a Freshman..... Soph. .... Jr. .... Sr. ....

Check the curriculum you plan to follow:

1. Two-Year (for rural and grade teachers) . . . . .
2. Four-Year Elementary (specializing in grades and kindergarten) .....
3. Four-Year Secondary (preparation for high-school teaching) . . . . .
4. Four-Year Liberal Arts (without professional education) . . . . .
5. Pre-professional (law, medicine, engineering, etc.) . . . . .

Which Field? .....

\* Transcripts of credits earned in high school, normal training, and in other colleges must be filed with the Registrar before final acceptance of student.

*If you are accepted for admission you will be notified in writing.*

# STATE TEACHERS COLLEGE

MOORHEAD, MINNESOTA

## Certificate of Scholarship and Character

**M**..... whose home address  
**is**..... attended the  
 High School at ..... for a period of.....years.  
 Graduated..... Number in class.....  
 Rank in class.....

SUBJECTS	Weeks Taken	No. of Rec. Per Week	Final Standing	Credit	SUBJECTS	Weeks Taken	No. of Rec. Per Week	Final Standing	Credit
ENGLISH, 1st Year.....	.....	.....	.....	.....	ELEM. ALGEBRA .....	.....	.....	.....	.....
ENGLISH, 2nd Year.....	.....	.....	.....	.....	HIGHER ALGEBRA .....	.....	.....	.....	.....
ENGLISH, 3rd Year.....	.....	.....	.....	.....	PLANE GEOMETRY .....	.....	.....	.....	.....
ENGLISH, 4th Year.....	.....	.....	.....	.....	SOLID GEOMETRY .....	.....	.....	.....	.....
.....	.....	.....	.....	.....	BIOLOGY .....	.....	.....	.....	.....
LATIN, Gram. ....	.....	.....	.....	.....	BOTANY .....	.....	.....	.....	.....
LATIN, Caesar .....	.....	.....	.....	.....	CHEMISTRY .....	.....	.....	.....	.....
LATIN, Cicero .....	.....	.....	.....	.....	PHYSICS .....	.....	.....	.....	.....
LATIN, Vergil .....	.....	.....	.....	.....	GENERAL SCIENCE .....	.....	.....	.....	.....
FRENCH, Gram. ....	.....	.....	.....	.....	PHYSIOLOGY .....	.....	.....	.....	.....
FRENCH, Lit. ....	.....	.....	.....	.....	PHYS. GEOGRAPHY .....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
GERMAN, Gram. ....	.....	.....	.....	.....	COM. ARITHMETIC .....	.....	.....	.....	.....
GERMAN, Lit. ....	.....	.....	.....	.....	COM. GEOGRAPHY .....	.....	.....	.....	.....
SPANISH, Gram. ....	.....	.....	.....	.....	BOOKKEEPING I .....	.....	.....	.....	.....
SPANISH, Lit. ....	.....	.....	.....	.....	BOOKKEEPING II .....	.....	.....	.....	.....
.....	.....	.....	.....	.....	STENOGRAPHY .....	.....	.....	.....	.....
HISTORY, Ancient .....	.....	.....	.....	.....	TYPEWRITING .....	.....	.....	.....	.....
HISTORY, Modern .....	.....	.....	.....	.....	BUSINESS TRAINING.....	.....	.....	.....	.....
HISTORY, American .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
SOCIAL PROBLEMS .....	.....	.....	.....	.....	HOME EC., Cooking.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	HOME EC., Sewing.....	.....	.....	.....	.....
MUSIC .....	.....	.....	.....	.....	MANUAL ARTS .....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
DRAWING .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

I certify that the foregoing statement is correct, as shown by the records of the school named above, and that I believe h..... to be a person of good character.

**SIGNED**.....

**DATE**.....

**TITLE**.....