

Colorado Previously Missing

From: "Heather L. Huntington" <hlh2105@columbia.edu>
Subject: **Fwd: Cajori Two Curriculum Project**
Date: March 29, 2011 5:03:12 PM EDT
To: Walter Meyer <meyer1@adelphi.edu>
▶ 1 Attachment, 645 KB

Hi Walter,

Attached is the missing data from Colorado College. So far, I have contacted a total of 11 schools. A few have responded by forwarding my email to assistants in archives and the rest I will call this Friday to make sure they received my email. I am logging all of my communication with the schools so that I can keep track of everything. The good news is that I only need to make initial contacts with 4 more! And hopefully more of them will respond with scanned images like this!

Best,
Heather Huntington

----- Forwarded message from jrandall@ColoradoCollege.edu -----

Date: Tue, 29 Mar 2011 20:15:22 +0000
From: Jessie Randall <jrandall@ColoradoCollege.edu>
Reply-To: Jessie Randall <jrandall@ColoradoCollege.edu>
Subject: Cajori Two Curriculum Project
To: "hlh2105@columbia.edu" <hlh2105@columbia.edu>

Dear Heather Huntington,

To answer your questions:

M
1915
In 1915, there was indeed a major in math available at Colorado College. All CC students had to choose a major and do "30 hours in the major subject, or in the major subject and in such minor subjects as he shall consider necessary, or in collateral work." Kinda vague, but there it is.

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G
T
1935
In 1935, the graduation requirements at CC had gotten rather loosey-goosey, as you'll see. Students now did two years of general work in the "School of Arts and Sciences" and then two years in a particular school, either the School of Letters and Fine Arts, the School of Social Sciences, or the School of Natural Sciences. This last one included the department of math. As for graduation requirements, "The College still states its graduation requirements in terms of units which are the equivalent of 128 semester hours, but the College says further that graduation shall not depend merely upon the completion of a certain number of units but, rather, upon attainment in a subject, or subjects of study, which attainment is to be determined by a comprehensive final examination." The school no longer required majoring, but instead students chose a "field of concentration" for their final two years and took about half their coursework in that area. The school was on a standard two-semester calendar.

I've attached digital photocopies of the relevant pages from the 1915 and 1935 Colorado College catalogs. There's no fee for the service since it was a small request.

Good luck with the project!

Jessy Randall, Curator and Archivist
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C.C.R.
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SEE PAGE 87

COLORADO COLLEGE PUBLICATION

GENERAL SERIES No. 204

BULLETIN SERIES No. 121

CATALOG ISSUE



COLORADO SPRINGS, COLORADO
FEBRUARY, 1935

HN GAW MEEM, SANTA FE, N. M.

semesters

Colorado
Coll.

CALENDAR

1934

Sept.	12—	Residence halls open	Wednesday
Sept.	13—	Intelligence tests, required of all new students, 2 p.m.	Thursday
Sept.	15—	Registration of freshmen	Saturday
Sept.	17—	Registration of all other students	Monday
Sept.	17—	Instruction for first semester begins at 8 a.m.	Tuesday
Sept.	18—	Instruction for first semester begins at 8 a.m.	Saturday
Sept.	20—	Condition examinations	Thursday
Nov.	1—	Insignia Day	Saturday
Nov.	3—	Mid-semester reports due from instructors	Monday
Nov.	12—	A holiday (for Armistice Day)	Wednesday
Nov.	28—	Thanksgiving recess begins at 5 p.m.	Monday
Dec.	3—	Thanksgiving recess ends at 8 a.m.	Friday
Dec.	14—	Christmas recess begins at 5 p.m.	Friday

1935

Jan.	2—	Christmas recess ends at 8 a.m.	Wednesday
Jan.	26—	Mid-year examinations begin	Friday
Feb.	2—	Registration of all students for second semester	Saturday
Feb.	4—	Instruction for second semester begins at 8 a.m.	Monday
Feb.	16—	Condition examinations	Saturday
Feb.	22—	Washington's Birthday, a holiday	Friday
March	23—	Mid-semester reports due from instructors	Saturday
April	12—	Spring recess begins at 5 p.m.	Friday
April	23—	Spring recess ends at 8 a.m.	Tuesday
May	29—	Final examinations begin	Wednesday
May	30—	Memorial Day, a holiday	Thursday
June	3—	Summer School of Surveying opens at Manitou Park	Monday
June	7—	Class Day	Friday
June	8—	Annual Meeting of the Board of Trustees	Saturday
June	9—	Baccalaureate Sermon	Sunday
June	10—	Commencement Day	Monday
June	17—	Summer School at College opens	Monday
June	24—	Summer School at Colorado Springs Fine Arts Center opens	Monday
Aug.	9—	Summer School at College closes	Friday
Aug.	16—	Summer School at Colorado Springs Fine Arts Center closes	Friday
Sept.	11—	Residence halls open	Wednesday
Sept.	12—	Intelligence tests, required of all new students, 2 p.m.	Thursday
Sept.	14—	Registration of freshmen	Saturday
Sept.	16—	Registration of all other students	Monday
Sept.	17—	Instruction for first semester begins at 8 a.m.	Tuesday
Sept.	28—	Condition examinations	Saturday
Nov.	2—	Mid-semester reports due from instructors	Saturday
Nov.	11—	Armistice Day, a holiday	Monday
Nov.	27—	Thanksgiving recess begins at 5 p.m.	Wednesday
Dec.	2—	Thanksgiving recess ends at 8 a.m.	Monday
Dec.	17—	Christmas recess begins at 5 p.m.	Tuesday

1936

Jan.	2—	Christmas recess ends at 8 a.m.	Thursday
Jan	24—	Mid-year examinations begin	Friday
Feb.	1—	Registration of all students for second semester	Saturday
Feb.	3—	Instruction for second semester begins at 8 a.m.	Monday
Feb.	15—	Condition examinations	Saturday
Feb.	22—	Washington's Birthday, a holiday	Saturday
March	21—	Mid-semester reports due from instructors	Saturday
April	3—	Spring recess begins at 5 p.m.	Friday
April	14—	Spring recess ends at 8 a.m.	Tuesday
May	27—	Final examinations begin	Wednesday
May	30—	Memorial Day, a holiday	Saturday
June	1—	Summer School of Surveying opens at Manitou Park	Monday
June	5—	Class Day	Friday
June	6—	Annual Meeting of the Board of Trustees	Saturday
June	7—	Baccalaureate Sermon	Sunday
June	8—	Commencement Day	Monday

ORGANIZATION OF INSTRUCTION

In September, 1931, Colorado College began its work under a new plan of organization. This new plan is an attempt on the part of a traditional liberal arts college to bring its curriculum and organization into conformity with present tendencies in higher education. Its aim is to take fullest advantage of the new without sacrificing what has been tried and found to be of value in the past. Colorado College aims to be a pioneer in the adaptation of the newest methods to the tested and approved subjects of study which have long been regarded as the foundation for a liberal education. Herein it is forsaking the trodden paths and endeavoring to blaze a new trail. The essence of the new plan may be expressed by the slogan, "Every student a special student." To this proposition, there is added as a corollary, "Each faculty member, in a new and real and vital sense, is the guide, counsellor, and friend of the individual student."

SCHOOL OF LETTERS AND FINE ARTS	SCHOOL OF SOCIAL SCIENCES	SCHOOL OF NATURAL SCIENCES
SCHOOL OF ARTS AND SCIENCES		
HIGH SCHOOL		

A. M.

A. B.

A. A.

H. S.
GRADUATION
OR EQUIVALENT

The ideals of the plan involve a new degree of flexibility, individualization, and integration. Its aim is to make the instructional service of the College sufficiently flexible to meet the individual needs of each student, and at the same time to mold his college work so that it will be, not merely a series of courses, but an integrated whole with a definite purpose.

As the accompanying figure indicates, the work of the College is divided into four schools, as follows: the School of Arts and Sciences, which includes the freshman and sophomore years; and three

advanced schools: the School of Letters and Fine Arts, the School of Natural Sciences, and the School of Social Sciences. These advanced schools include the junior and senior years, and one year of graduate

work. Each of these schools is under the direction of an executive committee of three members, and these several executive committees, together with the general administrative officers of the College, constitute a Committee on Administration and Policy for the entire institution.

Under the new organization there is an easy transfer from the secondary school to the School of Arts and Sciences in the College. The admission requirements to the School of Arts and Sciences are very flexible. The specific requirements are indicated elsewhere in the catalog.

The work of the School of Arts and Sciences is regarded as a transition from the work of the secondary school to the more specialized work of the advanced schools of the College and also as an opportunity to introduce the students to certain fields of study, particularly the social sciences, for which the high school does not ordinarily make provision. Subjects of instruction in the School of Arts and Sciences are divided into three principal groups, as follows: First, languages, literature, including Biblical literature, and the fine arts; second, mathematics, physical and biological sciences, and the fundamental courses in engineering; third, the social sciences, including philosophy and psychology. Upon the completion of two years of work in the School of Arts and Sciences the student is awarded the degree Associate in Arts. This degree is awarded to some students who may not be admitted to the work of the advanced schools. Each of the advanced schools must pass formally upon applications for admission to its work. The rather rigid requirements which were formerly placed at the entrance to the College have been made more flexible with a view to adjusting them to the student's interests and capacities, but an additional review of the student's work and a modest list of requirements has been placed at the entrance to the advanced schools. The advanced schools are organized to serve the more capable students who have selected some one of the three divisions as a field of concentration. The plan of study in the advanced schools is based upon the assumption that the student has some idea of the direction in which his interests lie, that he has initiative, and that he is capable of doing a considerable amount of independent work. The instruction in the advanced schools is arranged, in considerable measure, to train the student rather thoroughly in a chosen field in which he is particularly interested.

Ordinarily the student, in the work of the junior and senior years of one of the three advanced schools, will elect about one-half of his courses in one subject which may be called his field of concentration or the subject of his major interest. This work is based upon a more elementary study of the same subject in high school or in the first two years of college. In conference with his adviser, who is usually the chairman of the department in which he is doing the major part of his work, the student will make out his complete program of study.

Most of the departments of instruction have made provision in the work of the advanced schools for a limited amount of independent study in what are called "reading courses." Students who elect these courses

M

outline the work for the semester with their adviser and then meet him regularly, perhaps an hour each week, for conferences.

There is no separate organization for the one year of graduate work offered by the College. Each of the executive committees of the three advanced schools administers all of the work for the Master of Arts degree in its appropriate field. The chief distinguishing features of the year of work for the M.A. degree are a greater degree of concentration upon one subject, a thesis, and a public, oral examination in the field covered by the thesis.

Throughout the five years the student is under the personal direction of an adviser. During the first two years this adviser is not the representative, as an adviser, of a subject of study; his interests as an adviser are in the student as an individual, rather than in the subject he teaches. In the advanced schools, the advisers represent subjects of study, and they advise only those students who are especially interested in the subject they teach. This provision for personal and professional advice for each student enables the College to meet the specific needs of the students more effectively than could be done under general regulations for all students.

The College is trying to break the lock-step in its educational program. Under the system adopted by the College, students may do a considerable amount of work in one subject, and closely related subjects, or they may follow a program of greater variety. Students who are interested in the business management of chemical or electrical industries, for instance, may combine courses in the appropriate science and in business; those who are preparing for work requiring a knowledge of several modern foreign languages may arrange their program of studies to meet their special needs; students may do the major part of their work in an advanced school in music or in art, or they may elect courses representing the more general field of the fine arts; and prospective teachers of the sciences in secondary schools may adapt their courses to as general or as specialized a program as seems best for their purposes. This diversity of subjects is not ordinarily encouraged, but it is possible under the present organization of instruction.

G → The above is not to be construed as meaning that the College has abandoned all regulations of a qualitative or quantitative nature. The College still states its graduation requirements in terms of units which are the equivalent of 128 semester hours, but the College says further that graduation shall not depend merely upon the completion of a certain number of units but, rather, upon attainment in a subject, or subjects of study, which attainment is to be determined by a comprehensive final examination.

Colorado College assumes considerable responsibility for its students, but this responsibility has been transferred, as far as is practicable, from the administrative officers to members of the faculty. A high degree of uniformity in practice is secured through meetings of the faculties of the different schools, the announcement of general poli-

cies by the several executive committees, and by general discussion of the institutional policies by the Committee on Administration and Policy. The work of the College is not at loose ends, but is administered with special regard for the interests, abilities, and aptitudes of the individual student.

Students who contemplate entering the fields of chemical, civil, electrical (physics) or geological engineering, should confer with the chairman of the appropriate department to secure information on courses which would be most suitable to prepare them for their more advanced technical and specialized study in these fields.

GENERAL STATEMENT

The courses in the School of Natural Sciences are designed to fit the needs of several classes of students: (a) those who wish to include an adequate training in the natural sciences and mathematics as an essential part of a liberal education, (b) those who wish to teach these subjects, (c) those who are preparing to do graduate work in science, (d) those who are preparing for medical school, and (e) those who wish to do professional work in various fields of natural science.

For students who wish to prepare for professional work in the applied sciences and in engineering, Colorado College offers a thorough training in all the basic courses. It is increasingly the practice of engineering and manufacturing firms to give preference to students who have a broad and thorough basic training in the fundamentals of engineering science, rather than to those who have pursued highly specialized courses. Accordingly, students interested in engineering and in applied science may, after graduation from Colorado College, choose between entering directly into the profession or enrolling in some leading engineering or technological school for specialized technical training.

ADMISSION TO THE SCHOOL OF NATURAL SCIENCES

For admission the student must have completed two full years of college work, and must satisfy the Executive Committee and his major professor that he is prepared to carry on successfully the work he intends to pursue in the School.

RECOMMENDED PREPARATION FOR ADMISSION TO FIELDS OF CONCENTRATION

The several departments of the School have indicated below the kind and amount of preparation students should have. In some instances specific prerequisites are indicated; in others, the subjects listed are especially recommended. Entering students are advised to confer early with the chairman of the department in which they expect to concentrate relative to the most desirable preparation for advanced study. The program of a student in his preliminary work as well as in the period of concentration will be made out according to his special abilities, interests, and aptitudes and not to meet specific rules and regulations.

BIOLOGY—Two years in biology, preferably one in botany and one in zoology; one year in chemistry; one year in English; a reading knowledge of French or German, preferably both.

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requirements for degree

CHEMISTRY—Mathematics, preferably through the calculus, one year of physics, two years of chemistry. Two years of French or German are recommended.

ENGINEERING—One year of physics, one year of economics, mathematics through the calculus, mechanical drawing, and plane and higher surveying are essential. One year of English, one year of chemistry, and two years of Latin are recommended.

GEOLOGY—Two years in geology are essential; biology, chemistry, physics, and a reading knowledge of French or German, preferably both, are recommended.

MATHEMATICS—Mathematics through the calculus.

PHYSICS—General physics, algebra, trigonometry, and analytical geometry are essential; heat, photography, illumination, calculus, and chemistry are recommended.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS IN THE SCHOOL OF NATURAL SCIENCES

Faculty Adviser and Field of Concentration—Upon admission, the student must select a field of concentration in one of the natural sciences or mathematics. This department shall have supervision of the student's work throughout his course and shall impose suitable requirements for graduation. Before he may be recommended for the degree of Bachelor of Arts, the student must complete the courses outlined for him by his major professor and approved by the Executive Committee.

Comprehensive Final Examination—Toward the end of his senior year, each candidate for the degree of Bachelor of Arts will take a comprehensive examination in his field of concentration. Passing this examination is a requirement for the degree. Students will therefore be expected to devote their energies not merely to the passing of certain courses, but to the mastery of the subjects in the field of concentration.

REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN THE SCHOOL OF NATURAL SCIENCES

- a. Admission to graduate study shall be by action of the Executive Committee.
- b. The candidate shall present for graduation three courses or their equivalent and a thesis, and must pass a public oral examination. No work will be counted toward fulfilling this requirement in which the grade received is below group 2.
- c. No graduate student should register for more than three courses, and, for those who are doing other work, the load should be proportionately reduced.
- d. At least two of the three courses required for the degree, and the thesis, shall be in the same subject.
- e. Two copies of the thesis, approved by the department concerned, must be deposited with the College Librarian at least two weeks before the commencement at which the degree is conferred.

Journalism 401 and 402—whole course

MODERN JOURNALISM. Prerequisite, Journalism 301 and 302. Function and aim of the newspaper; covering news; feature writing and special articles; sound journalism as opposed to sensational; mechanical age in newspaper manufacture; methods of collecting news, national and world; chain newspapers; syndicates; development of style; ethics; desk and editorial work.

—LAWSON.

LATIN

Latin 101 and 102—whole course

OVID; CATULLUS; HORACE, Odes and Epodes. Greek mythology.

—DEWING.

Latin 110—half course

ROMAN HISTORY. Rome from the earliest times to the Age of Diocletian. Political institutions.

—MIEROW, DEWING.

Latin 203 and 204—whole course

HORACE, selections from the "Satires" and "Epistles"; TERENCE, "Phormio"; PLAUTUS, "Captivi"; TACITUS, "Germania" and "Agricola"; PLINY, "Selected Letters."

—MIEROW.

Latin 249—half course

ROMAN SOCIETY. The classes of society at the period of the late republic and of the early empire. Influences from Greece and the East. Capitalism, slavery, the family, religion, the festivals, and similar topics.

—MIEROW.

Courses in the School of Letters and Fine Arts

Latin 305 and 306—whole course

LATIN LITERATURE OF THE EMPIRE. The lives and works of representative authors.

—MIEROW.

Latin 307—half course

VERGIL. "Bucolics," "Georgics," and the latter part of the "Aeneid."

—MIEROW.

Latin 310—half course

PETRONIUS. "Satyricon"; SENECA, "The Satire on the Emperor Cladius."

—MIEROW.

Latin 311 and 312—whole course

THE TEACHING OF LATIN. Caesar and his continuators; advanced prose composition.

—MIEROW.

Latin 314—half course

CHRISTIAN LATIN LITERATURE. The "Octavius" of Minucius Felix; selections from the "De Civitate Dei" of St. Augustine; the history of Christian Latin literature.

—MIEROW.

Latin 320—half course

TACITUS. Annals and Histories. The author's life, historical method, and style.

—MIEROW.

Latin 331—half course

LUCRETIUS. "De Rerum Natura."

—MIEROW.

MATHEMATICS

Mathematics 101—half course

INTRODUCTORY COLLEGE ALGEBRA. Given in 1934-35 and alternate years. Prerequisite, an introductory course in high school algebra. Algebraic operations, linear equations in one unknown, factoring, fractions, systems of linear equations, exponents and radicals, quadratic equations, equations involving radicals, binomial theorem.

—ALBRIGHT.

Mathematics 103—half course

COLLEGE ALGEBRA. Given in 1934-35 and alternate years. Prerequisite, one and one-half units of high school algebra, or consent of instructor. Graphs, linear equations, exponents, logarithms, quadratic equations, simultaneous quadratics, variation, binomial theorem, progressions, permutations, combinations, theory of equations, determinants.

—BELSCHNER.

Mathematics 105 and 106—whole course

ELEMENTARY MATHEMATICAL ANALYSIS. Prerequisite, an introductory course in high school algebra and plane geometry. For students of limited preparation in mathematics, the fundamentals of college algebra, trigonometry, and analytic geometry.

Mathematics 107 and 108—whole course

MATHEMATICAL ANALYSIS. Prerequisite, one and one-half units of high school algebra and one unit of plane geometry. The properties of functions and their graphs, the solution of equations of the second and higher orders, logarithmic, trigonometric, and exponential functions, the solution of triangles, the conic sections, solid analytic geometry, and an introduction to calculus.

Mathematics 109—half course

SOLID GEOMETRY. Given in 1934-35 and alternate years. Prerequisite, one unit of high school plane geometry. Planes and lines in space, polyhedra, the cylinder, cone and sphere, spherical triangles.

—BELSCHNER.

Mathematics 112—half course

MATHEMATICAL THEORY OF INVESTMENTS. Prerequisite, Mathematics 101, or 103, or one and one-half units of high school algebra. Logarithms, simple and compound interest, annuities, amortization, valuation of bonds, sinking funds, depreciation.

—ALBRIGHT.

1935

Mathematics 121—half course

TRIGONOMETRY. Given in 1934-35 and alternate years. Prerequisite, one and one-half units of high school algebra and one of geometry. Functions of one and two angles; inverse functions, logarithms, solution of triangles, applications.
—SISAM.

Mathematics 122—half course

ANALYTIC GEOMETRY. Prerequisite, Mathematics 121, or consent of instructor. Plane loci of the first and second orders, higher plane curves, solid analytic geometry.
—BELSCHNER.

Mathematics 203 and 204—whole course

DIFFERENTIAL AND INTEGRAL CALCULUS. Prerequisite, Mathematics 105 and 106, or 107 and 108, or registration in Mathematics 122 and sophomore standing. The theory and technique of differentiation and integration, applications.
—LOVITT.

Mathematics 207 and 208—whole course

ELEMENTARY STATISTICS. First semester may be taken independently. Prerequisite, Mathematics 105 and 106, or 107 and 108, or 121 and 101 or 103, or 114 and permission of instructor. Preliminary analysis of data, graphical analysis of data, elementary curve fitting, averages, dispersion, index numbers, analysis of time series, probability, binomial frequency distributions, normal frequency curves, sampling, linear correlation, multiple and partial correlation, types of statistical series.

Courses in the School of Natural Sciences

Mathematics 301 and 302—whole course

MECHANICS. Prerequisite, Mathematics 203 and 204. Concurrent and non-concurrent forces, centers of gravity, moments of inertia, flexible cords, motion of a particle, work and energy, friction, impact, dynamics of rigid bodies, applications to physics and engineering.
—ALBRIGHT.

Mathematics 303*—half course

THEORY OF EQUATIONS. Prerequisite, Mathematics 203 and 204. Solution of cubic and quartic equations, properties of an algebraic equation in one unknown, determinants, linear equations, resultants, and discriminants.
—SISAM.

Mathematics 305 and 306*—whole course

DIFFERENTIAL EQUATIONS. Prerequisite, Mathematics 203 and 204. Methods for the solution of ordinary and partial differential equations, applications.
—SISAM.

* Of courses 303 to 316, only two are ordinarily given in any one year.

Mathematics 308*—half course

SOLID ANALYTIC GEOMETRY. Prerequisite, Mathematics 203 and 204, or consent of instructor. Equations of the plane and right line in space, quadric surfaces, special surfaces of higher order.
—LOVITT.

Mathematics 310*—half course

PROJECTIVE GEOMETRY. The projective properties of primitive forms of the first and second orders.
—SISAM.

Mathematics 311*—half course

VECTOR ANALYSIS. Prerequisite, Mathematics 203 and 204. Vector symbolism, computation by means of vectors, applications to geometry and mechanics.
—SISAM.

Mathematics 315 and 316*—whole course

ADVANCED CALCULUS. Prerequisite, Mathematics 203 and 204. Partial differentiation, multiple integrals, Taylor's theorem, elliptic integrals, line integrals, Fourier's series, calculus of variations, applications.
—SISAM.

Mathematics 401—half course

THE TEACHING OF MATHEMATICS. Prerequisite, Mathematics 101 and senior standing. The history of mathematics and the aims and methods of teaching mathematics in the secondary schools.
—SISAM.

Mathematics 402—half course

READINGS IN MATHEMATICS. Prerequisite, senior standing and concentration in mathematics. Readings, discussions, and reports on selected topics in college mathematics.

Mathematics 409 and 410—whole course

FUNCTIONS OF A COMPLEX VARIABLE. Prerequisite, consent of instructor. Fundamental properties of functions of a complex variable, linear transformations, infinite series, analytic continuation, Riemann surfaces, multiple periodic functions.
—SISAM.

PHILOSOPHY

Philosophy 201—half course

LOGIC. The technique of scientific evidence: terms, definition, classification, propositions, syllogistic inference, and the determination of causal relations.
—BROWNE.

Philosophy 204—half course

INTRODUCTION TO PHILOSOPHY. The main problems with which philosophers have felt called upon to deal and a consideration of the more important doctrines which have arisen from them.
—BROWNE.