

CENTRAL STATE TEACHERS COLLEGE CATALOG



Stevens Point
Wisconsin
1945-1946

Central State Teachers College

Stevens Point, Wisconsin

BULLETIN

Announcements for 1945-1946



Central State Teachers College

Fifty-First Year

**Member of The American Association of Teachers Colleges
Accredited Class A**

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FACULTY

- WILLIAM C. HANSEN President
Graduate, Stevens Point State Normal School; B.S., M.S.,
University of Wisconsin. At Stevens Point since 1940.
- FRANK S. HYER President Emeritus
Graduate, State Normal School, Milwaukee; A.B., Ripon
College. At Stevens Point since September, 1930. Retired
August 1, 1938.
- BESSIE MAY ALLEN Home Economics
Graduate, Iowa State Teachers College; B.S., M.A., Colum-
bia University. At Stevens Point since 1913.
- *HAZEL E. BENTSON Junior High School Supervisor
Graduate, Eau Claire State Teachers College; B.A., Law-
rence College; M.A., University of Wisconsin. At Stevens
Point since 1941.
- GEORGE R. BERG Athletic Director, Physical Education
B.S., M.S., University of Wisconsin. At Stevens Point since
1942.
- LELAND M. BURROUGHS English, Speech
A.B., Wabash College; Graduate King's College of Oratory,
Pittsburgh; M.A., University of Michigan. At Stevens Point
since 1920.
- EDNA CARLSTEN Art
Three-year Normal Art Course, Chicago Art Institute;
B.A.E., Art Institute. At Stevens Point since 1923.
- SUSAN E. COLMAN Director of Primary Education
Graduate, Superior State Normal School, Ph.B., Ph.M., Uni-
versity of Wisconsin. At Stevens Point since 1931.
- EDITH P. CUTNAW Junior High School Supervisor
Graduate, Oshkosh State Normal School; Ph.B., Ripon Col-
lege; Ph.M., University of Wisconsin. At Stevens Point since
1939.
- MILDRED DAVIS Foreign Languages
A.B., M.A., State University of Iowa. At Stevens Point
since 1928.
- LEAH L. DIEHL Fourth Grade Supervisor
Graduate, Milwaukee State Normal School; Ph.B., M.A.,
University of Chicago. At Stevens Point since 1923.
- CHARLES C. EVANS Biological Science
B.S., Ohio Wesleyan University; M.S., University of Chi-
cago. At Stevens Point since 1920.

- *GILBERT W. FAUST.....Chemistry
B.S., M.S., University of Wisconsin. At Stevens Point since 1935.
- BERTHA GLENNON.....English
Graduate, Stevens Point State Normal School; A.B., M.A., University of Wisconsin. At Stevens Point since 1940.
- *RUBY M. GREILING.....Physical Education
B.E., La Crosse State Teachers College; B.A., Ripon College; M.S., University of Southern California. At Stevens Point since 1941.
- GERTIE L. HANSON.....Geography, Radio
Graduate, La Crosse State Normal School; Ph.B., Ph.M., University of Wisconsin. At Stevens Point since 1920.
- *ALBERT E. HARRIS...Psychology, Philosophy, and Education
B.E., La Crosse State Teachers College; Ph.M., University of Wisconsin. At Stevens Point since 1941.
- ALFRED J. HERRICK.....Principal, Training School
Graduate, Stevens Point State Normal School; Ph.B., University of Wisconsin. At Stevens Point since 1912.
- WARREN G. JENKINS.....History
A.B., Miami University; M.A., Ph.D., University of Wisconsin. At Stevens Point since 1934.
- NELIS R. KAMPENGA.....Librarian
A.B., University of Michigan; A.M.L.S., University of Michigan. At Stevens Point since 1941.
- NORMAN E. KNUTZEN.....English
Graduate, Stevens Point State Normal School; A.B., M.A., Lawrence College. At Stevens Point since 1931.
- BESSIE LAVIGNE.....Supervisor
Graduate, Stevens Point State Normal School; B.S., University of Minnesota. At Stevens Point since 1924.
- ROBERT S. LEWIS.....Junior High School Supervisor
B.A., B.S., M.A., University of Wisconsin. At Stevens Point since 1942.
- ARTHUR S. LYNESS.....Biological Science
B.S., Kansas State Teachers College; M.S., Ph.D., University of Iowa. At Stevens Point since 1934.
- SYBLE E. MASON.....Assistant Librarian
B.E., Central State Teachers College; Diploma, University of Wisconsin Library School. At Stevens Point since 1930.
- HELEN MESTON.....Home Economics
B.S., Doane College; B.S., M.A., Columbia University. At Stevens Point since 1920.

- PETER J. MICHELSEN.....Director of Music
Graduate of the Seminary, the Military School of Music, and the Music Conservatory of Oslo, Norway; graduate of the Vander-Cook School of Music, Chicago. At Stevens Point since 1931.
- JOSEPH MOTT.....Education
B.S., State Teachers College, Kirksville, Missouri. At Stevens Point since 1923.
- OSCAR W. NEALE.....Faculty Member Emeritus
Denison University; B.S., Fremont Normal College. At Stevens Point since 1915.
- O. FLOYD NIXON.....Mathematics
A.B., Indiana University; M.A., University of Chicago; Ph.D., Ohio State University. At Stevens Point since 1937.
- LYDIA M. PFEIFFER.....Fifth Grade Supervisor
Graduate, Oshkosh State Normal School; Ph.B., University of Wisconsin; M.A., Columbia University. At Stevens Point since 1927.
- ELIZABETH PFIFFNER.....Dean of Women, History
Graduate, Stevens Point Normal School; B.E., Central State Teachers College; Ph.M., University of Wisconsin. At Stevens Point since 1940.
- BURTON R. PIERCE.....Junior High School Supervisor
Graduate, Stevens Point State Normal School; Ph.B., Ripon College; M.A., University of Iowa. At Stevens Point since 1923.
- *EDGAR F. PIERSON.....Biological Science
B.S., Iowa Wesleyan College; M.S., Ph.D., University of Iowa. At Stevens Point since 1938.
- NELS O. REPPEN.....Social Science
A.B., M.A., Ph.D., University of Wisconsin. At Stevens Point since 1932.
- RAYMOND M. RIGHTSELL..Director of Secondary Education,
Physics
A.B., Indiana State Normal College; M.A., University of Cincinnati. At Stevens Point since 1920.
- MARGARET RITCHIE.....Assistant Librarian
B.A., Carlton College; B.S.L.S., University of Illinois. At Stevens Point since 1944.
- MAY M. ROACH.....Acting Director of Rural Education
Graduate, Stevens Point State Normal School; B.S., University of Minnesota. At Stevens Point since 1914.
- MARY S. SAMTER.....First Grade Supervisor
Graduate, Stevens Point Normal School; B.E., Western Illinois State Teachers College; M.A. University of Iowa. At Stevens Point since 1943.

- FRED J. SCHMEECKLE.....Agriculture, Chemistry
A.B., State Teachers College, Kearney, Nebraska; M.S.,
University of Minnesota. At Stevens Point since 1923.
- MYRTLE S. SPANDE.....Physical Education
B.A., St. Olaf College; M.S., University of Wisconsin. At
Stevens Point since 1943.
- HERBERT R. STEINER.....Dean of Men, History
Graduate, Stevens Point State Normal School; Ph.B., Ph.M.,
University of Wisconsin. At Stevens Point since 1918.
- VICTOR E. THOMPSON.....Industrial Arts
Graduate, Stout Institute; Ph.B., Ph.M., University of Wis-
consin. At Stevens Point since 1918.
- HAROLD M. TOLO.....History
A.B., Luther College; M.A., University of Minnesota; Ph.D.,
University of Illinois. At Stevens Point since 1936.
- GLADYS VAN ARSDALE.....Third Grade Supervisor
Graduate, Iowa State Teachers College; A.B., Iowa State
Teachers College; M.A., Columbia University. At Stevens
Point since 1934.
- CHARLES F. WATSON.....Director, Intermediate Grade and
Junior High School Education
Graduate, Platteville State Normal School; B.S., M.S., Uni-
versity of Chicago. At Stevens Point since 1913.
- MILDREDE WILLIAMS.....Second Grade Supervisor
B.A., Iowa State Teachers College; M.A., Columbia Univer-
sity. At Stevens Point since 1940.
- EMILY WILSON.....Home Economics
B.S., Kansas State Teachers College; Ph.B., University of
Chicago; M.S., Kansas State College. At Stevens Point since
1921.

*On military leave for the duration.

PRESIDENT'S COMMITTEES

1. Administration:
The Divisional Directors and the Deans.
2. Advanced Standing:
The Divisional Directors, the Deans, and the Registrar.
3. Building and Grounds:
Mr. Pierce, chairman; Mr. Schmeeckle, Mr. Thompson, Miss
LaVigne, Miss Diehl.
4. Housing:
Mrs. Pfiffner, chairman; Miss Allen, Miss Barber, Miss
Roach.
5. Public Relations:
Mr. Knutzen, chairman; Miss Roach, Miss Colman, Mr. Lewis,
Mr. Berg.
6. Radio:
Miss Hanson, chairman; Mr. Michelsen, Mr. Burroughs, Mr.
Knutzen, Mr. Calvert, Miss Swallow, Miss Van Arsdale, Mr.
Pierce, Mr. Lewis.
7. Recommendations and Placements:
Mr. Herrick, chairman; Miss Allen, Miss Colman, Miss Roach,
Mr. Watson, Mr. Rightsell, Mr. Michelsen.
8. Student Aid:
The chairmen of committees nine, ten, and eleven. Committee
members select their own chairman.
9. Student Employment:
Mr. Steiner, chairman; Miss Allen, Miss Roach, Mrs. Pfiffner.
10. Student Loan:
Mr. Rightsell, chairman; Mr. Pierce, Mrs. Pfiffner.
11. Student Scholarships:
Mr. Tolo, chairman; Mr. Berg, Mr. Jenkins, Miss Roach.
12. Student Counseling:
 - (a) Appointed by the President:
Mr. Reppen, chairman; Mrs. Pfiffner, Mr. Steiner.
 - (b) Chosen by the Divisional Directors:
Miss Carlsten, Mr. Jenkins, Miss Meston.
13. Veteran's Counseling:
Mr. Lyness, chairman; Mr. Reppen, Mr. Mott, Mr. Evans, Mr.
Pierce, Mr. Schmeeckle.

PRESIDENT'S ADMINISTRATIVE APPOINTMENTS

1. Auditorium Manager:
Mr. Jenkins.

2. Class Advisers:
 - Senior Class: Mr. Evans (Permanent)
Mr. Schmeeckle (Rotating)
 - Junior Class: Mr. Berg (Permanent)
Mr. Knutzen (Rotating)
 - Sophomore Class: Miss Carlsten (Permanent)
Mr. Tolo (Rotating)
 - Freshman Class: Mrs. Pfiffner (Permanent)
Miss Glennon (Rotating)
3. Departmental Chairmen:
 - Education: Mr. Reppen.
 - English: Mr. Burroughs.
 - Home Economics: Miss Allen.
 - Natural Sciences: Mr. Rightsell.
 - Social Studies: Mr. Steiner.
4. Director of Extension Courses:
Mr. Knutzen.
5. Director of Summer Sessions:
Mr. Lyness.
6. Student Publications: Miss Glennon, Editorial Adviser.
The Iris: Mr. Tolo, Adviser.
The Pointer: Mr. Rightsell, Adviser.

FACULTY ORGANIZATION

- Faculty Officers:
- Chairman: Bessie May Allen.
 - Secretary: Bertha Glennon.
 - Member of Executive Board: Helen Meston.

FACULTY STANDING COMMITTEES

1. Alumni:
 - Mr. Knutzen, Chairman; Mr. Herrick, Miss LaVigne, Miss Mason, Mr. Pierce.
2. Assembly and Social:
 - Mr. Lyness, General Chairman.
 - (a) Assemblies:
 - Mr. Burroughs, Chairman; Mr. Mott, Mr. Michelsen, Miss Hanson.
 - (b) Social Activities:
 - Mrs. Williams, Chairman; Mr. Berg, Miss Meston, Mrs. Pfiffner, Mr. Evans, Miss Spande, Miss VanArsdale.

3. Athletics:
 - Mr. Pierce, Chairman; Mr. Berg, Mr. Kampenga, Mr. Schmeeckle, Mr. Thompson, Mr. Tolo.
4. Bus:
 - Mr. Schmeeckle, Chairman; Mr. Rightsell.
5. Catalog:
 - Mr. Lewis, Chairman; Miss Glennon, Miss Colman, Mr. Lyness, Miss Meston.
6. Commencement:
 - Mr. Evans, Chairman; Miss Carlsten, Mr. Jenkins, Mr. Michelsen, Mr. Thompson, Mr. Steiner.
7. Curriculum:
 - Mr. Reppen, Chairman; Miss Allen, Miss Colman, Mr. Jenkins, Miss Roach, Mr. Pierce, Mr. Rightsell, Mr. Steiner, Mr. Watson.
8. Forensics and Dramatics:
 - Mr. Burroughs, Chairman; Mrs. Cutnaw, Miss Glennon, Mr. Jenkins, Mr. Mott, Miss Pfeiffer.
9. Library:
 - Mr. Kampenga, Chairman; Miss Glennon, Miss Hanson, Mr. Jenkins, Mr. Knutzen, Mr. Rightsell, Mrs. Samter, Miss Wilson, Miss Pfeiffer.
10. Resolutions:
 - Miss Diehl, Chairman; Miss Davis, Miss Ritchie, Mr. Pierce, Mr. Steiner.



MAINTENANCE STAFF

Lawrence Davis.....	Chief Building Maintenance Helper
Albert M. Hanson.....	Fireman
Mrs. Frances Jonas.....	Building Maintenance Helper
Frank Mansavage.....	Building Maintenance Helper
Ray Mason.....	Fireman
Victor Okray.....	Fireman
George Stien.....	Operating Engineer
John Urbanowski.....	Building Maintenance Helper
Frank Zblewski.....	Building Maintenance Helper



GENERAL INFORMATION

Stevens Point, the home of the college, a city of over 15,000 inhabitants, is located on the Wisconsin River near the geographic center of the state. Hence the name Central State Teachers College.

The **College campus** is situated on East Main Street about six blocks from the business district.

The **Main Building** provides an auditorium, a library, a gymnasium and shower room, recitation rooms, laboratories for science work, studios for art, radio, and music, and the office of the administration.

The **Library** of the college, located on the second floor of the main building, gives students direct access to book resources of over 35,366 volumes. A large reading room, holding the central position, contains a reference collection of 2,500 volumes. The current issues of 208 periodicals and the bound files of these are also shelved here.

A children's library of 4,430 volumes is maintained on the third floor of the Training School.

The **Auditorium** and the quarters of the Home Economics Department occupy the east wing of the main building.

The **Old Gymnasium** occupies the two floors immediately below the library with locker rooms and showers adjoining on the basement level.

The **Training School** also has a gymnasium and because it is larger than the old college gymnasium it is used for competitive indoor games, college dances, receptions, and parties.

Schmeeckle Field. In the fall of 1932, the Athletic Committee of the college undertook as the major project for the year the development of an athletic field at the north end of the campus. The field was named in honor of Fred J. Schmeeckle, Chairman of the Athletic Committee, in recognition of the time and labor which he donated to the project.

Training School Building. The legislative sessions of 1925 and 1927 appropriated the sum of \$220,545 to build and equip a laboratory for demonstration and practice teaching. Construction was begun in November, 1928, and the building was first occupied in January, 1930.

Chemistry Laboratories. The new chemistry quarters are modern and well equipped, including a general inorganic laboratory, an organic laboratory, an analytical laboratory and balance room, a dark room, and adequate storage rooms for supplies and chemicals.

John Francis Sims Cottage, named in honor of the late President Sims, is a double cottage used for practical demonstration of house furnishings and housekeeping by the Home Economics Department. The Director of the Home Economics Department lives in the cottage and each student majoring in this work must live in the cottage during part of her Junior or Senior year.

Orthman Demonstration School. This model rural school on the east campus provides an opportunity for all students of the Rural Department to do part of their practice teaching under conditions somewhat superior to those found in the average rural school.

The pupils in this school are brought in each morning by bus from a rural district in Portage County outside of Stevens Point and returned to their homes in the afternoon. This provides student teachers with a typical rural group of pupils and a typical rural school program.

Nelson Hall. A steam-heated, four story fireproof building erected specially as the girls' dormitory, affords a comfortable home for 115 young women. Each room has hot and cold running water and is provided with study tables, lamp, dressers, single beds and mattresses, and pillows. All bedding, towels, and window draperies are supplied by the students. The girls may wash and iron in rooms fully equipped for laundry work.

A modern well equipped kitchen and large dining room are located in the basement of the Hall and meals are provided for the residents and other students at cost.

The Hall maintains an emergency infirmary for the residents.

STUDENT HEALTH SERVICE

Central State Teachers College provides a health service for students which includes a full-time nurse and a part-time physician. The purpose of the Health Service is to conserve health, to keep the student well. The aim is to prevent sickness by giving attention to minor complaints before they become serious. A well equipped dispensary is located in the main college building for this service.

From the Doctor, the student is entitled to:

1. A complete physical examination. (The rules of the college require that at least one physical examination is necessary to complete registration.)
2. Medical attention as needed, in the dispensary.
3. One sick call at the student's room either in city residence or in the dormitory. (After the first call, the student may choose his own doctor at his own expense.)

From the Nurse, the student is entitled to:

1. All dispensary care as needed.
2. Calls at rooms in city or in dormitory.

Free hospitalization is provided for any student upon recommendation of the college physician. This is in semi-private rooms in the local St. Michael's Hospital and provides five days for

students the first year, six days the second year, seven days the third year and eight days the fourth year.

STUDENT COUNSELING

Each freshman, upon his entrance, is assigned to a faculty adviser who is a member of the Freshman Advisory Committee. This adviser counsels with the student during the year concerning his problems.

Each teacher reports to the advisers at least twice each semester the record of each freshman in his class who is doing poor work. If good reasons can not be given for the unsatisfactory work, the student may either be put on probation or be required to withdraw from school. If a student fails to fulfill the requirements of his probation, he is required to withdraw from school.

A report of the grades of each student, if he is a minor, is sent to the parents or guardian at the close of each semester. Special reports are sent to parents when occasion warrants. The President may call for special written reports from members of the faculty with reference to individual students whenever there is reason to believe that a student is doing unsatisfactory work.

At the close of each semester a report of the grades of all Freshmen and Sophomore students is also sent to the principals of the high schools from which they graduated. After the Freshman year the Division Director becomes the adviser for each student.

FRESHMAN ORIENTATION COURSE

To guide new students Central State Teachers College has a freshman orientation program and an orientation course which is required of all new students.

The purpose of this program is two-fold; first, to help new students become adjusted to college life, and second, to give them aid in the selection of some area of teaching or in recommending some other field of work.

The course is divided into three parts; eighteen weeks are devoted to speech, eight to the library and its facilities, and ten to group guidance.

THE DEANS

The Deans of Men and Women supervise matters which pertain to student life. Every effort is made to maintain high social standards for those who attend this college.

Parents, as well as students, are urged to communicate with the Deans in regard to questions concerning school life.

PROVISION FOR BOARD AND ROOM

Women students consult the Dean of Women; and men, the Dean of Men for approved rooming places. Rooming places must have the approval of the Deans for student protection.

Students may not change their rooming houses during a semester, without the consent of the Deans.

The Deans have prepared lists of reasonably priced rooming and boarding places which are available at the beginning of each semester and summer school.

Nelson Hall, our women's dormitory, will accommodate about 115 women for room and board. The current rate is \$150 for room and board for the semester, slightly less for a few of the smaller rooms, and slightly more for single rooms. This rate is subject to change from year to year depending on cost of food, labor, etc. The Hall also provides an opportunity for a number of its residents to work for their meals by helping in the kitchen and dining room. Residents must bring their own pillow cases, sheets, and blankets. The beds are equipped with mattresses, mattress covers, and pillows. Each room also has study table, chairs, chest of drawers, study lamp, lavatory with hot and cold water, and large clothes closet. A sheet and pillow case are laundered free of charge for each resident each week. Excellent laundry and ironing facilities are also provided without extra cost in the basement of the Hall for the women who wish to do their personal laundry. Two large bathrooms on each floor have both tub and shower equipment.

GENERAL ASSEMBLY

General assembly is held when occasion requires. The programs consist of announcements, musical numbers, and addresses by the President, members of the faculty, or by some one especially invited for the occasion. During the year the different organizations of the college have an opportunity to arrange and conduct assembly programs. Other general assemblies are held from time to time to hear addresses by well-known educators and men and women in other fields of work. The purpose of the assembly is to broaden the intellectual life of the student body and to bring the students in all curricula together.

RADIO WORKSHOP

In keeping with the rapid development in radio education, Central State is now able to offer modern studios and improved mechanical equipment with which to study present day radio production methods. A recording service is available in conjunction with the workshop activities.

Faculty and students work together in preparing programs for broadcast. Students are offered the opportunity, under supervision, to write and adapt scripts, to participate in radio dramas, and to gain experience in control operation. Besides con-

tinuing the better type musical programs, one of the objectives is a definite educational broadcast service. Daily programs broadcast over WLBL are a feature of this workshop.

TRAINING SCHOOL POLICY

School superintendents agree that successful experience is the vital factor in the training of a successful teacher. It is, therefore, the purpose of the Training School, through efficiently directed teaching, to help each student teacher to grow in teaching power and to encourage professional initiative.

To enable students to take the prerequisite professional courses, student teaching is deferred to the senior year of each curriculum. Before being assigned for practice teaching, students have opportunity to become familiar with the requirements of the Training School through observation of teaching and participation.

Ten semester hours in practice teaching must be earned by all degree students who expect to teach. Student teaching is directed by nine supervisors who are specialists in their grade or subject matter areas. The Training School contains grades one to six and a junior high school, with grades seven, eight, nine. The seniors in the Division of Rural Education do half of their practice in the Orthman Demonstration School and the other half in the regular Training School. An increasing number of selected seniors from the Division of Secondary Education do half of their practice teaching in the P. J. Jacobs High School in Stevens Point.

PLACEMENT SERVICE

The finding of positions for graduates and alumni is in charge of a committee of the Directors with the Principal of the Training School acting as chairman. Five copies of credentials are prepared for each graduate or alumnus who applies for the service. These credentials contain a photograph of the candidate, a complete account of his professional training, and three or four copies of testimonials from references competent to judge the fitness of the candidate. A determined effort is made to merit the esteem and confidence of superintendents and school boards through prompt and reliable service. Alumni are urged to write the committee regarding probable vacancies in order to promote the professional advancement of both alumni and seniors.

The acceptability of a candidate for a position is frequently dependent upon the candidate's preparation and readiness to assume responsibility for one or more extra-curricular activities such as the coaching of athletics; the direction of a recreational program; the direction of an orchestra, band, or glee club; Boy Scout, Camp Fire, or 4-H Club work; the coaching of dramatics, forensics, or debate; and the management of the school library. With that in mind, the students in the junior and senior high school divisions are urged to examine early and carefully the courses designed to prepare for one or more extra activities.

HONORS AND AWARDS

HONORARY SOCIETIES

Alpha Kappa Rho, Honorary Music Fraternity for students showing exceptional musical ability, was established in 1937 at this institution. Its purpose is to recognize musical ability, to stimulate an interest in music, and to develop personality and leadership among music students.

Alpha Psi Omega is a National Honorary Dramatic Fraternity for those showing exceptional ability in dramatics.

Sigma Tau Delta, the National Honorary Fraternity for those showing exceptional capacity in the field of English, has a chapter, Psi Beta, which was established at Central State Teachers College in the spring of 1930.

Sigma Zeta, National Honorary Science Fraternity, has a chapter, Zeta, established in 1929 at this institution. Its purpose is both to reward those who have demonstrated ability in the field of science and to encourage scientific work in the institution.

AWARDS

Scholarships

Chapter 535 Laws of 1935 37.11 (12) The board of regents of normal schools shall have authority to grant scholarships equivalent in value to the payment of all incidental fees to freshmen who, during their high school course, ranked first in scholarship in Wisconsin public high schools and private secondary schools enrolling less than two hundred fifty students, to those ranking first and second in scholarships in Wisconsin public high schools and private secondary schools enrolling two hundred fifty to seven hundred fifty students; and to those ranking first, second and third in scholarships in Wisconsin public high schools and private secondary schools enrolling seven hundred fifty or more students. In case the person or persons eligible for scholarships under the provisions of this sub-section do not elect to enroll at a state teachers' college, then the regents shall have the authority to grant the scholarships to the freshmen who were next highest in scholastic rank in the Wisconsin public high schools and Wisconsin private secondary schools.

37.11 (13) The board of regents of normal schools shall have authority to grant scholarships to bona fide residents of the state equivalent in value to the payment of all incidental fees to freshmen who, during their high school course, were good students, are in financial need, and possess qualifications of leadership.

Students interested in applying for these scholarships should write to the Scholarship Committee for the proper application blank.

The F. S. Hyer Student Loan Fund

Upon the retirement of President F. S. Hyer, the Tau Gamma Beta Sorority created, in his honor, the F. S. Hyer Student Loan Fund of one hundred dollars (\$100). Each year out of this fund the sum of fifty dollars (\$50) is loaned to the most needy and worthy girl student of Senior standing in Central State Teachers College. This fund is under the control of the President of the College, the Chairman of the Committee on Advanced Standing, the Sorority President, and the Sorority Treasurer.

The Alpha Kappa Rho Honor Award .

The Alpha Kappa Rho Honorary Music Fraternity offers an award to the outstanding Senior girl of Central State Teachers College.

This award is a large trophy, on which the winner's name for each year is engraved, kept permanently in the school; and a smaller one presented, as a personal possession, to the winner. This trophy is awarded to the winner on class day.

The selection of the winner is based upon the qualities of leadership, scholarship, popularity, and good sportsmanship. The winning candidate must have completed four years of work at Central State Teachers College.

A faculty committee consisting of Miss Colman, Mrs. Pfiffner, Miss Carlsten, Mr. Lyness, and Mr. Steiner designates the winner.

The Chi Delta Rho Student Honor Cup

This award, a trophy for the encouragement of scholarship, was donated to the school in 1931 by the Chi Delta Rho fraternity. The rules regarding this cup are:

1. Any Senior student enrolled in any course in Central State Teachers College is eligible as a competitor for the Chi Delta Rho Student Honor Cup provided he or she carries at least sixteen credit-hours of work for the two semesters of the year.
2. The person having the highest scholastic average will have his or her name engraved on the cup followed by the year in which it was won.
3. The cup shall be kept in school on display in the trophy case.
4. The Chi Delta Rho fraternity may withdraw the cup from competition at any time it sees fit to replace it with another suitable cup or trophy.

Phi Sigma Epsilon Leadership Award

The award will consist of (1) a trophy which will be kept on display until time of presentation on graduation day when it becomes the permanent possession of the winner, and (2) an en-

graved plaque on which the winner's name is to be placed each year and which will remain permanently on display in the College.

Selection of the winning candidate is to be by the unanimous vote of the following faculty committee: Mr. Schmeeckle, Mr. Watson, Mr. Michelsen, and Mr. Burroughs.

Reservations:

1. Phi Sigma Epsilon reserves the right to withdraw the award from competition at any time.
2. Any vacancy on the faculty committee is to be filled by a Phi Sigma Epsilon selection.
3. The faculty committee is asked to ignore all petitions, panels, or lists of names which may be submitted to them.

To be eligible for the award a student must have evidenced leadership qualities in scholarship and at least two of the following extra-curricular activities during his sojourn in college: Music, Forensics, Athletics, Social and Professional Activities, or Student Publications.

The Sigma Zeta Student Trophy

The Sigma Zeta Student Trophy is awarded to the most outstanding member of Zeta chapter on the basis of scholarship and service to the school and to the society. The winner's name is engraved on a silver plaque which hangs in the library.

Loan Funds

The College has access to adequate loan funds for students who must borrow money for part of the cost of their education. These funds are borrowed on notes which become due after the student has graduated and is earning.

STUDENT ACTIVITIES

The Student Council is composed of twenty elected representatives from the student body, four from each of the classes and one from each of the Divisions. Its purpose is to provide a connecting and strengthening link between the students and the faculty, to provide a medium through which student opinion may be expressed, and, in general, to deal with student problems.

PROFESSIONAL ORGANIZATIONS

The Home Economics Club is composed of those majoring in home economics. Its purpose is to study some phases of home economics work and to promote social activity among the club members.

The Primary Council is organized to promote the interest of those preparing to teach in primary grades in the various phases of primary work.

The Round Table is an organization of the Intermediate and Junior High School division. It aims to promote the interest of the division, to discuss educational topics, and to foster better acquaintance among the members of this division.

The Forum is composed of teachers in training for secondary schools. Its purpose is to promote the intellectual and social welfare of the students of this department.

The Rural Life Club is composed of the members of the Rural-State Graded division. By frequent meetings and social gatherings, it has greatly aided the students of this division.

RELIGIOUS ORGANIZATIONS

Y. W. C. A. is a branch organization of the Young Women's Christian Association.

The Newman Club is an organization of Catholic students to promote their social and moral welfare.

Lutheran Student Association is an organization for all Lutheran students sponsored by the Lutheran Student Association of America.

Gamma Delta, a chapter of the National College Fraternity of the Synodical Lutheran Church, was organized to provide a religious education and fellowship for the Synodical Lutherans of the college. It is affiliated with the local St. Paul's Lutheran Church.

The College Y is an organization of young men and young women of any or no faith who meet on the campus two evenings of each month for informal discussion of questions pertaining to religious life and spiritual development both inside

and outside of college. It is affiliated with a worldwide student organization with representatives in practically every civilized nation. Members of other religious organizations are welcome to attend meetings of the Y.

The **Wesley Foundation** is an organization composed of Methodist students. Its purpose is to promote their friendship and fellowship.

MUSICAL ORGANIZATIONS

There is a constant demand for teachers who can lead some form of musical organization. To meet this demand the college offers an opportunity to develop leadership in glee clubs, choruses, orchestra, and band.

ATHLETICS

The **Women's Athletic Association** is one of the many organizations in school. "Sports for All" is the objective toward which the association is working. Under its supervision sports of all kinds are enjoyed and recognition is given for active participation in all wholesome recreation.

A varied program of mixed recreation under the leadership of the association is carried on in volleyball, badminton, table tennis, dancing, tennis, and archery. All men and women in school are urged to participate and enjoy these activities.

The Association sponsors many all-student parties. The early fall picnic is a tradition, and is given primarily to provide contact with the organization and an all around good time for new women students. Several times during the year informal spreads are arranged and various teams for seasonal sports are announced. Each spring W.A.A. sponsors a Play Day for all neighboring high schools. Members of the organization act as hostesses, referees, guides, and advisers for these visiting groups.

Membership in W.A.A. is open to all college women interested in recreational activities.

Men's Athletics—Football, basketball, and track are the major sports participated in by the school as a member of the Wisconsin Teachers College Conference. All men students physically fit are urged to take part in one or more of the activities. The official "S" is awarded to those who make the regular teams.

Inter-group contests are promoted in the following sports: volley ball, softball, boxing, badminton, wrestling, horseshoes, and basketball. Class work in the gymnasium is required in addition to these elective forms of physical education.

DRAMATICS

The **College Theater**, organized for theatrical production, offers to students practical experience in all production fields. Toward the preparing of participants to meet actual working problems, College Theater plays are entirely student-produced,

supplying opportunity for practice in direction, acting, scenic and technical problems, business and publicity.

Each semester an evening program is presented to the general public, and a number of "workshop plays" are presented in assemblies or before the members of the College Theater. Participation in College Theater productions is open to any student passing preliminary tryouts.

FORENSICS

During the college year the forensic teams compete in two inter-state tournaments: College of St. Thomas, St. Paul, Minnesota, and Normal University, Normal, Illinois; two state tournaments; a state oratorical contest in reading, humorous and serious declamation, extemporaneous speaking, and oratory; and an inter-state oratorical contest, Northwestern University, Evanston, Illinois.

A forensic sweater is awarded the orators who represent the college in the state oratorical contest and for the teams which place in the Midwest Debate Tournament in St. Paul.

PUBLICATIONS

The **Iris** is the college annual published by the Iris Staff.

The **Pointer**, the college newspaper, is issued weekly by the Pointer Staff.

SOCIAL LIFE

Appreciating the importance of wholesome recreation in the work of the college, every effort is made to provide for the social life of the students on the campus.

The details of the social programs of the college are under management and direction of the Social Committee. The use of all buildings for social purposes is in the hands of this committee, and all dates and arrangements for social affairs on the campus must be planned under the guidance and supervision of that committee.

Proper student activities are essential to a successful school life. For this reason the many organizations here are accorded encouragement and hearty support by the faculty.

EXPENSES

TUITION AND FEES

Tuition	Per Semester
Residents of Wisconsin.....	No Charge
Non-resident students (any number of hours).....	\$25.00

Incidental Fees

Incidental fees to be paid by all students in addition to any required tuition fee except by students enrolled in the first two years of the Rural Course.

Full time (above 8 hours).....	\$20.00
Part time (8 hours or less).....	11.00

(Incidental fees are waived in the Two Year Rural Course).

Student Activity Fees

For all students..... 8.00

Payment of the latter fees entitles students to admission to all athletic, oratorical, and student entertainment events; to a subscription to the Pointer, the college weekly; to a copy of the Iris, the college annual; to health service; and it pays class and divisional dues.

A penalty fee of \$1.00 in addition to all other fees is charged for late registration.

Summer School Fees

Per Session

Incidental Fees, either 1st or 2nd periods.....	\$10.00
Incidental Fees for both periods.....	15.00
Student Activity Fee either period.....	3.00
Student Activity Fee both periods.....	5.00

The penalty fee for late registration is also effective for summer school.

REFUNDS

The following schedule on refunds applies to all full time students and includes both tuition and incidental fees.

Regular Semester

Withdrawals during first week.....	100%
Withdrawals before end of fourth week.....	50%
Withdrawals at any subsequent date.....	No refund
Withdrawals because of induction into armed services before completion of two-thirds of semester.....	100%

Withdrawals because of induction into armed services after completion of two-thirds of semester*..... No refund

Summer Session

No refund for withdrawal from summer session except for withdrawal the first week due to elimination of classes for which the student registered.

*In this case full credit will be recorded for the semester in all courses with grades as of the date of withdrawal.

ADMISSION AND ADVANCED STANDING

ENTRANCE REQUIREMENTS

Some time before coming to the college for enrollment in the freshman class, each high school graduate should ask the principal of the high school from which his diploma was received to send to the Registrar of the college a transcript of his high school credits in order that his eligibility for admission may be determined before the date of registration. Blank forms for this purpose may be secured from the Registrar.

The following entrance requirements were adopted by the Board of Regents for Wisconsin State Teachers Colleges, February 14, 1935:

1. By presenting a certificate of graduation from any free high school in Wisconsin, or equivalent, with required distribution of work: (Amended by action of the Board of Regents, July 15, 1940 adding the following provisions:

"1. that the formula $\frac{2x^1 + x^2 = z}{3}$, in which "x¹"

equals percentile rank in High School class, "x²" equals percentile rank in the Wisconsin Cooperative Aptitude Tests, and "z" equals standard of admission.

2. The "z," or standard of admission for applicants admitted, is 30 or above.")
2. By transfer from another institution of higher learning; or
3. By qualifying as an adult special student.

Applicants who are not high school graduates shall be admitted as candidates for a diploma or a degree on their giving satisfactory evidence of their being able to do college work, if such applicants are twenty-one years of age or if they have had service in the United States Armed Forces.

ADVANCED STANDING

A student who desires advanced standing must apply to the institution he has attended for a certified copy of his credits which should be sent direct to the Registrar of this college. This should be done before the student enrolls.

Credits with an average standing of C or better earned in accredited institutions of higher learning may be counted toward graduation here provided they fit the general pattern of the curriculum selected by the student.

Students who have completed one year of work at a County Normal or a Teacher Training Course in high school after graduation from high school and who have had one year of successful teaching experience after this year of training will be allowed one year of credit on any curriculum in elementary education. Under the same provisions those who have completed a two-year course in a County Normal will be allowed approximately two year's credit on any four-year elementary curriculum.

TRANSFER FROM ONE CURRICULUM TO ANOTHER

Credits which have been earned on one curriculum must be re-evaluated when a student changes to another. All regulations of the curriculum to which transfer is made must be met, regardless of conditions which existed when entering any preceding curriculum.

OFF CAMPUS AND EVENING CLASSES

Members of the college instructional staff are occasionally in demand for off campus and evening classes. These classes are usually conducted under the auspices of the University Extension Division and in that case the student who enrolls pays the regular University Extension fees, namely \$5 per credit. These classes are generally conducted in response to a call from a County Superintendent, City Superintendent, or a Vocational School Director in the area tributary to Stevens Point. In some cases these evening classes are held in the college building but are still conducted under the auspices of the University Extension Division.

Some off campus workshop classes are also conducted at times in neighboring cities in response to a demand for such work on the part of county superintendents or other school administrators. These are not necessarily under the auspices of the University Extension Division but may be organized and conducted by the school administrator making the request.

Three limitations imposed by the Presidents' Council of the State Teachers Colleges govern off campus and evening class instruction:

First—No student shall attempt to complete more than a four credit course in any one semester.

Second—No faculty member shall conduct more than one class of this type during a semester.

Third—No more than sixteen credits earned in off campus classes shall be offered toward graduation.

SUMMER SESSION

For many years the Summer Session in this college consisted of a six weeks' period of study beginning about the second week

in June each year. In June 1943 an eleven-week session was instituted in which the first six weeks' term was followed by another term continuing for five weeks.

Because this longer summer session offers the obvious advantage of acceleration it is likely to be continued for the duration.

The 1945 Summer Session will begin Monday, June 11.

CREDIT AT THE UNIVERSITY

Credits from State Teachers Colleges are accepted by the University of Wisconsin on exactly the same basis as from other collegiate institutions. For admission to the graduate school, graduates must offer seventy-five credits in strictly academic or non-professional subjects. A maximum of ten credits may be offered in practice teaching. By a careful selection of minors and electives the above requirements can be met. Graduates from the four year curricula, as now outlined, will meet these requirements of the University and may be admitted to the graduate school on the same terms as the graduates of the University.

Other colleges follow the same procedure in regard to credits as does the state university.

GRADUATION REQUIREMENTS

The curricula leading to the degree of Bachelor of Science or of Bachelor of Education are divided into a general cultural course extending through the freshman and sophomore years, and a definitely professionalized course in the junior and senior years.

The unit used in computing the amount of work required for graduation is the **credit**, which represents one hour of class work, or its equivalent in other forms of instruction, per week for one semester. Two hours of laboratory work are usually considered the equivalent of one hour of class work.

BACHELOR OF SCIENCE

The general requirements for the Bachelor of Science degree are as follows:

- A. English—nine credits:
 *101-102—six credits.
 125—three credits; or foreign language one year.
- **B. Science and Mathematics—twenty credits in one, or a combination of both, as follows:
 Science—twenty credits.
 Mathematics—twenty credits.
 Science—ten credits; mathematics—ten credits.
 Science—twelve credits; mathematics—eight credits.
- C. History—twelve credits.
 To be taken in two continuous year courses, the second of which must be History 115 and History 116.
- D. One of the following groups:
 Philosophy and psychology—nine credits.
 Mathematics—ten credits (Not to be used here and in B above.)
 Foreign language—sixteen credits.
- E. Education—twenty credits:
 Education 223, Principles of Education—three credits.
 Education 226, Educational Psychology—three credits.
 Technique course in major and minor—three to six credits.
 Practice teaching—ten credits.

*Freshmen who rate high on the placement test and who show exceptional skill in writing are not required to take English 101 and 102.

**Students taking science courses under these requirements must elect for the first ten credits one of the continuous year courses.

- F. Professional Orientation—two credits; speech—two credits; to be taken the first year the student is registered in this college.
- G. Physical Education—two years to be taken during the first two years of attendance, three hours each week.
- H. A major and two minors—either or both of which may be teaching minors—and electives to complete 128 credits. For those taking twenty credits, the ten additional credits may be taken in another continuous year course or in courses in the same science in which the first ten credits were taken. The two additional credits for those taking twelve credits must be taken in the same science in which the first ten credits were taken. All courses presented to meet science requirements must include laboratory or field work.

All history, social science, and geography majors and minors must fulfill the statutory requirements for certification with regard to conservation and cooperative marketing.

All science majors and minors must fulfill the statutory requirements with regard to conservation.

Majors in Home Economics deviate from the above in sections A, B, C, and D. The following are their requirements in these sections:

- A. English—six credits.
101-102—six credits.
- B. Science—twenty credits.
- C. History—six credits.
- D. Omitted.

BACHELOR OF EDUCATION

The general requirements for the Bachelor of Education degree are as follows:

- A. English—nine credits:
*101-102—six credits.
125—three credits; or foreign language one year.
- **B. Science and Mathematics—ten credits:
Science—ten credits, or
Mathematics—ten credits.
- C. Social Studies—twenty-two credits:
History—twelve credits, to be earned in two continuous year courses; the second shall be History 115 and 116.
Geography—ten credits.

*See Bachelor of Science Degree.
**See Bachelor of Science Degree.

- D. Philosophy and Psychology—nine credits.
- E. One of the following:
Fine Arts—seven to ten credits.
Mathematics or science—eight to ten credits (in addition to B)
Foreign Language—sixteen credits.
Social Science—fourteen credits.
- F. Education—twenty credits:
Education 223—three credits.
Education 226—three credits.
Technique courses—three to six credits.
Practice teaching—ten credits.
- G. Professional Orientation—two credits; speech—two credits; to be taken the first year the student is registered in this college.
- H. Physical Education—two years, to be taken during the first two years of attendance; three hours each week.
- I. Electives to complete 128 credits.

STUDENT LOAD

1. Students registering more than one week late in any semester will find it difficult to carry the normal load for that semester, and the credit load will be reduced accordingly.
2. The regular student load for any semester is 16 credits. An additional credit may be permitted only upon approval of the Director of the division in which the student is enrolled.
3. Two years of Physical Education are required and are to be taken during the first two years of attendance at this college unless such requirement has been fulfilled.
4. Every student, in order to graduate from any four year curriculum, is required to take a sequence in Education in his Junior and Senior years to include Education 223 (Principles of Education), Education 226 (Educational Psychology), courses in the techniques of teaching in the major and minor fields, and at least five credits in supervised teaching. It is to be understood that no recommendation for teaching placement will be given unless ten credits of supervised teaching are taken. Other courses in Education may be elected to complete the twenty credit requirement necessary for graduation, but in no case may these electives be chosen prior to the second semester of the Junior year.

POINT SYSTEM

Semester grades are recorded by letter only and each letter grade carries a specified number of points per credit. The scale

of grades and points follows:

Grade	Percentage Equivalent	Points per credit
A (Excellent)	94-100	3
B (Good)	87-93	2
C (Fair)	81-86	1
D (Poor)	75-80	0
F (Failure)	Below 75	0

A student receiving a total of nine or less points for a semester shall be dropped from the college.

A student receiving a total more than nine points for a semester but less than thirteen, shall be placed on probation, and if the conditions of the probation are not fulfilled, the student shall be dropped from the college.

CLASSIFICATION

The general quality of a student's work over a number of semesters is expressed in terms of a point-credit ratio, which is the result obtained by dividing the total number of points he has earned by the number of credits earned. The highest possible quotient is 3.0, which represents a grade of A in every subject; the lowest possible quotient is zero.

A sophomore must have 32 credits and a point-credit ratio of at least 0.6.

A junior must have 64 credits and a point-credit ratio of at least 0.8.

A senior must have 96 credits and a point-credit ratio of at least 1.0. A senior must maintain the same point-credit ratio throughout the senior year for he must have 128 credits and a point-credit ratio of at least 1.0 to be graduated.

For a two year diploma a student must have 64 credits and a total of 51 points.

These graduation rules apply to every student graduating from the college after September 1, 1944.

CONDITIONS, INCOMPLETES, AND DROPS

At the end of the first week of any semester or summer term the program of work approved by the director shall be considered the student's load for the term or semester. The registrar will record credit for only the courses which the director has given the student permission to take.

A student may drop a subject before the end of the sixth week of the course, provided he has permission from the director of the division in which he is enrolled. After the sixth week a subject may not be dropped without penalty of failure, unless special permission is secured from the administration committee.

Any student changing or dropping a subject must first consult the director of his division, and then report the change in writing to the registrar; otherwise he will be given an F in the subject he dropped and no credit will be given in any new subject taken in place of the one dropped.

A record of "Incomplete" on the class card means that the grade of work until near the end of the semester was passing and some excusable event prevented the completion of the work. An incomplete must be made up during the next semester of residence in which the course is offered, or it automatically becomes a failure.

The instructor will indicate on the back of the credit slip the work to be done before a passing grade is earned in the subject and also indicate the approximate grade the student should be given when the incomplete is removed.

A record of "Condition" on a class card means that the work for the semester was too poor for a passing grade of D and too good for a grade of F. The teacher will indicate on the card exactly what must be done to remove the condition. The grade can never be above D. A condition must be made up during the next semester of residence in which the course is offered or it automatically becomes a failure.

ABSENCES

Absences from class count against the work of the student. Regular attendance at classes is imperative.

A student who is absent from class immediately before or immediately after a recess of the college must secure an admission slip from the Dean involved before being readmitted to classes.

DIPLOMAS AND DEGREES

Resolution 12. Adopted January 26, 1926, by the Board of Regents: "Resolved, that no person shall be entitled to a diploma who has not been a member of the school in which such diploma is granted at least one year; but a certificate of attendance may be granted by the president of the school to any person who shall have been a member of such school for one full semester, provided that in his judgment such certificate is deserved."

A year's residence is defined as attendance in the college for two consecutive semesters, a minimum of thirty credits; or attendance at five summer sessions, to total thirty credits.

Students who complete a two-year curriculum will be granted a diploma which entitles the holder to teach in the rural and stated graded schools of Wisconsin.

No degree will be granted to a graduate of a shorter course until at least one full semester of advanced work has been taken in residence.

All candidates for degrees must take their senior year in residence.

A graduate from a four-year curriculum leading to a degree will receive a diploma with the degree of Bachelor of Education or Bachelor of Science which will entitle the holder to a license to teach for one year in the public schools of Wisconsin. The subjects which the licensee may teach will be determined by the subjects in which he majored or minored in his college work. After teaching one year successfully, he may have the license renewed for one year. After two years of successful teaching, he may receive an unlimited state certificate, issued by the State Superintendent of Public Instruction, to teach in his chosen field.



CURRICULA

The professional work of the college is organized into four divisions: Rural and State Graded, Primary, Intermediate and Junior High School, and Secondary Education. Each of these divisions is in charge of a director. Each student who has completed the freshman year's work in this college enrolls with the director of the division in which he desires to work, consults with the director about his program and looks to him for guidance and advice throughout the time the student continues in college. All new students, those transferring from other colleges with advanced standing as well as freshmen, must first secure a "Permit to Register" from the Registrar. Freshmen who wish to enter the Rural-State Graded Division will next go directly to the director of that division for registration. All other freshmen will report to the Chairman of the Student Counseling Committee. Students with sophomore status or higher will go to the director of the division in which professional training is desired after securing the "Permit to Register."

First year students confer periodically with the counsellors to whom they are assigned. Each division director holds meetings of all the students of his division for consultation concerning the work of his division. Attendance at these meetings is required.

As the name of this college implies, its main objective is to train teachers. To meet requirements for a degree in any of the four-year courses the student must have earned sufficient credits in education and practice teaching to qualify for a state license to teach. However, a student may complete at this college one year or two years of general college course in the liberal arts field before transferring to a professional school to complete requirements in some field other than teaching. In that sense this college can serve students in this area as a junior college in the liberal arts field where they may complete their pre-professional work. All of the academic or general college work transfers without difficulty to any of the collegiate institutions in this region. Students will be given assistance by the faculty counsellors in selecting the subjects here which fit the pattern for the courses to which they plan to transfer later.

VETERANS OF WORLD WAR II

Veterans who wish to continue their education under Public Law 16 or Public Law 346 may be interested in the statement in paragraph (3) under "Entrance Requirements" in this section of the catalog. This will assure those who may not have completed a high school course that they, nevertheless, may qualify for admission. The college is also prepared to recognize by appropriate credit the educational background a veteran may have acquired through experience, service courses or correspondence study in the armed services.

GENERAL FRESHMAN COURSE

All first year students, with the exception of those registering for the two year rural course, are enrolled in a General Freshman Course. This course embraces basic units of work required for a degree in any of the four divisions of the college. During the year the student is informed about the opportunities in and the qualifications which are requisite for success in several areas of public school teaching through a professional orientation course and conferences with his counselor. Toward the end of this first year each student makes a final choice of the division in which he will continue his work for the remainder of his college course and will then be directed by his counselor to the director of that division for registration the following school year.

The purpose of the segregation of the first year's work from that of the regular divisions of the college is to give students more time and some guidance in making a choice of the area of teaching in which they decide to engage.

GENERAL FIRST YEAR CURRICULUM

First Semester

Second Semester

Required by all.

	Credits		Credits
English 101	3	English 102	3
Professional Orientation ...	2	Speech	2
Physical Education 101	0	Physical Education 102	0

Choose one from each of the following groups:

A. Laboratory Science:		Laboratory Science:	
Chemistry 105	5	Chemistry 106	5
Physics 105	5	Physics 106	5
Biology 103 or 104	5	Biology 104 or 103	5
Geography 100A	5	Geography 100B	5
B. History:		History:	
Mod. History 111.....	3	Mod. History 112.....	3
Med. History 113.....	3	Med. History 114.....	3
Anc. History 117.....	3	Anc. History 118.....	3
Eng. History 109.....	3	Eng. History 110.....	3
C. Guided Electives:		Guided Electives:	
Mathematics 105	4	Mathematics 106	4
Mathematics 109	4	Mathematics 110	4
French 101	4	French 102	4
Spanish 101	4	Spanish 102	4

SPECIAL CASES

(Students who have definitely made up their minds to major either in Primary Education or Home Economics may register in the proper courses in these fields listed below. Taking the regular electives does not, however, preclude electing these fields next year.)

Primary:	Credits	Primary:	Credits
Art 110	3	Art 111	3
English 109	3	English 110	3
English 129	3	English 130	3
Home Economics:		Home Economics:	
Home Ec. 101	2	Home Ec. 102	2
Art 103	2	Art 106	2

DIVISION OF RURAL-STATE GRADED EDUCATION

May M. Roach, Acting Director

The Division of Rural-State Graded Education trains teachers for the following fields of service:

1. Teachers for rural schools.
2. Principals and teachers for state graded and village schools.
3. Supervisors of rural schools.
4. Teachers in county normals.
5. County superintendents.

All curricula are planned for a degree at the end of four years as the ultimate goal, although it is possible to secure a diploma at the end of two years.

Four Year Curricula

The division offers curricula leading to the B.E. and B.S. degrees in two distinct fields: county superintendency, rural supervision and rural teacher training; principalship or teaching position in state graded and village schools.

These curricula correspond very closely in the first two years. Differentiation is made in the junior and senior years. The rural supervision curriculum does not require the selection of major and minor sequences, but the ample number of electives makes it possible for a student to do extensive study in any chosen field. However, the counsel of the Director of the Division should be freely sought and followed in the choice of electives and subject matter combinations. Those preparing for service in state graded and in village schools may select majors from the following fields: Biology, Chemistry, English, General Science, Geography, History, and Mathematics.

Minors may be selected from the major fields and also from the fields of Home Economics, Physics, Psychology, and Social Science.

A person pursuing this curriculum may choose one academic field for a major and two for minors with the advice of the Director of the Division.

Students seeking the degree in rural education must complete the following courses in Education: Principles of Education,

three credits; Educational Psychology, three credits; Teaching Techniques, three credits; Directed Teaching and Supervision, five to ten credits; Educational Tests, two credits; Rural Education, two credits; Supervision in Rural Education, three credits.

Students training for positions in state graded and village schools must complete the following courses in Education: Principles of Education, three credits; Educational Psychology, three credits; Techniques of Teaching in the major field and in one minor field, two credits each; Directed Teaching, five to ten credits; Administration in State Graded and Village Schools, two credits.

Two Year Curriculum

The completion of the Two Year Curriculum entitles the student to the diploma of the college. With two years additional study, properly planned, it is possible to complete the work of the degree curricula in this division.

TWO YEAR CURRICULUM FOR RURAL-STATE GRADED TEACHERS

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
English 101	3	English 102	3
Mathematics 102	4	Education 102	3
Agriculture 101	3	History 112	3
History 111	3	Art 105	3
Geography 101	3	Music 105	2
Library Science 10	1	Social Science 102	3
Physical Education 101	0	Physical Education 102	0
	<hr/>		<hr/>
	17		17

SOPHOMORE

English 121	2	English 122	2
English 111	2	Geography 111	3
Biology 103	5	Social Science 106	3
Directed Teaching	5	Biology 102	2
Psychology 101	3	Education 105	2
Physical Education 151	0	Art 107	2
	<hr/>	History 115	3
	17	Physical Education 152	0
			<hr/>
			17

TWO YEAR RURAL-STATE GRADED CURRICULUM FOR COUNTY NORMAL GRADUATES

FRESHMAN

A blanket credit of thirty-two credits is given in lieu of the first year.

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
History 111	3	History 112	3
English 102	3	Geography 111	3
Lab. Science	5	Lab. Science or Elective	5
Directed Teaching	5	Art 107	2
Physical Education 151	0	History 116	3
	<hr/>	Physical Education 152	0
	16		<hr/>
			16

THREE YEAR CURRICULUM FOR RURAL AND STATE GRADED TEACHERS

The three year curriculum for rural and state graded teachers is practically the same as the first three years of the four year course except that practice teaching is included in the third year.

FOUR YEAR CURRICULUM FOR STATE GRADED AND VILLAGE SCHOOLS*

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
English 101	3	English 102	3
History	3	History	3
Lab. Science	5	Lab. Science	5
Geography 101	3	Geography 111	3
Library Science 101	1	Conservation 107	3
Electives	2	Physical Education 102	0
Physical Education 101	0		<hr/>
	<hr/>		17
	17		

SOPHOMORE

English 121	2	English 122	2
History 115	3	History 116	3
Lab. Science or Math	5	Lab. Science or Math	5
Psychology 101	3	Psychology 106 or 107	3
Math. 102	4	Social Science 106	3
Physical Education 151	0	Physical Education 152	0
	<hr/>		<hr/>
	17		16

JUNIOR

Soc. Sci. 203	3	Psychology 201	3
Education 223	3	Teach. of M or m	2
Teach. of M or m	2	Major & Minor	11
Major & Minor	8		<hr/>
	<hr/>		16
	16		

SENIOR

Education 226	3	Education 220	2
Directed Teaching	5	Major & Minor	9
Major & Minor	8	Directed Teaching	5
	<hr/>		<hr/>
	16		16

**SPECIAL FOUR YEAR STATE GRADED CURRICULUM
FOR COUNTY NORMAL GRADUATES**

FRESHMAN

A blanket credit of thirty-two credits is given in lieu of the freshman year.

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
English 101	3	English 102	3
History 111	3	History 112	3
Lab. Science	5	Lab. Science	5
Major	5	Major	5
Physical Education 151	0	Physical Education 152	0
	<hr/>		<hr/>
	16		16

JUNIOR

English 121	2	English 122	2
History 115	3	History 116	3
Lab. Sci. or Math.	5	Lab. Sci. or Math.	5
Psychology 101	3	Geography 111	3
Education 223	3	Psychology 106 or 107	3
	<hr/>		<hr/>
	16		16

SENIOR

Soc. Sci. 203	3	Psychology 201	3
Directed Teaching	5	Education 226	3
Teaching M or m	2	Teaching M or m	2
English 125	3	Major & Minor	7
Major & Minor	4	Education 220	2
	<hr/>		<hr/>
	17		17

FOUR YEAR CURRICULUM IN RURAL SUPERVISION

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
English 101	3	English 102	3
History 111	3	History 112	3
Music 105	2	Art 105	3
Lab. Science	5	Lab. Science	5

ANNOUNCEMENTS 1945-46

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Lib. Science 10	1	Conservation 107	3
Math. 102	3	Physical Education 102	0
Physical Education 101	0		<hr/>
	17		17

SOPHOMORE

English 121	2	English 122	2
Geography 101	4	Geography 111	3
Lab. Science or Elective ...	5	Lab. Science or Elective ...	5
Art 107	2	Soc. Science 106	3
History 115	3	History 116	3
Physical Education 151	0	Physical Education 152	0
	<hr/>		<hr/>
	16		16

JUNIOR

Education 223	3	Education 202	3
Education 217	3	Education 218	2
Speech 211	3	English 125	3
Soc. Science 203	3	Electives	8
Electives	4		<hr/>
	16		16

SENIOR

Education 219	2	Education 226	3
Directed Teaching	5	Directed Sup.	5
Electives	9	Electives	8
	<hr/>		<hr/>
	16		16

DIVISION OF PRIMARY EDUCATION

Susan E. Colman, Director

The Primary Curriculum aims to prepare teachers to meet the needs for directing little children in their school life so that they will grow to be worthwhile citizens. We believe that the school is a social institution where each child is a citizen who feels his responsibility for the group and to the group; that it is a place where he shall be allowed to develop a full intellectual, physical, social, and moral life.

To prepare teachers for Primary work, a four-year curriculum is offered. The first two years of this curriculum are spent in the study of academic courses, so that the student may have the necessary cultural background before entering upon his professional studies. The professional courses present training for the technique of teaching little children. In the sophomore and junior years observation and participation in actual classroom work under skilled and experienced teachers is required. Directed teaching under the guidance of trained supervisors is required in the senior year. By keeping the student in touch with the latest

educational ideals, she is helped to become open-minded though critically-minded.

CURRICULUM FOR TEACHERS OF PRIMARY GRADES

FRESHMAN

See general freshman course outline. It is advisable for freshmen anticipating entering the Primary Division to elect Art 110-111 in the freshman year.

SOPHOMORE

First Semester	Credits	Second Semester	Credits
English 125	3	Biology 102	2
Psychology 101	3	Psychology 106	3
Geography 101	3	Geography	3
History 115	3	History 116	3
English 109 or 129 or 121 ..	2-3	English 110 or 130 or 122 ..	2-3
Biology 109	2	English 113	2
Physical Education 151	0	Physical Education 152	0
	—		—
	16-17		15-16

JUNIOR

Music 210	2	Music 211	2
Education 223	3	Education 203b	2
Education 203a	2	Education 203c	2
Education 226	3	Psychology 201	3
Social Science 206 or 207 ...	3	History 204 or 224	2
Electives	3	Electives	5
	—		—
	16		16

SENIOR

Practice	10	Practice	3
Electives	6	Electives	13
	—		—
	16		16

or

Practice	3	Practice	10
Electives	13	Electives	6
	—		—
	16		16

The student in practice teaching will, during her senior year, spend an entire half day in the Training School for one semester. If her work is satisfactory, she will receive ten credits. The other semester she will carry the equivalent of three credits of additional practice. Thus she will have done work in each of the three primary grades.

In addition to the required courses listed above, it is recommended that the student take courses in American Literature,

Geography, Geology, and in Nutrition.

Although a major or a minor is not required of elementary school teachers, a student enrolled in the Primary Division of the college may elect a major in Biology, English, Geography, History or, instead, she may elect two minors in the departments listed above and in Music and Physical Education. Courses must be taken in sequence and all prerequisite requirements met before enrollment is made in advanced courses. In the junior and senior years, courses in foods and clothing offered in the Home Economics Department may be elected.

DIVISION OF INTERMEDIATE, UPPER GRADE, AND JUNIOR HIGH SCHOOL EDUCATION

C. F. Watson, Director

In the Division of Intermediate, Upper Grade, and Junior High School Education the academic requirements for the first two years of the curricula are much the same for all students. Specializing for the specific field they wish to enter is delayed until they take the last two years of their training.

Majors and minors are not required for graduation of those who are preparing to teach in the Intermediate or Upper Grades, but students who are planning on graduate study are advised to develop a major concentration and at least two minors from the large number of electives allowed in the last two years. Students interested in preparing themselves for ward school principalships, supervisory positions, or high school principalships, may elect further courses in Education and Psychology beyond the nineteen credits required.

For those who intend to teach in the Junior High School the major field of study should be decided upon not later than the end of the freshman year. The fields of study in which majors are offered include the following: Biology, Chemistry, English, General Science, Geography, History, Home Economics, and Mathematics.

The minor fields of study should be selected before the end of the sophomore year. Minors may be taken from any of the fields mentioned above and also in French, Home Economics, Music, Physical Education, Physics, Psychology, Social Science, and Speech.

Approximately thirty credits are required for a major and from fifteen to twenty for a minor.

Minimum credits in Education required of all students consists of nineteen credits for those who plan to teach in the Intermediate and Upper Grades and twenty credits for those who are preparing to teach in the Junior High School field. Courses required are taken in the following sequence: Education 223, in the first semester of the junior year; Techniques 212 or the 225 courses in the second semester; Education 226, and ten credits of directed teaching, in the senior year. It is possible to graduate

with five credits in directed teaching, but no student graduating with less than the ten credits will be recommended to the State Department for a license to teach.

CURRICULUM FOR INTERMEDIATE AND UPPER GRADE TEACHERS

FRESHMAN

See general freshman course outline.

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
Biology 102	2	English 125	3
History 115	3	History 116	3
English 121	2	English 122	2
Geography	3	Geography	3
Psychology 101	3	Psychology	3
Mathematics 102	4	Art 111 or Elective	3
Physical Education 151	0	Physical Education 152	0
	<hr/>		<hr/>
	17		17

JUNIOR

Music 210	2	Music 211	2
Social Science 203	3	Education 212	3
Education 223	3	Art 111 or Elective	3
Art 105 or Elective	3	Electives	8
Electives	5		
	<hr/>		<hr/>
	16		16

SENIOR

Practice	5	Practice	5
Education 226	3	Electives	11
Electives	8		
	<hr/>		<hr/>
	16		16

CURRICULUM FOR JUNIOR HIGH SCHOOL TEACHERS

FRESHMAN

See general freshman course outline.

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
Geography	3	Biology 102	2
Psychology 101 or Elective	3	English 125	3
History 115	3	History 116	3
Mathematics or Science	5	Geography	2
English 109 or 129	3	English 110 or 130	3

Physical Education 151	0	Mathematics 102	4
	<hr/>	Physical Education 152	0
	17		<hr/>
			17

JUNIOR

Music 210 or Elective	2	Music 211 or Electives	2
Social Science 203	3	Techniques	4
Education 223	3	Electives	10
Electives	8		
	<hr/>		<hr/>
	16		16

SENIOR

Education 226	3	Practice	5
Practice	5	Electives	11
Electives	8		
	<hr/>		<hr/>
	16		16

The two curricula in this department are set up in such a way that students preparing to teach in either the Upper Grades or the Junior High School can easily arrange their courses to meet the requirements for either the Bachelor of Education or the Bachelor of Science degree.

Students who enroll in the curricula of this department are particularly urged to do three things in order to better control their progress through the four years of work. (1) Study the "Requirements" for the degree you are working for as discussed in the catalog under the heading "Requirements for Graduation." (2) Use the information gained to help you select your electives. (3) When you have selected your Major and Minor fields in the Junior High School Curricula, study the course requirements for each as described in the catalog.

DIVISION OF SECONDARY EDUCATION

R. M. Rightsell, Director

The curriculum of the Division of Secondary Education has been planned to give the students a thorough scholastic background, skill in teaching techniques, and aid in developing a well adjusted personality capable of leadership in the educational and the co-curricular activities of the schools and the communities in which they teach.

A major field of study should be selected by the end of the first year. Choice may be made from this list: Biology, Chemistry, English, General Science, Geography, History, Home Economics, and Mathematics.

The sequence in Education should be started in the Junior year. It begins with Education 223 (Principles of Education), and is followed by two courses in the Techniques of Teaching (the 225 group) in the major and minor fields. At least five credits in

supervised teaching then follow in the senior year. It is to be understood that no recommendation for teaching placement will be given unless ten credits of supervised teaching are taken. During the senior year the student takes Education 226 (Educational Psychology). Other courses in Education may be elected to complete the twenty credit requirement, but in no case may these electives be chosen prior to the second semester of the junior year. Conservation 107 or Geography 207, and Social Science 212 are required courses for social studies, majors and minors.

CURRICULUM FOR SECONDARY SCHOOL TEACHERS

FRESHMAN

See general freshman course outline.

SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
History	3	History	3
Laboratory Science		Laboratory Science	
or		or	
Mathematics	4 or 5	Mathematics	4 or 5
English 125		Phil, or Psych.	
or		or	
Phil, or Psych.		Foreign Language	3 or 4
or		Physical Education 152	0
Foreign Language	3 or 4	Electives to total	16
Physical Education 151	0		
Electives to total	16		

JUNIOR

Education 223	3	Technique (225)	2
Technique (225)	2	Social Science 212	2
Majors, minors		Conservation 107 or	
and electives	11	Geography 207	3
	16	Majors, minors,	
		and electives	9
			16

SENIOR

Education 226	3	Practice	5
Practice	5	Majors, minors,	
Majors, minors,		and electives	11
and electives	8		
	16		

DETAILS OF COURSES

Courses numbered below 100 do not confer college credit.

Courses numbered 100-199 are intended for students in the Freshman and Sophomore years, and may not, ordinarily, be taken for credit by Juniors and Seniors.

Courses numbered 200-299 are for students in the Junior and Senior years. Sophomores may be permitted to enroll in these courses if they have had the necessary prerequisites.

Courses for which fewer than ten students enroll may not be offered without special permission from the Board of Regents.

AGRICULTURE

Agriculture 101. General Agriculture. Three credits.

A general study of soils, farm crops, farm animals, with emphasis on care, management and feeding. Suitable laboratory exercises and field trips.

Mr. Schmeckle.

Agriculture 103. Soil Conservation. Three credits.

Studies in soil; its structure and composition; erosion control; water conservation and efficient land use; field and laboratory problems.

Mr. Schmeckle.

ALGEBRA

(See Mathematics)

ANATOMY

(See Biology)

ANTHROPOLOGY

(See Social Studies)

ARITHMETIC

(See Mathematics)

ART

Art 103. Color and Design. Two credits.

Required by home economics majors as prerequisite to Art 106.

Miss Carlsten.

Art 105. Drawing. Three credits.

A foundation course in drawing, designed to develop the student's power in graphic expression. Attention is given to free-hand drawing, essentials of perspective, and abstract and pictorial composition. Problems are given in color, design, and lettering, in a variety of mediums.

Miss Carlsten.

Art 106. Interior Decoration. Two credits.

Art structure and fundamental principles of decoration applied to problems of home decoration. Period styles and their meaning. A well arranged decorator's notebook is required and practical problems are carried out.

Miss Carlsten.

Art 107. Masterpieces in Art. Two credits.

In this course the great masterpieces in the field of painting are interpreted through lectures. Since most of the students are preparing for teaching, some time is devoted to development of the technique of picture interpretation and the possibilities of picture study as a related activity in other subjects.

Miss Roach.

Art 110. Drawing. Three credits.

Representation drawing, color, lettering, perspective, and design.

Miss Carlsten.

Art 111. Drawing. Three credits.

Continuation of 110. Application of principles to problems of applied design.

Miss Carlsten.

Art 205. Art Appreciation. Two credits.

Survey of the field of art history orienting a student to the various fields of art, architecture, painting, sculpture, and the

minor arts. Work is presented by lecture, excursions, lantern slides, and text books.

Miss Carlsten.

ASTRONOMY

(See Science)

BACTERIOLOGY

(See Science)

BIOLOGY

(See Science)

BOTANY

(See Biology under Science)

CALCULUS

(See Mathematics)

CHEMISTRY

(See Science)

CONSERVATION

(See Social Studies)

ECONOMICS

(See Social Studies)

EDUCATION

The Professional Educational courses required of all Juniors and Seniors are outlined in the "Requirements for Graduation." In all four year courses the typical sequence is as follows: Junior year, first semester, Education 223 (Principles of Education); second semester, the teaching technique courses in the major field (see courses listed below), some participation in the work in the Training School; Senior year, supervised practice, a teaching technique course in the minor field, or fields, and Education 226 (Educational Psychology).

Education 223, at least one teaching technique course, and recommendation by the staff of the major department, are prerequisite to supervised practice.

All juniors are required to participate in Training School activities for periods designated by the director of the Training School. This participation is carried on in conjunction with the work in special technique courses.

Education 102s. Refresher Course. Three credits.

A course planned for those who have been out of the teaching field for some time and are returning to help relieve the teacher shortage in rural and state graded schools. It presents modern school procedures in elementary grades and gives opportunity for observation at various grade levels. This course carries three credits on Two Year Rural-State Graded Course.

To be assigned.

Education 105. Rural School Organization and Management. Two credits.

This course is designed for students preparing to teach in rural schools. The principles of organization and management are applied to rural school situations. The Wisconsin Course of Study for Elementary Schools and School Law that relates to rural schools are studied.

Miss Roach.

Education 115. Professional Orientation (V.E.G. 101 in 1942-43)

The social development of school children; the social characteristics of different age levels; the foundations of social behavior; social development and education.

Mr. Reppen.

Education 217. Supervision in Rural Education. Three credits.

The purpose of this course is to train students in the supervisory phases of teacher training. The course includes such units as lesson planning, demonstration teaching, teacher and supervisor conference, group meetings of teachers, county educational projects, training the teacher in service, and the curriculum.

Miss Roach.

Education 218. Rural Education. Two credits.

This course treats of the present status of rural education and its possibilities through re-organization, consolidation, enrichment of curriculum, professional teaching, and supervision.

Miss Roach.

Bulletin.) Two credits.

A course in professional orientation for freshmen. This includes a course also offered as Library Science 101 and formerly called Library Reference. (This course is not be counted in the education sequence required for a teaching certificate).

Mrs. Pfiffner, Mr. Kampenga.

Education 160. Practice Teaching in the Two Year Rural-State Graded Curriculum. Five credits.

Prerequisite: Sophomore standing; Education 102.

Mr. Herrick, Miss LaVigne.

Education 202. Rural School Curriculum. Three credits.

The purpose of this course is to familiarize prospective rural supervisors with the best current practices in teaching the various subjects in the school curriculum.

Miss Roach.

Education 210. History of Education in the United States. Two credits.

Traces the evolution of education in relation to religious, political, and economic life on the American continent.

Mr. Harris.

Education 216. Social Development and Education. Three credits.

Education 219. Tests and Measurements in Education. Two credits.

This course deals with a brief history of the testing movement, including a discussion of the needs for a change in testing procedures. The course further deals with the functions of tests, the methods by which they are applied, the methods of scoring and tabulating results. The construction of objective tests and the improvement of informal testing are also emphasized.

Mr. Harris, Mr. Mott.

Education 220. Administration of State Graded and Village Schools. Two credits.

This course aims to give training in economical and efficient methods for administering small school systems. Such units as the following are included: Study and evaluation of various methods for financial support; the school board, its personnel, powers and duties; the school as a community center; the junior high school in rural communities; the relation of the school and other educa-

tional agencies; unity between elementary schools in the open country and village high school.

Mr. Hansen.

Education 222. History of Education. Three credits.

The major social, economic, and intellectual factors which have entered into modern educational conditions. The contributions to education of such leaders as Locke, Rousseau, Pestalozzi, Comenius, Froebel, Herbart, Thorndike, and Dewey.

Mr. Harris.

Education 223. Principles of Education. Three credits.

The nature of education and learning together with the teacher's activities in directing learning.

Miss Colman.

Education 225. Special Techniques.

(See Special Technique Courses)

Education 226. Educational Psychology. Three credits.

A study of recent developments in psychology as a basis for building the modern school. The approach is the whole child and his needs in modern life.

Mr. Reppen.

Education 227. Philosophy of Education. Three credits.

Provides opportunity for study of the broader aspects of education, and for the development of an integrated outlook.

Mr. Harris.

Education 228. School Organization and Administration. Two credits.

I. National, State, and County School Organization and Administration.

II. Local School Organization and Administration.

Mr. Hansen.

Education 231. Audio-Visual Education. Three credits.

The classroom use of such aids as pictures, lantern slides, motion pictures, and other audio-visual aids.

To be assigned.

Education 232. Radio in the School. Two credits.

This course is to train teachers in the use of radio programs as an educational aid.

Miss Hanson.

Education 233. Remedial Reading. Two credits.

A study of preventive and remedial measures in the teaching of reading in all the grades and high school. Consists of diagnosis of causes and the application of remedial techniques.

Mrs. Cutnaw.

Education 260. Practice Teaching in Four Year Curricula. Ten credits.

Prerequisite: Senior standing; Education 223 (3 cr.); Education 225 (2 cr.); Recommendation of staff in major field.

Mr. Herrick and Supervisory Staff.

SPECIAL TECHNIQUE COURSES

Rural Education

Education 102. Techniques in Rural Education. Three credits.

This course is open to students in the Two Year Course. It includes methods for teaching the common branches, adapting the technique to the rural school program. The teaching of reading, language, primary arithmetic, spelling, and handwriting is stressed.

Miss Roach.

Primary Education

Education 203a. Techniques in Primary Education. Two credits.

Modern methods of teaching in grades one, two, and three. Open to all students of junior standing who are interested in Primary Education.

Mrs. Samter.

Education 203b. Techniques in Primary Education. Two credits.
Continuation of Education 203a.

Mrs. Williams.

Education 203c. Techniques in Primary Education. Two credits.
Continuation of Education 203a and Education 203b.

Miss Van Arsdale.

Elementary Education**Education 212. Techniques for Intermediate and Grammar Grades.** Three credits.

Methods of teaching in grades four to eight, combined with apprentice work.

Miss Diehl, Miss Pfeiffer.

Secondary Education**Education 225. English. The Teaching of English.** Two credits.

This course includes a discussion of the aims, the methods, and the organization of material in high school English.

Miss Glennon.

Education 225. Foreign Language. Teaching of Foreign Language. Two credits.

Prerequisite: Junior standing with minor in Language field.

Miss Davis.

Education 225. Home Economics. The Teaching of Home Economics. Two credits.

A study of modern methods of teaching home economics, planning of units of work, laboratory and class management, testing and evaluating results. It includes a study of text and reference books, illustrative material and equipment.

Miss Allen.

Education 225. Mathematics. The Teaching of Mathematics. Two credits.

Subject matter, its organization, and methods of teaching mathematics in the secondary schools. Required of all students specializing in mathematics.

Mr. Nixon.

Education 225. Physical Education. Organization and Administration of Physical Education. One credit.

This course includes the teaching technique in the basic principles of our modern program in physical education.

Mr. Berg, Miss Spande.

Education 225. Science. The Teaching of Science. Two credits.

A study of the problems of the teachers of biology, chemistry, general science, and physics. Organization of subject matter,

effective teaching methods, and special devices are stressed.

Mr. Schmeeckle.

Education 225. Social Studies. The Teaching of the Social Studies. Two credits.

The nature and scope of social studies materials, objectives sought, technique designed to achieve these objectives, and the testing of learning products are considered.

Prerequisite: Junior standing.

Miss Hanson, Mr. Steiner.

ENGLISH**General Requirements and Recommendations****Placement and Attainment Examinations**

When a freshman commences his college course leading to the degree of Bachelor of Science or of Bachelor of Education, he is required to take a placement examination in English. The results of this placement examination determine the course which the student is required or permitted to enter. If the student's achievement is unsatisfactory, he must make up his deficiency by entering a remedial English course. His schedule will automatically be reduced three credits in order that he may prepare to pass the test at the beginning of the second semester. This deficiency in English must be made up before any student may enter English 101.

The freshmen who rate high on the placement test and who show exceptional skill in writing are not required to take English 101 and 102. They may, as freshmen, elect six credits from the following courses: English 109-110, 129-130, 204, 208, or 224. A high score in the placement test entitles the student to elect six credits of English in lieu of the required courses, but does not reduce the total number of credits in English required in all degree courses.

In the sophomore year students in all degree courses must take three credits of intermediate composition (English 125) or one year of a foreign language.

Requirements for English Majors

The department offers four fields of concentration, within one of which the student and chairman of English will arrange the program that appears best adapted to the student's individual needs and interests. Each major will include not less than twenty-nine hours in English more advanced than English 101 and 102, and of these twenty-nine hours only basic courses in that field of concentration will be required. So far as possible, the entire field of concentration will be made up of complete courses. History 109 and 110 are prerequisites for all English majors and minors.

- I. **Composition:** English 109, 110, 129, 130, 204, 207, 224, and nine credits in advanced and related English courses.
- II. **English Literature:** English 109, 110, 209, 215, 216, 224, and eleven credits in advanced and related English courses.
- III. **American Literature:** English 121, 122, 208, 209, 210, 217, 218, 224, 228, and seven credits in advanced and related English courses.

Requirements for English Minors

Students may obtain an academic minor in English by taking a minimum of sixteen credits from the fields of concentration with the approval of the department.

COMPOSITION

Remedial English 99. No credit.

After studying the student's placement test, the teacher will be in a position to diagnose each individual student's faults and to correct them. This course will be a review of high school usage, grammar, and composition.

To be assigned.

English 101-102. Composition for Freshmen. Six credits.

A year course, required of all Freshmen (except as stated in paragraph 2 under Placement and Attainment Examinations), in the mechanics of writing, spelling, punctuation, sentence structure, paragraphing, use of dictionary, making bibliographies, note-taking, outlining, reading, and reporting on books in the fields of fiction and non-fiction for building up a fund of ideas to be used in writing short themes.

Miss Colman, Miss Glennon, Mr. Knutzen,
Miss Meston, Mr. Mott, Miss Roach, and
Miss Wilson.

English 125. Intermediate Composition. Three credits.

A semester course required of all sophomores except those who take a foreign language for one year. The course provides varied practice in the presentation of descriptive, narrative, and expository projects. Special emphasis is given to all types of expository writing.

Mr. Burroughs, Miss Colman, Miss
Glennon, Mr. Knutzen, and Miss Roach.

English 204. Advanced Writing. Three credits.

Creative writing in the essay, short story, and drama. A study

of types of creative writing.
Given in alternate years.

Miss Colman.

English 207. The Essay. Two credits.

A study of the essay as a type of literature in England and in America.

Given in alternate years.

Miss Colman, Mr. Knutzen.

English 224. College Grammar. Three credits.

The first nine weeks will be devoted to a review of sounds, vocabulary, inflections, and sentence structure in modern English; the second nine weeks, to an approach to the scientific study of languages and grammar. Required of all who major or minor in English. Open to freshmen who pass the placement test with a very high rating and who show exceptional skill in writing. Open also to freshmen who secure a grade of A in English 101.

Mr. Burroughs.

ENGLISH AND WORLD LITERATURE

English 109-110. History of English Literature. Six credits.

First Semester: a general survey course in English literature studied in its relation to successive phases of English national life.

Second Semester: a study of the representative authors from the days of Classicism to the present.

Miss Glennon.

English 129-130. World Literature. Six credits.

First Semester: a study of the representative selections of world literature from the earliest times to the seventeenth century.

Second Semester: a study of world literature from the seventeenth century to the present.

Mr. Burroughs.

English 209. Shakespeare. Three credits.

Study and discussion of the nature of comedy, tragedy, romance, and history as found in the reading of representative plays. Study and discussion of the tragic forces in life, of the nature of tragic character, and of the elements of comedy in life situations.

Given in alternate years.

Mr. Burroughs.

English 215. The Romantic Movement. Three credits.

A study of the development of romanticism in England, its theory and its creation, including a rapid survey of the pre-romantic movement.

Given in alternate years.

Prerequisite: Juniors and Seniors who have had English 109-110 or English 129-130.

Miss Glennon.

English 216. Victorian Period. Three credits.

A study of the works of the great poets and prose writers of the Victorian epoch in the light of the historical background and of the social and intellectual movements and literary development of the age.

Given in alternate years.

Prerequisite: Junior or Senior standing and English 109-110 or English 129-130.

Mr. Burroughs.

English 220. The Age of Milton. Three credits.

A study of Milton and the Puritan Period.

Given in alternate years.

Prerequisite: Senior standing.

Miss Glennon.

AMERICAN LITERATURE**English 121-122. History of American Literature.** Each two credits.

A study of the development of American thought as revealed in American literature.

Prerequisite: Sophomore standing.

Miss Glennon, Mr. Knutzen.

English 208. The American Novel. Two credits.

A study of the development and characteristics of the American novel from the eighteenth century to the present day.

Given in alternate years.

Prerequisite: Senior standing.

Mr. Knutzen.

English 210. The Contemporary Drama. Two credits.

A study of the origin, development, and characteristics of the drama. A workshop in contemporary plays.

Given in alternate years.

Prerequisite: Sophomore standing.

Mr. Burroughs.

English 217. The New England Circle. Three credits.

This is a critical study of the writings of Emerson, Thoreau, Hawthorne, Whittier, Longfellow, Holmes, and Lowell.

Given in alternate years.

Prerequisite: Juniors or Seniors who have had English 121-122.

Mr. Knutzen.

English 218. Literary Criticism. Two credits.

A study of the principles of literary criticism based upon the chief ancient and modern theories. Open only to Juniors and Seniors who are majoring in English.

Given in alternate years.

Mr. Knutzen.

English 228. Midwestern Literature. Three credits.

This course will include the study of the contributions of prairie states, virgin forests, rivers and cities, farms, and industries—their history and life reflected in their literature.

Given in alternate years.

Prerequisite: Senior majors in English who have had History 115-116.

Mr. Knutzen.

CHILDREN'S LITERATURE**English 111. Children's Literature.** Two credits.

A study of literature for children with emphasis upon the reading, selection, and presentation of materials suitable for the various grades in an elementary school.

Miss Roach.

English 113. Literature of the Primary Grades. Two credits.

A study of literature by types, with emphasis upon narrative. The establishing of standards by which to judge new literature.

Miss Colman.

RESEARCH**English 250. Research Problem.**

Students majoring or minoring in English may, by consent of the English Department, arrange for special research projects and be allowed one credit for the satisfactory completion of them.

(See courses listed under SPEECH)

FOREIGN LANGUAGES

A minor in this field will consist of not less than sixteen credits beyond two years of high school work or its equivalent. The equivalent of one year's training in a language must be completed before the credits in that language will count toward graduation.

FRENCH**French 101-102. First Year French.** Each four credits.

French grammar, composition, and easy reading.

Miss Davis.

French 103-104. Second Year French. Each four credits.

Reading of French with a review of the fundamentals of grammar.

Prerequisite: 101-102, or two years high school French.

Miss Davis.

French 203-204. Third Year French. A Survey Course in French Literature. Each three credits.

Prerequisite: 101, 102, 103, 104, or equivalent.

Miss Davis.

Foreign Language 225. Teaching of Foreign Language. Two credits.

Prerequisite: Junior standing with minor in Language field.

Miss Davis.

SPANISH**Spanish 101-102. First Year Spanish.** Each four credits.

Spanish grammar, composition and translation, easy reading.

and dictation. Open to students who have had no Spanish or less than two years of preparatory Spanish.

Miss Davis.

Spanish 103-104. Second Year Spanish. Each four credits.

Reading of Spanish with a review of the fundamentals of grammar. Advanced composition, dictation, and conversational practice included.

Prerequisite: Spanish 101-102, or two years of high school Spanish.

Miss Davis.

LATIN**Latin 101-102. First Year Latin.** Each four credits.

Elementary course in the Latin language, its relation to English and other languages. Emphasis on reading. A study of Roman life, history, and mythology.

Prerequisite: For Latin 101, none; for Latin 102, one year high school Latin or Latin 101.

Miss Davis.

Latin 103-104. Second Year Latin. Each four credits.

Intermediate Latin; continued study of the fundamentals of the language and of background material. Extensive reading from the classical Latin authors including Cicero and Virgil.

Prerequisite: For Latin 103, Latin 102 or two years of high school Latin; for Latin 104, Latin 103 or three years of high school Latin.

Miss Davis.

GENERAL SCIENCE

(See Science)

GEOGRAPHY

(See Social Studies)

GEOLOGY

(See Science)

GEOMETRY

(See Mathematics)

GUIDANCE

(See Professional Orientation under Education)

HARMONY

(See Music)

HISTORY

(See Social Studies)

HOME ECONOMICS

1. A major in Home Economics will include:
 - a. Home Economics courses 101-2, 109-10, 201-2, 213-14, 218, 221, 223, 228, and 229-30.
 - b. Chemistry; inorganic, food and textile.
 - c. Biology, physiology, and bacteriology.
 - d. Color and design, and interior decoration.

Students who major in Home Economics will live in the practice house for a definite length of time in the junior or senior year.

2. A minor in Home Economics requires a minimum of 20 credits, and may consist of any selection of courses except that courses in foods and in clothing should be taken in sequence.

Home Economics 101. Clothing and Textile Study.

Two credits.

This course deals with the application of hand and machine sewing to attractive hand and machine made articles and foundation garments with special emphasis on weaves and finishes of materials in textile study. Four hours laboratory.

Miss Allen.

Home Economics 102. Clothing and Textile Study II.

Two credits.

Study of the personal wardrobe as suited to the needs and the personality of the individual; the use of patterns in the construction of simple garments; and the study of the production, manufacture, and qualities of the basic textile materials. Four hours laboratory.

Miss Allen.

Home Economics 109 and 110. Selection and Preparation of Food I-II.

Each two credits.

This course includes a study of the selection, purchasing, and care of food; planning of menus for an adequate diet; fundamen-

tal principles of food preparation. Students plan, prepare, and serve family meals. Four hours laboratory.

Miss Meston.

Home Economics 201. Clothing Selection, Design and Construction.

Two credits.

The care, renovation and alteration of garments and the making of suitable clothing for children, with emphasis on wise choice of design and fabrics. Four hours laboratory.

Miss Wilson.

Home Economics 202. Advanced Clothing.

Two credits.

Study of the complete costume. Design of clothing and its application in the construction of afternoon and evening gowns and tailored garments. Four hours laboratory.

Miss Wilson.

Home Economics 213 and 214. Advanced Foods.

Each two credits.

This course includes more elaborate food preparation than in previous courses, table service, and demonstrations. Emphasis is placed on Food Preservation. Each student is required to give two demonstrations and to help prepare and serve at least two party meals. Four hours laboratory.

Miss Meston.

Home Economics 218. Child Development.

Two credits.

Physical and mental development of the child and the responsibility of parents and teachers in controlling the environment.

Miss Allen.

Home Economics 221. Nutrition.

Three credits.

This course includes a study of the dietary standards for individuals of different ages, sexes, and occupations; the contribution which different foods make to body needs; the planning of balanced meals for the family on cost levels; and a brief introduction to planning diets in disorders of nutrition.

Prerequisite: Chemistry, Physiology, and Foods.

Miss Allen.

Home Economics 223. Home Nursing.

One credit.

A study of simple practices in home nursing and first aid.

Miss Allen.

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Home Economics 226. Elementary Nutrition. Three credits.

This course is planned especially for students majoring in Primary Education. It includes a study of the food needs of the individual and the foods which supply those needs. Special emphasis is given to the feeding of children and to the preparation of foods suitable for their diets.

Miss Allen.

Home Economics 228. Housing and Sanitation. Three credits.

Study of historic housing and present day housing needs; factors influencing cost, ownership, construction, and sanitation; problems in remodeling and arranging floor plans. Trips, topics, and reports.

Miss Wilson.

Home Economics 229-230. Household Administration I-II.

Each two credits.

Study of incomes and budgets; care and use of household equipment and furnishings; organization and management of the home. Practical work in the care of the house and household furnishings.

Miss Wilson.

INDUSTRIAL ARTS

An outline of a course of study covering a minor in Industrial Arts with the aim of preparing college students to teach the Industrial Arts in the rural, state graded, and the smaller high schools of the state.

Industrial Arts 101 and 102. Mechanical Drawing.

Each three credits.

These two courses, running consecutively, deal with the fundamental principles of third angle projection, and working drawings. They embody the care of, and the technique in the use of, drawing instruments and materials, and equipments; and emphasize the close relationships between Mechanical Drawing and Shop Practices.

Prerequisite: 101 for 102.

Mr. Thompson.

Industrial Arts 103. Woodwork I. Three credits.

The use and care of woodworking tools and equipment; the fundamental processes and operations in woodworking; characteristics of different woods, and their suitability for different purposes; methods of fastening; glues, and methods of using them;

and wood finishing.

Time: one hour daily.

Mr. Thompson.

Industrial Arts 104. Woodwork II. Three credits.

A continuation and application of 101 but with greater emphasis laid upon project selection, woodworking technique, skill, and craftsmanship; and project design with reference to the best utilization of stock sizes of lumber.

Time: one hour daily.

Prerequisite: Industrial Arts 103.

Mr. Thompson.

Industrial Arts 105. Home Mechanics, or Semi-General Shop. Three credits.

Fundamental principles in sheet metal, practical electricity, plumbing or pipe-fitting, and auto-mechanics.

Time: one hour daily.

Prerequisite: Industrial Arts 101 and 103.

Mr. Thompson.

LIBRARY SCIENCE**Library Science 10. Rural-State Graded School Libraries.** One credit.

This course is required of all students preparing for positions in one-teacher rural and second class state graded schools. Dealing primarily with the care and management of a township school library, it is concerned with the selection and ordering of books, and with the simple library procedures necessary in a rural school library.

Miss Roach.

Library Science 101. Library Orientation. One credit.

This course, required of all freshmen and of students entering into advanced standing who do not have credit for a similar course, consists of lectures and problems designed to familiarize students not only with the library resources of this institution, but also to acquaint them sufficiently with general library practices and reference materials so that they may make fullest use of any library. The equivalent of this course is included in Ed. 115—Professional Orientation, required of all Freshmen.

Mr. Kampenga.

Library Science 201. Teacher-Librarian Training Course.

Four credits.

This course, provided to train teacher-librarians for high schools not employing a full time librarian, is concerned with the development of the school library as a method in education. It presents the essentials of school library organization, administration, book selection and cataloging. Its completion entitles the student to the library certificate required of secondary school teachers who have charge of high school libraries.

Especially recommended to students who have a major or minor in English or Social Science.

Prerequisites: Library Science 101 and Sophomore standing.

Mr. Kampenga.

LITERATURE

(See English)

MATHEMATICS

A major in Mathematics requires twenty-eight credits in the subject, and includes courses 105 or 109, 106 or 110, 201, 205, 207, 208, and other courses sufficient to complete the twenty-eight credits.

The minor requires fifteen to twenty credits, and includes courses 105 or 109, 106 or 110, and 201, and other courses, selected with the advice of the department, sufficient to complete the minor.

Mathematics 12. General Mathematics.

Six credits.

This is a survey course in elementary mathematics embracing arithmetic, algebra, geometry, trigonometry and the teaching of mathematics.

The purpose of the course is:

1—To provide an orientation for experienced teachers who have had some mathematical training but who have not been teaching mathematics or who wish to review topics in mathematics through trigonometry.

2—To utilize types of situations of significance in the military and in industry involving mathematics.

3—To provide teaching aids and suggestions at appropriate points.

4—To develop accuracy and proficiency in prospective teachers with respect to the mathematical skills involved.

Mr. Nixon.

Mathematics 102. Arithmetic.

Four credits.

This course treats of professionalized subject matter in arithmetic for teachers, together with modern methods for teaching this subject in the intermediate and upper grades in the elemen-

tary schools. Such topics are included as are required in the Wisconsin Course of Study for Elementary Grades.

Miss Roach.

Mathematics 105. College Algebra.

Four credits.

For students presenting one and one-half units of high school algebra for entrance. Not open to students who have taken or are taking Mathematics 109 or 110. This course or Mathematics 109 is a prerequisite to all other courses in mathematics.

Prerequisite: one and one-half or two units of high school algebra.

Mr. Nixon, Mr. Thompson.

Mathematics 106. Trigonometry.

Four credits.

Not to be taken for credit by students who have taken or are taking Mathematics 110.

Prerequisite: Mathematics 105, or grade of A in Mathematics 109.

Mr. Nixon, Mr. Thompson.

Mathematics 107. College Geometry.

Five credits.

Geometric constructions, properties of the triangle, transversals, harmonic properties of the circle, inversion, and recent geometry of the triangle. Of special value to teachers of geometry.

Prerequisite: Mathematics 106 or 110.

Mr. Nixon.

Mathematics 109. College Algebra.

Four credits.

For students presenting one unit of high school algebra for entrance. Not to be taken for credit by students who have had one and one-half or two years of high school algebra. Not open to students who are taking or have taken Mathematics 105. This course or Mathematics 105 is a prerequisite to all other courses in mathematics.

Prerequisite: one unit of high school algebra.

Mr. Nixon, Mr. Thompson.

Mathematics 110. College Algebra and Trigonometry.

Four credits.

The continuation of Mathematics 109 for students presenting one unit of high school algebra for entrance. Not open to students who have taken or are taking Mathematics 105.

Prerequisite: Mathematics 109.

Mr. Nixon, Mr. Thompson.

Mathematics 201. Analytic Geometry. Four credits.

The theory of rectangular and polar coordinates, equations of the straight line, circle, ellipse, parabola, hyperbola, parametric equations, curve fitting, tangents and normals.

Prerequisite: Mathematics 106 or 110.

Mr. Nixon.

Mathematics 205. Mathematics of Statistics. Three credits.

Mathematical theory of the analysis of data; frequency distributions, averages, dispersion, reliability, probability, normal curve, moments, regression lines, index numbers, and correlation.

Prerequisite: Mathematics 105 or 109.

Mr. Nixon.

Mathematics 207. Differential Calculus. Four credits.

Includes derivatives of algebraic and transcendental functions, applications to problems of the physical sciences, maxima and minima, rates, curvature, motion, series, and an introduction to integration.

Prerequisite: Mathematics 201, unless 201 is taken concurrently.

Mr. Nixon.

Mathematics 208. Integral Calculus. Four credits.

Continuation of Mathematics 207. Includes methods of integration, exact and approximate, applications to lengths, areas, volumes, pressure, work, partial and total derivatives with applications to geometry and rate problems.

Prerequisite: Mathematics 207.

Mr. Nixon.

Mathematics 225. The Teaching of Mathematics. Two credits.

Subject matter, its organization, and methods of teaching mathematics in the secondary schools. Required of all students specializing in Mathematics.

Prerequisite: Mathematics 201.

Mr. Nixon.

MECHANICAL DRAWING

(See Industrial Arts)

MUSIC

With the idea of education for more complete living, the courses listed below have been planned to be both instructive and

practical. They meet the present day demands in the rural, the elementary, and the high school fields. The foundation courses stress the fundamental principles of music so that the student may read and understand music. The Band, the Orchestra, and the Glee Clubs furnish the student an excellent opportunity to follow his interest in these fields. The Directors' courses prepare him to accept his part in the direction of extra-curricular activities in the community when he enters the teaching field.

A minor in Music requires twenty credits and shall include the following courses: 108a-108b, 115a-115b, 109, 112a-112b, 116a-116b, 208a-208b, and 210-211 or 212-213 and other courses selected with the advice of the director of the department, sufficient to complete the minor.

Music 103. Women's Glee Club. One credit.

An organization open to all women students in the college. This club sings frequently before the school and the public. Membership is gained by tryouts.

Mr. Michelsen.

Music 104. The College Orchestra. One credit

All students who play orchestral instruments are invited to try out for membership. This organization appears frequently in concert.

Mr. Michelsen.

Music 105. Fundamentals of Music. Two credits.

Fundamental principles in music, teaching staff, cleff, syllable and note reading. Having had this foundation and training, the student is ready for introduction to the theoretical side of music through observation of class room procedure and by actually teaching a class himself under supervision.

Mr. Michelsen.

Music 108a-108b. Band Directing. Each one credit.

Fundamental principles in musical organizations, their problems on curricular and extra-curricular bases; study of instruction of bands and orchestras; fundamentals of baton technique.

Mr. Michelsen.

Music 109. The College Band. One credit.

The Band consists normally of about seventy players. Students who desire to join this organization should confer with the director. Membership is decided by tryouts. The ability to play some band instrument is required.

Mr. Michelsen.

Music 112a-112b. Chorus Directing. Each one credit.

Fundamentals of baton technique; voice testing and proper placing of voice in chorus.

Mr. Michelsen.

Music 113. The Men's Glee Club. One credit.

The Glee Club consists of about fifty members. Vacancies in this club are filled by competitive trial. Open to all men students.

Mr. Knutzen.

Music 114. Mixed Chorus. One credit.

An organization composed of both men and women students. Membership is gained by tryouts.

Mr. Michelsen.

Music 115a-115b. Band Directing. Each one credit.

Includes selection of music, the art of program making; care of instruments; theory of score reading, interpretation and directing.

Prerequisite: Music 108a-108b.

Mr. Michelsen.

Music 116a-116b. Chorus Directing. Each one credit.

Includes the importance of program making; practical experience in score reading, in interpretation, in singing two, three and four part songs and directing.

Prerequisite: Music 112a-112b.

Mr. Michelsen.

Music 208a-208b. Directing Course. Each one credit.

Practical experience in score reading; in interpretation and directing. Directing the band in concert.

Prerequisite: Music 115a-115b.

Mr. Michelsen.

Music 210-211. Foundations of Music. Each two credits.

This course extends through the entire year. Stress is put on the fundamental principles in music, teaching staff, cleff, syllable and note reading. Towards the end of the second semester, appreciation of vocal and instrumental music is introduced. The theoretical side of music is introduced through observation of classroom procedure and by actually teaching under supervision.

Mr. Michelsen.

Music 212-213. Harmony. Each one credit.

Fundamentals of notation, keyboard principles, scale study, simple chords, harmonization of assigned melodies, and original melodies. Developing ability to recognize chords and simple progressions. Ear training is a fundamental part of this course.

Mr. Michelsen.

PHILOSOPHY

(See Psychology and Philosophy)

PHYSICAL EDUCATION**Physical Education for Men and Women****General Requirements:**

Physical Education 101, 102, 151, and 152 or 103, 104, 153 and 154 are required for graduation. No credit is given for these courses.

Minor for Men and Women:

Recognizing the fact that an increased emphasis is being placed on the physical education programs in our public schools, a minor is offered in the department of Physical Education for both men and women.

A minimum of 20 credits in Physical Education courses are required, exclusive of Physical Education 101, 102, 151, and 152, or their equivalents 103, 104, 153, 154 (General Physical Education). Courses receiving credits in other fields but required of physical education minors are: Biology 104, Education 225, and Education 260.

Courses for a Physical Education minor may be selected from the following courses:

Courses for men and women: 161, 191, 192, 222, 263, 264, 294.

Courses for men: 171, 271, 273, 274, 276, and 279.

Courses for women: 181, 186, 283, 284, 285, 287, 289.

Required Courses:**Physical Education 101-102. General Physical Education.**

No credit.

Practice in fundamental skills of seasonal sports. Required of all freshmen three hours per week.

Mr. Berg, Miss Spande, Miss Greiling.

Physical Education 103-104. Corrective and Developmental Physical Education.

No credit.

A corrective course, based on the recommendation of the

school physician and director of physical education. For those students who are physically unable to take courses 101 and 102.

Mr. Berg, Miss Spande, Miss Greiling.

Physical Education 151-152. General Physical Education.

No credit.

Practice in fundamental skills of seasonal sports. Required of all sophomores three hours per week.

Mr. Berg, Miss Spande, Miss Greiling.

Physical Education 153-154. Corrective and Developmental Physical Education.

No credit.

A corrective course, based on the recommendation of the school physician and director of physical education. For those students who are physically unable to take courses 151 and 152.

Mr. Berg, Miss Spande, Miss Greiling.

Elective Courses:

Physical Education 161. Human Anatomy. Three credits.

A study of the skeletal, muscular, circulatory, respiratory, and nervous system of the human body. Lecture, discussion, and study of the modern texts, charts, and models. Course designed for physical education students.

Mr. Berg, Miss Spande, Miss Greiling.

Physical Education 171. Physical Education, Theory and Practice. Two credits.

Participation in the conduct of the varied activities included in a broad program of physical education; including tactics, calisthenics, and body-building, apparatus, tumbling, combatives and games of low and high organization.

Mr. Berg.

Physical Education 181. Individual and Dual Sports. One credit.

A study of history, techniques, teaching methods, and rules of individual sports, as archery, tennis, badminton, deck tennis, aerial darts, shuffleboard, table tennis, and horseshoe pitching. Lecture and practical experience.

Miss Spande, Miss Greiling.

Physical Education 186. Rhythmical Activities. Two credits.

An orientation course in the field of rhythms; function of rhythmic activities in a physical education program; analysis of movement and rhythm; methods of teaching marching, singing

games, folk and national dances, tap and creative dances suitable for different grade levels. Survey of dance literature. Leadership experience in program planning and teaching.

Miss Spande, Miss Greiling.

Physical Education 191. Recreational Leadership. Two credits.

A study of the psychology of play and recreation. Various phases of recreational activities discussed with lectures and practical experience in arts and crafts, nature study, dramatics, rhythms and music, sports and games.

Staff.

Physical Education 192. Group Games and Social Recreation. Two credits.

A study of quiet games, singing and folk games, and games of low organization suitable for home, school, and community recreation. This is a supplementary course to Physical Education 191.

Mr. Berg, Miss Spande, Miss Greiling.

Physical Education 222. Nature, Function, and Organization of Play. Two credits.

A study of the nature and function of play and its significance in child, adolescent, and adult life, including characteristics of growth periods.

Mr. Berg, Miss Spande, Miss Greiling.

Physical Education 263. Effects of Physical Activities on the Body. Two credits.

The effects of exercises of speed, strength, skill, and endurance; a study of the nature of muscular behavior, fatigue, breathlessness, and exhaustion; effects of exercise with respect to age, sex, and occupation.

Mr. Berg, Miss Spande, Miss Greiling.

Physical Education 264. School Health Problems. Three credits.

This course is planned for teachers in the elementary and secondary grades. It includes a study of personal health problems, analysis of the various elements of school life which influence the pupil's health, and individual teacher responsibilities in the school health program.

Mr. Berg, Miss Spande, Miss Greiling.

Physical Education 271. Physical Education, Theory and Practice. Two credits.

This course is an advanced course in conducting physical edu-

cation activities. It is a continuation of Physical Education 171.

Mr. Berg.

Physical Education 273. Football, Theory and Practice.

Two credits.

Course covers mechanics of fundamentals; technique of position play; analysis of various styles of offense and defense; strategy; coaching methods; conditioning.

Mr. Berg.

Physical Education 274. Basketball, Theory and Practice.

Two credits.

Course covers technique of fundamentals; analysis of various styles of offense and defense; coaching methods, including practice drills involving the use of fundamentals and elements of team play; conditioning.

Mr. Berg.

Physical Education 276. Track and Baseball, Theory and Practice.

Two credits.

Track course covers technique of various track and field events; training schedules for the various events; track strategy; conducting meets; coaching methods; conditioning.

Baseball course covers fundamentals; technique of position play; offensive and defensive strategy; coaching methods; conditioning.

Mr. Berg.

Physical Education 279. Care and Treatment of Athletic Injuries.

Two credits.

Course covers the causes, treatment, and prevention of injuries common to athletic activities; taping; bandaging; discussion of such vital topics as fatigue, over-training, second wind, etc.

Mr. Berg.

Physical Education 283. Team Sports for Women, I.

Two credits.

A study of individual skill techniques, team tactics and formation plays, teaching methods, rules and officiating duties in teaching soccer, speedball, and field hockey. Review of lead-up games for each team sport.

Prerequisites: Physical Education 101, 102, 151, 152.

Miss Spande, Miss Greiling.

Physical Education 284. Team Sports for Women, II.

Two credits.

A study of fundamental techniques, individual and team tactics, methods of coaching, practice drills, rules and technique in officiating basketball, volleyball and softball. Review of lead-up games for each team sport.

Prerequisites: Physical Education 101, 102, 151, 152.

Miss Spande, Miss Greiling.

Physical Education 285. Body Building and Self-testing Activities.

Two credits.

Theory and technique of teaching stunts, tumbling, and other self-testing activities. Study of posture correction and development through body-building activities and gymnastic exercises.

Miss Spande, Miss Greiling.

Physical Education 287. Folk and National Dances.

Two credits.

National folk dances, suitable for elementary, secondary, and adult age levels, from European, Latin American, and North American countries are presented. Source materials and national dance costumes are studied.

Miss Spande, Miss Greiling.

Physical Education 289. Safety Procedures in Physical Education.

One credit.

Discussion of possible injuries in physical education; study of causes, treatments, and procedures for prevention of such accidents.

Miss Spande, Miss Greiling.

Physical Education 294. Organization and Administration of Recreation.

Two credits.

A study of the objectives, principles, methods, and content of a recreational program. Problems of facilities, equipment, and leadership. Includes a study of the organization and administration of a recreational program for various age levels.

Mr. Berg, Miss Spande, Miss Greiling.

PHYSICAL GEOGRAPHY

(See Geography under Social Studies)

PHYSICS

(See Science)

PHYSIOLOGY

(See Biology under Science)

PSYCHOLOGY AND PHILOSOPHY

Psychology may be taken as a minor in all four year courses with a minimum of sixteen credits. Psychology 101 is a prerequisite for all who wish to take any of the advanced courses in Psychology mentioned hereafter.

Psychology 101. General Psychology. Three credits.

An introductory course in the study of behavior.
Prerequisite: Sophomore standing.
Offered first semester.

Mr. Harris, Mr. Mott.

Psychology 103. Psychology of Childhood. Three credits.

This course deals with recent studies in childhood development. It deals specifically with the emotional and mental development of children. This course is organized to meet the needs of primary and intermediate teachers.

Prerequisite: Psychology 101.

Mr. Mott.

Psychology 106. Psychology of Personality Adjustment. Three credits.

Aims to help the student understand his own behavior and the behavior of the child. Deals with the concept of integration, mental and emotional conflicts, behavior maladjustments, parent-child relationships, case study techniques, use of tests and inventories, personality theories, significance of adjustment for learning, marriage, etc. The implications of mental hygiene for teaching are emphasized. Recommended to follow Psychology 101.

Prerequisite: Psychology 101.
Offered only second semester.

Mr. Harris.

Psychology 107. Applied Psychology. Three credits.

This course deals with the application of psychology to business, professions, advertising, personnel, and a study of the instruments for discovering aptitudes and interests in vocational guidance.

Prerequisite: Psychology 101.
Offered only second semester.

Mr. Mott.

Psychology 201. Introduction to Philosophy. Three credits.

Aims to help the student discover and create for himself his own working philosophy of life. Emphasis will be given to the experimental approach.

Prerequisite: Psychology 101.

Mr. Harris, Mr. Mott.

Psychology 207. History of Philosophy. Three credits.

A more intensive study of idealism, mysticism, materialism, and naturalism will be made; individual philosophies will be studied. Considerable emphasis will be given to the philosophy of John Dewey and other experimentalists.

Prerequisite: Psychology 201.

Mr. Harris.

Psychology 209. Social Psychology. Three credits.

The study of group behavior. The place of emotions, habits, and of fantasy and objective thinking in social behavior.

Prerequisite: Psychology 101.

Mr. Reppen.

SCIENCE**ASTRONOMY****Astronomy 101. Three credits.**

A course in elementary descriptive astronomy. Mathematics not required. In addition to the lectures, evening meetings will be required for observation and use of the department's four inch refractor.

Prerequisite: Sophomore standing.

Mr. Rightsell.

BIOLOGY

Requirements for majors in biology:

1. The thirty credits required must include 103, 104, 203, and 119.
2. The remaining twelve hours may be earned by taking other courses as described below.

Requirements for minors in biology:

1. The twenty credits required must include 103 and 104.
2. The remaining ten hours may be earned by taking other courses as described below.

Biology 102. Physiology and Hygiene. Two credits.

Elementary anatomy, physiology, and hygiene.

Miss Allen, Mr. Evans, Miss Wilson.

Biology 103. Introduction to Plant Biology. Five credits.

The scope of general biology emphasized by reference to the content of subjects in specialized fields. Properties of protoplasm, cell structure, cell division, tissue differentiation, and principles of heredity in both plants and animals are discussed in lectures. Laboratory work consists of morphological studies of typical plants selected from all plant groups.

Mr. Evans, Mr. Lyness, Mr. Pierson.

Biology 104. Introduction to Animal Biology. Five credits.

Study of anatomy, physiology, adaptations, and classification of animals. Laboratory work includes comparative anatomy, and embryology of various types of animals.

Mr. Evans, Mr. Lyness, Mr. Pierson.

Biology 109. Nature Study. Two credits.

General relationships to mankind of plant and animal life with special attention to nature study teaching and its correlation in the elementary grades.

Mr. Evans, Mr. Lyness.

Biology 115. Field Botany. Two credits.

Identification and classification of plants, particularly those seed plants flowering during the session. Frequent field trips interspersed by study of collections in the laboratory.

Prerequisite: Biology 103 or consent of instructor.

Mr. Lyness, Mr. Pierson.

Biology 116. Field Zoology. Two credits.

Field trips; observing and collecting of local animals; identification and study of collected species in the laboratory.

Prerequisite: Biology 104 or consent of instructor.

Mr. Evans, Mr. Pierson.

Biology 119. Botany. Five credits.

Morphology, physiology, and classification of all plants below the angiosperms. Lecture and laboratory.

Prerequisite: Biology 103 or its equivalent.

Mr. Lyness.

Biology 120. Botany. Five credits.

Morphology, physiology, and classification of the angiosperms. Lecture and laboratory.

Prerequisite: Biology 103 or its equivalent.

Mr. Lyness.

Biology 201. Mammalian Anatomy. Three credits.

An advanced course in comparative anatomy. Recommended for students looking forward to a career in medicine or nursing. Not required but recommended as a prerequisite to Biology 203. Lecture and laboratory.

Prerequisite: Biology 104 or its equivalent.

Mr. Evans.

Biology 203. Physiology. Three credits.

An advanced course for premedics or biology majors. Functions of muscles and nerves. The circulation of the blood. Lecture and laboratory.

Prerequisite: Biology 104 or its equivalent.

Mr. Evans.

Biology 204. Physiology. Three credits.

A study of such bodily functions as digestion, assimilation, absorption, excretion, secretion, and respiration. Lecture and laboratory.

Prerequisite: Biology 104.

Mr. Evans.

Biology 209. Principles of Public Health. Two credits.

Relations of micro-organisms to disease; characteristics and methods of prevention of communicable diseases. Brief survey of organizations and methods in public health, vital statistics, health education, and publicity.

Mr. Evans.

Biology 210. General Bacteriology. Three credits.

Introduction to morphology, physiology, classification and cultivation of bacteria, yeasts, and molds, particularly as they affect food supply, problems of the household and everyday life. Lecture and laboratory.

Prerequisite: General Inorganic Chemistry, or equivalent.

Mr. Evans.

CHEMISTRY

A \$2.00 laboratory deposit is required of each student upon entrance into any of the "100" Chemistry courses—and a \$5.00 deposit upon entrance into the "200" Chemistry courses, per semester.

A major in chemistry, consisting of thirty-four hours, will include courses 105, 106, 106a, 107, 108, 205, 206, and 207.

A minor, consisting of fifteen credits, will include courses 105 and 106. The credits remaining to complete the minor may be selected from courses 107, 108, 205, and 206.

Students majoring in chemistry should follow this sequence of courses:

Freshman year:

Chemistry 105, 106, and 106a.

Mathematics 105 and 106 (or 109 and 110).

Sophomore year:

Chemistry 107 and 108.

Mathematics 201.

Physics 105 and 106.

Junior and Senior years:

Chemistry 205, 206, 207, and 208.

Mathematics 207 and 208.

Chemistry 105. Inorganic Chemistry. Five credits.

First semester. A study of the fundamental principles and laws of chemistry in connection with the descriptive chemistry of the non-metallic elements and their compounds. Three hours lecture, four hours laboratory per week.

Prerequisite: Mathematics 105 or 109, or concurrent registration in Mathematics 105 or 109 for all who expect to major in chemistry.

Mr. Faust, Mr. Schmeeckle.

Chemistry 106. Inorganic Chemistry and Qualitative Analysis. Five credits.

Second semester. A continuation of Chemistry 105. The properties of the metallic elements. Laboratory work on the properties of metals and elementary qualitative analysis.

Prerequisite: Chemistry 105.

Mr. Faust, Mr. Schmeeckle.

Chemistry 106a. Qualitative Analysis. One credit.

Second semester. An extension of qualitative analysis to include study of the anions, theory of qualitative analysis, and

solubility products. Lecture and laboratory three hours per week.

Prerequisite: Chemistry 106 or concurrent registration in Chemistry 106.

Mr. Faust, Mr. Schmeeckle.

Chemistry 107. Quantitative Analysis. Five credits.

First semester. Theory and practice of quantitative analysis. Two hours lecture, nine hours laboratory per week.

Prerequisite: Chemistry 106.

Mr. Faust.

Chemistry 108. Quantitative Analysis. Five credits.

Second semester. A continuation of Chemistry 107.

Prerequisite: Chemistry 107.

Mr. Faust.

Chemistry 110. Food Biochemistry. Four credits.

An elementary survey of carbohydrates, lipids, and proteins; placing special emphasis upon the application of organic chemistry to the study of foods.

Two hours lecture; four hours laboratory each week.

Prerequisites: Chemistry 105 and 106.

Mr. Schmeeckle.

Chemistry 112. Textile Chemistry. Three credits.

Second semester. This course includes a microscopic study of textile fibers together with special emphasis on the chemical analysis, dyeing, etc., of the various textile fibers. Two hours lecture, two hours laboratory per week.

Prerequisite: Chemistry 110.

To be assigned.

Chemistry 203. Physiological Chemistry. Four credits.

First semester. A study of the constitution of animal tissue and of the chemical composition of the three main classes of foods, the carbohydrates, fats, and proteins, together with their fate in digestion and metabolism. Two hours lecture, four hours laboratory per week.

Prerequisite: Chemistry 105 and 205.

Mr. Schmeeckle.

Chemistry 205. Organic Chemistry. Five credits.

First semester. The general principles and theories of organic chemistry. Methods of preparation and the characteristic reac-

tions to the aliphatic organic compounds. Applications of the electron theory to organic chemistry. Three hours lecture, six hours laboratory per week.

Prerequisite: Chemistry 105 and 106.

Mr. Schmeeckle.

Chemistry 206. Organic Chemistry. Five credits.

Second semester. A continuation of Chemistry 205 to include aromatic compounds.

Prerequisite: Chemistry 205.

Mr. Schmeeckle.

Chemistry 207. Physical Chemistry. Three credits.

First semester. The fundamental principles of chemistry and physics as applied to gases, liquids, solids, and solutions, including thermo-chemistry and the theories of electrolytic dissociation and chemical equilibria. Three hours lecture, three hours laboratory per week. Offered in alternate years.

Prerequisite: Chemistry 105, 106, 107, and 108; Physics 105 and 106; Mathematics 207 and 208; or consent of instructor.

Mr. Faust.

Chemistry 208. Physical Chemistry. Three credits.

Second semester. A continuation of Chemistry 207 with extension to electrochemistry, chemical kinetics, and surface chemistry. Offered in 1941-42 and in alternate years.

Prerequisite: Chemistry 207.

Mr. Faust.

GENERAL SCIENCE

A major in General Science shall consist of twenty credits in Biology, or Chemistry, or Physics, and ten credits in each of the other two. In addition, General Science 225 must be included in the Education sequence.

A minor shall consist of ten credits each in Biology, Physics, and Chemistry.

GEOLOGY

Geology 107. General Geology. Five credits.

First semester study of mineralogy and earth structures, surfaces of the earth, and the processes which produce changes in materials, structures and surfaces. Lecture and laboratory.

Prerequisite: Inorganic chemistry. Consent of instructor.

Mr. Evans.

Geology 108. Historical Geology. Five credits.

Second semester study of earth history, with elementary paleontology. Lecture and laboratory.

Prerequisite: General Geology 107, or equivalent.

Mr. Evans.

PHYSICAL GEOGRAPHY

(See Geography under Social Studies)

PHYSICS

Physics Minor: Sixteen hours credit is required for a minor in Physics, including courses 105 and 106. The remaining hours may be selected from courses 206, 207, or Astronomy 101.

Physics 105. General Physics. Five credits.

The course in general college physics covering mechanics, sound, heat, light, electricity, and magnetism. Lectures, recitation, and laboratory.

Mr. Rightsell.

Physics 106. General Physics. Five credits.

A continuation of Physics 105. Lectures, recitation, and laboratory.

Prerequisite: Physics 105.

Mr. Rightsell.

Physics 206. Radio Course. Three credits.

The elementary and more advanced principles of radio communication. Lectures, recitation, and laboratory work.

Prerequisite: Physics 105 and 106.

Mr. Rightsell.

Physics 207. Advanced Optics. Three credits.

A review of light as given in general physics and a study of the more advanced principles of optics. Lectures, recitation, and laboratory work.

Prerequisite: Physics 105 and 106.

Mr. Rightsell.

SOCIAL STUDIES

The State Department of Public Instruction will not give a certificate to teach any of the social studies unless the candidate

for certification has had adequate preparation in conservation and cooperative marketing. The department of social studies interprets this requirement to mean that the candidate must have courses in both conservation and cooperative marketing as described here.

CONSERVATION

Conservation 107. Three credits.

A study of the natural resources of Wisconsin, with emphasis upon the development of the proper public attitude toward the right use and renewing of our natural resources.

Mr. Schmeckle.

Conservation 207. Conservation of the Natural Resources of the United States. Three credits.

A survey of the different natural resources of the United States, the enormous waste in their exploitation, and the urgent need of conserving them for the continued prosperity of the nation.

Mr. Watson.

GEOGRAPHY

A. A major in Geography shall consist of the following:

- a. Geography 100a and 100b.....Ten credits
- Geography 107 and 109.....Six credits
- Geography 111 and 113.....Five credits
- b. The eleven additional credits necessary to complete a major shall be chosen from the following courses:
 Geography 204, 205, 208, and 207 (Conservation).

B. A minor in Geography shall consist of the following:

- a. Geography 100a and 100b.....Ten credits
 - Geography 109 and 110 or 107.....Six credits
- Additional credits may be selected from any of the other offerings in the field to a minimum of 20.

Geography 101. Elements of Geography. Three credits.

A brief course in the elements of Geography designed to meet the needs of students preparing to teach in the grades or the rural schools, and of students who do not major or minor in geography but who desire a background course in the field.

Miss Hanson, Mr. Watson.

Geography 102. Commercial Geography. Three credits.

A study of the production and distribution of the world's commodities of commerce—its foodstuffs, raw materials, manufac-

tured goods, and trade.

Miss Hanson.

Geography 107. Geography of North America. Three credits.

An interpretative study of the general geography of the different regions of Canada, and the United States with its possessions.

Prerequisite: Geography 101, or Sophomore standing.
Offered in odd numbered years.

Miss Hanson, Mr. Watson.

Geography 100a-100b. Physical Geography. Each five credits.

A descriptive interpretation of earth relations, land forms, soils, drainage, weather, climate, oceanic phenomena, mineral resources, animal and vegetable life—in fact all the factors that comprise the natural environment of man. Lecture, laboratory, and field trips.

Credit in this course is accepted as part of the laboratory science requirements for a degree.

Miss Hanson, Mr. Watson.

Geography 109. Europe. Three credits.

An interpretative study of the geographic regions of Europe.
Prerequisite: Geography 101, or Sophomore standing.

Miss Hanson, Mr. Watson.

Geography 110. South America. Three credits.

General geography of South America.

Miss Hanson.

Geography 113. Wisconsin. Two credits.

A study of the general geography of Wisconsin.

Mr. Watson.

Geography 115. Middle America. Two credits.

General Geography of Mexico, Central America, Panama, and the islands.

Offered in even numbered years.

Miss Hanson.

Geography 203. Africa. Two credits.

General Geography of Africa.

Offered in even numbered years.

Mr. Watson.

Geography 204. Climatology.

Three credits.

This course includes the study of weather, and a description and interpretation of the climatic types of the world.

Prerequisite: Geography 101 or its equivalent.

Mr. Watson.

Geography 206. Historical Geography of the United States.

Three credits.

A study of the influence of the geographic factors in the historical development of the United States.

Offered in even numbered years.

Mr. Watson.

Geography 207. Conservation of the Natural Resources of the United States.

Three credits.

A survey of the different natural resources of the United States, the enormous waste in their exploitation, and the urgent need of conserving them for the continued prosperity of the nation.

This course meets the requirements of the State Department of Public Instruction on Conservation.

Mr. Watson.

Geography 208. The Continent of Asia.

Three credits.

A study of the general geography of Asia with a more intensive treatment of China, Japan, India, and Southwestern Asia.

Mr. Watson.

Geography 209. Australia, the East Indies, and Islands of the Southwest Pacific.

Two credits.

Offered in odd numbered years.

Mr. Watson.

Geography 210. Industrial Geography.

Three credits

A descriptive and explanatory treatment of the growth of industry in the nations of the world, with primary emphasis on northeastern United States, the industrial nations of northwestern Europe and eastern Asia.

Miss Hanson, Mr. Watson.

HISTORY

A. A major in History shall consist of the following thirty-four to forty credits:

a. History 111-112: Modern Europe.....Six credits
History 113-114: Medieval History.....Six credits
History 115-116: American History.....Six credits

b. A concentration of twelve credits of advanced courses in either European or American or Culture; that is, courses numbered above 200. Courses listed under the Culture History concentration may be used in the European History concentration except American Social and Intellectual History, which may be used in the American History concentration.

c. Sufficient extra credits to make a total of thirty-four to forty credits.

d. Social Science 103 and 203.

It is recommended that students majoring in History take Geography 100a-100b.

B. A minor in History shall consist of the following:

a. Any introductory course open to freshmen.....Six credits
History 115-116: American History.....Six credits

b. A concentration of eight credits of advanced courses in American, or Culture, or European History.

Introductory Courses Open to Freshmen

History 109. History of England.

Three credits.

The history of the British people to the close of the Seventeenth Century.

Mr. Tolo.

History 110. History of England.

Three credits.

The modern history of the United Kingdom from 1688 to the present; colonial, political, and social development.

Mr. Tolo.

History 111. Modern Europe.

Three credits.

History of Europe from the Sixteenth Century to the Nineteenth Century.

Mr. Tolo.

History 112. Modern Europe.

Three credits.

History of Europe in the Nineteenth and Twentieth centuries.

Mr. Tolo.

History 113. Medieval History. Three credits.

History of Europe from the Fourth Century to the Twelfth Century.

Mr. Jenkins, Mrs. Pfiffner.

History 114. Medieval History. Three credits.

A continuation of History 113 to the Sixteenth Century.

Mr. Jenkins, Mrs. Pfiffner.

History 117. Ancient History. Three credits.

Oriental and Hellenic History up to the Macedonian conquest of the East.

To be assigned.

History 118. Ancient History. Three credits.

Hellenistic and Roman History to the fall of the Western Empire.

To be assigned.

Introductory Courses Not Open to Freshmen

History 115. History of the United States to 1850. Three credits.

Prerequisite: Sophomore standing.

Mr. Jenkins, Mr. Steiner.

History 116. History of the United States since 1850. Three credits.

Prerequisite: History 115.

Mr. Jenkins, Mr. Steiner.

Advanced American History

History 204. Representative Americans. Two credits.

Prerequisite: History 115 and 116.

Mr. Steiner.

History 205. Economic History of the United States. Three credits.

Prerequisite: History 115 and 116.

Mr. Steiner.

History 216a. Constitutional History of the United States. Two credits.

Prerequisite: History 115 and 116.

Mr. Steiner.

History 216b. Constitutional History of the United States. Two credits.

Prerequisite: History 216a or consent of the instructor.

Mr. Steiner.

History 217a. American Social and Intellectual History. Two credits.

The development of American social and intellectual life to 1825.

Prerequisite: History 115 and 116, or consent of instructor.

Mr. Jenkins.

History 217b. American Social and Intellectual History. Two credits.

A continuation of History 217a to the Twentieth Century.

Prerequisite: History 115 and 116, or consent of instructor.

Mr. Jenkins.

History 218. Colonial Era. Two credits.

History of the American Colonies to the American Revolution.

Prerequisite: History 115 and 116.

Mr. Steiner.

History 219a. Recent United States History. Two credits.

History of the United States from the late nineteenth century to 1919.

Prerequisite: History 115 and 116, or consent of instructor.

Mr. Jenkins.

History 219b. Recent United States History. Two credits.

A continuation of History 219a to the present.

Prerequisite: History 115 and 116, or consent of instructor.

Mr. Jenkins.

History 220. History of American Diplomacy Since 1881.

Three credits.

This is a study of the relations of the United States with the rest of the world from 1881 to the present. The problems that have confronted us, the policies which we have adopted to solve them, and the conditions that have finally brought us to a dominant position in world affairs are examined.

Mr. Jenkins.

History 222. The History of Recent World Politics. Two credits.

A global survey of the social, military, and economic problems of current world powers. World supplies of natural resources and national political structures are studied as factors in recent global diplomacy. Class hours are spent in interpreting numerous "global" books published within the past three years.

Mr. Tolo.

History 224. Wisconsin.

Two credits.

The history of Wisconsin from the beginning of the French regime to date.

Mr. Steiner.

Advanced European History**History 207. The Renaissance.**

Two credits.

Special attention is given the politics, the arts, the literature, and recovery of the classics during the Fourteenth and Fifteenth Centuries.

To be assigned.

History 208. Tudor England.

Two credits.

An analysis of the beginnings of modern England.

Mr. Tolo.

History 209a. History of Civilization.

Two credits.

The nature of civilization, the development of the practical arts, the fine arts, of government and of human communication through the Middle Ages are the field investigated. First Semester.

To be assigned.

History 209b. History of Civilization.

Two credits.

Continuation of 209a.

To be assigned.

History 210. The French Revolution.

Two credits.

A study of the revolutionary period in Europe and the beginnings of our modern democratic ideals.

Mr. Tolo.

History 212. Hellenic Civilization.

Two credits.

The development of Hellenic culture with emphasis on the achievements of the Athenians.

To be assigned.

History 213. History of Germany (1860 to date.) Two credits.

An analysis of Imperial and Republican Germany; also the National Socialist State.

Mr. Tolo.

History 214. Nineteenth and Twentieth Century Russia.

Two credits.

Tsarist Russia; Its background, institutions, and problems. This course is concluded by a survey of the Russian Revolution and the new Soviet State.

Mr. Tolo.

History 222. The History of Recent World Politics. Two credits.
(See description under Advanced American History).

Mr. Tolo.

Culture History

A student wishing to concentrate in Culture History may choose from the following courses: Hellenic Civilization; History of Civilization; The Renaissance; Tudor England; French Revolution; and American Social and Intellectual History.

Special Work**History 250. Special Work.**

Upper class students of known capacity majoring or minoring in history may, by agreement with their division director and a member of the history department, arrange for special out-of-class work, for which credit may be allowed on the basis of one credit for each week, or its equivalent, devoted exclusively to a special project.

SOCIAL SCIENCE

The minor in Social Science shall consist of Social Science 103, 104, 203, 206, and enough additional credits to make up a total of sixteen credits.

It is required that History 115 and 116, and it is recommended that Social Science 210 and History 209, accompany the minor in this field. Other courses may be substituted at the request of the student on approval by the Directors.

Economics

Social Science 103. General Economics. Four credits.

Fundamental economic principles and problems of economic society; production, the modern exchange system, value and price.

Prerequisite: Full Sophomore standing.

Mr. Reppen.

Social Science 104. Economics. Four credits.

Distribution, consumption, public finance, economic policies and politics.

Prerequisite: Social Science 103.

Mr. Reppen.

Social Science 212. Cooperative Marketing. Two credits.

A study of the marketing services. Producer and consumer cooperatives as devices for rendering these services.

Mr. Reppen.

Political Science

Social Science 102. Local, State, and National Government. Three credits.

It is the aim of this course to secure an accurate knowledge of the units of government, their functions and operation. Much collateral reading is required.

Mr. Steiner.

Social Science 203. American Government and Politics. Three credits.

The nature and functions of governments. Foundations and

machinery of American national, state, and local government. The practical operation of politics.

Prerequisite: History 115 and 116.

Mr. Reppen.

Social Science 205. Comparative Governments. Three credits.

A comparative study of selected contemporary European governments.

Prerequisite: Social Science 203.

Mr. Reppen.

Sociology

Social Science 106. Rural Sociology. Three credits.

This course aims to give the student a general understanding of the social problems of the average rural community. Attention is given to the function and relationships of the leading rural social institutions, the home, the school, the church, and to such community interests as health, recreation, standards of life, the family, social life, and recreation. Definite methods of improving rural social problems will be discussed and students will make an analysis of the social problems of rural communities known to them.

Miss Roach.

Social Science 206. Introductory Sociology. Three credits.

Genesis and development of social relations and institutions. The relations of geography, biology, and psychology to human society.

Prerequisite: Junior standing.

Mr. Reppen.

Social Science 207. Social Psychology. Three credits.

A study of group behavior. The place of emotions, habits, and of fantasy and objective thinking in social behavior.

Prerequisite: Psychology 101, or Social Science 206.

Mr. Reppen.

Social Science 209. Anthropology. Three credits.

Human origins, physical and cultural. Human anatomy, fossil man, the races of mankind, and the habits and customs of primitive peoples are studied in the light of their bearing on the development of human culture.

To be assigned.

Social Science 210. Social Problems of the Home and Family.
Two credits.

A brief historical survey of the evolution of the family, a study of some of the present problems of family life to try to determine the factors necessary for successful happy family relationships.

Miss Allen.

SPANISH

(See Foreign Languages.)

SPEECH

Students interested in speech activity as a minor must complete a minimum of sixteen credits. The required courses are:

Speech 100	2
Speech 101	3
Speech 102	3

Since actual participation in forensics, radio, and dramatics is essential in the preparation of a teacher of speech, each student who minors in speech will take four years of Speech 226. Students expecting to teach forensics, radio, or dramatics must earn three extra curricular credits in their selected field. The other year must be devoted to the other speech activity offered in Speech 226.

Speech 100. Freshman Speech. Two credits.

This course consists of three definite units: the voice; humorous, dramatic, and choral reading; and effective speech composition and delivery. This is a general course in speech which helps develop courage, poise, resourcefulness, and self-mastery.

Mr. Burroughs.

Speech 101. Speech Fundamentals. Three credits.

This is an orientation course in speech. Special attention is given to the two objectives: knowledge and proficiency. The course consists of a maximum of practice and a minimum of theory.

Mr. Burroughs.

Speech 102. Speech Fundamentals. Three credits.

This is a continuation of Speech 101. Special attention is given in this semester to speech projects, oral reading, and play production. The last nine weeks of the course are devoted to the presentation of plays.

Mr. Burroughs.

English 210. Contemporary Drama. Two credits.

A study of the origin, development, and characteristics of the drama in England and in America.

Mr. Burroughs.

Speech 211. Interpretative Reading. Three credits.

A continuation of Speech 101 and 102. Special emphasis on the oral interpretation of literature.
Given in alternate years.

Mr. Burroughs, Miss Roach.

Speech 212. Public Speaking. Three credits.

The work consists in the preparation and delivery of short addresses based on prepared outlines. Careful preparation of material is required. The plan of the speech is made in advance, but the choice of language is left for the occasion of speaking. Criticism and points of theory given by the instructor supplement the practice.

Given in alternate years.

Mr. Burroughs.

Speech 220. Fundamentals of Stage Craft. Two credits.

An introduction to the common materials and techniques in stage decoration. The function in production of scenery, lighting, costuming, make-up, and other stage arts is considered in theory and practice. Special emphasis is placed upon the practical problems of the artist-technician.

Speech 221. Stage Design. Two credits.

A continuation of Speech 220. The organic theory of play production is emphasized in design projects which permit the student to specialize his efforts in a chosen division of production. The work of typical modern theatres and designers is illustrative material, and the college stage serves as a laboratory.

Speech 222. Radio Speech. Three credits.

A study of radio continuity types and experimental radio production techniques. Continuity and program projects will include script writing, control operation, sound effects, microphone placement, and acting. Frequent use will be made of electrical recordings. The college radio studios will serve as a laboratory.

Speech 226. Forensics and Dramatics. Four credits.

To earn credit in forensics, in dramatics and in radio, students must represent the school in one or more extracurricular activities: oratory, debate, extemporaneous speaking, humorous or

serious declamation, interpretative reading, radio, and dramatics. Since practice in different types accelerates the skills in any one of them, students are encouraged to select one activity as a major interest and one or more as a minor interest. In order to earn credit, however, a student must participate in his major activity for three years; in his minor activity for one year. He may represent the school for four years in debate or dramatics.

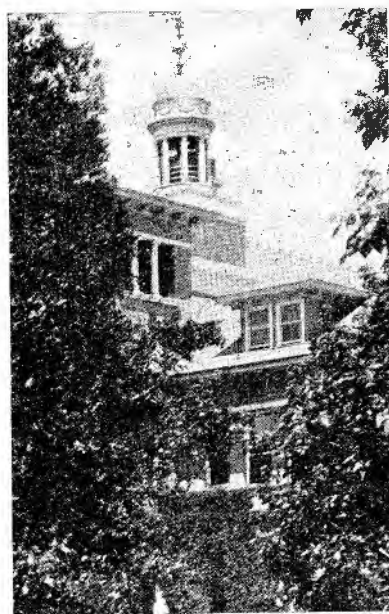
Mr. Burroughs, Miss Hanson, Mr. Jenkins.

TECHNIQUES

(See Education)

TRIGONOMETRY

(See Mathematics)



COLLEGE ENROLLMENT 1943-1944

FIRST SEMESTER

CURRICULA	1st Year		2nd Year		3rd Year		4th Year		Totals		Grand Totals
	M	W	M	W	M	W	M	W	M	W	
General Freshmen	20	47							20	47	67
Secondary			6	23	3	28		31	9	82	91
Junior High School						2		2		4	4
Intermediate						5		6		11	11
Primary				5	16		20			41	41
Rural—State Graded		21		21		1		3		46	46
Totals	20	68	6	49	3	52		62	29	232	261

SECOND SEMESTER

CURRICULA	1st Year		2nd Year		3rd Year		4th Year		Totals		Grand Totals
	M	W	M	W	M	W	M	W	M	W	
General Freshmen	13	45							13	45	58
Secondary			7	19	2	26	1	26	10	71	81
Junior High School						1		4		5	5
Intermediate						3		4		7	7
Primary				7	14		20			41	41
Rural—State Graded		18		22		1		1		42	42
Totals	13	63	7	48	2	45	1	55	23	211	234

COLLEGE ENROLLMENT 1944-1945

FIRST SEMESTER

CURRICULA	1st Year		2nd Year		3rd Year		4th Year		Totals		Grand Totals
	M	W	M	W	M	W	M	W	M	W	
	General Freshmen	30	66							30	
Secondary			2	19	4	13	2	22	8	54	62
Junior High School						1		1		2	2
Intermediate						2		4		6	6
Primary				6		5		15		26	26
Rural—State Graded	1	19		5		2	1	4	2	30	32
Totals	31	85	2	30	4	23	3	46	40	184	224

SECOND SEMESTER

CURRICULA	1st Year		2nd Year		3rd Year		4th Year		Totals		Grand Totals
	M	W	M	W	M	W	M	W	M	W	
	General Freshmen	18	59							18	
Secondary			1	20	3	12	3	22	7	54	61
Junior High School				1		1				2	2
Intermediate						4		4		8	8
Primary				4		6		11		21	21
Rural—State Graded		18		9		3	1	2	1	32	33
Totals	18	77	1	34	3	26	4	39	26	176	202

SUMMER SESSION ENROLLMENT

CLASSIFICATION OF STUDENTS	1943		1944	
	First Term	Second Term	First Term	Second Term
General Freshmen.....	6	6	4	3
Elementary.....	79	53	93	44
Secondary and Junior High.....	64	43	41	34
Rural—State Graded.....	206	160	266	199
Special Courses.....	5	3	5	1
Training School.....	143	55	123	
Totals (excluding Training School)...	360	265	409	281

TRAINING SCHOOL ENROLLMENT

	1942-1943	1943-1944
Junior High, Grades 7, 8, 9.....	66	68
Intermediate, Grades 4, 5, 6.....	82	76
Primary, Grades 1, 2, 3.....	77	70
Totals.....	225	214

Total Two-year Diplomas issued by the college to September 1, 1944... 4267

Total Bachelor's Degrees conferred by the college to September 1, 1944. 1555

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COLLEGE CALENDAR

	1944-45	1945-46
Registration	Sept. 11-12	Sept. 10-11
Classes begin.....	Sept. 13	Sept. 12
Thanksgiving recess.....	Nov. 23-24	Nov. 22-23
Christmas recess beginning.....	Dec. 23	Dec. 22
Reopen after recess.....	Jan. 8	Jan. 7
First semester ends.....	Jan. 26	Jan. 25
Second semester opens.....	Jan. 29	Jan. 28
Easter recess.....	March 29- April 2, inc.	April 18-22, inc.
Classes suspended on Memorial Day..	May 30	May 30
Second semester ends.....	June 7	June 6
Commencement	June 8	June 7
Opening of Summer Session.....	June 11	June 17