Summer 1939

Bulletin: Western State Teachers College 1939 Summer Session

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BULLETIN

Western State Teachers College

KALAMAZOO, MICHIGAN

Vol. 34 Issue of Winter Quarter, 1939 No. 3

1939 SUMMER SESSION
MONDAY, JUNE 26, TO FRIDAY, AUGUST 4

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1939 SUMMER SESSION
MONDAY, JUNE 26, TO FRIDAY, AUGUST 4

This institution is a member of the American Association of Teachers Colleges. It is fully accredited as a college by the North Central Association of Colleges and Secondary Schools.
DIRECTIONS FOR CORRESPONDENCE WITH WESTERN STATE TEACHERS COLLEGE

Correspondence with Western State Teachers College should be addressed as indicated below:

a) Requests for catalogs, bulletins, blanks for recording high-school credits, and other literature—The Registrar.

b) Concerning the adjustment of credits—The Registrar.

c) Concerning board, rooms, dormitory, and remunerative work for men—The Dean of Men.

d) Concerning board, rooms, dormitory, and remunerative work for women—The Dean of Women.

e) Concerning rural education—The Director of the Department of Rural Education.

f) Concerning extension work—The Director of the Extension Department.

g) Concerning educational research—The Director of the Bureau of Educational Measurement and Research.

h) Other general inquiries—The Registrar.

INFORMATION FOR NEW STUDENTS

A student applying for admission should

a) Have a certified copy of his high-school credits mailed to the registrar by the high school from which he graduated.

b) If entering with advanced standing from any county normal, normal school, college, or university, have mailed to the registrar complete official statements regarding the work for which credit is sought.

c) Have credits sent in at as early a date as possible.
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*The Term Plan will be replaced by the semester plan, effective with the Fall of 1939.
PROGRAM OF SUMMER SESSION EVENTS 1939

Pre-Summer Session—June 19-25

Field Course in Conservation. A week will be spent in the 77,000 acre Pigeon River Forest Reservation, twenty miles northeast of Gaylord, Michigan. Two term hours credit will be given for completion of the work involved. Enrollment limited. The work will be directed by Miss Argabright and Miss Hadley of Western State Teachers College and Mrs. DeWitt, Mr. Paquin, Mr. Rochester, Dr. Smith, and others of the Michigan Department of Conservation.

First Week, June 26-July 2

Monday, June 26—Registration.

Tuesday, June 27—9 A.M., General Assembly. Topic and speaker to be announced. Women’s Gymnasium.

3 P.M. Matinee tour, Kalamazoo State Hospital.

Wednesday, June 28—3 P.M., Matinee tour, Kalamazoo County Building. Newest county building in Michigan. Combined county offices and jail facilities.

8 P.M. Faculty reception and dance for students, Walwood Hall.

Thursday, June 29—3 P.M., Matinee tour, Kalamazoo Vegetable Parchment Company. A visit to “The world’s model paper mill.”

8 P.M. Feature entertainment. Dr. Harlan Tarbell, Magician.

Second Week, July 3-July 9

Tuesday, July 4—Holiday.

Wednesday, July 5—9 A.M. General Assembly. Topic and speaker to be announced. Women’s Gymnasium.

1 P.M. Matinee tour. General Foods Company and the Ann J. Kellogg School, Battle Creek. Observation of the manufacture of breakfast foods. Inspection of famous school with its special facilities for work with handicapped as well as normal children.

Thursday, July 6—Matinee tour, W. K. Kellogg Foundation Camp, Pine Lake at Doster. A model camp for the rehabilitation of underprivileged children, maintained by the Kellogg Foundation.

8 P.M. Feature entertainment. Talent and place to be announced.

Saturday, July 8—5 A.M. Excursion to Greenfield Village and the Detroit Tigers’ baseball game.

Third Week, July 10-July 16

During this week educational exhibits of textbooks and school supplies will be displayed in the Women’s Gymnasium.

Tuesday, July 11—9 A.M. General Assembly. Topic and speaker to be announced. Women’s Gymnasium.

Wednesday, July 12—8:00 P.M. Feature entertainment. Civic Players.


8 P.M. Feature entertainment. Civic Players.
Saturday, July 15—7 A. M. Excursion to Elkhart and South Bend, Indiana. Visit to Notre Dame, St. Mary's, and other civic or historic attractions.

**Fourth Week, July 17-23**

Tuesday, July 18—9 A. M. General Assembly. Topic and speaker to be announced. Men’s Gymnasium.

1 P. M. Matinee tour. W. K. Kellogg Company and Sanitarium, Battle Creek.

Wednesday, July 19—3 P. M. Matinee tour, Kalamazoo State Hospital.

Thursday, July 20—3 P. M. Matinee tour. The Kalamazoo Gazette. Observation of the interesting steps in the gathering, composition, and publishing of a modern newspaper.

8 P. M. Feature entertainment. Senator Gerald P. Nye.

Friday, Saturday, Sunday, July 21, 22, 23—Annual excursion to Chicago. Leaving campus at 3 o’clock Friday afternoon. Returning at midnight, Sunday.

**Fifth Week, July 24-30**

Tuesday, July 25—9 A. M. General Assembly. Topic and speaker to be announced. Women’s Gymnasium.

1 P. M. Matinee tour, The Upjohn Company, manufacturers of high grade pharmaceuticals.

Wednesday, July 26—3 P. M. Matinee tour. Camp Custer and U. S. Veterans’ Hospital.

Thursday, July 27—8 P. M. Feature entertainment. Stevens Marionettes.


**Sixth Week, July 31-Aug. 4**

Monday, July 31—3 P. M. Matinee tour. Kalamazoo State Hospital. Clinic on types of mental diseases.

Tuesday, August 1—9 A. M. General Assembly.

Wednesday, August 2—4 P. M. to 6 P. M. Faculty reception and tea to honor graduates. Walwood Hall.
THE STATE BOARD OF EDUCATION

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THE HON. WYANDWICHERS .................................... Vice-President
THE HON. FRANK CODY ....................................... Member
THE HON. EUGENE B. ELLIOTT ............................... Secretary

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DR. EUGENE B. ELLIOTT

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A.B., Western State Teachers College; Battle Creek Business and Normal School.
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Blanche Draper ............................................... Publicity
Homer M. Dunham ............................................ Publicity
Eva Falk ......................................................... Entrance Credentials
Margaret Feather ........................................... Clerk, Dean of Men
Alice Haefner ................................................ Recorder
Maxine Havens ............................................... Clerk, High School Office
Bernice Hesslink ............................................ Financial Secretary
Edna Hirsch .................................................... Clerk, Main Office
Lloyd Jesson .................................................... Secretary to the President
Eleanore Linden ............................................... Appointment Office
Maxine MacDonald ........................................... Clerk, Records Office
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Lucile Sanders ................................................ Clerk, Rural Department
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Carrie Stoeri .................................................. Clerk, Dean of Women
Jane Vida ........................................................ Clerk, Registrar
Virginia Wilcox ............................................. Bookkeeper

THE FACULTY COUNCIL

1. Members elected
   Terms expire May, 1941
   William R. Brown, Roy C. Bryan, Paul Rood
   Terms expire May, 1940
   George H. Hilliard, Anne Reidy, Lydia Siedschlag
   Terms expire May, 1939
   Hugh M. Ackley, Katherine A. Mason, D. C. Shilling

2. Members appointed
   Terms expire May, 1939
   Anna L. Evans, John W. Gill, W. Valdo Weber

3. Members ex-officio
   President Paul V. Sangren
   Registrar John C. Hoekje
# FACULTY COMMITTEES
## Summer Session 1939

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<td>Early Elementary</td>
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<td>General Degree</td>
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General Information

PURPOSE

Through its summer session, Western State Teachers College provides each of varied groups an opportunity for professional advancement. It enables the experienced teacher to keep in touch with new developments in the educational world and to increase his own academic knowledge; it offers courses directly related to the particular problems of superintendents, principals, and others in supervisory positions; it makes possible the earning of a certificate or a degree by a teacher who is not able to attend during the regular year; it permits students registered during the year to continue their studies in the summer.

To one engaged in teaching during the year attendance at a summer session brings large returns. Friendships formed or renewed; recreational opportunities; and intellectual inspiration through classroom contacts, lectures, round-table conferences, and conducted excursions—all combine to give fresh enthusiasm for the next year's work.

HISTORY

Summer sessions of six weeks' duration have been conducted since the foundation of Western State Teachers College in 1904. In the summer of 1938, 1402 students of collegiate rank were enrolled; 6 limited certificates were granted, and 149 degrees involving life certificates and 4 general degrees were conferred. Steady attendance indicates that these sessions have been found of distinct service to prospective and experienced teachers.

THE THIRTY-SIXTH SUMMER SESSION

The thirty-sixth summer session will open June 26, and continue until August 4. Students will be enrolled and classified on Monday, June 26. Instruction will begin in all classes on Tuesday, June 27. The majority of the instructors will be members of the regular staff. Departments so arrange their work that it is possible for students to pursue sequences from summer to summer.

LOCATION

Western State Teachers College is in the city of Kalamazoo, the location of which, at the intersection of a series of natural highways, is one of the finest in the Old Northwest. The city is the halfway point between Detroit and Chicago on the Michigan Central Railroad. Branch lines of both the Pennsylvania Railroad and the New York Central Railroad, together with a network of paved and graveled highways, and the trunk lines, U. S.-12, U. S.-131 and M-43, make it easily the hub of southwestern Michigan.

The site of the college is one of unusual beauty. Five of the buildings stand upon a hill, which rises a hundred feet above the broad plain of the old glacial Lake Kalamazoo, where are now the celery fields and much of the business and residence part of the city, and through which meanders the Kalamazoo River. From the hilltop on clear days can be obtained a most pleasing panorama, eastward and northeastward, over the wooded city in the bottom lands, to the broken moraine of the Saginaw-Michigan ice lobes. To the west of the hilltop is the old drainage valley of the once large and vigorous Arcadia Creek, along which now runs the main line of the Michigan Central Railroad. In this depression are the athletic field, the Men's Gymnasium, the Manual Arts Building, and classroom buildings.

The city of Kalamazoo has a population of 60,000, dependent upon the business growing out of the rich surrounding farming country, the celery
fields within and adjacent to it, the widely known paper mills, and a diversity of other manufacturing industries. The exceptionally pure water supply is obtained from artesian wells that tap the deep glacial gravel beds of the old Kalamazoo Valley.

The city of Kalamazoo is generous in offering its unusual cultural advantages to students, often at a merely nominal cost. Kalamazoo has its own symphony orchestra which may be heard most pleasantly on Sunday afternoons. Each season the Community Concert Series brings the world's foremost musical artists. There is an annual lecture course, also, of considerable dimensions, which, in the past, has presented such outstanding persons as Amelia Earhart, Cornelia Otis Skinner, and Dale Carnegie. The spoken drama is well produced from time to time by the Kalamazoo Civic Theater group in their beautiful experimental theater. Somewhat before Christmas of each year community choruses from southwestern Michigan join with the Kalamazoo and Western State Teachers College choruses in a festival performance, under the baton of Mr. Harper Maybee, of Handel's Messiah, with soloists and orchestra. The exhibits of the Kalamazoo Art Institute are always an attraction. And added to these opportunities, there are those offered by the churches. The leadership in the various denominations is naturally rather strong in a city the size of Kalamazoo, and a special student pastor engaged by some of the churches helps to produce a lively Christian consciousness.

BUILDINGS AND MATERIAL EQUIPMENT

Twelve buildings, well adapted to their uses, provide an excellent physical equipment.

1. The Administration Building contains the administrative offices, the Bureau of Educational Measurement and Research, the Alumni Office, the Women's League Room, the College Co-operative Store, the High School Assembly Room, and several classrooms.

2. "The Barracks." In the building used as a barracks during the S. A. T. C. days are the Department of Art, the Department of Early Elementary Education, part of the Department of Home Economics, and three classrooms. (Laboratories for courses in foods and cookery are in the Administration Building and the Training School.)

3. The Men's Gymnasium was erected in 1925. Its size and equipment make possible adequate training of varsity basket ball and indoor track teams, the preparation of physical directors and athletic coaches, and the carrying out of an intramural program of physical education and competitive sports during the winter term. Between 3,500 and 4,000 people may be seated around the varsity court during the big games of the season. There is a regulation basket ball floor, with three cross courts for intramural purposes, a fourteen-lap running track, a vaulting and jumping pit on the main floor; two handball courts and a dirt floor area for the training of hurdlers, shot putters, and vaulters, and for the early work of the baseball battery men; exercise rooms, wrestling and boxing rooms, and equipment for calisthenic apparatus work. There are also offices, classrooms, and adequate locker rooms.

4. The Women's Gymnasium. For their work in physical education the women of the college now have the exclusive use of the gymnasium which was formerly shared with the men. The floor space is 119 by 68 feet. Sufficient apparatus is available for the needs of all physical-education activities, indoor and outdoor athletics. There is also a room equipped for remedial work. In the basement are lockers, showerbaths, and a swimming pool.

5. The Industrial Arts Building is a fireproof structure of modern factory type. It offers facilities for specialization in woodworking, metal working, and drafting. There are separate units for elementary woodwork, advanced
BUILDINGS

woodwork, forging, sheet metal, machine shop, foundry, pattern making, and gas-engine and automobile repair work. The drafting room receives north and west light. Washrooms and showerbaths adjoin the locker room.

6. The **Library Building**, which was completed in the summer of 1924, enables all the students of the college to do reading and reference work under the most comfortable conditions. One corner of the building, at the side of the wide entrance lobby, is occupied by a long delivery desk, behind which is the steel-constructed stock-well. At the other side of the lobby a corner of the building is devoted to staff work rooms and a faculty reading room. All the rest of this floor is given over to the main reading room, two stories high and 158 feet by 38 feet, accommodating 290 readers. On the second floor are two large lecture rooms and two classrooms. The basement provides more classrooms and a check room for wraps.

The library consists of 45,077 volumes, arranged according to the decimal classification and indexed by a card catalog of the dictionary type. There are 66 complete files of periodicals; 654 periodicals and 9 newspapers were subscribed for during the current year.

(Up on the payment of a small fee students are also accorded the services of the efficient staff of the Kalamazoo Public Library and the use of its collection of 128,719 volumes.)

7. The **Science Building** adequately houses a number of departments.

The **Department of Agriculture** has its classrooms here. (The laboratory is a one-hundred-fifty-acre farm of fertile silt loam. Here a pure-bred herd of Guernsey cattle is raised, feeder cattle are kept, pure seed is grown, and a fine flock of laying hens is housed in a modern poultry house. A young orchard of good varieties of fruit is available for observation. Alfalfa fields, cover-crop demonstrations, and modern machinery are maintained.)

The **Department of Biology** has laboratories for special work in physiology, hygiene, general biology, botany, zoology, nature study, and agriculture. The department is in every way thoroughly equipped with the instruments and apparatus necessary for high-grade work in the various phases of biological study.

(Students of nature study have for their use the college botanical gardens, stocked with many sorts of wild and cultivated plants. There are pens of domesticated animals and a house especially designed for bird observation. The fifty-acre wild-life preserve and other places in the neighborhood are the objectives of field excursions.)

The **Department of Chemistry** has laboratory supplies and equipment for four years of undergraduate work. These include some special equipment for lecture demonstrations, courses in physical chemistry and advanced analysis, an automatic thermostat, and an electric combustion furnace.

(In the chemistry section of the general library are found many of the current chemical journals, together with a large number of works of authoritative chemists.)

The **Department of Commerce** occupies part of the basement of this building. A complete equipment of typewriters, filing cabinets, duplicating machines, etc., has been provided, so that students may have an opportunity to become familiar with modern mechanical office devices.

The **Department of Education and Psychology**. All the instruments necessary for standard introductory and advanced courses in psychology are at the disposal of the student. Chronoscopes, kymographs, tachistoscopes, color mixers, ergographs, etc., constitute a part of this equipment. The department is also well supplied with excellent models of the brain and the sensory organs.

(General library of the college contains complete files of all the more important psychological and educational journals, as well as a large list of the standard works in these and related fields.)
The **Department of Geography and Geology.** The equipment includes a file of the United States topographic maps; a collection of the United States Geological Survey folios; a collection of foreign topographic maps; rainfall, vegetation, physical, political, population, and economic maps; collections of rocks, minerals, and fossils; meteorological instruments; and a balopticon with several hundred slides.

The **Department of Physics.** This department has two lecture rooms, two well-equipped laboratories for general physics, a laboratory for electrical measurements and experimental work in radio, a dark room for photometric, spectroscopic and photographic work, a shop, and stock rooms.

The laboratories are adequate for experimental work in all phases of general physics. Precision instruments and precision standards are available for use in the courses in electricity and electrical measurements. In these laboratories the student has ample opportunity to become familiar with the manipulation and operation of modern high-grade apparatus.

8. The **Temporary Buildings.** The temporary buildings are well lighted, heated, and ventilated. They provide four recitation rooms.

9. **Walwood Hall,** a beautiful new building erected in 1938, combines under one roof, but with separate entrances, two units.

One unit is the union building, a two-story structure which serves as a social center for the campus. On the first floor of this building, besides the offices and check room, are a large general lounge, the Women's League room, a soda bar, a large cafeteria, and private dining rooms. On the second floor at one end are the Men's Union room with adjoining recreation room, and offices and meeting places for student organizations. At the other end is a large ball-room where are held practically all of the parties on the campus. This ball-room also serves as a lecture hall, theater, and banquet hall as needed. Adjoining the ball-room are two well-planned reception or club rooms. The union building is supported by a fee required of all students, which is collected at the beginning of each term.

The other unit of Walwood Hall is a residence for women, which accommodates 115 girls and is being used to capacity. The building is of safe, fireproof construction. All rooms are double and so designed as to meet the needs of students. Individual closets, beds, dressers, and mirrors are provided. The furniture is modern in style, and the draperies and bed spreads are in color. Additional features such as built-in book shelves, decorative lamps, provisions for hanging pictures, and especially designed desks for work give quality and individuality to the rooms.

A large attractive lounge serves for general gatherings. A beautiful, well-lighted dining-room accommodates residence students for all meals. A reception room and a library are also provided. Every floor of this dormitory has a kitchenette with conveniences for pressing, sewing, and cooking. On the ground floor is a large laundry with driers, ironing board, and shampooing facilities. Here also are two recreation rooms, the smaller of which has a piano which is available for practice work. The larger room is equipped for ping pong and shuffle board. At the intersection of the corridors on the second and third floors are sun rooms, affording places for small social gatherings.

Board and room are provided at Walwood Hall Residence at $45.00 for the six-week period. Requests for reservations should be sent to Mrs. Bertha S. Davis, Dean of Women.

10. **Men's Dormitory.** Conforming with the architectural plan of Walwood Hall, the new Men's Dormitory, now under construction, will house 200 residents. This building, located on the west side of Oakland Drive, just south of the Men's Gymnasium, will fill a long-felt need.

Besides providing student rooms, equipped in the most modern style, the dormitory will also contain private offices for staff members, general offices for contacting the public, reception rooms, kitchenette, infirmary rooms, auditorium with stage, guest rooms, lounge, book room, pressing room,
women's rest room, and barber shop. Wash rooms, showers, telephone booths, and linen closets will complete the facilities available.

The Men's Dormitory will be ready for occupancy in September, 1939.

11. Student Health and Personnel Building. This is a three-story building, 150 feet long and from 42 to 50 feet wide, built to house the health service and the majority of other student personnel activities of the college. It provides as well some laboratory and lecture rooms for certain divisions of instruction.

The building contains offices for the Dean of Men, the Dean of Women, the Chairman of the Graduate Council, the Assistant Registrar, the several faculty counselors, and the complete health service department, including offices and examining, treatment, and hospitalization rooms. It also contains quarters for the psycho-educational clinic, the speech correction clinic, and the psychology laboratory, and facilities for instruction in education, health, and psychology. The building is of fireproof construction, with a brick exterior and stone trim to harmonize with other structures on the campus. It is located on the east side of Oakland Drive immediately north of the entrance driveway.

12. The Waldo Stadium and the Athletic Field. Before the opening of the 1939 football season, Waldo Stadium will be a reality. Two concrete stands, each capable of seating 7,500 people and reaching from goal line to goal line, will provide adequate seating capacity for football enthusiasts, as well as for attendants at community functions. Surmounting the east stand will be a modern press box, outfitted in most approved manner. Beneath the west stand will be found locker rooms, officials' rooms, coaches' rooms, squad headquarters, training rooms, and concession stands. On each side of the field there will be twenty-six boxes, each capable of seating eight spectators.

Around the football field, inside the stadium, will run an eight-lane, quarter mile track. The straight-away will be 220 yards in length.

With the newly graded and sodded base-ball field, with the concrete base-ball stands, capable of seating 2,500 people, and with a new battery of concrete tennis courts, Western will have a most modern and adequate athletic plant.

Training Schools

The Training Schools of Western State Teachers College represent one of the most complete systems in the United States. They include a wide range of typical schools—a one-room rural school, a consolidated school, a township-unit school, a large village school, and a city graded school and a high school (Campus)—thus approximating the types of schools students expect to work in after graduation. These schools give the student an opportunity for directed teaching in special subjects, and in any grade desired, from the kindergarten to the twelfth grade inclusive. Transportation to the outlying schools is afforded by the Teachers College buses.

The Campus Training School includes a kindergarten; a room each for grades one to eight; a library; a gymnasium; and special rooms for art, music, and home economics. The grade rooms center about an open light-well, forming a rotunda, with a stage for assemblies. Enrollment is by application; new pupils are accepted from a waiting list when vacancies occur. Owing to the large demand for admission, only pupils of normal grade-age are accepted; no room for retarded pupils is maintained on the campus.

The Campus High School is a typical four-year high school and a member of the North Central Association. The general assembly room and the offices are on the second floor of the Administration Building. (See separate catalog for the High School.)

The Hurd One-Teacher Rural School on West Main Street is housed in a new building, equipped with electric lights, running water, an extra room
for directed teaching, and a basement community room with a stage, which may be used for indoor play.

The Paw Paw Large-Village School is one of the best of its kind. Western State Teachers College and the Paw Paw Board of Education unite to make this school a progressive one in every particular. All elementary grades, junior and senior high schools, and special departments are included, and the best types of modern equipment are exemplified. There are at present twenty-seven faculty members.

The Portage Center Consolidated School, an eighteen-teacher school, includes a kindergarten, all the elementary grades, and a high school. The new building is especially constructed both to meet the needs of the local community and to extend the directed-teaching facilities of the Teachers College into this type of situation.

The Richland Township Unit School, a sixteen-teacher school, has a building and facilities similar to those of the Portage school above described. It is organized on the six-six plan.

For each of the off-campus training schools the buildings and material equipment are supplied by the local community; but the faculties are employed and the schools are administered by the Teachers College.

In these teaching laboratories, students have an opportunity to test and apply previously studied theory under trained supervision. They experience the daily problems of the teacher and study children directly. They acquire the elementary habits and skills and some of the techniques of modern teaching. Each student is responsible for the progress of an assigned group of children.

ADMISSION

Students may enroll at the opening of any term.

REQUIREMENTS FOR ADMISSION

Adopted by the State Board of Education at its meeting December 21, 1934

A graduate of a four-year high school accredited by the University of Michigan will be admitted to Western State Teachers College, provided that he is recommended by the principal of the high school and that he meets conditions indicated below.

1. Prescribed Preparatory Work. A minimum of fifteen units is required for admission. Among these must be included certain major and minor sequences selected from the five groups of subjects below, a major sequence consisting of three or more units, a minor sequence consisting of two or two and one-half units.

A minimum of four sequences must be presented, including a major sequence from Group A and at least one other major sequence. Not more than one of these required sequences will be accepted from any one group except Group B. Sequences may be presented from two languages.

A. English. A major sequence of three or more units.

B. Foreign language. A major sequence consists of three or more units of a single language; a minor sequence consists of two or two and one-half units of a single language. The foreign languages acceptable for a sequence are Greek, Latin, French, German, and Spanish.

C. Mathematics—Physics. A minor sequence in this group must include 1 unit of algebra and 1 unit of geometry.

A major sequence is formed by adding to this minor sequence one or more units from the following:

Advanced algebra \( \frac{1}{2} \) unit, solid geometry \( \frac{1}{2} \) unit, trigonometry \( \frac{1}{2} \) unit, *physics 1 unit.
D. Science. Any two units selected from the following constitute a minor sequence and any three or more units constitute a major sequence.

*Physics 1 unit  Zoology 1 unit
Chemistry 1 unit  Biology (Botany ½ unit and
Botany 1 unit  Zoology ½ unit) 1 unit

If biology is counted in these sequences neither botany nor zoology can be counted.

E. Social studies. A total of two or two and one-half units selected from the following constitutes a minor sequence, a total of three or more units a major sequence.

Ancient History 1 unit
**European History 1, 1½, or 2 units
***American History ½ or 1 unit
***American Government ½ unit
***Economics ½ unit

*Physics may not be counted in both of the Groups C and D.
**English History may be included under European History.
***Half units in the social studies are acceptable as part of a sequence only if taken in the 11th or 12th grade.

The remaining units, required to make up the necessary fifteen units, are entirely elective from among the subjects listed above, and any others which are counted toward graduation by the accredited school.

The registrar shall have the authority, with the consent and approval of the departments of instruction most intimately concerned, to accept other courses as substitutes for certain of the units listed in the various groups. Only courses well organized and competently taught will be considered, and any school desiring the privilege of such substitution for its graduates should furnish the registrar with detailed description.

2. Admission by Examination. The fifteen units required for admission by examination must all be chosen from the five groups listed above and must meet the prescribed sequence requirement.

3. Partial Certificate—Partial Examination Plan. This plan is available only to a graduate of an accredited high school whose principal is willing to recommend him in a part of the required fifteen units. The candidate may at the discretion of the registrar be admitted on the basis of the principal’s recommendation covering the units satisfactorily completed plus examination covering the units in which he is deficient. For this purpose examination will be provided only in the subjects listed in the five groups.

High-School Credentials Should be Sent in Advance

Prospective students are urged to send their high-school credits to the registrar in advance, that there may be no delay when they present themselves for registration and enrollment. Students who have not filed copies of their high-school credits in advance should present them at the time of registration.

A copy of Entrance Credentials can be secured from the principal of the high school from which the student graduated.

Entrance with Advanced Credits

Advanced credit is allowed for work done in other normal schools and colleges to the extent to which the applicant’s record shows that such work is the equivalent of courses offered in Western State Teachers College. Application for advanced standing, accompanied by credentials, should be made to the registrar.
Transient Students

A student from another institution who is not transferring permanently to this college is required to submit an official statement from his college to the effect that he is in good standing at that institution. Those transferring permanently are, of course, required to submit official transcripts of credits earned in other institutions.

CREDIT RELATIONS WITH OTHER COLLEGES AND UNIVERSITIES

Graduates who have received the old five-year certificate or the new State Limited Certificate usually are granted junior standing in colleges and universities. They are able to fulfill the requirements for a degree by an additional two years of work. Senior standing usually is granted to graduates who have received a life certificate. A student who desires to earn a provisional certificate in the college and then complete the work for a degree in some other college or university should plan his work with the requirements of the particular institution in mind.

Admission to graduate schools is granted to students completing a four-year curriculum who have made their elections of courses conform to the requirements of such schools. Western State Teachers College is a member of the American Association of Teachers Colleges and of the North Central Association.

EXPENSES

Tuition Fees

For residents of Michigan $6.00 for the summer session; for non-residents of Michigan $10.00. Tuition will be prorated on the basis of the number of courses taken. "In determining the number of subjects, physical education and handwriting are to be counted as full subjects. The student activities fee is to be paid in full by all students, whether taking one subject or more."

Kalamazoo County students who enroll for work in rural education may attend Western State Teachers College for one year without paying fees, because counties having county normals provide for one year of free tuition, and because, by law, counties having state normals (teachers colleges) may not have county normals.

*RESIDENCE REQUIREMENTS

Residence in Michigan for the purpose of registration shall be determined according to the state constitutional provision governing the residence of electors (See Article III, Sections 1 and 2), that is, no one shall be deemed a resident of Michigan for the purpose of registration in the college unless he has resided in this state six months next preceding the date of his proposed enrollment, and no person shall be deemed to have gained or lost a residence in this state while a student in the college.

The residence of minors shall follow that of their legal guardians.

The residence of wives shall follow that of their husbands.

Persons of other countries who have taken out their first citizenship papers and who have otherwise met these requirements for residence, shall be regarded as eligible for registration as residents of Michigan.

It shall be the duty of every student at registration, if there be any possible question as to his right to legal residence in Michigan under rules stated above, to raise the question with the registration officer and have such question passed upon and settled previous to registration.

Miscellaneous Fees

A fee of $11.00 has been authorized for the support of student activities, student union, health service, library purposes, subscription to the Teachers College Herald, the official weekly student publication, etc.

A student for whom no identification photo is on file pays an additional 25 cents when such photo is taken.
EXPENSES

Graduation Fees

State Limited Certificate curriculum ........................................... $2.00
Provisional Certificate curricula .................................................. 3.00
Degree curricula .............................................................................. 3.00
Alumni fee (paid by all graduates) .................................................. 1.00

Late Enrollment Fee

By action of the State Board of Education, all students who enroll after opening day, June 26, will be charged an additional fee of $2.00.

Refunds

No refunds of fees will be made after the first week of the summer session.

ESTIMATE OF NECESSARY EXPENSES

An estimate of minimum expenses for the summer session may be formed from the following table:

<table>
<thead>
<tr>
<th>Item</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room (one-half of a double room)</td>
<td>$15.00</td>
<td>$18.00</td>
</tr>
<tr>
<td>Board</td>
<td>27.00</td>
<td>36.00</td>
</tr>
<tr>
<td>Laundry</td>
<td>0.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Textbooks and supplies</td>
<td>8.00</td>
<td>12.00</td>
</tr>
<tr>
<td>Incidents</td>
<td>8.00</td>
<td>12.00</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>17.00</td>
<td>17.00</td>
</tr>
</tbody>
</table>

Total for 6 weeks .............................................................. $75.00 to $100.00

THE COLLEGE CAFETERIA

A cafeteria is maintained in Walwood Hall. Breakfasts, lunches, and dinners are served. The aim is to provide wholesome food at low cost to students.

REMUNERATIVE OCCUPATION

Kalamazoo offers some opportunities for students who wish to support themselves in part during residence in the college. There are openings in a number of lines, including the care of lawns and furnaces, waiting table, care of children, assisting in housework, etc.

A woman student, working in a private home for room and board, is expected to give in ordinary housework a maximum of 30 hours a week. If she works for room only, she is expected to give 10 hours a week; if for board only, she is expected to give 20 hours a week. The rates paid for miscellaneous work by the hour vary with the ability and speed of the worker and the type of work done.

Women should address applications for remunerative work to the Dean of Women; men to the Dean of Men.

The college lunchroom offers employment to several students. Miss Grace E. Moore is in general charge of the lunchroom; to her all applications for work should be made.

SCHOLARSHIP AND MEMORIAL FUNDS

The Burnham Rural Life Fund. Commemorating the twenty-fifth anniversary of Dr. Ernest Burnham's work at Western State Teachers College as the pioneer in rural education in teachers colleges in America, his students, colleagues, and friends established the Burnham Rural Life Fund. A part of this fund has been used to supplement the collection of books on rural life and education in the college library; the remainder has been invested to yield an annual income which may be used for the purchase of additional books, for
scholarships in the Department of Rural Education, or for such services in behalf of rural life as the committee in charge shall consider of most value.

The Fannie Ballou Memorial Fund, founded in 1921, in honor of Fannie Ballou, who was for seven years supervisor of the second grade of the Training School, is administered as a loan fund. Loans are awarded to persons of superior ability in the field of elementary education who have completed at least one year of resident work in this college. Preference is given to students in the Department of Early Elementary Education. The administration of this fund is in charge of the Loan Fund Committee.

The Debate Scholarship and Loan Fund. In the fall of 1920, the four debating organizations on the campus, the Academy, the Forum, the Senate, and the Tribunal, combined to start a fund which should be available for loans to worthy debaters, and which should eventually be used to award scholarships to debaters. The fund has now passed the fifteen hundred-dollar mark, and has been instrumental in making it possible for several debaters to remain in college. The money is administered as a trust fund, and is under the management of the Forensic Board of Control.

The Goldsworthy Scholarship, founded by Amelia Goldsworthy, former head of the Department of Art, provides funds to aid worthy students who give promise in art.

The Harvey Memorial Loan Fund was established in 1925 by the Students Science Club in honor of the memory of Dr. LeRoy H. Harvey, who was, until his death, the active and inspiring head of the Department of Biology.

The fund is administered by a joint committee of students and faculty members who are interested in science. Loans are made to students whose major interests are in the field of science.

The Katherine Mulry Johnson Scholarships were founded in 1926 by Mrs. Johnson, for some time supervisor of the sixth grade in the Training School and later a member of the Department of History of Western State Teachers College, in honor of her mother. These scholarships are awarded annually, by a committee from the Department of History, to two upper-class women students of superior ability who plan to become teachers of history.

The Matie Lee Jones Memorial Loan Fund, founded in 1929 in honor of Matie Lee Jones, who organized the Department of Physical Education for women, is available to women students. The fund is administered through a committee consisting of the officers and the faculty advisers of the Women's League.

The State D. A. R. Scholarship Loan Fund, founded in 1934, has grown to a fund of $500 through gifts made by the State Committee of the Daughters of the American Revolution. The Administration of this fund is in charge of the Student Loan Fund Committee.

The Stone D. A. R. Student Loan Fund was established in 1932 through gifts from the Lucinda Hinsdale Stone Chapter of the Daughters of the American Revolution. The fund is administered by the Student Loan Fund Committee.

The Student Health Loan Fund was established in the spring of 1933 with contributions from the Senior Class of that year and the Student Association, amounting to approximately $450. Short term loans for medical and dental services are made from this fund, which is administered by the Health Service.

The W. S. T. C. Student Loan Fund. In September, 1912, the nucleus of a student loan fund was established by the gift of $200 from Miss Blanche Hull. This fund has been increased to a total of several thousand dollars. Money is loaned to deserving students on the recommendation of a faculty committee. An interest rate of five per cent is charged and notes are accepted for not to exceed one year. Applications for loans should be made to the Student Loan Fund Committee, of which the registrar is chairman.
HOUSING REGULATIONS FOR COLLEGE STUDENTS

A list of approved rooms for men is available in the office of the Dean of Men and for women in the office of the Dean of Women. All rooming houses for women are provided with single beds. It is well to make arrangements for a room before the opening of the summer session. Students may not live in rooms other than those on the approved list without securing special permission, preferably before the opening of the summer term.

Students are expected to stay the full session in the rooms first engaged, changes being made only with the approval of the dean concerned.

A deposit of the first week's rent is required of a prospective student when engaging a room. Payment of rent should be made weekly in advance.

Women students interested in living in the Walwood Hall Residence for Women should make application to Mrs. Bertha S. Davis, Dean of Women. Board and room are provided at $45.00 for the six-week period.

STUDENT WELFARE

Conduct in harmony with the ideals for which the institution stands is expected of each student. Effort is made to stimulate the student to earnest, honest endeavor, and to develop new and worthy interests. In order to foster his best impulses and ideals, the administration follows the policy of dealing with him as an individual. In the furtherance of this policy, a Dean of Women and a Dean of Men devote their time to matters pertaining to the welfare of the student body. They may be consulted freely on any matter in which they can be of assistance.

The college has never assumed an attitude of paternalism toward its students. On the assumption, however, that the student has entered the institution for the definite purpose of educational advancement, regularity of class attendance, reasonable evening hours, and a sane social program are required.

REGISTRATION, CLASSIFICATION, ETC.

GENERAL INSTRUCTIONS FOR ENROLLMENT

Enrollment for the summer session will occur on Monday, June 26. A circular giving detailed information relative to registration may be obtained at the Information Desk in the Women's Gymnasium or at the Administration Office.

ADVISORY SYSTEM

All freshmen are advised and helped throughout the year, by the Freshman Adviser, in planning and adjusting their academic programs. Each freshman works out his schedule term by term with the assistance of the adviser, at definite conference periods assigned to him. The details of the curricula, the sequence of studies, the type of work for which the student seems best adapted, are all considered at these conferences.

Juniors and seniors who elect their major or minor in the Departments of Biology, Chemistry, Geography, History, Languages, Mathematics, and Physics are requested to confer with the department adviser concerning special courses to be pursued. For other upper classmen conferring with the adviser is optional but strongly recommended.

CLASSIFICATION OF STUDENTS

Students at Western State Teachers College are classified officially as follows:

Freshman—Students credited with 0—45 term hours inclusive.

Sophomores—Students credited with 45—90 term hours inclusive.
Juniors—Students credited with 90–138 term hours inclusive.
Seniors—Students credited with more than 138 term hours.
The above classification relates to eligibility for participation:

a. In class activities
b. As officers
c. In social affairs

The initial classification given during a current college year obtains throughout that year.

CREDIT IN TERM HOURS (SUMMER SESSION)

A unit of work represents a course of study pursued for six weeks with four double class periods of fifty minutes each per week. It is regularly recorded as four term hours of credit.
Fractional units of work are accorded credit as indicated on the summer session schedule of classes.
(No credit will be given for a course for which the student is not officially enrolled.)

THE STANDARD CLASS LOAD FOR THE SUMMER SESSION

Eight term hours of work carrying academic credit is the standard student class load for a summer session.
The Committee on Student Personnel regulates the maximum load for a given student on the basis of his apparent ability, etc.

EXTRA STUDIES

A freshman may not enroll for more than eight term hours and an upperclassman, for more than ten term hours of work carrying academic credit during the summer session without the permission of the Extra Studies Committee. Physical Education and Library Methods are not counted in term hours.
Students may make application for an extra study by securing an application blank from the chairman of the Extra Studies Committee, filling out the same, and filing the application with the chairman of the committee. Only in exceptional cases is permission granted to carry extra studies during the first term of residence.
It is deemed more desirable for a student to do work of a high grade of excellence with a normal class load than to take extra subjects with mediocre success.

IDENTIFICATION PHOTOS

When a student enrolls for the first time he is required to have taken an identification photo. One copy of the photo becomes part of the student's permanent record, another copy is given to the student to serve to identify him at college functions, while a third copy is filed in the dean's office. The charge for the photos is twenty-five cents.

MARKING SYSTEM

Each course receives one grade, which combines the results of class work and tests.
Grades are indicated by letters, to each of which is given a certain value in "honor points."
CREDITS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
<th>Honor Points (Per 4 term hours credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>0</td>
</tr>
<tr>
<td>*U</td>
<td>Unsatisfactory</td>
<td>Not to be counted</td>
</tr>
<tr>
<td>E</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td></td>
</tr>
</tbody>
</table>

*For Directed Teaching only.

The mark of I means that the student has not finished the work of the course, because of illness, unsatisfactory work, or some other cause, and that he may be given opportunity to complete it. I's must be removed during the next succeeding term (except when the student does not return, and then within one year) or they automatically becomes E's.

The mark of E means that the student has failed. E's and W's can be removed only by taking again all the work involved.

WITHDRAWAL FROM COURSES

Necessary changes in enrollment must have been made by the end of the first week of the session. The mark of W will be given only when the registrar issues an Official Drop Slip. If a student withdraws from a class without the registrar’s permission, a mark of E (failure) will be given.

Permission to “drop” a course will not be granted, after the end of the first week of the session.

SIGNIFICANCE OF COURSE NUMBERS

I. Course Numbering and Availability

1. Courses numbered
   a. 100-199, inclusive, are primarily for freshmen;
   b. 200-299, inclusive, are primarily for sophomores;
   c. 300-399, inclusive, are primarily for juniors and seniors.

2. In general, students will be permitted to carry only courses numbered to correspond with their official classification. But, exceptions may be made, with the approval of curricula advisers, for such reasons as maturity, experience, necessity of meeting prerequisites to other courses, etc.

II. Explanation of Numbering

1. All consecutive, coherent courses are numbered similarly and lettered sequentially.

2. All fundamental, consecutive, coherent courses are numbered as follows:
   a. The number 100 is reserved for fundamental courses having no high school prerequisite.
   b. The number 101 is reserved for fundamental courses having as prerequisites one year (or fraction thereof) of high school work.
   c. The number 102 is reserved for fundamental courses having as prerequisites two years of high school work.
   d. The number 103 is reserved for fundamental courses having as prerequisites three years of high school work.
   e. The number 104 is reserved for fundamental courses having as prerequisites four years of high school work.
3. All other courses primarily intended for freshmen are numbered serially beginning with 105.
4. Prerequisites for all courses numbered 200-399, inclusive, may be found in the "Details of Departmental Courses" as printed in the current college catalog.
5. All consecutive courses are numbered sequentially.
6. Numbers 300-304 inclusive are reserved for courses which are offered in departments other than the Department of Education but which are given credit in education—the so-called "professional courses". To these numbers the letter "T" is added.
7. Courses offered as subdivisions of a given department are designated by numbers grouped by decades.
8. To the number of a course available by class extension there is added "Cl".
9. To the number of a course available by correspondence there is added "Co."

STANDARD FOR GRADUATION (HONOR POINTS)
The minimum number of honor points required of each student for graduation equals the number of four-term-hour subjects carried.

HONORS IN COURSE
Honors in Course are bestowed upon graduating students who have displayed special attainments in scholarship. Such honors are announced at a special convocation.

Recipients of honors receive their degrees:
Cum Laude ...................... when having a point-hour ratio of 2.5 to 2.69
Magna Cum Laude ................ when having a point-hour ratio of 2.7 to 2.89
Summa Cum Laude ................ when having a point-hour ratio of 2.9 to 3.0

In figuring point-hour ratios, only the last three years of work are counted. Two of these must have been in residence at Western. A mark of "E" will disqualify.

THE HONORS PRIVILEGE
In order to recognize the able student's capacity for independent achievement, Western State Teachers College has put into operation a plan whereby independent work, under certain conditions, may be rewarded with both recognition and scholastic credit. The plan, as approved by the faculty and put into operation by the administration, is explained in detail as follows:

THE WESTERN STATE TEACHERS COLLEGE PLAN FOR STUDENT HONORS WORK
1. To the occasional junior or senior student who shows unusual intelligence and ability Western State Teachers College will grant the opportunity of following through a project of independent study or activity apart from, and in addition to, the regular courses of the curriculum. Such opportunity shall be known as an "Honors Privilege."

An Honors Privilege shall be defined as "any unit of study or activity carried on by a junior or senior student under the guidance of an instructor and with the administrative cognizance and approval of the Honors Privilege Committee."

2. The Honors Privilege Committee, in whose hands the administration of all Honors Privileges is to be placed, shall be composed of five members of the faculty, chosen by the President.
3. The request for an Honors Privilege may be made to the Honors Privilege Committee by any faculty member who has in mind a worthy student and an appropriate program of study or other activity for him to pursue. If the Honors Privilege is granted, the student's work will go forward under the teaching guidance of the instructor immediately involved.

4. At the time of the application for the Honors Privilege the faculty member and the student should present to the Honors Privilege Committee a statement of the program of study or other activity which it is proposed that the student shall follow. The Honors Privilege Committee will, at the time of its first examination of the suggested project, consult with the instructor to determine the probable number of hours' credit which the College will feel justified in granting the student at the successful conclusion of the proposed task. The Committee will also attempt to determine, in conjunction with the instructor, the time the student should be expected to spend on the project, keeping in mind that one term's work under an Honors Privilege ought to earn four hours' credit, and no work under an Honors Privilege should require more than four hours' work a term or yield more than twelve hours' credit (three terms' work) altogether.

When the student has finished his task, the Committee acting with the instructor to review the student's accomplishment, may determine the worth of his work to deserve more or fewer hours of credit than were originally calculated. All credit earned under the Honors Privilege, whatever the department within which the work is done, shall be entered upon the student's record as "Honors Course 380 (381, 382) in Physics (or other department of instruction)" and the grade and the hours of credit recorded as for a regular course. Credit earned under an Honors Privilege will be counted as credit earned for an elective.

It is expected that the student will carry twelve hours of work in regular college courses each term while he is doing work under an Honors Privilege.

5. The types of study or other activity to be considered worthy of acceptance under an Honors Privilege are likely to be various and even unpredictable until they emerge. A student may be set to investigate some aspect of knowledge in detail, where a course could, of necessity, only touch upon it lightly. In some fields of knowledge there are unexplored corners that would offer the undergraduate opportunity for limited experimentation and research. Facts are always open to reinterpretation. Teaching techniques may be improved or new ones developed. Students with manual skills or verbal abilities might be given the chance to use their talents in some personal way—as artists or craftsmen. In any case the right of the student to receive credit for his activity shall be left to the instructor and the Honors Privilege Committee. It is expected that one of the advantages of the Honors plan will be the flexibility and lack of machinery with which, through its Committee, it may be made to operate.

6. Although what constitutes the successful culmination of a project under the Honors Privilege is to be determined by the instructor and the Committee, it is expected that the final test of the student's achievement shall be the presentation of a report summarizing his activity, its purposes, methods, and results. The focus provided by such a report is considered valuable in that it requires the student to analyze and point up his accomplishment for the satisfaction of himself and the edification of others.

7. It shall be the business of the Honors Privilege Committee to entertain a statement of progress at least every four weeks. This statement should reveal how nearly in conformity to the outlined-plan each student's work, under the Privilege, is proceeding. This slight check-up is intended not only as a loosely-held administrative guide, but also as a way of making possible a
change of plan, supposing the originally accepted program of student-activity should have shown itself to be taking an at-first-unsuspected course.

8. The purpose of the Honors Privilege is manifold: to help the able student attain to an added self-respect; to give him a sense of living in a world of larger dimensions than the college classroom; to prepare him somewhat for that independence and initiative which will be imposed upon him by study or by life; and to offer him some recognition from the institution for his special, personal promise.

DIVISION OF GRADUATE STUDY

in cooperation with

THE UNIVERSITY OF MICHIGAN

The Board of Regents of the University of Michigan at their meeting in July, 1938, passed a resolution approving a formal request from the State Board of Education that the University of Michigan cooperate with the four Michigan Teachers Colleges in planning graduate programs of instruction. According to the action taken, a Graduate Division organized and administered in cooperation with the University of Michigan may be set up at each of the Teachers Colleges.

The arrangement provides that all courses offered in the Graduate Division of a Teachers College shall be given by staff members of the University of Michigan who have been approved as graduate instructors, and by such staff members of the Teachers Colleges as have been given status of graduate lecturer of the Graduate School of the University. Students enrolled in a Graduate Division of a Teachers College shall be permitted to complete such requirements for the master's degree as may be satisfied by the courses offered in a Graduate Division of a Teachers College. In some cases it may be possible for a student to complete all of the work for the master's degree on the campus of a Teachers College. In the event that a student completes as much as three-fourths of the requirements for a master's degree through courses offered in a Graduate Division of a Teachers College, this fact shall be indicated on the diploma awarded by the University. All courses are given on the semester basis the same as in the University and the credits earned are counted as credits in the Graduate School of the University. All degrees are granted by the University. The fees charged are the same as are charged for graduate instruction at the University. These fees are:

<table>
<thead>
<tr>
<th></th>
<th>Michigan Student</th>
<th>Non-resident Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees for each semester</td>
<td>$55</td>
<td>$75</td>
</tr>
<tr>
<td>Four to six credit hours per semester</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Three or less credit hours per semester</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Summer session (six or eight weeks period)</td>
<td>35</td>
<td>35</td>
</tr>
</tbody>
</table>

It is understood that the portion of the fee charged for the University Health Service and other special privileges given University students paying the full semester or summer session fee will be returned to the Graduate Division of the Teachers College in order that that institution may provide such similar service.

The admission requirements for graduate study in a Graduate Division of a Teachers College are the same as for entrance to the Graduate School at the University of Michigan. All students desiring to enroll in such Graduate Divisions must submit credentials of undergraduate work to the Dean of the Horace H. Rackham School of Graduate Studies at the University of Michigan for his approval for admission to graduate study. The student, after receiving such approval, will enroll in the same fashion as regular students in the
GRADUATE STUDY

Graduate School of the University, although the place of enrollment will be at the Teachers College at which the Graduate Division is located.

For a copy of a special bulletin dealing with graduate work address Dr. M. M. Ellis, Chairman of the Graduate Council.

**SPECIAL FEATURES**

**ADVANCED PROFESSIONAL COURSES OF INTEREST TO EXPERIENCED TEACHERS AND ADMINISTRATORS**

The Department of Education and Psychology announces several courses of special interest to experienced teachers who desire training for supervisory and administrative work. Details of these courses are given on pages 75 to 78. Various departments offer courses dealing with the teaching of their particular subjects.

**THE ALUMNI ASSOCIATION**

The Western State Teachers College Alumni Association was organized June 19, 1906, by the graduates of the first two classes of the college. Thirty-three classes are now associated in the organization with a total membership of more than 14,000. The Alumni Secretary's office is in the Administration Building. In this office information regarding any alumnus or alumna may be obtained. The Kardex filing system is used; it affords an accurate method of referring to the alumni directory.

Each year headquarters are maintained at the Michigan Education Association meetings. Alumni of Western State Teachers College are urged to register and make use of the rooms reserved for this purpose. An annual invitation goes to graduates of Western State Teachers College to return to the campus for Homecoming Day. A reception for the alumni is held annually at Commencement time. An Alumni Magazine is now being published at an annual subscription rate of $1.00.

Graduates of Western State Teachers College receive frequent mail from the campus informing them about various matters of interest. Letters of inquiry concerning graduates, who are placed in all parts of the United States and in foreign countries, are given prompt attention. Once each year the members of the alumni are asked to return a postal-card which is prepared and sent to them, to verify the records and secure additional facts in regard to schooling, degrees, marriage, children, books and magazine articles published, business records, etc. The returned cards are filed with the Kardex entry and replaced annually, when the most recent card arrives.

Although the number of Western's graduates has become very large, ways and means of cultivating closer and more friendly relations among them are being rapidly developed. Unit organizations are encouraged in localities where there are enough members of the alumni to warrant such organizations. The alumni secretary is glad to assist in any plans of this kind.

**ART COLLECTION**

Through the courtesy of the family of the late Hon. Albert M. Todd, an interesting collection of pictures and fine porcelains gathered by Mr. Todd through many years is on exhibition in the Library Building. From time to time, some of the rare books of the Todd collection are loaned for exhibits.

**BUREAU OF EDUCATIONAL MEASUREMENT AND RESEARCH**

The Bureau of Educational Measurement and Research of Western State Teachers College has been established for a three-fold purpose: (1) to direct and co-ordinate the measurement and research activities of the training schools and the college; (2) to aid in the more adequate preparation of teachers for participation in measurement work; (3) to aid schools and
school systems of the state in carrying forward testing programs and experimental work.

The Bureau has on hand a large number of intelligence and educational tests to serve as sample and informational material. It will answer questions relative to measurement and research activities; it carries on statistical work necessary to answer questions relative to educational problems; it edits bulletins of information concerning educational problems; it conducts the intelligence examinations of students of the college; it will send representatives to visit schools and school systems that wish to begin testing work to instruct the teachers, to demonstrate the methods of testing, and actually to conduct mental-educational surveys.

THE COLLEGE CO-OPERATIVE STORE

The Co-operative Store not only serves as a convenience to people on the campus, but also furnishes employment for a number of worthy students. Every effort is made to keep adequate stocks of all supplies needed by students for class work.

COUNTY COMMISSIONERS' SUMMER CONFERENCE

Each year a conference of the county school commissioners of Southwestern Michigan is called during the early part of the summer term to consider their professional problems. These conferences usually include reports of progress by the different commissioners and by representatives of the State Department of Public Instruction, supplemented by addresses by one or more speakers of national reputation. These meetings give commissioners an excellent opportunity to meet the teachers from their counties in attendance at the summer session.

CREDIT FOR BAND, CHOIR, GLEE CLUB, AND ORCHESTRA WORK

1. A maximum of three term hours of academic credit annually is given for one year's regular participation in each of the following activities: Band, Glee Club, Orchestra, and Auxiliary Choir.

2. Twelve term hours of academic credit is the maximum allowed for participation in any one of the four activities indicated.

3. A grand total of not to exceed eighteen term hours of academic credit is allowed for participation in the four activities noted.

4. Participation in Band may be substituted for physical-education credit. In such cases participation in the Band for one term is substituted for one class hour in physical education. (A class hour is to be interpreted to mean one hour of class work for one term.)

EXTENSION DEPARTMENT

Through the Extension Department Western State Teachers College offers opportunities to study for credit in absentia to capable students who are unable to be in residence during the regular year. Such non-resident credit when combined with resident credit earned during a regular term or a summer session is accepted on the certificate and degree-curricula requirements.

All instruction is given by members of the regular faculty in classes which meet at frequent intervals at centers within range of the college, or by means of carefully organized courses offered by correspondence. As far as possible, courses are equivalent to corresponding resident courses.

Resident and extension work are not to be carried simultaneously.

A person is not to enroll for extension work with Western State Teachers College if he is carrying work with any other educational institution.

Special announcements bearing on the work of the Extension Department will be mailed to those interested, if they address the Extension Director, Western State Teachers College, Kalamazoo, Mich.
HEALTH SERVICE

The aim of the Health Service is two fold: health education (an appreciation of maximal health with an understanding of the measures which help to maintain it) and a cooperative effort to guard the health of the students.

Prefacing this cooperation each student should enter college physically as well equipped for it as possible with all obvious remedial defects corrected: teeth in good repair; eyes fitted with glasses, if glasses are needed; menacing tonsils removed or under observation, etc. Further, the budget to meet college needs should include a fund available for unexpected illness or accident which might threaten college success.

A health fee of fifty cents a term, paid upon enrollment, entitles the student to the following cooperative services:

1. Medical examinations and conferences
2. Dental examinations and conferences
3. Consideration (and often care) of emergencies
4. Consultory service for student problems
5. Scheduled skin clinics
6. Hospitalization at rates especially advantageous.
7. Laboratory services and clinical tests to determine disease.
8. Reports to home physicians and dentists

It is most important that each student completing college be in as perfect health as possible. The position to which he goes expects it.

THE HERALD

The Teachers College Herald, the student weekly publication of the college, is issued each Wednesday. It chronicles the important activities of the college as well as those of the student body. From time to time, special numbers are issued. Every student and faculty member is entitled to a copy weekly. The alumni give the paper cordial support.

KLEINSTUECK WILDLIFE PRESERVE

In 1922, the late Mrs. Caroline Hubbard Kleinstueck deeded to the State Board of Education nearly fifty acres, including woodland, grassland, and a lake, about one mile from the campus, to be used as a wild-life preserve. The preserve is freely used by classes and student groups for instructional and recreational purposes.

Projects in forestry are being maintained on the area. Twelve thousand trees were planted one arbor day, and frequent plantings of trees and shrubs have been made since.

The area abounds in land and water birds, and includes many of the native plant species of southern Michigan.

LECTURES, ENTERTAINMENTS, EXCURSIONS, CONFERENCES

During the summer session, lectures, travelogues, round-table discussions, and conferences with different faculty members and guest speakers will be held, usually in the late afternoon or evening. These will be open to all who are interested. Week-end trips outside of the city and mid-week excursions to places of interest in Kalamazoo are planned on a definite schedule. A faculty reception, evening parties, and afternoon teas are social features of former summer sessions to be repeated in 1939. Announcement of each event will be made in the Teachers College Herald.
ORCHESTRA

An orchestra will be organized for the purpose of giving students an opportunity for further development on their chosen instruments, and for becoming familiar with orchestral works suited to the needs of public school orchestras. Those with a reasonable amount of training and experience will be admitted.

Many of the unusual instruments owned by the college are at the disposal of students.

PLACEMENT BUREAU

The Placement Bureau aids graduating students and alumni of Western State Teachers College in securing suitable positions. It seeks at the same time to serve the best interests of superintendents of the state who desire to secure teachers adapted to the needs of their schools. A Placement Committee, consisting of the Director of the Training Schools and members of the faculty who are in a position to know intimately the records of students in class work, directed teaching, and general school activities, assists in the work of the bureau.

Each term all graduating students enroll with the Placement Bureau, filling out appropriate blanks and receiving information and instructions relative to securing positions. Full records are kept on file in the Placement Office. These consist of (1) the student's academic record, (2) the recommendations of at least three faculty members who are familiar with the student's work, (3) a departmental recommendation, (4) the report from the supervisor of the student's directed teaching, (5) a record of his previous teaching experience, if any, and (6) the general rating of the Placement Committee. The records also include ability and personality ratings and photographs. Copies of these records are sent out upon application to superintendents of schools or can be consulted by them when they visit the Placement Bureau.

It is preferable that superintendents select teachers as a result of personal interviews with candidates suggested by the committee, but vacancies may be filled satisfactorily through correspondence.

The Bureau likewise aims to afford equally satisfactory replacement service to former graduates qualified for better positions. For superintendents who desire to fill positions requiring a greater degree of maturity and experience, a complete file is kept of alumni, including records of their current teaching experience and advanced study in other institutions. Each year a large number of former graduates are placed in more responsible positions, and in superintendencies of larger school systems.

Placement service is free to all graduates and alumni. An earnest effort is made to place each graduate in as good a position as his record in the institution justifies.

All students are advised to enroll with the Placement Bureau before graduation, whether or not they desire help in securing teaching positions at that time.

PSYCHO-EDUCATIONAL CLINIC

The object of clinical service at Western State Teachers College is to provide psychological service for normal and maladjusted children and adults, centering not only upon diagnosis but upon the suggestion of remedial measures as well. It is the plan of the clinic, whose laboratory is equipped with modern psychological apparatus, to train a limited number of competent students to deal with psycho-educational problems involving educational, social, and emotional maladjustment. The personnel cooperating in these studies of maladjustment consists of a director and two associates, members of the Health Service, members of the Speech Clinic, and local psychiatrists, pediatricians, and ophthalmologists. The psycho-educational clinic at Western
State Teachers College is affiliated with the W. K. Kellogg Foundation, is a member of the Council of Social Agencies, and cooperates with the Kalamazoo State Hospital, the Civic League, the Kalamazoo Emergency Relief Association, and the Kalamazoo County Agent. The average case load each month has consisted of approximately thirty clinical, advisory, and classification problems. Approximately 34 per cent of these cases are referred by social and relief agencies in Michigan, 35 per cent by school authorities, 18 per cent by parents and relatives, 10 per cent by other persons and organizations, and 3 per cent by private physicians.

**PHYSICAL EDUCATION**

The departments of Physical Education sponsor a wide and varied program of activities. Participation is encouraged in those recreational sports that are likely to be followed when college days are over, as well as in the types of activities particularly interesting to the college student. Western has excellent physical-education facilities: two large gymnasiums, a swimming pool, several tennis courts, a fine gridiron covered with an excellent turf, a baseball field, a quarter-mile cinder running track, and other play fields for the use of soccer, hockey, speedball, and baseball players.

**RECREATIONAL LEADERSHIP**

The Department of Physical Education for Men offers each summer a course in Playground and Community Recreation. This course is organized to give the student not only the organization phase of the work but some practical experience. Each student is required to do a limited amount of work on the city playgrounds.

**RECREATIONAL OPPORTUNITIES**

Kalamazoo, in the heart of the southwestern Michigan glacial-lake country, offers numerous opportunities for diversion; picnicking on the wooded hillsides and the shores of the numerous accessible lakes, swimming, and boating are popular pastimes. Students are given free instruction in tennis on the ten campus courts. The city golf links are within one mile of the campus; bus service to them is frequent. Summer students may have the use of the links by payment of the customary greens fee. Bus and train service makes possible a day's outing on the shore of Lake Michigan. Through various social functions every effort is put forth to further the mutual acquaintance of faculty and students.

**RURAL EDUCATION**

To students of education with initiative, ingenuity, and resourcefulness, no positions afford a greater challenge than do those of the rural schools. In these schools, on every hand, there is available an abundance of educative materials and experiences offering ideal learning situations where progressive methods can be used naturally. Modern schools the world over are choosing, where feasible, rural settings, because of the rich potentialities of the environment. The one-teacher school, with its cross-age grouping of children, in which flexibility, rather than the formal rigidity of grades, may most easily prevail, affords ideal possibilities for the activity program and other progressive educational methods and procedures. Both within the school room and in the relation of the school to the parents and to the community at large, the potential educational leadership of the rural teacher is determined primarily by his own limits of time and ability. Students of rural life and education accept the United States Census Bureau classification of *rural* as communities in the open country and centers
of less than 2,500 in population. Half of the 30,000,000 young people in the United States of school age—five to seventeen—live in rural areas; 36% of those in Michigan live in rural areas. The rural schools of Michigan—one-teacher, consolidated, and village—includes 33% of the children and 43% of the teachers of the state. Approximately 88% of the schools of Michigan are rural; 5,957 are one-teacher schools. At present the State Department of Public Instruction estimates the demand for new teachers in the latter schools to be 900 per year, which greatly exceeds the number graduating annually from the rural curricula of the state teachers' colleges.

Within the state, concern over the shortage of rural teachers has been so great that within the past two years there has been a decided upward trend in salaries for rural teachers. The State offers scholarships of tuition to recommended students for two years of work in the rural curricula of the state teachers colleges.

Openings in the field of rural education are not limited to those of the class room in the high schools, consolidated, and one-teacher elementary schools. County commissioners of schools, principals, superintendents, and supervisors, trained in rural life and education, can thereby the more adequately fulfill their obligations and opportunities. Two four-year rural curricula, an elementary and a high school, are offered in Western State Teachers College for the preparation of teachers and of supervisory and administrative officers for the demands peculiar to rural schools and rural communities. The two-year rural elementary curriculum, the only two-year curriculum offered in the college, affords two years of credit which, without penalty, may later be applied to the four-year rural—or practically any other—curricula. In addition to the courses in rural school practices and administration, rural sociology and economics, practice teaching in the Hurd one-teacher school and the Portage and Richland Consolidated Schools are afforded students in the rural curricula. Affiliation with six typical one-teacher schools—three in Kalamazoo County and three in Van Buren County—furnishes additional laboratory opportunities for advanced students interested in administration and supervision.

The enrollment and direction of students who are interested in teaching, administrative, and supervisory positions in rural, village, and consolidated schools, and in the promotion of knowledge about and interest in rural education, both within and without the college, are functions of the Department of Rural Education.

For the most able prospective teachers, there is a certain demand and opportunity for unlimited service and leadership in the rural schools of Michigan.

**TRAINING SCHOOL FACILITIES**

The Campus Training School will be operated for the summer session. The kindergarten and grades one to eight inclusive will be open from 9:00 to 12:00 A. M. in charge of regular grade and special supervisors. A limited amount of directed teaching will be offered for students not in residence during other terms, who can thus complete the work for a certificate. Three grades will be designated as demonstration rooms for observation and discussion courses. A few directed teaching assignments will be made in the city summer schools in junior-high classes and in the later-elementary grades. Application for enrollment for directed teaching should be made to the Director of the Training School well in advance of the opening of the summer session.

**VOCATIONAL HOME ECONOMICS**

Western State Teachers College prepares students to qualify as teachers of Vocational Home Economics in Michigan under the provisions of the State and Federal Acts on vocational education. Elective courses are also offered to students in other fields of teaching.
DETAILS OF CURRICULA

PURPOSE AND CONTROL OF MICHIGAN STATE TEACHERS COLLEGES

The Constitution of the State of Michigan [Act XI, Sec. 10] places the State Teachers Colleges under the authority of the State Board of Education subject to such regulations as may be prescribed by the Legislature. In 1903 [Public Acts 203] the Legislature decreed: "The State Board of Education is hereby authorized and required to prescribe the courses of study for students, to grant such diplomas and degrees and issue such licenses and certificates to the graduates of the several normal schools of the state as said State Board of Education shall determine."

From time to time the Legislature has also defined the objectives and scope of work of the Teachers Colleges. It has repeatedly declared that the purpose of these institutions "shall be the instruction of persons in the art of teaching and in all the various branches pertaining to the public schools of the state of Michigan" [Act 139, P. A. 1850; Act 192, P. A. 1889; Act 51, P. A. 1889].

"In the course of a century the public school system has developed from the meager rudiments which satisfied a frontier society to the enlarged and complex organization which attempts to meet the needs of a day which faces the solution of social, political, and economic problems of fundamental significance. Only honest, intelligent, and well-informed citizens can cope with such problems, and such citizens it is the first duty of our public schools to produce. Only honest, intelligent, well-educated, and devoted teachers are adequate to meet these enlarged duties and responsibilities—the day of the mere school-keeper is gone. The problem of training such teachers has increased in scope and complexity, but to meet these problems the State Board of Education and the faculties of the teachers colleges have constantly applied themselves, keeping in mind always the two purposes which, since the founding of the State, have been sustained not only by legislative authority, but which have the sanction of all educational experience as well. Hence the Michigan State Teachers Colleges have always stood and do now stand for two things paramount and inseparable in an institution for the training of teachers:

1. A thorough grounding in such fields of study as may lead to the intellectual growth of the student.
2. A thorough grounding in the science and art of teaching attained by sufficient actual teaching under direction.

Objectives and General Scope of Curricula

"The program of study outlined for the first two years in the curricula of the Michigan State Teachers Colleges is organized to serve, among others, the following purposes:

1. To provide the student with essential factual information; to give him an introduction to methods of thought and work and to provide such opportunities for study and growth as may lead to a well-rounded general education.
2. To prepare the student for undertaking the more advanced and specialized work embraced in the curricula of the third and fourth years of the Teachers Colleges or for more advanced work elsewhere.

"The program for the first two years represents ninety-six term hours, at least half of which must fall in Groups I, II, III. The student must complete during the first year at least nine term hours of Rhetoric and at least twenty-four term hours from Groups I, II, III.

"The program for the third and fourth years is designed to enable the student..."
1. To pursue more extensively and intensively courses which acquaint him with fields of his special interest and which broaden his general education.

2. To pursue a curriculum which will give him the knowledge and skills necessary for teaching in a certain field.

"Admission to the program of the third and fourth years shall be based upon the satisfactory completion of ninety-six term hours under the requirements already described or upon evidence of equivalent work done elsewhere. In addition the student must satisfy such special tests or examinations as may be prescribed to determine general intelligence, scholastic aptitude, or fitness for the teaching profession."

SUBJECT GROUPINGS

The regulations governing certification in Michigan employ subject groupings as follows:

Group I. Language and Literature
   Ancient language and literature
   English language and literature
   Modern language and literature
   Certain courses as indicated in the Department of Speech

Group II. Science
   Agriculture, astronomy, anatomy, biology, botany, chemistry, geography, geology, hygiene, mathematics, nature study, physics, physiology, psychology, zoology.

Group III. Social Science
   Economics, history, philosophy, political science, sociology

Group IV. Education
   Education (Includes methods courses and directed teaching)

Group V. Fine Arts
   Arts, music

Group VI. Practical Arts
   Agriculture, commerce, home economics, industrial arts

Group VII. Physical Education and Health
   Health, physical education

Degree Requirements

"Any curriculum leading to the Bachelor's degree shall consist of at least 192 term hours of credit and must include:

Group I .......................................................... at least 20 term hours
Group II .......................................................... at least 20 term hours
Group III ......................................................... at least 20 term hours
Group IV .......................................................... at least 24 term hours
Rhetoric ........................................................... at least 9 term hours

"The remaining term hours may be selected from the courses regularly offered by the college, subject to the following restrictions:

1. Not more than 64 term hours may be taken in any one subject.
2. At least two-thirds of the work beyond the second year must be in courses not open to first year students.
3. The student must complete a major subject of at least 36 term hours and at least one minor subject of not less than 24 term hours. (See pages 68, 69). Credits in the required Rhetoric and credits in Education which are required in general on all curricula do not count toward majors and minors."
4. No candidate shall be eligible for the Bachelor's degree who has not done at least 48 term hours of work in residence and who has not been in residence during the term immediately preceding graduation."
(An exception is made in the combined pre-professional curricula, page 67.)

REQUIREMENTS FOR GRADUATION

DEGREES AND CERTIFICATES

Although a student may enter Western State Teachers College before he is eighteen years of age, all applicants for a certificate to teach must be at least eighteen years of age and must be citizens of the United States, or have signified their intention of becoming citizens by having taken out the first papers.

Graduation fees must be paid, and applications for degrees and certificates must be filed with the registrar before the end of the third week of the term in which it is desired that they be granted.

"The State Board of Education for the State of Michigan, through Western State Teachers College, confers degrees and grants teachers certificates as follows:

1. The degree of Bachelor of Arts and the degree of Bachelor of Science.

2. The State Elementary Provisional Certificate which qualifies the holder to teach for a period of five years from date of issue in the elementary grades (kindergarten to eighth) in any public school in Michigan. (See Notes 1 and 2.)

The State Secondary Provisional Certificate which qualifies the holder to teach for a period of five years from date of issue in the secondary grades (seventh to twelfth) in any public school in Michigan, in subjects or subject fields indicated on the certificate. (See Notes 3 and 4.)

3. The State Limited Certificate which qualifies the holder to teach in the State of Michigan for a period of three years from date of issue in any primary school district or in any graded school district not maintaining grades above the eighth. (See Note 6.)

Note 1.— The holder of the State Elementary Provisional Certificate may be issued the State Elementary Permanent Certificate upon meeting the following conditions:
(a) Application must be made to the college within one year following the expiration of the State Elementary Provisional Certificate.
(b) The candidate must submit satisfactory evidence that he has taught successfully during the life of the certificate for not less than three years in elementary schools in the state of Michigan.

Note 2.— The holder of a State Elementary Provisional Certificate or of a State Elementary Permanent Certificate may qualify for a State Secondary Provisional Certificate by meeting the following additional minimum requirements.
(a) Completion of at least six additional semester hours (eight term hours), specifically in the field of secondary education. These additional hours must be completed after the date of issue of the elementary provisional certificate. (Applicants who have completed a program leading to a Master's degree, and who have met the specific requirements for the State Elementary Provisional Certificate and the Provisional Secondary Certificate may be granted both certificates.)
(b) Completion of one major of 24 semester hours (36 term hours).

(c) The training institution shall appraise the credentials of the candidate, recommend specific subjects, and obtain the approval of the Director of Teacher Training and Certification before the candidate enrolls.

Note 3.— The holder of the State Secondary Provisional Certificate may be issued the State Secondary Permanent Certificate provided the candidate shall have met the following conditions:

(a) Application must be made to the college within one year following the expiration of the State Secondary Provisional Certificate.

(b) The candidate must submit satisfactory evidence that he has taught successfully during the life of the certificate for not less than three years in secondary schools in the state of Michigan.

(c) The candidate must have earned in addition fifteen term hours of acceptable resident college credit.

Note 4.— The holder of a State Secondary Provisional Certificate or of a State Secondary Permanent Certificate may qualify for a State Elementary Provisional Certificate by meeting the following minimum requirements:

(a) Completion of at least six additional semester hours (8 term hours), specifically in the field of elementary education. These additional hours must be completed after the date of issue of the State Secondary Provisional Certificate. (Applicants who have completed a program leading to a Master's degree, and who have met the specific requirements for the State Provisional Elementary Certificate and the State Provisional Secondary Certificate may be granted both certificates.)

(b) The academic training shall include four minors, or a major (which may be a group major) and two minors; the equivalent of two minors must be in subjects or subject fields taught in the elementary grades.

(c) The training institution shall appraise the credentials of the candidate, recommend specific subjects, and obtain the approval of the Director of Teacher Training and Certification before the candidate enrolls.

Note 5.— Special Curricula Leading to Both Elementary and Secondary Certificates.

Applicants who graduate from specific four-year curricula, such as fine arts, industrial arts, library science, music, physical education, public health, etc., shall be granted certificates to teach in elementary and secondary grades when the candidate qualifies in both fields.

Note 6.— The holder of a State Limited Certificate may receive a State Limited Renewal Certificate provided the candidate shall have met the following conditions:

(a) Application must be made to the college within one year following the expiration of the State Limited Certificate.

(b) The candidate must have earned in addition sixteen term hours of acceptable college credit since the date of issue of the last certificate held. Not less than eight term hours must
be earned in residence; not to exceed four term hours may be in correspondence credit. All credits submitted must satisfy the requirements of the curriculum for the State Provisional Certificate.

Note 7.— A candidate presenting credits as a graduate of a Michigan county normal school and who in addition thereto presents entrance credits satisfying the requirements of this institution shall be granted:
(a) Toward the Provisional Certificate, 40 term hours;
(b) Toward the State Limited Certificate, 40 term hours.

COUNTY NORMAL CREDITS ORDINARILY ACCEPTED
(Effective July 1, 1937)

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>4</td>
</tr>
<tr>
<td>Literature for Children</td>
<td>4</td>
</tr>
<tr>
<td>Introductory Science (Nature Study)</td>
<td>4</td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
</tr>
<tr>
<td>General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>4</td>
</tr>
<tr>
<td>Introductory Social Science (Citizenship)</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Psychology of Reading</td>
<td>4</td>
</tr>
<tr>
<td>Directed Teaching</td>
<td>4</td>
</tr>
</tbody>
</table>

Total 40 term hours

Note 8.— Not more than one-fourth of the number of hours necessary for any certificate or degree may be taken in extension or by correspondence or both. Such credit, however, cannot be applied to modify the minimum or final residence requirements.

Academic and Residence Requirements for Degrees and Certificates

1. For the Bachelor’s Degree the candidate shall—
   a. present credits satisfying a prescribed curriculum aggregating 192 term hours;
   b. have satisfactorily completed in residence at this institution at least 48 term hours;
   c. have been in residence at this institution the term immediately preceding graduation;
   d. satisfy the requirements for the provisional certificate. (In certain cases this requirement may be waived.)

2. For the State Elementary Provisional Certificate the candidate shall—
   a. present credits satisfying a prescribed curriculum aggregating 192 term hours;
   b. have satisfactorily completed in residence at this institution at least 48 term hours;
   c. have been in residence at this institution the term immediately preceding graduation;
   d. satisfy the requirements for the Bachelor’s Degree.

3. For the State Secondary Provisional Certificate the candidate shall—
   a. present credits satisfying a prescribed curriculum aggregating 192 term hours;
   b. have satisfactorily completed in residence at this institution at least 48 term hours;
   c. have been in residence at this institution the term immediately preceding graduation;
   d. satisfy the requirements for the Bachelor’s Degree.
4. For the *State Limited Certificate* the candidate shall—
   a. present credits satisfying a prescribed curriculum aggregating 96 term hours;
   b. have satisfactorily completed in residence in this institution 32 term hours;
   c. have been in residence in this institution the term immediately preceding graduation.
   d. satisfy the residence requirement at this institution only, if he shall have entered from a Michigan state teachers college or from the College of Education, Wayne University, Detroit, with at least twenty-four term hours of acceptable resident credit there earned.
   e. complete in residence in this institution at least 48 term hours if he shall have entered as a graduate from a Michigan county normal school.

**IMPORTANT REGULATIONS GOVERNING CERTIFICATION**

After June 30, 1938, the Five Year Certificate previously issued on the completion of the two-year curriculum will no longer be issued. Persons who complete the prescribed two-year curriculum may be granted the State Limited Certificate.

After June 30, 1939, no Life Certificate will be issued. Persons who complete a prescribed four-year curriculum may be granted the Elementary or the Secondary Provisional Certificate.

More complete information concerning the several teachers' certificates may be obtained from Bulletin No. 601, Teachers Certification Code, published by the Superintendent of Public Instruction, Lansing, Michigan.

**Degrees Defined**

**BACHELOR OF ARTS**

The student who regularly completes a curriculum conforming to the degree requirements and embracing at least 144 term hours from Groups I, II, and III, including at least 12 term hours in one foreign language, is eligible for the degree of Bachelor of Arts. If two or more units of one foreign language are presented for entrance, the requirements for foreign language may be waived.

**BACHELOR OF SCIENCE**

1. The student who regularly completes a curriculum conforming to the degree requirements and embracing more than 48 term hours from Groups IV, V, VI, and VII, is eligible for the degree of Bachelor of Science.
2. The student who otherwise qualifies for the degree of Bachelor of Arts and who has earned at least 84 term hours in Group II may at his option receive the degree of Bachelor of Science instead of Bachelor of Arts.

**SPECIAL NOTE**

Students, who do not have in mind preparation for teaching, may elect basic courses which provide a general education or which satisfy preliminary requirements for other professional curricula. When such a program of work is carried on for four years and conforms to the degree requirements stated on pages 42 to 47 except the professional requirement in Group IV, the degree of Bachelor of Arts or Bachelor of Science may be granted without the teaching certificate.

**Additional Regulations Governing Students at Western State Teachers College**

1. All freshmen must carry Rhetoric 106 A, B, C.
2. At the end of the sophomore year women students must have had at least three terms of physical education and men students must have had at
least eight class hours of physical education. All candidates for a degree must have obtained a credit in library methods and must have had five terms of physical education or its equivalent. (For men, a minimum of fourteen class hours). In their five terms of physical education, women must include one individual sport and one team sport.

3. In general, freshmen should not elect two courses in a single department in the same term. Upperclassmen should not elect more than nine term hours in a single department in the same term.

4. All students who expect to receive a degree must present at least 12 term hours of credit in rhetoric.

5. Not more than a total of 96 term hours of credit from Groups IV, V, VI, and VII may be accepted for either the Bachelor of Arts or the Bachelor of Science degree.

6. Before being admitted to the regular program of work of the third year, a candidate for a teaching certificate shall have earned at least 12 term hours in each of the Groups I, II, and III. He shall have maintained at least a C average for work already completed and shall give evidence of his fitness for teaching.

7. To satisfy the minimum requirements in Groups I, II, and III, the student shall not present a series of isolated courses.

8. All students who are planning to pursue the program of work of the third and fourth years leading to certification are required to present a credit in General Psychology 200 or its equivalent. This course is not required in the General Degree curriculum. (See Special Note on page 46.)

9. All students who expect to obtain a degree and teaching certificate are required to present credits in the following courses: Educational Psychology 250, A, B; Principles of Teaching 240 or 251; Foundations of Modern Education 353; Directed Teaching 371, 372.

10. A student will not be permitted to carry directed teaching if he is deficient in honor points.
THE CURRICULA

Programs of study in Western State Teachers College are planned in such a way as to prepare teachers for different departments in various phases of public school work, and also to give students who are preparing to teach opportunity for general higher education. Recognizing that the prospective teacher should have some opportunity to adapt his education to his peculiar ability or personal ambition, the faculty, in outlining curricula sufficiently flexible to prepare teachers for both general and special school work, has made provision for students to exercise individual preference in elective work. A prospective student should study carefully the details of the various programs of study as outlined, so that he may understand clearly the purpose of each. He should choose that program which seems best to fit his interests and abilities.

Specific details and requirements in the various fields of specialization are outlined on the following pages. All of the curricula detailed conform to the general requirements for degrees and certificates and, at the same time, indicate the courses which should be pursued by students preparing to teach in the fields described.

1. Degree and Provisional Certificate Curricula

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<td>Commerce</td>
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<tr>
<td>Early Elementary</td>
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<td>General Degree</td>
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<td>Home Economics</td>
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<tr>
<td>Industrial Arts</td>
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<td>Junior High School</td>
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<td>Later Elementary</td>
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<td>Music</td>
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<tr>
<td>Physical Education for Men</td>
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<td>Physical Education for Women</td>
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<tr>
<td>Pre-professional</td>
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<td>Rural Elementary</td>
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<tr>
<td>Special Education</td>
<td>63, 64, 65</td>
</tr>
</tbody>
</table>

2. Specific details for the two-year curriculum leading to a State Limited Certificate in Rural Elementary Education are outlined on page 60.
ART CURRICULUM

B.S. Degree

(For the preparation of teachers and supervisors of art)

Group I. Language and Literature .............................................. 20 term hours
Rhetoric (in addition) .............................................. 12 term hours

Group II. Science ............................................................ 20 term hours
General Psychology 200 (in addition) ........................................... 5 term hours

Group III. Social Science ...................................................... 20 term hours
Including four term hours of political science

Group IV. Education
Educational Psychology 250A, B ............................................. 6 term hours
Principles of Teaching 251 .............................................. 3 term hours
Foundations of Modern Education 353 ........................................... 4 term hours
Art Observation 300T ........................................................ 5 term hours
Art Supervision 302T ...................................................... 4 term hours
Directed Teaching 371, 372, 373 ............................................. 12 term hours

Group V. Fine Arts
Art Structure 106 ........................................................... 4 term hours
Industrial Art 110 ........................................................... 4 term hours
Elementary Design 105 ........................................................ 4 term hours
Figure Drawing 205 ........................................................... 4 term hours
Art Composition 208 ........................................................... 4 term hours
History of Art 213A, B ........................................................ 8 term hours
Demonstration Drawing 301T ................................................ 4 term hours
Commercial Art 214 ........................................................... 4 term hours
Advanced Design 309 ........................................................... 4 term hours
Advanced Figure Drawing 305 ................................................ 4 term hours
Advanced Art Composition 308 ............................................... 4 term hours
Art electives ................................................................. 16 term hours

Group VII. Physical Education and Health
Physical education: Women are required to take five terms including one individual sport and one team sport. Men are required to take a minimum of fourteen class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)

Electives (not in art) .......................................................... 18 term hours

Note.—A course in library methods is required.
COMMERCE CURRICULUM

B.S. Degree

(For the preparation of teachers of commerce and economics. Students interested in general business administration are advised to consult the General Degree Curriculum, page 66, and the "Pre-professional Curricula," page 67).

Group I. Language and Literature .................................................. 20 term hours
Rhetoric (in addition) .......................................................... 12 term hours

Group II. Science
Biology, botany, chemistry, geology, physics, zoology ............... 12 term hours
Mathematics 100A, B, C; or 108A, B, C; or 104A, B, C ..................... 12-15 term hours
General Psychology 200 .................................................. 5 term hours

Group III. Social Science
Principles of Economics 220A, B .............................................. 8 term hours
Electives in economics .................................................. 16 term hours
Survey of American Government 334 ....................................... 4 term hours

Group IV. Education
Educational Psychology 250A, B ............................................. 6 term hours
Principles of Teaching 251 ................................................ 3 term hours
Foundations of Modern Education 353 .................................. 4 term hours
Principles of Commercial Education 308T .................................. 3 term hours
Directed Teaching 371, 372, 373 ........................................ 12 term hours
Teaching of Shorthand and Typewriting 300T ...................... 2 term hours
Teaching of Bookkeeping and Office Machines 301T ............... 2 term hours
Teaching of Social Business Subjects 302T .................................. 2 term hours

Group VI. Practical Arts
Introduction to Business 110 .................................................. 3 term hours
Retail Selling and Store Service 330 .................................... 3 term hours
A combination of 1, 2, and 4 or a combination of 2, 3, and 4 from the following:
   (1) Shorthand and Typewriting 100A, B, C ......................... 12 term hours
   (2) Accounting 210A, B, C and 312 .................................... 15 term hours
   (3) Accounting 310, 311 ............................................. 8 term hours
   (4) Business Law 320A, B, C ..................................... 9 term hours

Group VII. Physical Education and Health
Physical education: Women are required to take five terms, including one individual sport and one team sport. Men are required to take fourteen class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)
Electives .......................................................... 24-31 term hours

Note.—A course in library methods is required.
EARLY ELEMENTARY CURRICULUM

B.S. Degree

(For the preparation of teachers of Kindergarten and of Grades 1 and 2)

Group I. Language and Literature ................................................................. 20 term hours
  Rhetoric (in addition) ................................................................. 12 term hours
  Fundamentals of Speech 105A, B (in addition) ........................................... 8 term hours

Group II. Science .......................................................................................... 20 term hours
  Nature Study 231 (in addition) ................................................................. 4 term hours
  General Psychology 200 (in addition) ........................................................ 5 term hours

Group III. Social Science ............................................................................. 20 term hours
  Including four term hours of political science

Group IV. Education
  Educational Psychology 250A, B ................................................................. 6 term hours
  Principles of Teaching 251 ................................................................. 3 term hours
  Psychology of Reading 212 ................................................................. 4 term hours
  Foundations of Modern Education 353 .................................................... 4 term hours
  Early Elementary Education 200, 305A, B ................................................. 11 term hours
  Stories for Childhood 208 ................................................................. 4 term hours
  Psychology of Childhood, 306 ................................................................. 4 term hours
  Teaching of Handwriting 100 ................................................................. 2 term hours
  Directed Teaching 371, 372, 373 ................................................................. 12 term hours

One of the following:
  Early Elementary School Problems 307 ..................................................... 3 term hours
  Parent Education 308 .................................................................................
  Nursery School Education 309 .....................................................................

Group V. Fine Arts
  Art Structure 106 ..................................................................................... 4 term hours
  Illustrative Handwork 107 ......................................................................... 4 term hours
  Early Elementary Music 104 ....................................................................... 4 term hours

Group VII. Physical Education and Health
  Physical education: Women are required to take five terms,
  including one individual sport, one team sport, and Early Elementary Physical Education 330.

Electives ........................................................................................................ 38 term hours

Note.—1. A course in library methods is required.
  2. The academic training shall include four minors, or a major (this may be
     a group major) and two minors. The equivalent of two minors must be in sub-
     jects or subject fields taught in the elementary grades.
HOME ECONOMICS CURRICULUM

B.S. Degree

(For the preparation of students for home living and of teachers of vocational home economics.)

Group I. Language and Literature ........................................ 20 term hours
Rhetoric (in addition) ..................................................... 12 term hours

Group II. Science.
Biology 100A ................................................................. 4 term hours
Chemistry 105A, B, C ....................................................... 12 term hours
Hygiene 112 ................................................................. 4 term hours
General Psychology 200 ................................................... 5 term hours
Household Physics 202 .................................................... 4 term hours

Group III. Social Science
Economics of Consumption 223 ............................................ 4 term hours
Principles or Sociology 241A ............................................... 4 term hours
Electives, including four term hours of political science ......... 12 term hours

Group IV. Education
Educational Psychology 250A, B .......................................... 6 term hours
Principles of Teaching 251 ................................................ 3 term hours
Teaching of Home Economics 300T ....................................... 3 term hours
Problems in Home Economics Education 301T ...................... 4 term hours
Foundations of Modern Education 353 ................................. 4 term hours
Directed Teaching 371, 372 ............................................. 8 term hours
Elective ............................................................................. 2 term hours

Group V. Fine Arts
Elementary Design 105 ...................................................... 3 term hours
Costume Design 209 .......................................................... 3 term hours
Home Furnishings 221 ....................................................... 4 term hours

Group VI. Home Economics
Problems in Home Living for Young Women 100 ................. 2 term hours
Textiles 103 ........................................................................ 2 term hours
Clothing Clinic 105 ............................................................ 3 term hours
Foods 111 ........................................................................... 4 term hours
Clothing 205 ........................................................................ 4 term hours
Nutrition 211 ....................................................................... 4 term hours
Family Clothing 305 ........................................................... 4 term hours
Clothing, Modeling 306 ....................................................... 3 term hours
Advanced Foods 311 ............................................................ 4 term hours
Quantity Food Management 312 ....................................... 3 term hours
Home Management 322 ....................................................... 4 term hours
Home Nursing and Family Health 323 ................................. 3 term hours
Home Management Practice 324 ......................................... 4 term hours
Marriage and Family Relationships 325 .............................. 3 term hours
Child Development 326 ....................................................... 4 term hours
Electives in home economics or related subjects ................. 4 term hours

Group VII. Physical Education and Health
Women are required to take five terms, including one individual sport and one team sport.

Electives ........................................................................... 16 term hours

Note.—1. A course in library methods is required.
2. One minor subject of 24 term hours is required besides the major in home economics and the minor in science listed above.
## INDUSTRIAL ARTS CURRICULUM

**B.S. Degree**

*(For the preparation of teachers and supervisors of industrial arts)*

<table>
<thead>
<tr>
<th>Group I. Language and Literature</th>
<th>20 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>12 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II. Science</th>
<th>20 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology 200 (in addition)</td>
<td>5 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III. Social Science</th>
<th>20 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including four term hours of political science</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group IV. Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 250A, B</td>
<td>6 term hours</td>
</tr>
<tr>
<td>Principles of Teaching 251</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Foundations of Modern Education 353</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Shop Organization 300T</td>
<td>2 term hours</td>
</tr>
<tr>
<td>Teaching of Industrial Arts 301T</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Directed Teaching 371, 372, 373</td>
<td>12 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group V. Fine Arts</th>
<th>4 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Structure 106</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VI. Practical Arts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing 140A</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Mechanical Drawing 121A, B</td>
<td>8 term hours</td>
</tr>
<tr>
<td>Electrical Construction 212</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Advanced Benchwork 106</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Woodfinishing 207</td>
<td>4 term hours</td>
</tr>
<tr>
<td>General Metal 130A, Machine Shop 234A, or Auto Mechanics 235A</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Electives in industrial arts</td>
<td>28-32 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VII. Physical Education and Health.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education: Men are required to take a minimum of fourteen class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)</td>
<td></td>
</tr>
<tr>
<td>Electives (not in industrial arts)</td>
<td>20-24 term hours</td>
</tr>
</tbody>
</table>

**Note.**

1. A course in library methods is required.
2. Students who enter without high-school physics must elect Introduction to Physics 105A, B.
3. Ordinarily students will be required to take Applied Mathematics 112 and Electricity 160. Those who elect a year of college physics are not required to take either Applied Mathematics 112 or Electricity 160. Those who elect a year of college mathematics are not required to take Applied Mathematics 112.
JUNIOR HIGH SCHOOL CURRICULUM

A.B. or B.S. Degree

(For the preparation of teachers of Grades 7, 8, and 9)

Group I. Language and Literature .................................. 20 term hours
Rhetoric (in addition) .................................................. 12 term hours

Group II. Science ......................................................... 20 term hours
General Psychology 200 (in addition) ................................. 5 term hours

Group III. Social Science ............................................... 20 term hours
Including four term hours of political science

Group IV. Education
Educational Psychology 250A, B ....................................... 6 term hours
Principles of Teaching 251 ............................................. 3 term hours
Foundations of Modern Education 353 ................................. 4 term hours
Principles of Secondary Education 320 ............................... 4 term hours
Special Methods (e.g. Teaching of Geography 300T) .................. 4 term hours
Directed Teaching 371, 372, 373 ...................................... 12 term hours
Teaching of Handwriting 100 .......................................... 2 term hours

Group VII. Physical Education and Health
Physical education: Women are required to take five terms, including one individual sport, one team sport, and Junior and Senior-High-School Physical Education. Men are required to take a minimum of fourteen class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)

Electives ................................................................. 80 term hours

Note.—1. A course in library methods is required.
2. One major sequence, consisting of 36 term hours, is required.
3. One minor sequence, consisting of 24 term hours, in another subject, is required.
4. The major and the minor must involve subjects regularly taught in the junior-high-school grades.
5. Students must also present at least two sequences other than the major and the minor, consisting of twelve hours each.
LATER ELEMENTARY CURRICULUM

A.B. or B.S. Degree

(For the preparation of teachers of Grades 3, 4, 5, and 6)

Group I. Language and Literature .................................... 20 term hours
Rhetoric (in addition) .................................................. 12 term hours
Literature for Children 203 (in addition) ......................... 4 term hours

Group II. Science
Biology, chemistry, geology, mathematics, physics .................. 12 term hours
Geography ........................................................................ 12 term hours
Nature Study 231, 232, or 233 .......................................... 4 term hours
Hygiene 112 ..................................................................... 4 term hours
General Psychology 200 ................................................... 5 term hours

Group III. Social Science ..................................................... 24 term hours
Including four term hours of political science

Group IV. Education
Educational Psychology 250A, B .......................................... 6 term hours
Principles of Teaching 251 ............................................... 3 term hours
Psychology of Reading 212 ............................................... 4 term hours
Later Elementary Education 312 ....................................... 4 term hours
Teaching of Handwriting 100 ............................................ 2 term hours
Foundations of Modern Education 353 ............................. 4 term hours
Directed Teaching 371, 372, 373 ...................................... 12 term hours

Group VII. Physical Education and Health
Physical education: Women are required to take five terms, including one individual sport, one team sport, and Later-Elementary Physical Education 331.

Electives ........................................................................... 60 term hours

Note.—1. A course in library methods is required.
2. Students must elect three of the following courses that are in the line of major interest:
   Group IV
   Arithmetic 101T
   Teaching of Geography 300T
   Teaching of Social Studies 300T
   Group V
   Later Elementary Music 107
   Art Structure 106
3. The academic training shall include four minors, or a major (this may be a group major) and two minors. The equivalent of two minors must be in subjects or subject fields taught in the elementary grades.
MUSIC CURRICULUM

B.S. Degree

(For the preparation of teachers and supervisors of music)

<table>
<thead>
<tr>
<th>Group</th>
<th>Course Description</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Language and Literature</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Rhetoric (in addition)</td>
<td>12</td>
</tr>
<tr>
<td>II</td>
<td>Science</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>General Psychology 200 (in addition)</td>
<td>5</td>
</tr>
<tr>
<td>III</td>
<td>Social Science</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Including four term hours of political science</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational Psychology 250A, B</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Principles of Teaching 251</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foundations of Modern Education 353</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Music Education 300T, 301T, 302T</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Directed Teaching 371, 372, 373</td>
<td>12</td>
</tr>
<tr>
<td>V</td>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Music 105A, B, C</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Voice Culture 116A, B, C, 216A, B, C</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Harmony 209A, B, C</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Ancient and Medieval Music 212A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Modern Composers 212B</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Music Appreciation 212C</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Musical Composition and Analysis 320A, B, C</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(An elective in music may be substituted)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orchestration 321A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective in music</td>
<td>3</td>
</tr>
<tr>
<td>VII</td>
<td>Physical Education and Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical education: Women are required to take five terms, including one individual sport and one team sport. Men are required to take a minimum of fourteen class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives (not in music)</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Note.—1. A course in library methods is required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Membership in the band, orchestra, or vocal ensemble is required of all students during the entire four-year course.</td>
<td></td>
</tr>
</tbody>
</table>
## PHYSICAL EDUCATION FOR MEN CURRICULUM

**B.S. Degree**

*(For the preparation of teachers and supervisors of physical education for men)*

<table>
<thead>
<tr>
<th>Group I.</th>
<th>Language and Literature</th>
<th>20 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rhetoric (in addition)</td>
<td>12 term hours</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Speech 105A (in addition)</td>
<td>4 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II.</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Biology 100A, B</td>
</tr>
<tr>
<td></td>
<td>Hygiene 112</td>
</tr>
<tr>
<td></td>
<td>Anatomy 211A, B</td>
</tr>
<tr>
<td></td>
<td>Physiology 211C</td>
</tr>
<tr>
<td></td>
<td>General Psychology 200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III.</th>
<th>Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 term hours</td>
</tr>
</tbody>
</table>

*Including four term hours of political science*

<table>
<thead>
<tr>
<th>Group IV.</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educational Psychology 250A, B</td>
</tr>
<tr>
<td></td>
<td>Principles of Teaching 251</td>
</tr>
<tr>
<td></td>
<td>Psychology of Coaching 301T</td>
</tr>
<tr>
<td></td>
<td>Foundations of Modern Education 353</td>
</tr>
<tr>
<td></td>
<td>Organization and Administration of Physical Education 302T</td>
</tr>
<tr>
<td></td>
<td>Principles of Physical Education 300T</td>
</tr>
<tr>
<td></td>
<td>Directed Teaching 371, 372, 373 (in physical education, in coaching, and in minor field)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VII.</th>
<th>Physical Education and Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Physical Education 206</td>
<td>3 term hours</td>
</tr>
<tr>
<td>First Aid and Athletic Training 306</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Principles and Technique of Gymnastic Teaching 305</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Kinesiology 308</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Fundamentals and Technique of Football 208</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Fundamentals and Technique of Basketball 209</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Physiology of Exercise 307</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Fundamentals and Technique of Baseball 210</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Fundamentals and Technique of Track and Field 211</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Anthropometry 309</td>
<td>4 term hours</td>
</tr>
<tr>
<td>General Athletics 105A, B, C</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Swimming 310</td>
<td>1 term hour</td>
</tr>
<tr>
<td>Camping and Scouting 207</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Advanced Athletics 205A, B, C</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Playground and Community Recreation 320</td>
<td>4 term hours</td>
</tr>
</tbody>
</table>

**Electives (not in physical education)** | 24 term hours

**Note.**—A course in library methods is required.
PHYSICAL EDUCATION FOR WOMEN CURRICULUM

B.S. Degree

(For the preparation of teachers and supervisors of physical education for women)

Group I. Language and Literature ........................................ 20 term hours
Rhetoric (in addition) ................................................... 12 term hours
Fundamentals of Speech 105A (in addition) ....................... 4 term hours

Group II. Science
Biology 100A, B .................................................................. 8 term hours
Hygiene 112 ....................................................................... 4 term hours
Anatomy 211A, B ................................................................. 8 term hours
Physiology 211C .................................................................. 4 term hours
General Psychology 200 ...................................................... 5 term hours

Group III. Social Science ....................................................... 20 term hours
Including four term hours of political science

Group IV. Education
Educational Psychology 250A, B ........................................... 6 term hours
Principles of Teaching 251 .................................................... 3 term hours
Foundations of Modern Education 353 ............................. 4 term hours
Methods in Physical Education 300T ................................. 4 term hours
Administration and Organization of Physical Education 301T 2 term hours
Principles of Physical Education 302T ................................. 3 term hours
Directed Teaching 371, 372, 373 ......................................... 12 term hours

Group V. Fine Arts
Musical Construction 110 ..................................................... 4 term hours

Group VII. Physical Education and Health
Introduction to Physical Education 170 ............................. 2 term hours
History of Physical Education 171 ....................................... 2 term hours
Massage 271 ..................................................................... 2 term hours
Playground Organization 270 ............................................. 4 term hours
Applied Anatomy 273 ......................................................... 4 term hours
Theory of Athletics 274 ....................................................... 3 term hours
Theory of Swimming 275 ..................................................... 2 term hours
Rhythmic Plays and Singing Games 371 ............................ 2 term hours
Theory of the Dance 370 ....................................................... 1 term hour
Theory of Games 372 .......................................................... 2 term hours
Individual Gymnastics 373 ................................................... 4 term hours
Advanced Technique in Coaching Athletics and Sports 374 2 term hours
Modern Problems in Physical Education 375 .................... 4 term hours
Community Recreation, Scouting, Camp Fire 376 ............. 4 term hours
Health Education 185 .......................................................... 4 term hours

Required in addition from Group VII:
Physical Education 151A, B, C; 251A, B, C; 351A, B, C; 361A, B, C.

Electives (not in physical education) .................................... 28 term hours

Note.—A course in library methods is required.
### RURAL ELEMENTARY CURRICULUM (Four Years)

**A.B. or B.S. Degree**

*(For the preparation of teachers of one-teacher, consolidated, and village schools)*

<table>
<thead>
<tr>
<th>Group I. Language and Literature</th>
<th>20 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>12 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II. Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology, chemistry, geology, mathematics, physics</td>
</tr>
<tr>
<td>Introductory Geography 105A, B</td>
</tr>
<tr>
<td>General Psychology 200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III. Social Science (including four term hours of political science)</th>
<th>12 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Economics 240 (in addition)</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Rural Sociology 240 (in addition)</td>
<td>4 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group IV. Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 250A, B</td>
</tr>
<tr>
<td>Principles of Teaching 240</td>
</tr>
<tr>
<td>Foundations of Modern Education 353</td>
</tr>
<tr>
<td>Rural Education 340</td>
</tr>
<tr>
<td>Rural education (advanced courses)</td>
</tr>
<tr>
<td>Curriculum 145</td>
</tr>
<tr>
<td>Teaching of Handwriting 100</td>
</tr>
<tr>
<td>Directed Teaching 371, 372, 373</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VII. Physical Education and Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education: Women are required to take five terms, including one individual sport, one team sport, and Rural-School Physical Education 233. Men are required to take a minimum of fourteen class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)</td>
</tr>
</tbody>
</table>

| Electives | 74 term hours |

**Note.**

1. A course in library methods is required.
2. Permission may be granted students desiring to gain some insight into the field of geography to take Introductory Geography 305 and one course in regional geography instead of Introductory Geography 105A and 105B.
3. Students will choose among the following according to suggestion of departmental adviser:

   **Group II**
   - Rural School Agriculture 105
   - Hygiene 112
   - Biological Nature Study 231, Physical Nature Study 232, or Biological Nature Study 233

   **Group IV**
   - Arithmetic 101T
   - Teaching of Geography 300T
   - Teaching of the Social Studies 300T
   - Psychology of Reading 212
   - Stories for Childhood 206
   - School Supervision 361

   **Group V**
   - Art Structure 106
   - Industrial Art 110
   - Rural School Music 100

   **Group VI**
   - Home Economics 120 or equivalent

   **Group VII**
   - Health Education 185

4. The academic training shall include four minors, or a major (this may be a group major) and two minors. The equivalent of two minors must be in subjects or subject fields taught in the elementary grades.
RURAL ELEMENTARY CURRICULUM (Two Years)  

(Leading to a three-year certificate for teachers "in schools not having grades above the eighth")

Group I. — English \(^3\) ........................................ 11 term hours  
Rhetoric (in addition) ......................................... 9 term hours

Group II. Science  
Nature Study 231, 232, 233, or Agriculture 105 .............. 4 term hours  
Introductory Geography 105A or 305 \(^3\) ..................... 4 term hours  
Elective \(^4\) .................................................. 4 term hours

Group III. Social Sciences \(^3\)  
Rural Economics 240 ........................................... 4 term hours  
Rural Sociology 240 .......................................... 4 term hours  
Elective ...................................................... 4 term hours

Group IV. Education  
Teaching of Handwriting 100 .................................. 2 term hours  
Arithmetic 101T ................................................ 4 term hours  
Curriculum 145 .............................................. 4 term hours  
Principles of Teaching 240 ................................... 3 term hours  
Directed Teaching 271 ....................................... 4 term hours  
Rural Education 340 ......................................... 4 term hours

Group V. Fine Arts  
Art Structure 106 ............................................. 4 term hours  
Music 109 .................................................... 4 term hours

Group VI. Practical Arts  
Home Economics 120 ......................................... 2 term hours

Physical Education \(^8\) — 3 terms  
Library Methods — 1 term. .................................. 21 term hours

Electives .....................................................

Note.—1. "... qualifies the holder to teach in any Primary School District, or in any graded school district not maintaining grades above the eighth."— Teachers’ Certification Code, Bulletin No. 661, 1938, page 10.  
2. Fundamentals of Speech 106A, B may be included in this group.  
3. Permission may be granted students desiring to gain some insight into the field of geography to take introductory Geography 305, instead of 105A which would need to be followed by 105B, as a prerequisite to courses in regional geography.  
4. Hygiene 112 or Health Education 185 is advised as an elective in this group.  
5. "... a course of six one hour lectures or the equivalent shall be given in political science..."—Michigan School Laws, Section 742; Revision, 1938.  
6. Men are required to complete a minimum of 8 class hours. (A class hour is to be interpreted to mean one hour of class work for one term.) Women must include Physical Education 100, Rural School Physical Education 233, and either an individual or a team sport.
RURAL HIGH SCHOOL CURRICULUM

A.B. or B.S. Degree

(For the preparation of teachers of rural-consolidated and village high schools)

Group I. Language and Literature ........................................ 20 term hours
  Rhetoric (in addition) .................................................. 12 term hours

Group II. Science .............................................................. 20 term hours
  General Psychology 200 (in addition) ................................. 5 term hours

Group III. Social Science (including four term hours of political science) ............................. 12 term hours
  Rural Economics 240 (in addition) ................................... 4 term hours
  Rural Sociology 240 (in addition) ................................... 4 term hours

Group IV. Education
  Educational Psychology 250A, B ....................................... 6 term hours
  Principles of Teaching 240 ............................................. 3 term hours
  Foundations of Modern Education 353 ................................ 4 term hours
  Rural Education 340 ..................................................... 4 term hours
  Rural education (advanced courses) .................................. 6 term hours
  Directed Teaching 371, 372 ............................................ 8 term hours

Group VII. Physical Education and Health

Physical education: Women are required to take five terms, including one individual sport, one team sport, and Junior-
and Senior-High School Physical Education 332. Men are
required to take a minimum of fourteen class hours. (A class
hour is to be interpreted to mean one hour of class work
for one term.)

Electives ................................................................. 84 term hours

Note.—1. A course in library methods is required.
  2. One major sequence consisting of 36 term hours is required.
  3. One minor sequence consisting of 24 term hours is required.
  4. The major and the minor must involve subjects regularly taught in the
     high-school grades.
  5. Students must elect a methods course in either the major or the minor field.
  6. Students must also present two sequences, other than the major and the minor,
     consisting of 12 term hours each.
  7. The remaining units are to be taken in groups of three or miscellaneous
     with the consent of the adviser.

Rural Agricultural High School Curriculum: Students desiring to complete
their degrees and receive Smith-Hughes vocational agricultural teaching cer-
tificates from Michigan State College may meet the requirements by complet-
ing the first two years of this curriculum. As sequences they should elect 20
hours from Animal Husbandry 106, 107, 108; Soils 201; Farm Crops 202;
Horticulture 203; also, if desired, General Shop 203A, B, C. The remaining
sequences should be chosen with the consent of the adviser.
SENIOR HIGH SCHOOL CURRICULUM
A.B. or B.S. Degree
(For the preparation of teachers of Grades 9, 10, 11, 12)

Group I. Language and Literature ........................................ 20 term hours
Rhetoric (in addition) .................................................. 12 term hours

Group II. Science .......................................................... 20 term hours
General Psychology 200 (in addition) .................................. 5 term hours

Group III. Social Science .................................................. 20 term hours
Including four term hours of political science

Group IV. Education
Educational Psychology 250A, B ........................................ 6 term hours
Principles of Teaching 251 ................................................ 3 term hours
Special methods (e.g. Teaching of Social Studies 300T) ............. 4 term hours
Foundations of Modern Education 353 .................................. 4 term hours
Principles of Secondary Education 320 .................................. 4 term hours
Directed Teaching 371, 372 ............................................... 8 term hours

Group VII. Physical Education and Health
Physical education: Women are required to take five terms, including one individual sport, one team sport, and Junior- and Senior High-School Physical Education 332. Men are required to take a minimum of fourteen class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)

Electives ............................................................................. 86 term hours

Note.—1. A course in library methods is required.
2. One major sequence consisting of 36 term hours is required.
3. One minor sequence of 24 term hours in another subject is required.
4. The major and the minor must involve subjects regularly taught in the senior-high-school grades.
5. Students must also present a sequence, other than the major and the minor, consisting of at least 12 term hours.
SPECIAL EDUCATION CURRICULUM

B.S. Degree

(For the preparation of teachers of mentally retarded and backward children)

Group I. Language and Literature ........................................ 20 term hours
Rhetoric (in addition) .................................................. 12 term hours

Group II. Science
General Biology 100A, B, C ........................................... 12 term hours
Hygiene 112 (or Health Education 185) ......................... 4 term hours
General Psychology 200 .............................................. 5 term hours
Abnormal Psychology 305 ............................................. 4 term hours

Group III. Social Science
Principles of Sociology 241A, B; Modern Social Problems 242 .... 12 term hours
Political science ....................................................... 4 term hours
Elective ........................................................................ 4 term hours

Group IV. Education
Educational Psychology 250A, B ....................................... 6 term hours
Principles of Teaching 251 ............................................ 3 term hours
Education of Exceptional Children 331 .......................... 4 term hours
Mental Tests 307 .......................................................... 4 term hours
Mental Deficiency 332 ................................................... 4 term hours
Mental Hygiene 335A, B, C ............................................ 6 term hours
Methods of Teaching Subnormal Children 337 .......... 2 term hours
Foundations of Modern Education 353 .......................... 4 term hours
Teaching of Handwriting 100 ......................................... 2 term hours
Directed Teaching 371, 372, 373 ..................................... 12 term hours

Group V. Fine Arts
Illustrative Handwork 107 .............................................. 4 term hours

Group VI. Practical Arts
Special Education Shop 208 ........................................... 2 or 4 term hours

Group VII. Physical Education and Health
Physical education: Women are required to take five terms, including one team sport and one individual sport. Men are required to take a minimum of fourteen class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)

Electives ........................................................................ 58 or 60 term hours

Note.—1. A course in library methods is required.
2. One of the courses in practice teaching must be with normal children, and the other two with subnormal children.
**SPECIAL EDUCATION CURRICULUM**

**B.S. Degree**

*(For the preparation of teachers of occupational therapy)*

<table>
<thead>
<tr>
<th>Group</th>
<th>Course Description</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Language and Literature</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Rhetoric (in addition)</td>
<td>12</td>
</tr>
<tr>
<td>II.</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science or mathematics</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>General Biology 101A, B, C</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>General Psychology 200</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Abnormal Psychology 305</td>
<td>4</td>
</tr>
<tr>
<td>III.</td>
<td>Social Science</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Including four term hours of political science.</td>
<td></td>
</tr>
<tr>
<td>IV.</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational Psychology 250A, B</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Principles of Teaching 251</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Education of Exceptional Children 331</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Mental Deficiency 332</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Foundations of Modern Education 353</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Directed Teaching 373</td>
<td>4</td>
</tr>
<tr>
<td>V.</td>
<td>Practical Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education Shop 208</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>20</td>
</tr>
</tbody>
</table>

**Note.**
1. A course in library methods and three terms of physical education are required.
2. In addition to the above 128 term hours of college work, the student must spend 27 months at the Kalamazoo State Hospital and affiliated hospitals for which 64 term hours of college credit is allowed on this curriculum only.
3. Ninety-six term hours of college credit must be earned before the student is admitted to the study of Occupational Therapy at the Kalamazoo State Hospital. Thirty-two additional term hours of credit must be earned by the student during the 27 months of training in Occupational Therapy.
4. This course is open to women students only.
SPECIAL EDUCATION

SPECIAL EDUCATION CURRICULUM

B. S. Degree

(For the preparation of teachers of speech correction)

<table>
<thead>
<tr>
<th>Group I. Language and Literature</th>
<th>12 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>12 term hours</td>
</tr>
<tr>
<td>Fundamentals of Speech 105A, B</td>
<td>8 term hours</td>
</tr>
<tr>
<td>Introduction to Speech Correction 230</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Principles of Speech Correction 231</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Phonetics 318</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Basic Voice and Speech Science 319</td>
<td>4 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II. Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology 101A, B, C</td>
<td>12 term hours</td>
</tr>
<tr>
<td>Hygiene 112</td>
<td>4 term hours</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>5 term hours</td>
</tr>
<tr>
<td>Abnormal Psychology 305</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Elective</td>
<td>4 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III. Social Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Sociology 241A, B</td>
<td>8 term hours</td>
</tr>
<tr>
<td>Modern Social Problems 242</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Electives</td>
<td>8 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group IV. Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 250A, B</td>
<td>6 term hours</td>
</tr>
<tr>
<td>Principles of Teaching 251</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Applied Speech Correction 300T</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Mental Tests 307</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Mental Hygiene 330A, B</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Foundations of Modern Education 353</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Directed Teaching 371, 372, 373</td>
<td>12 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VIII. Physical Education and Health</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education: Women are required to take five terms, including one team sport and one individual sport. Men are required to take a minimum of fourteen class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>58 term hours</td>
</tr>
</tbody>
</table>

| Suggested electives: Anatomy 211A, B; Physiology 211C; Psychology of Reading 212; Principles of Social Work 348; Social Practice Work 349; Psycho-Educational Problems 309; Education of Exceptional Children 331; Mental Hygiene 335C. |

Note.—1. A course in library methods is required.
2. A minor in speech correction may be taken by students in other curricula. It consists of the following sequence: Fundamentals of Speech 105A, B; Introduction to Speech Correction 230; Principles of Speech Correction 231; Applied Speech Correction 300T; Phonetics 318; or Basic Voice and Speech Science 319. See Department of Speech announcements.
GENERAL DEGREE CURRICULUM

A.B. or B.S. Degree

(For liberal and pre-professional education)

Students who do not have in mind preparation for teaching may elect basic courses which provide a general education or which satisfy preliminary requirements for other professional curricula. When such a program of work is carried on for four years and conforms to the degree requirements stated on pages 42 to 47, except the professional requirements in Group IV and such other special requirements as concern professional training for teaching, the degree of Bachelor of Arts or Bachelor of Science may be granted without a teaching certificate.

Group Requirements

Group I. Language and Literature .................................. 20 term hours
Ancient language and literature, modern language and literature, English language and literature, certain courses as indicated in the Department of Speech.

Rhetoric (in addition) .................................................. 12 term hours

Group II. Science ...................................................... 20 term hours
Anatomy, astronomy, biology, botany, chemistry, geography, geology, mathematics, nature study, physics, physiology, hygiene, psychology, zoology, certain courses as indicated in the Department of Agriculture.

Group III. Social Science ............................................ 20 term hours
History, political science, philosophy, economics, sociology.

Group VII. Physical Education and Health. Women are required to take five terms, including one individual sport and one team sport. Men are required to take a minimum of fourteen class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)

Electives .......................................................... 120 term hours

Note.—1. A course in library methods is required.
2. The total minimum requirement is 192 term hours.
It is no longer possible for a student to enter professional colleges and universities directly from high school. Pre-professional college training is now required. Most of the best professional schools of the country have prescribed more or less definitely the nature of the college work prerequisite to professional training. The amount of college training required by leading universities in preparation for the various professions, such as law, medicine, dentistry, etc., has in late years been materially increased. Dentistry, formerly requiring three years, now requires six; medicine, formerly a four-year course, now requires seven years; etc. A number of professions such as business administration, library science, and, increasingly, social work, are now entirely on the graduate level; that is, a four-year college degree must be presented before one may enter upon the study of those professions.

For the most part, the additional college work now required is of a cultural nature, or is definitely preparatory to professional courses to be taken later. Examples of the latter are work in mathematics basic to engineering, and the social sciences essential to law and social work. Western State Teachers College offers two, and, in some cases, three or four years of work preparatory in professional study.

Pre-professional curricula have been developed in Business Administration, Dentistry, Engineering, Forestry, Journalism, Law, Medicine, and Social Work. In addition to the standard pre-professional curricula, combined curricula approved by the State Board of Education have been specially arranged with the various professional schools of certain colleges and universities. In these curricula, the student, after successfully completing the three-year curriculum as outlined may apply for admission to the professional school or college whose requirements he has met. If admitted, the student will, after a year of successful work in the Teachers College, be granted the A.B. or B.S. degree by Western State Teachers College, providing all General Degree requirements for the Bachelor's Degree have been satisfied. It will be seen that this shortens by one year the time necessary for obtaining both degrees.

The professional schools and colleges with which Western State Teachers College has combined curricula reserve the right to refuse admission for certain reasons. Because of this, Western State Teachers College cannot guarantee that a student successfully completing combined curricula will be admitted to the professional school of his choice. If the student contemplates entering some college or university other than those with whom combined curricula have been arranged, he should procure a catalog of the institution he plans to attend, to assist the advisers in mapping out his course. A minimum of two years in residence including the junior year is required for the Bachelor's Degree in the combined curricula. Combined curricula have been arranged with the Law School, the School of Forestry, and the School of Dentistry of the University of Michigan. There are also combined curricula with the College of Medicine, Wayne University, and the Detroit College of Law.

Details of pre-professional and combined curricula will be found in a special bulletin on the subject which may be obtained from the Registrar.
INTERPRETATION OF MAJOR, MINOR, AND GROUP REQUIREMENTS

1. In fulfilling the requirements for major and minor sequences as well as the group requirements I, II, and III, the following questions should be uppermost in the mind of the student as he elects and the faculty member as he advises:

1. What is the background of the student so far as previous courses in this field are concerned?
2. What are the special interests and abilities of the student?
3. What is the usefulness of the course in teaching?
4. What is the value of the particular course from the point of view of the cultural development of the student?
5. What is the value of the course from the point of view of graduate study?

These questions are not necessarily listed here in the order of importance; but they are all questions which should be answered in determining the sequence of courses which the student should pursue in satisfying the above-mentioned requirements. In other words, there should be no general rules by which it is definitely predetermined what constitutes a satisfactory major or minor sequence or grouping for every student. The sequence should be made to best fit the needs of the particular individual.

2. As a rule it is preferable not to use education as a major in any undergraduate curriculum. The student may choose work in education according to his interests but should attempt to satisfy his major and minor requirements in the fields having content for teaching. Special methods courses in the teaching of certain subjects and directed teaching should not be counted as satisfying a part of the requirements for majors and minors in fields such as history, art, and home economics. Uniformly required courses in education; i. e., Educational Psychology 250A, B, Principles of Teaching 240 or 251, Foundations of Modern Education 353, and Directed Teaching 371, 372 may not be applied toward a major or minor in education.

3. Two or more courses are “consecutive, coherent courses” when they involve direct or logical relationships with each other, either because of essential prerequisites or because of obvious supplementation or for both reasons. Thus College Algebra and Analytic Geometry 104A, B, C, and Calculus 205A, B, C are “consecutive, coherent courses” because a knowledge of college algebra and analytic geometry is an essential prerequisite to Calculus, and Calculus 205A is essential to successful work in Calculus 205B, etc. Similarly, Comparative Government 333A, B constitute “consecutive, coherent courses” with a series of courses in modern European history, because of the obvious way in which an understanding of the latter is supplemented by a knowledge of the former.

4. A student who expects to be recommended for a position in the teaching of a special subject, such as art, music, commerce, manual arts, home economics, or physical education, should present a minor of at least 24 hours in that field.

5. It should be understood that “isolated” or short sequential requirements of particular curricula may at the same time be applied to meet parts of the requirements in majors, minors, or groupings. For example, the Department of Home Economics makes a requirement of twelve hours of chemistry. There is no reason why this should not be combined with twelve hours of additional, well-selected work in chemistry or some other closely related science to constitute a minor of twenty-four hours. Early-elementary-education majors have a specific requirement of eight hours in art. There is no reason why this art might not be combined with sixteen additional hours of art to constitute a minor. For majors in physical education for men it is specified that eight hours in biology and sixteen hours in physiology and hygiene are required. There is no reason why this requirement might not satisfy either the minor sequence or the group requirement. A student may
not, however, satisfy the requirements for a major or minor or a grouping in English by the application of the twelve hours of required rhetoric.

6. So-called "isolated courses" need not necessarily be excluded from a student's major, minor, or group sequences. For example, French literature might easily combine with English in certain instances; the short story might make a fine combination with previous courses in French; or business and government might be a valuable combination with political science. In other words, the fact that a certain course does not fit into a particular sequence in terms of specific prerequisites does not mean that it is "isolated" in relation to the previous work of the student nor in its contribution to a more complete understanding of a subject in which the student is interested.

7. It is understood that a student may satisfy group requirements I, II, and III through the use of major and minor sequences.

8. Sample interpretation of major sequences which might be acceptable in individual instances according to student needs are given below. (Acceptable minor sequences could be interpreted in the same fashion, except that the number of hours would be decreased according to the difference between thirty-six and twenty-four.) In all cases the student should have had faculty advice before making his elections.

**History Major**

<table>
<thead>
<tr>
<th>Course</th>
<th>History Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Greek - Roman - Medieval or 12 English history</td>
<td></td>
</tr>
<tr>
<td>12 Modern European history</td>
<td></td>
</tr>
<tr>
<td>12 United States history (elementary or advanced)</td>
<td></td>
</tr>
</tbody>
</table>

**History Major**

<table>
<thead>
<tr>
<th>Course</th>
<th>History Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 or 12 European history</td>
<td></td>
</tr>
<tr>
<td>12 or 24 United States history</td>
<td></td>
</tr>
<tr>
<td>(12 first year)</td>
<td></td>
</tr>
<tr>
<td>(12 advanced, or economics)</td>
<td></td>
</tr>
</tbody>
</table>

**Related Social Science Minor**

<table>
<thead>
<tr>
<th>Course</th>
<th>Related Social Science Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Political science</td>
<td></td>
</tr>
<tr>
<td>12 Economics</td>
<td></td>
</tr>
</tbody>
</table>

Many different combinations depend upon (1) the student's high-school courses and (2) his chosen field of specialization.

1. Physics, chemistry, or biology—36 hours
2. Biology—24 hours.
3. Physics—24 hours
4. Chemistry—24 hours
5. Physical science and hygiene—24 hours

The following examples serve to indicate the diversity of courses which might, in individual cases, be considered to constitute satisfactory requirements for groupings I, II, III:

1. United States history—12
   Sociology—8
2. Economics—12
   Economic development of United States—6
   Industrial relations—3
3. Mathematics—12
   Physics—8
4. Biology—12
   Biological nature study—8
5. Chemistry—12
   Bacteriology—8
6. Political science—12
   United States history—8
7. Spanish—12
   English—8
DETAILS OF DEPARTMENTAL COURSES

AGRICULTURE

HOWARD D. CORBUS

105. Rural School Agriculture. 4 term hours. Mr. Corbus.
This course is intended for those planning to teach in rural communities, even though they may not teach agriculture as a separate subject. It helps the prospective teacher to familiarize himself with the agricultural interests that constitute the environment of pupils who come from farm homes, and thus to acquire a means of interesting them in other subjects. It is of necessity very general and may not, even in a simple treatment, cover all phases of farm life. An attempt is made to adapt the course to the type of agriculture common to the region in which the majority of the class is interested. Opportunity for practical observation is offered on the college farm.

Note.—For information regarding the significance of course numbers and credit for courses see page 31.

ART

HARRY HEFNER

106. Art Structure. 4 term hours. Miss Stevenson.
This course is especially arranged to help the student to direct art activities in the grades. The term's work includes lettering, design, color theory, drawing, and holiday projects, together with methods of presenting problems and developing a greater appreciation of art among children.

107. Illustrative Handwork. 4 term hours. Mr. Hefner.
Problems relating to interests in primary grades, worked out in wood, paper, clay, and other mediums. Required of early-elementary students.

201. Free Brush. 4 term hours. Mr. Hefner.
A method of spontaneous drawing and designing, using large brushes, ink, and poster paints.

214. Commercial Art. 4 term hours. Prerequisite: Art Structure 106. Miss Stevenson.
This course is designed to offer special work in the study of advertising, drawing, and modern arrangement in contrasts of black, white, and color. Posters for school and business activities, monograms, and greeting cards are made: lithograph, pencil, ink, and various color mediums are used.

300T. Art Observation. 4 term hours. Mrs. Struble.
Observation of art activities in the training school and discussion and illustration of these problems.
GENERAL COURSES

100A. General Biology. 4 term hours. Class meets daily. Mr. Wienier.
General life problems are considered and basic principles are developed through the study of (1) the general plan of organization of higher plants and animals and (2) the cell as the unit of organic structure. Unicellular organisms are considered with reference to their physiology, their adaptations, and their relation to human life. The organization of cells into tissues and organs is developed through the study of some of the simpler multicellular forms.

305. Genetics. 4 term hours. Class meets daily. Prerequisite: General Biology 100A, B, C. Dr. Kenoyer.
This course deals with variations in organisms, their physical basis in the chromosomes, and the mode of their inheritance. Methods of breeding for improvement of plants and animals, as well as the relation of heredity to human traits, will be considered.

ANATOMY, PHYSIOLOGY, AND SANITARY SCIENCE

112. Hygiene. 4 term hours. Desirable antecedents: General Biology 100A, B. Mr. Wienier.
This course deals with the factors of both personal and social hygiene, with especial emphasis upon the causes of ill-health and disease and their control and prevention.

211C. Physiology. 4 term hours. Prerequisites: General Biology 100A, B, C. Desirable antecedents: Anatomy 211A, B. Class meets daily. Mr. Hinds.
The facts of physiology are presented, and stress is laid upon the relation of these facts to the interpretation of disease.

BOTANY

222. Summer Flora. 4 term hours. Class meets daily. Prerequisite: a year of biology. Dr. Kenoyer.
Plants are studied from the standpoint of classification and group relationship. Some stress is placed on plant ecology. Field work constitutes an important part of the course.

NATURE STUDY

233. Biological Nature Study. 4 term hours. Miss Hadley.
The aim of this course is to develop the ability to interpret natural phenomena with scientific accuracy through the study of the plants and animals of the student's immediate environment, to develop an understanding of some of the laws of nature, and to help the student to enjoy and appreciate the beauties of nature. The course includes the study of wayside and garden flowers; resident birds; pond life; aphids, bees, wasps, flies, and ants.

234. Bird Study. 4 term hours. Prerequisite: Biological Nature Study 233 or an elementary course in zoology, botany, or biology. Mr. Hinds.
This course undertakes to develop a knowledge of birds through outdoor study, paying particular attention to recognition marks, songs, habits, and nests. As a background and aid in this work the classification of North American birds into orders and families is studied in the laboratory; a series of skins representing about 100 species is provided for identification; and
certain special topics in elementary ornithology are taken up in assigned readings and classroom discussions. Field trips are conducted to the Kellogg Bird Sanctuary, the Wolf Lake Fish Hatchery, and various habitats in the vicinity of Kalamazoo. Students enrolling in bird study are expected to furnish their own field glasses.

235. **Field Course in Conservation.** 2 term hours. June 19-25, 1939, between spring and summer terms. Miss Argabright, Mrs. De Witt, Miss Hadley, Mr. Paquin, Mr. Rochester, and Dr. Smith.

The aim of this course is to develop an appreciation of the need of conserving our natural resources. The course will consist of lectures and field trips in botany, forestry, geology, and zoology. The course will be given at Pigeon River State Forest—a 77,000-acre forest of pines and hardwoods, rich in geologic formations, trees, flowers, forest animals, bird life, and fish—located twenty miles northeast of Gaylord. Field note-books will be kept and materials will be gathered for school collections. Students should provide themselves with clothing suitable for field trips, walking shoes, sweater or coat, and bird or field glasses. Baggage is limited to one suitcase. The cost of this course is $20.00; this includes board, bed, bedding, and towels for five days in the Pigeon River State Forest, and transportation in the school bus from Kalamazoo to camp and return. Class is limited to 30.

For further information, address Mr. John C. Hoekje, Director of Extension, Western State Teachers College.

333. **Nature Guiding and Recreational Activities.** 4 term hours. Miss Hadley, Miss Bottje.

This course is intended to initiate the student into nature trail-making and recreational activities. It includes games and recreation for camp grounds, outdoor cookery, and recognition of the common trees, weeds, wild flowers, and birds.

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**CHEMISTRY**

**Irvin A. Koten**

Students preparing to teach chemistry in high schools must have as a minimum in chemistry either General Chemistry 100A, B, and C, or General Chemistry 101A, B, and C, or 100S. A. and 100S. B. Through arrangements with the Department of Physics a major in physical science may be made by taking two years of chemistry and one year of physics. A minor in chemistry consists of 24 term hours and may not be made by combining chemistry and physics.

**100S.A. General Chemistry.** 8 term hours. Summer term, 1939. Dr. Koten.

This course is the same as General Chemistry 100A and covers also half the work of General Chemistry 100B. Classroom, 5 periods a week of two hours each; laboratory, 12 hours a week.

**100S.B. General Chemistry.** 7 term hours. Summer term, 1939. Prerequisite: General Chemistry 100S.A Dr. Koten.

This course is the same as the latter half of General Chemistry 100B and all of General Chemistry 100C. Classroom, 5 periods a week of two hours each; laboratory, 12 hours a week.

**100C. General Chemistry.** 5 term hours. Prerequisite: General Chemistry 100A, B. Mr. Eldridge.

Classroom, 3 double periods a week.
Laboratory, 4 double periods a week.

Note.—General Chemistry 100C will be discontinued as a summer course after 1939.
201A. Qualitative Analysis. 4 term hours. Prerequisite: General Chemistry 100A, B, C, or 101A, B, C. Mr. Eldridge.
Basic Analysis.
Classroom, 2 double periods a week; laboratory, 8 double periods a week.

201B. Qualitative Analysis. 4 term hours. Prerequisite: Qualitative Analysis 201A. Mr. Eldridge.
Acid analysis. Almost entirely laboratory work. A minimum of 20 hours of laboratory work per week required.

307S. Quantitative Analysis. 5 term hours. Prerequisite: Qualitative Analysis 201A. Mr. Eldridge.
This special summer course aims to meet the requirements of the student.
Classroom, 2 double periods a week; laboratory, a minimum of 12 hours a week.

COMMERCE

EUGENE D. PENNELL

100A. Shorthand and Typewriting (Beginning). 4 term hours. Miss Watson.
This course is planned for those who have had no instruction in shorthand and typewriting and who desire training in the elementary theory and practice of Gregg shorthand and of touch typewriting. The Anniversary Edition of the Gregg Manual will be used as the text in shorthand and as much of it will be covered as time will permit. The major portion of the class period will be devoted to shorthand. Instruction in typewriting is to be supplemented by individual practice outside of class. Both shorthand and typewriting must be taken together for credit, although either may be taken separately without credit.

Note.—No college credit is given for this course until 100B and 100C have been completed. See regular catalog for specific information.

210A. Accounting (Beginning). 4 term hours. Mr. Pennell.
No previous study of bookkeeping or accounting is necessary to understand the work in this course. It is designed for beginning students who desire to get an understanding of the fundamental principles of the double-entry system of account keeping. It includes a study of common business reports, the gathering and classification of the information upon which these reports are based, and the influence of business transactions upon proprietorship. Simple rules of debit and credit are developed.

210B. Accounting. 4 term hours. Prerequisite: Accounting 210A. Mr. Pennell.
A continuation of Accounting 210A. Significance of the accounting period and periodic operations, construction of simple financial statements, and the classification of accounts for various purposes. Special attention is given to the periodic adjustment of accounts, working sheets, income statements, balance sheets, and ledger closing. Some study is made of columnar journals, subsidiary ledgers, and control accounts.

304T. The Improvement of Instruction in Commercial Subjects. 4 term hours. Prerequisite: teaching experience in commercial or related subjects. Miss Watson.
A course in assigned readings and discussion, designed to keep experienced teachers in touch with the best modern practice. While this is essentially a "methods" course, it will not deal primarily with any one subject. The relative importance of vocational and consumer education, the significance of a changing economic order with reference to teaching material, and trends in employment requirements will be considered. Students will be encouraged
to present concrete problems from actual classroom experience for discussion. A term paper, dealing preferably with an actual problem of teaching within the experience of the student, will be required. Credit for this course will not be given to prospective commercial teachers.

EDUCATION AND PSYCHOLOGY

GEORGE H. HILLIARD  
IRA M. ALLEN  
JANE A. BLACKBURN  
ROY C. BRYAN  
LOFTON V. BURGE  
HOMER L. J. CARTER

OLGA SCHALM ROEKLE

Courses in the Department of Education and Psychology are designed primarily to meet the professional needs of the student preparing to teach. Certain regulations are set up which affect all students.

Students in all four-year curricula are required to take General Psychology 200 and Principles of Teaching 240 or 251. All students pursuing a curriculum for a provisional certificate and a degree are required to take as a minimum General Psychology 200 and 20 term hours of courses in education. The courses in education are distributed as follows:

Educational Psychology 250A, B; Principles of Teaching 240 or 251; Foundations of Modern Education 353—a total of 13 term hours, the remaining seven term hours being elective. The specific curricula, however, usually prescribe that this remaining requirement is to be met with one course in special methods (such as the Teaching of Algebra 303T for students majoring in mathematics) and one course involving a survey of the student's field of education (such as Later Elementary Education 312 for students preparing to teach in the elementary school).

Additional or more specific requirements in courses in education are stated in the various special curricula outlines presented on pages 49 to 65 of this bulletin.

Elective courses are available in education and psychology in the following fields: early-elementary education, later-elementary education, secondary education, special education, theory and principles of education, educational measurements, administration and supervision, rural education, health education, and psychology. Certain special-methods courses giving education credit are available in other departments of the institution.

Students are not encouraged to specialize in the field of education. The department takes the position that, except in the case of very mature students who have had experience in teaching, specialization in the field of education should be reserved for graduate study. Students should feel free to take such electives in education and psychology as will give them better professional preparation for teaching and serve their individual interests. Specialization in undergraduate study, however, should as a general rule be confined to the school-subject fields, such as history, mathematics, commerce, and industrial arts.

Students who plan to pursue courses in both sociology and psychology, and who are interested in social service in connection with such agencies as Y. M. C. A., State Hospital, Civic League, and Visiting Teacher, or who wish to qualify for scholarships in social service work, should confer with one or more of the following: Mr. Carter, Dr. Ellis, Mr. Kercher.

EDUCATION

145. Curriculum. 4 term hours. Miss Evans.

For description of course see Department of Rural Education, page 91.
185. **Health Education.** 4 term hours. Miss Worner.
In this course the fundamental scientific principles of healthful living are developed through a study of school health problems. An effort is made to advance healthful living on the part of the students, and to make prospective teachers aware of modern methods and materials useful in helping school children solve their health problems.

200. **Early Elementary Education.** (Hygiene of the Young Child). 4 term hours. Mrs. Phillips.
A study of the physical child and the environmental conditions best suited to his normal, healthful development, together with methods used by the school to promote health habits and knowledge. Observation in the training school is provided.

212. **Psychology of Reading.** 4 term hours. Prerequisite: General Psychology 200. Dr. Burge.
A summary of the results of the scientific studies made in the field of reading, with suggestions as to the bearing of these studies upon the materials and methods of teaching.

240. **Principles of Teaching.** 3 term hours. Miss Evans.
For description of course see Department of Rural Education, page 92.

250A. **Educational Psychology.** 3 term hours. Prerequisite: General Psychology 200. Dr. Bryan, Mr. Carter, Dr. Hilliard.
An application of the principles of psychology to education. The principal topics to be considered in this course are the meaning and scope of educational psychology, original nature, motivation, adjustment, mental hygiene, and the learning process.

250B. **Educational Psychology.** 3 term hours. Prerequisite: Educational Psychology 250A. Dr. Allen, Dr. Ellis.
This course is a continuation of Educational Psychology 250A. It deals primarily with individual differences, their nature, detection, and treatment. Among the topics to be considered are variations in human traits, provisions for individual differences, marking and promotion, the new-type test, interpretation of test results, intelligence classification and grouping of pupils, diagnosis of learning difficulties, evaluation of teaching procedures, the description of aptitudes, interests, and personality.

251. **Principles of Teaching.** 3 term hours. Prerequisite: General Psychology 200. Educational Psychology 250A, B. Miss Mason.
This course involves the discovery and application of the more significant principles of the teaching process. Among the topics to be considered are the nature of the teaching profession, the objectives of education, materials affecting learning, lesson planning, the general principles of teaching, the special methods of teaching technique, and the methods of organizing the teaching period.

305B. **Early Elementary Education.** (Beginning Reading). 3 term hours. Prerequisite: Early Elementary Education 305A, General Psychology 200, Psychology of Reading 212. Miss Blackburn.
The course will be devoted to the study of the technique of beginning reading.

306. **Psychology of Childhood.** 4 term hours. Prerequisite: Early Elementary Education 305B. General Psychology 200, Educational Psychology 250A, B. Mrs. Phillips.
A study of the mental development of the young child; his original nature, conditions best suited to conditioning behavior in relation to his own needs and to his social environment. Discussion will be based on experimental studies. It is desirable that this course be taken either the quarter previous to or simultaneously with directed teaching.
308. **Parent Education.** 3 term hours. **Prerequisite:** General Psychology 200, Early Elementary Education 305A, B, or consent of the instructor. Miss Blackburn.

The course will enable students to appraise and organize materials and methods of work suitable for child-study groups or parent-teacher meetings. The means of securing better habits and attitudes in school and home will be studied. Behavior problems based upon actual case material secured from experiences of visiting teachers will be discussed. Efforts will be made to secure real practice in handling child-study groups. This course will be adapted to the needs of both early- and later-elementary teachers.

320. **Principles of Secondary Education.** 4 term hours. **Prerequisite:** General Psychology 200, Educational Psychology 250A, B, Principles of Teaching 240 or 251. Dr. Bryan.

A study of the principles determining the aims and functions of the modern high school at both the junior and the senior levels, the criteria available for the evaluation of the various high-school subjects, and the techniques most effective in carrying on the different phases of the high-school teacher's work.

323. **Guidance in Secondary Education.** 3 term hours. **Prerequisite:** General Psychology 200, Educational Psychology 250A, B, Principles of Teaching 240 or 251, Principles of Secondary Education 320. Mr. Heathcote.

A course designed to present to teachers the general problems of guidance in junior and senior high schools. Special attention is given to such topics as agencies for guidance, materials for guidance, and counseling techniques.

331. **Education of Exceptional Children.** 4 term hours. **Prerequisite:** General Psychology 200, Educational Psychology 250A, B. Dr. Ellis.

A beginning course in the field of special education, dealing with the education of gifted, subnormal, neurotic, delinquent, speech-defective, blind, deaf, and crippled children.

335A. **Mental Hygiene.** 2 term hours. **Prerequisite:** General Psychology 200, Educational Psychology 250A, B. Dr. Ellis.

A course in the mental hygiene of childhood. Topics considered are: adjustment and maladjustment in the home and school; failure and its consequences; mental examination of children; sex development and instruction; discipline under modern conditions; the conditioning and reconditioning of emotional responses; and the genetic development of personality.

336. **Character Education.** 2 term hours. Mr. Cooper.

Character outcomes of education are emphasized in this course. The theories of character education are considered, the objectives of character education are studied and catalogued, and a bibliography of references to methods and materials is collected. Consideration of the individual and respect for personality are stressed. The center of interest is life-situations, with classroom management, group cooperation, and problem-solving in the foreground. Socialized discussion, case discussions, child guidance, pupil participation, and the significance of the teacher's influence receive attention, together with the influences of the community and the home upon character.

345, 346, 347. **Rural Education.** (Seminar). 2 or 4 term hours. **Prerequisite:** consent of instructor. Dr. Robinson.

For description of course see Department of Rural Education, page 92.

353. **Foundations of Modern Education.** 4 term hours. **Prerequisite:** General Psychology 200, Educational Psychology 250A, B, Principles of Teaching 240 or 251. Dr. Allen.

This course, prescribed by the State Board of Education in all curricula leading to a provisional certificate, acquaints the prospective teacher with the
historical and philosophical backgrounds of the institution in which he is to work, in order to prepare for intelligent participation in the interpretation of modern educational issues and the solution of present-day educational problems. The aims, types, content, agencies, organization, and methods of education are studied from their origins down to the present time, in order to provide a sound basis for the understanding, interpretation, and evaluation of the current theories and practices in the public school system of Michigan.

**PSYCHOLOGY**

Courses 200, 201, and 202 form a year's sequence. Students desiring 12 term hours of credit in General Psychology should elect all three. Nine term hours of credit may be secured by electing Courses 200 and 201.

**200. General Psychology.** 5 term hours. Dr. Henry.
A survey course serving as the scientific basis for subsequent courses in education, as well as an introduction to the field of psychology itself. Three lectures and two quiz periods per week.

Note.—This course may not be counted toward fulfillment of a minimum requirement in Group II.

**305. Abnormal Psychology.** 4 term hours. Prerequisite: General Psychology 200, Dr. Henry.
A discussion of the nature and forms of mental abnormality.

Note.—This course may not be counted toward fulfillment of a minimum requirement in Group II.

**309. Psycho-Educational Problems.** 3 to 6 term hours. Prerequisite: Abnormal Psychology 305, Mental Tests 307, or consent of the instructor. Mr. Carter, Mrs. Roekle.
Five one-hour periods each week, including staff conference. Clinical studies of pupils presenting psycho-educational problems, such as behavior difficulties and deficiencies in reading, spelling, and arithmetic. Work involving individual case studies, home visits, conferences, laboratory and clinical procedure. Theory and practice of the case study, including history and physical, psychological, and educational examinations, as well as remedial treatment, will be considered. Detailed work of the course is carried out under the direction of the Psycho-Educational Clinic. Each student is advised to select from the Department of Education and Psychology a counselor, who will direct his investigation and study.

Note.—1. A student may elect this course a second time. Repetition does not involve repetition of content, but additional practice in procedure.
2. This course may not be counted toward fulfillment of a minimum requirement in Group II.
105A. Composition. 4 term hours. Miss Eicher.
A consideration of the principles of composition with emphasis upon sentence and paragraph structure. Representative prose selections are read and analyzed, and many written compositions are required.

105B. Composition. 4 term hours. Prerequisite: Composition 105A. Miss Loutzenhiser.
A general discussion of the four forms of discourse, with analysis of specimens of each form. Most of the time is devoted to the writing and correction of themes.

323. Advanced Rhetoric. 4 term hours. Mr. Foley, Mr. Slusser, Mr. Smith, Miss Van Horn.
In this course some attention is given to the historical background and method of development of the language. Such subjects as point of view, fashion in language, euphemism, poetic imagery, and shifting meanings of words are studied, with a view to illuminating much that lies back of literary expression, and to sharpening and vivifying the student's appreciation of literature. It is taken for granted that those who enroll in the course have had considerable work in English or in foreign language.

Literature

121. Chief American Poets. 4 term hours. Mr. Householder.
The work of this course consists of wide reading in the poetry of Bryant, Poe, Longfellow, Emerson, Whittier, Lowell, Holmes, Whitman, and Lanier. This is supplemented by intensive study of some of their chief poems and by some consideration of their significance in American literature.

122. American Prose. 4 term hours. Miss Eicher.
The work of this course consists of wide reading in the prose of Irving, Emerson, Hawthorne, Melville, Thoreau, and Mark Twain. This is supplemented by individual study of other prose writers as recent as Henry James and William Dean Howells.

203. Literature for Children. 4 term hours. Miss Master.
This course aims to give a general survey of the field of literature suited to the needs and tastes of children, to get at the general principles which underlie the selection of literature for children under any given conditions, to organize and give new meaning to the mass of literature already read, and to add largely to its content by further reading.

219. The Short Story. 4 term hours. Miss Van Horn.
This course traces the development of the short story in England, France, and America, with an account of the various types and its general technique. The required reading will serve to acquaint the student with the best short stories and the method of teaching such material. Themes and reports are required.

225. The Ballad. 4 term hours. Mr. Foley.
A study of the form and method of development of the traditional popular ballad. A number of ballads representative of various types are studied.
minutely, and many others are read. The course gives some attention secondarily to the later artistic ballad.

226. Masterpieces. 4 term hours. Miss Loutzenhiser.
A somewhat intensive study of literary masterpieces selected from the whole field of English literature: Chaucer, Shakespeare, Milton, Wordsworth, and Jane Austen.

308A. The English Drama. 4 term hours. Mr. Smith.
Interesting and significant plays by Elizabethan and Jacobean playwrights (exclusive of Shakespeare), from the time of Udall to the closing of the theatres in 1642, are read and discussed. Some of the playwrights studied are Lyly, Greene, Peele, Marlowe, Jonson, Beaumont, and Massinger.

313. The Modern Novel. 4 term hours. Dr. Brown.
A study of the tendencies in English and American prose fiction since 1898, together with wide reading from the chief novelists of the period. Book reviews and a long report will be required.

322. American Literature. 4 term hours. Mr. Slusser.
This course is intended primarily for juniors and seniors who have had no other courses in American literature and who desire more intimate acquaintance with the subject. The work consists of lectures, discussions, and as wide reading as the time permits.

391. Chaucer. 4 term hours. Dr. Brown.
This course offers the student an opportunity to read considerable portions of Chaucer's poetry in the original with special reference to pronunciation, grammar, and metre. Through outside reading and reports Chaucer's work will be related to the development of Middle English literature in general.

GEOGRAPHY AND GEOLOGY

William J. Berry
Roger A. Prior
Lucia C. Harrison

Introductory Geography, either 105A, B or 305, must precede all other courses except Michigan 306 and Conservation of Natural Resources 312. Course 305 should be substituted for 105A, B by two groups of students: (1) those who do not begin the study of geography until the junior year and yet desire to complete a minor in the field and (2) upper classmen who are interested in electing a few courses in geography as a part of their general cultural training. There is no required sequence in the courses in regional geography.

Teaching of Geography 300T may not be included in the 36 term hours required in a major nor in the 24 term hours required in a minor. A student will not receive departmental recommendation for directed teaching or for a teaching position in geography who has not successfully completed this course. It should be elected by all students in the Later Elementary curriculum.

A major in geography consists of 36 term hours, including Field Geography 320, Weather and Climate 325, and either General Geology 320 or Dynamic Geology 320. Students majoring in geography are advised to elect Economics 320A, B and modern American and European history and to acquire the ability to read German or French. A minor in geography consists of 24 term hours, including Field Geography 320. All major and minor students are required to elect Teaching of Geography 300T.

A major in earth science consists of Geology 330A, B, C and six courses in geography.
GEOGRAPHY

105A. Introductory Geography. 4 term hours. Mr. Prior.
An introductory study of the mutual relationships between man and the natural environment, with special emphasis upon types of climate and some of the adjustments which man makes to climatic conditions in selected regions.

105B. Introductory Geography. 4 term hours. Prerequisite: Introductory Geography 105A. Mr. Prior.
A study is made of the relationships between various human activities and the major elements of natural environment not studied in 105A.

207. Europe. 4 term hours. Prerequisite: Introductory Geography 105A, B, or 305. Mr. Berry.
The course proposes to point out the functions of the various natural conditions, such as climate, topography, minerals, and relative location in the economic, political, and social developments in the various regions of Europe.

315. Geographical Background of World Problems. 4 term hours. Prerequisite: an interest in world affairs, at least one year of college history, and Introductory Geography 105A, B or 305. Miss Harrison.
The particular topics discussed in tracing relationships of current international and national problems to natural environmental conditions will necessarily vary with the trend of events. The study will include problems relating to the Far East, conflicting interests in the Mediterranean, the U. S. S. R., European colonies in Africa, and Hispano-America.

340. Field Geography. 4 term hours. Prerequisite: Introductory Geography 105A, B or 305. Mr. Berry.
An intensive study is made of various type areas within the Kalamazoo vicinity with the purpose of observing how agriculture, industrial development, transportation, commercial organization, and the urban pattern have made adjustment to these areas. The course is based primarily upon field work and affords training in observing geographical facts, field note-taking, and detailed mapping of areas studied. Required of students who desire recommendation to positions in the field of geography.

GEODEGY

230. General Geology. 4 term hours. Miss Harrison.
The work of streams, underground water, glaciers, wind, and waves in creating earth features; common rocks and rock-forming minerals; the origin of mountains; the nature of the geologic record; the geologic time table; the history of past changes in the location of areas of land and sea; periods of mountain building and of degradation and deposition; past climates. A minimum of three field trips is required.

Note.—This is a general cultural course, similar to survey courses in chemistry and biology. Students desiring a full year's work in geology should elect Geology 330A, B, C.

HANDWRITING

HARRY P. GREENWALL

100. Teaching of Handwriting. 2 term hours. Mr. Greenwall.
This course aims to prepare students to teach handwriting. It includes a study of the principles of education, the objectives in the teaching of handwriting, the materials and methods of instruction, and the history of handwriting. The student is given practice in the measurement of handwriting, in the diagnosing of handwriting difficulties, and in determining the most beneficial remedial work. The student is also given sufficient directed practice to enable him to write with a quality and rate essential to the effective teaching of handwriting.
HOME ECONOMICS

SOPHIA REED
RACHEL ACREE

MARY A. MOORE
REVA M. VOLLE


This course is to help the girl who is interested in spending her clothing dollars more wisely. Factors affecting choice of satisfactory clothes from standpoint of becomingness, current fashion, and economy will be studied. Laboratory work will consist of making one garment to develop a limited knowledge of construction. The student will choose her construction problem on the basis of her wardrobe needs and her manipulative skill.

218. Food for the Family. 4 term hours. Elective for non-majors. Spring and summer terms. Miss Moore or Miss Acree.

Problems in planning, preparing, and serving family meals. How to buy foods is emphasized.

301T. Problems in Home Economics Education. 4 term hours. Prerequisite: Teaching of Home Economics 300T, Directed Teaching 371. Winter and summer terms. Miss Reed.

Major consideration is given to the problems which the student is meeting in teaching. The course also includes a study of vocational legislation and requirements; homemaking for adults and out of school youth; evaluation of text books, magazines and illustrative material; how to secure a position, and professional ethics; investigation of laboratory equipment; value of state and national associations.

312. Quantity Food Management. 4 term hours. Prerequisite: Advanced Foods 311. Winter and summer terms. Miss Moore or Miss Acree.

This course includes buying, preparation, and serving of large amounts of food; discussion of management of school lunches; and management of people, supplies, time, and equipment in large quantity cookery and serving. Some practical work in the College cafeteria and in preparing and serving of teas, banquets, luncheons, and dinners.


Students live together in family size groups in a house where opportunity is provided for practice in the composite duties of homemaking. The house is managed on three economic levels of income and students participate in social activities of a family group suited to each status of living.

325. Marriage and Family Relationships. 3 term hours. Prerequisite: General Psychology 200 or Principles of Sociology 241A. Fall, winter, and summer terms. Miss Reed and others.

This course is a study of the contributions and problems of the family in modern society. It includes marital and personality adjustments in family living for changing age groups. It places emphasis on preparation for marriage and gives a perspective of the new tasks and obligations in urban and rural living as they affect social relationships, shared tasks, and legal problems. Open to both men and women.
INDUSTRIAL ARTS

MARION J. SHERWOOD

DON O. PULLIN

FRED S. HUFF

100. Woodshop. 4 term hours. Mr. Sherwood. Spring and summer terms.
An introductory course, including shop drawing, blue-print reading, and fundamental tool processes. A combination theory and laboratory course suitable for students enrolled in other departments.

106. Advanced Benchwork. 4 term hours. Prerequisite: Woodshop 100 or equivalent. Fall, winter, and summer terms. Mr. Sherwood.
An advanced course in bench woodworking, with particular emphasis on technique of hand tools, grinding, and sharpening. Includes elementary pattern making, molding, and shop sketching.

120. General Mechanical Drawing. 4 term hours. Mr. Huff.
A general elementary course dealing with those phases of the work found in modern high-school courses, with special emphasis on problems correlated with other departments.

121A. Mechanical Drawing. 4 term hours. Prerequisite: General Mechanical Drawing 120 or equivalent. Fall, winter, and summer terms. Mr. Huff.
A continuation of the principles emphasized in Mechanical Drawing 120. Lettering, sketching, drawing, tracing, and electric blue-printing of suitable shop projects.

121B. Mechanical Drawing. 4 term hours. Prerequisite: Mechanical Drawing 121A. Spring and summer terms. Mr. Huff.
More advanced problems in mechanical drawing, detailing, design, theory and application, ranging from simple geometrical problems through surface development, to machine details, cams, gears, and some architectural drawing. Special emphasis on review of the fundamentals of drawing and discussions of practical problems.

140A. Printing. 4 term hours. Fall, winter, and summer terms. Mr. Pullin.
This course is for beginners and is intended to acquaint the student with the various tools and materials of a print shop and to teach him the fundamentals of plain type composition. Simple jobs are carried through the various stages from composition to make-ready and press work. Practical work is given in setting straight composition.

140B. Printing. 4 term hours. Prerequisite: Printing 140A. Mr. Pullin.
This course emphasizes proportion, balance, and the study of type faces. Practical work is given in the composition of more complicated printed matter which involves rule work, borders, and ornaments. Practical work is given in make-ready and presswork.

140C. Printing. 4 term hours. Prerequisite: Printing 140A, B. Winter, spring, and summer terms. Mr. Pullin.
Advanced work in the complete designing and producing of printed matter, with a study of plates, papers, and inks. Advanced imposition and press work are also included.

208. Special Education Shop. 2 term hours. Fall and summer terms. Mr. Sherwood.
This course is designed for those students who wish to teach in the field of special education. It includes the fundamentals of shop work as adapted to type problems suitable for special classes. Open only to those interested in special education.
240. **Printing.** 4 term hours. Prerequisite: Printing 140A, B, C. Spring and summer terms. Mr. Pullin.
Keeping of records and accounts, purchase of materials, planning and laying out equipment, and study of school publications. Students will work out courses of study with job sheets, using original ideas.

300T. **Shop Organization.** 2 term hours. Spring and summer terms. Mr. Sherwood.
This course includes the organization of models, outlines, and various teaching aids, as well as modern tool and equipment arrangements for school shops.

301T. **Teaching of Industrial Arts.** 4 term hours. Winter and summer terms. Mr. Sherwood.
This course aims to combine the student's previous educational contacts and practical experiences with the best modern school practices in the teaching of industrial arts. It includes observation studies and individual research problems.

**LANGUAGES**

**FRENCH**

100A. **Elementary French.** 4 term hours. Miss Windsor.
The rudiments of French grammar, pronunciation, and ear training are stressed. No credit for the work of this term will be given until the year's work is completed.

100B or 100C. **Elementary French.** 4 term hours. Miss Windsor.
A continuation of 100A for those students who have had the first term.

202. **Reading from Modern French Novels and Stories.** 4 term hours. Miss Windsor.
This course is intended for those who have had two years of college French or its equivalent. Students having less prerequisite may consult the instructor for adjusting of work and credit. The course consists of readings, resumes, and discussions from the various points of view of language, ideas, and French life.

**GERMAN**

100A. **Elementary German.** 4 term hours. Miss Zimmerman.
The work of this course includes the study of the elements of German grammar, oral work, and the reading of simple German. To capable students an opportunity of finishing the year's work by correspondence is offered.

102A, B, or C. **Intermediate German.** 4 term hours. Miss Zimmerman.
The work of this course covers that of the first term of the second year of German and is also adapted to meet the needs of students who wish credit for German 101C or 102B. It includes a review of grammar, the reading of simple modern German texts, composition based upon them, and the study of poems.

**LATIN**

300T. **Teaching of Latin.** 4 term hours. Miss Kraft.
The problems of the first two years of high-school Latin are considered. Observations of teaching, reports, and discussions will form a part of the work. This course is prerequisite to directed teaching in Latin.
305. Latin Writing. 4 term hours. Miss Kraft.
Practice is made in the fundamental principles of correct expression in Latin. Required of all students majoring in Latin.

306. Roman Life. 4 term hours. Miss Kraft.
The distinctive features of Roman private and public life are presented with a view to the needs of the high-school teacher. Since a knowledge of Latin is not required, the enrollment is not limited to students of the department.
*Note.—Students whose needs are not met by these courses should consult with the instructor.

LIBRARY

ANNA L. FRENCH

A course of nine lessons on the use of the library. Required of all freshmen.

306. School Library Administration. 4 term hours. Miss Graham.

MATHEMATICS

JOHN P. EVERETT
CHARLES H. BUTLER

General Information
Courses in the Department of Mathematics are designed to meet the needs of students presenting three types of preparation in the high school. A freshman electing work in mathematics for the first time should be careful to select from courses 100A, 103A, and 104A the one best adapted to the amount of high-school mathematics for which he has credit.

The department offers four sequences leading to calculus. Sequence A is designed for students who present trigonometry as part of their high-school preparation. Sequence B is designed for students who present one and a half years of algebra, but no trigonometry as part of their preparation. Sequences C and D are for students who have completed but one year of algebra in the high school; sequence D, the one regularly pursued by such students, requires two years to reach calculus; for exceptional cases, in which students having but one year of high-school algebra desire to enter calculus in the second year of their college course, sequence C is offered; this requires two courses in mathematics during the winter term, whereas, in general, freshmen are not advised to pursue more than one course in any department. Note that the four sequences are mutually exclusive.

Elementary Sequences in Mathematics

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205A
205B
205C
For students who have studied calculus, a main sequence is offered consisting of the following courses: Solid Analytic Geometry 323, Theory of Equations 322, Differential Equations 321, Theoretical Mechanics 325. During the regular academic year one of these courses is offered each term at nine o'clock.

For all students, including those not majoring in mathematics, there is offered by the department a group of subjects consisting of the following courses: Mathematics of Finance 227, Mathematics of Insurance 228, Introduction to Statistics 211. During the regular academic year one of these courses is offered each term at eleven o'clock.

Opportunity is offered for more varied work in mathematics, but the courses should be chosen with some regard for the particular interests and objectives of the student. Students should confer with members of the department.

Students expecting to teach mathematics are advised to elect the professional courses in the teaching of mathematics best suited to their particular field. It should be noted, however, that adequate appreciation of, and acquaintance with subject matter, is the first inevitable step in the acquisition of professional skill in teaching. Professional preparation for teaching mathematics demands both academic accomplishment and training in proficiency of method, but in general the relative importance of these two types of education is in the order in which they are mentioned here.

Students desiring to do directed teaching in mathematics must have completed a major or a minor in this subject and have included in this preparation at least one of the following courses: Teaching of Algebra 308T, Teaching of Geometry 309T. The History of Mathematics 315A, B is also recommended. Applications for directed teaching in mathematics must be approved by the chairman of this department. Solid Euclidean geometry is a prerequisite to directed teaching in either algebra or geometry.

A major in mathematics comprises not less than twelve term hours of work completed subsequent to a year's course in calculus and elected with the approval of the departmental adviser.

A minor in mathematics comprises not less than twelve term hours of work completed subsequent to any one of courses 103C, 104C, or 116 and elected with the approval of the departmental adviser.

100A. Elementary Algebra. 4 term hours. Summer and fall terms. Mr. Cain.

Designed for students who present for admission only one year of algebra. For such students it should precede all other college courses in mathematics. A review of the important topics of the first year's course, together with the work usually given in the third term of the high-school course: numerical and literal quadratic equations, problems, fractional, negative and literal exponents, radicals, imaginaries, functions and their graphs.

100C. Plane Trigonometry. 4 term hours. Prerequisite: Algebra 100A or a year and a half of high-school algebra, and at least one year of Euclidean geometry. Mr. Cain.

Trigonometric ratios, identities and equations, inverse functions, theory and use of logarithms, solutions of triangles.

101T. Arithmetic. 4 term hours. Dr. Everett.

Lectures and discussions on the history and teaching of the subject, with assigned reading. Extended treatment of typical problems of applied arithmetic.

115. College Algebra. 4 term hours. Prerequisite: one and one-half years of high-school algebra and one or one and one-half years of high-school geometry, or the equivalent. Miss Ford.

A review of exponents, radicals, and quadratic equations including systems of quadratic equations, progressions, the binomial theorem, complex numbers, theory of equations, including Horner's method, determinants, permutations, and combinations.
116. **Analytic Geometry.** 4 term hours. Prerequisite: College Algebra 115, Trigonometry 100C. Dr. Butler.

Analytic geometry of the straight line, circle, and conic sections; change of axes, properties of conics involving tangents, diameters, and asymptotes.

200. **Mathematics of Buying and Investment.** 2 to 4 term hours. Prerequisite: high-school algebra and geometry. Spring and summer terms.

Four one-hour periods each week. Dr. Everett.

Designed to give the individual actual concrete appreciation of the relation of cash and time payments to his own business or budgetary problems, and to afford students with a limited background of mathematics an appreciation of ways in which understanding of the relations of the individual to organized society is promoted by mathematics. Methods of financing installment purchases as commonly encountered are studied and their actual cost to the consumer is investigated. The student is introduced to tables of interest, annuities, and other readily available means of assistance in dealing with business practices. The amount of credit earned in the course will be determined by the extent to which the student participates in the investigation of illustrative exercises outside of the class hour.

205A. **Calculus.** 4 term hours. Prerequisite: College Algebra 115, Analytic Geometry 116. Miss Ford.

Course A deals with functions, limits, continuity, the derivative, differentiation of algebraic functions, applications of the derivative, trigonometric, inverse, exponential and logarithmic functions.

308T. **Teaching of Algebra.** 2 term hours. Dr. Butler.

The aim of this course is to give the prospective teacher the best educational information relating to the content and teaching of algebra in the high school. It is prerequisite to directed teaching in algebra.

309T. **Teaching of Geometry.** 2 term hours. Dr. Butler.

The aim of this course is to give the prospective teacher the best educational information relating to the content and teaching of geometry in the high school. It is prerequisite to directed teaching in geometry.

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**MUSIC**

HARPER C. MAYBEE
GEORGE E. AMOS
H. GLENN HENDERSON

LEOTI C. BRITTON
MARY P. DOTY

104. **Early Elementary Music.** 4 term hours. Miss Doty.

This course gives a singing knowledge of syllables in all major and minor keys, study of song material for first three grades, treatment of monotones, experience in presentation and teaching of rote songs, and introduction of notation.


Material suitable for upper grades, method of introducing part singing, and experience in unison and part singing in all major and minor keys.

109A. **Music Appreciation for Rural Schools.** 2 term hours. Mrs. Britton.

Stresses beauty through music, as developed by means of a phonograph and records; correlation with other school subjects; and, in general, rhythmic, melodic, and harmonic development.

125S. **Summer School Choir.** 1 term hour. Rehearsals twice a week. Mr. Maybee.

A summer school choir will be organized open to all students having had choral experience. Material will be used that will be sung in the following spring at the High School Music Festivals.
132. **Orchestra.** 1 term hour. Rehearsals twice a week. Mr. Amos.

An orchestra will be organized open to all students having had orchestral experience. The organization will appear at various functions during the summer session.

209. **Harmony.** 4 term hours. Prerequisite: Fundamentals of Music 105A, B, C, and at least the ability to play hymns. Mr. Henderson.

The course presents sufficient material to enable a student to gain an intelligent knowledge of modern harmonic treatment. Part writing from given basses and melodies, chord and melodic progressions required.

212B. **Modern Composers.** 4 term hours. Prerequisite: Ancient and Medieval Music 212A, or the consent of the instructor. Mr. Maybee.

Music from the time of Bach to the present-day composers. The development of the orchestra, opera, oratorio, and various other musical forms is worked out with the aid of the piano, voice, and victrola, bringing within the hearing of the students various interpretations of the master works.


A study of the masterpieces is made, and appreciation work in preparation for teaching children is definitely worked out.

216A. **Voice Culture.** 2 term hours. Mr. Maybee.

The work in this course is designed to further the development of the first year's work. The class is divided into sections with the idea of having voices of similar character and quality work together for more intensive and individual study. Suggestions are made to individuals before the class so that all may have the advantage of the work. Songs are taught to the groups and eventually sung by the individual.

320A. **Musical Composition and Analysis.** 4 term hours. Prerequisite: Fundamentals of Music 105, Harmony 209A, B, C. Mr. Henderson.

Advanced harmony and the analysis of the various musical forms; working out of original vocal and instrumental selections.

321A. **Orchestration.** 4 term hours. Prerequisite: consent of the instructor. Mr. Amos.

The orchestration of hymns, songs, and larger works. Opportunity will be provided for students to learn to tune the various instruments of the orchestra, and to study the fundamental principles of playing them.

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**PHYSICAL EDUCATION FOR MEN**

HERBERT W. READ

JOHN W. GILL

FRANK HOUSEHOLDER

CHARLES MAHER

FRANK S. NOBLE

J. TOWNER SMITH

103A. **Physical Education.** One hour period three days a week. Mr. Noble.

Athletics, team games, and general recreation for physical-education programs. Tennis instruction is offered if requested. Mr. Householder.

Intramural teams and County Baseball League play a regular schedule of games from 3:00 to 5:00. Mr. Maher.

207. **Camping and Scouting.** 4 term hours. Mr. Read.

Managing and planning of summer camps, including such topics as housing, sanitation, commissary, program, activities; administration of canoeing, hiking, swimming, and various other camp interests.

History, aims, and principles of the Boy-Scout movement. Methods of the patrol and troop are studied. Students are given the opportunity of practical
experience in the various phases of scouting and woodcraft. Particular emphasis is placed on the value of the scout program in supplementing the influences of the home, church, and school life of the adolescent boy. Those completing the course satisfactorily are awarded the standard leader's diploma, issued by the Boy Scouts of America.

208. Fundamentals and Technique of Football. 3 term hours. Mr. Gill.
Fundamentals of football coaching, with special emphasis on catching, punting, kicking, blocking, interference, tackling, principles of line and back field work, the most approved manner of playing the various positions. Building and formations of plays, generalship, signal systems, and scouting. Some problems of the coach. Study of the rules.

209. Fundamentals and Technique of Basket Ball. 3 term hours. Mr. Read.

210. Fundamentals and Technique of Baseball. 3 term hours. Mr. Maher.
Theory and practice in base running, fielding, batting, and pitching; detailed study of each position; offensive and defensive team play; officiating; scoring; study of rules.

211. Fundamentals and Technique of Track and Field. 3 term hours. Mr. Smith.
The best accepted forms of starting, hurdlng, distance running, pole vaulting, discus and javelin throwing, sprinting. Study of physical condition affecting speed, endurance, and fatigue. The selection and preparation of contestants for the different track and field events. Managing and officiating of games and meets. Study of rules. Practice on the track.

302T. Organization and Administration of Physical Education. 4 term hours. Mr. Smith.
The planning of physical-education programs for city, village, and rural schools; the organization of health lessons, games, tests, meets, tournaments, and seasons of play; principles of supervision; construction and equipment of buildings, grounds, swimming pools, athletic fields, stadia. This course gives credit in education.

320. Playground and Community Recreation. 4 term hours. Mr. Noble.
Nature and function of play; age periods, and adaptation of activities; social environment; playground development, construction, management, and supervision. Practice in class instruction in games, story plays, handwork, and other physical activities. A survey of recreational material, athletic and field meets. Laboratory work with training-school children required.

Each student is required upon entering to take both a physical and a medical examination and is then assigned to the type of activity for which she is best fitted. No student is excused from physical education.

The grey tank suit which is required for swimming may be purchased at the Co-operative Store.

Students are not permitted to earn more than one credit in physical education in any one term and are not given credit for more than three terms of the same activity, but program adjustments are arranged to take care of those with physical handicaps.
RECREATIONAL OPPORTUNITIES

The department sponsors a recreation program for students who are interested in physical activities but not concerned with earning physical education credit. Opportunities are arranged for students to meet others with similar interests and to participate in such activities as badminton, golf, social dancing, square dances, riding, swimming, and tennis. More detailed information may be had at the time of registration.

PHYSICAL EDUCATION COURSES

99. Social Dancing. Miss Bottje, Miss Worner.
110. Swimming. Miss Bottje, Miss Hussey.
111. Archery. Miss Vestal.
113. Tennis. Miss Bottje, Miss Hussey.
   Practice of form for the various shots, with some work on the course.
115. Folk Dancing. Miss Worner.
   Folk dances, country dances, and clogs.
120. Badminton. Miss Hussey.
   Badminton, ring tennis, shuffle board.
333. Nature Guiding and Recreational Activities. 4 term hours. Miss Bottje.
   For description of course, see page 73.
334. Public School Physical Education. Miss Vestal.
   A survey of the needs and interests of children as to physical education and presentation of suitable activities. This course may be substituted for Physical Education courses 233, 330, 331, or 332 which appear in the catalog.

PHYSICS

WALTER G. MARBURGER

A major in physics consists of 36 term hours. Through arrangement with the Department of Chemistry a major in physical science may be made by taking one year of chemistry and two years of physics. A minor in physics consists of 24 term hours and may not be made by combining physics and chemistry.

Although it is desirable that students start their college physics with the course in mechanics, exceptions may be made to this requirement in the case of students enrolled in the summer.

166. Practical Radio. 4 term hours. Prerequisite: high-school physics. Mr. Marburger.

An elementary non-mathematical course in the fundamental principles underlying radio reception and transmission. It is designed to meet the needs of teachers and students preparing to teach high-school physics and general science. Different types of receiving and transmitting circuits are studied.

Five double periods a week.

203A. Mechanics and Sound. 5 term hours. Prerequisite: high-school physics and trigonometry. Dr. Rood.

A general college course in mechanics of solids and fluids. The last part of the term is devoted to the study of sound. The work consists of demonstration lectures and recitations with illustrative problems.

Classroom, 5 double periods a week; laboratory, 2 double periods a week.

203B. Heat and Light. 5 term hours. Prerequisite: Mechanics and Sound 203A. Mr. Marburger.

A general course dealing with the phenomena of heat and light.

Classroom, 5 double periods a week; laboratory, 2 double periods a week.
203C. Magnetism and Electricity. 5 term hours. Prerequisite: Mechanics and Sound 203B. Mr. Marburger.

A college course in magnetism and electricity. The same general plan of presentation is used as in Mechanics and Sound 203A.

Classroom, 5 double periods a week; laboratory, 2 double periods a week.

Note.—Courses 200A, B, C, constitute a year's work in college physics and should be elected by students who desire a complete unit of credit for this subject either as a foundation for teaching high-school physics or as preparation for more advanced courses in physics and engineering. Either 203B, or 203C, or 360 will be given in response to demand. Students wishing to elect any of these courses should first consult the instructor.

210A. Astronomy. 4 term hours. Dr. Rood.

A non-mathematical course in descriptive astronomy for students of general science and others who desire an understanding of the elements of the subject. Open as an elective to students of all curricula.

Four double periods a week.


This course is confined to direct current theory and measurements. Standard methods of measuring current, voltage, power, and resistance are studied and investigated in the laboratory. Elementary circuit analysis is introduced. The simple aspects of the mathematical theory of magnetism are studied, and measurements of the magnetic properties of iron and alloys are made. High-grade laboratory instruments are available for use in this course. Classroom, 6 hours a week; laboratory, 8 hours a week.

399. Advanced Laboratory Physics. Credit dependent upon work accomplished.

Prerequisite: Mechanics and Sound 203A, B, C and experience in other courses offered in this department. Dr. Rood, Mr. Marburger.

Work may be done in any field of physics. This course should be elected by students only after consultation with the instructor who will supervise it.

RURAL EDUCATION

WM. MCKINLEY ROBINSON
Otis C. AMIS

Additional information relating to the work of the Department of Rural Education may be found on the following pages:

Facilities for training for work in rural education available at Western State Teachers College, pages 23, 39.

Certificates granted, pages 43 to 45.

Curricula offered, pages 59, 60, 61.

Attention is called to the course in Music Appreciation 109A, which is especially designed for students in one-teacher, consolidated, and village schools.

Advanced courses in Rural Education majors to be chosen from courses numbered 345 to 348.

145. Curriculum. 4 term hours. Miss Evans.

A discussion of modern methods in curriculum making, with special attention to the elementary-school subjects; a survey of the development of these subjects, together with the objectives to be sought in each and the standardized tests used with each; a detailed study of the Michigan State Course of Study; and a brief comparison of the Michigan State Course of Study with the courses of other states.

240. Principles of Teaching. 3 term hours. Miss Evans.

A study of the general principles of teaching, with particular application to rural-school situations. Textbook discussions, supplementary reading, and observations in the training school are required. Prerequisite to practice teaching.
240. Rural Economics. 4 term hours. Dr. Robinson.
This course attempts to increase specific understanding in rural economics. The work of the term concludes with a study of the possibilities of elementary and secondary rural-school instruction in vocational subjects.

Note.—Rural Sociology 240 will be offered in the summer term, 1940.

340. Child Growth and Development. 6 term hours. Dr. Amis, Miss Lubke and others. Open to a limited number of students. Application for admission must be made to the Director of the Department of Rural Education in advance of enrollment day.
This course is a modification of one by the same title given during the preceding two summer sessions in cooperation with the W. K. Kellogg Foundation. Provision will be made for half days of intensive, supervised observation in ungraded rooms, on the campus, approaching one-teacher rural school conditions, supplemented by extensive discussion, conferences, lectures, and reading assignments. The course will be an integrated unit concentrating on the problems of child growth and development with special emphasis on those phases influenced or affected in the educational progress by those conditions peculiar to the rural environment. Each student will be required to carry also another closely related course to be chosen in conference with the Director of the Department.

345, 346, 347. Rural Education. (Seminar). 2 or 4 term hours. Prerequisite: consent of instructor. Dr. Robinson.
This is a seminar course for advanced students who are interested in keeping abreast of current progress in rural education. The best material in print on rural life and education will be read and discussed. A study is made of problems relating specifically to administration, teaching, the curriculum, supervision of all types of rural schools, and the preliminary and in-service preparation of teachers. Research by individual members of the class may be on minor problems or on a major problem reported at the end of the year.

SOCIAL SCIENCES

ROBERT BOWERS
GEORGE O. COMFORT
RAYMOND L. HIGHTOWER
LEONARD C. KIRCHER
ESTHER D. NYLAND

ECONOMICS

220A. Principles of Economics. 4 term hours.
A study of the fundamental principles of economics and their application to some of the more important of our economic problems. Special emphasis is placed upon the laws of price, the fundamental principles involved in production, and the principles underlying our monetary and banking systems. A few problems such as those presented by the business cycle, inter-regional trade, business organization, and marketing are frequently included.

Note.—Principles of Economics 220A and B form a single course in Principles of Economics, and are prerequisite to advanced work in the field. A student planning to take only a single term's work in economics should consult the instructor before electing Economics 220A.

220B. Principles of Economics. 4 term hours. Prerequisite: Principles of Economics 220A.
Primary emphasis is placed upon the principles involved in what is technically known as distribution of wealth. The list of problems studied includes railroad regulation, the control of industrial monopolies, risk bearing, insurance, speculation, public finance, taxation, employment relations, and proposed reforms of our economic system.

325. Labor Problems. 4 term hours. Prerequisite: Principles of Economics 220A, B. Mr. Bowers.
An analysis of the nature and underlying causes of the problems facing the worker in modern economic society, followed by a consideration of the
attempts which have been made at their solution by employers and public, as well as by the workers themselves. Present methods are evaluated in the light of underlying economic principles, in order to develop sound thinking about these problems.

326. Business and Government. 4 term hours. Prerequisite: Principles of Economics 220A, B. Work in government may be substituted in special cases by permission of the instructor. Dr. Weber.

The relations of the government to public service corporations and to private businesses. The course includes a study of the necessity for regulation, franchises, intermediate permits, public utility commissions, principles of valuation, rate-making, service, capitalization, government ownership, legal and constitutional aspects of regulation, control of corporations and trusts, regulation of competition, government encouragement of business, and national policies toward business.

327. Contemporary Economic and Governmental Problems. 3 term hours. Dr. Weber.

For description of course see Political Science, Course number 337.

HISTORY

105. History of Greece. 4 term hours. Miss Seekell.

After a brief survey of ancient Oriental civilization, this course deals with the political, social, and cultural life of the Greek people from their earliest history to the breaking up of the Empire of Alexander the Great. Emphasis is placed upon our debt to the Greeks for the elements which they contributed to modern civilization.

108A. Modern Europe, 1500-1763. 4 term hours. Mr. Yntema.

A study of the Reformation and the religious wars which followed it, the struggle between Spain and England, the rise of the Dutch Republic, the growth of absolutism in France, the establishment of Parliamentary supremacy in England, the rise of Russia and Prussia, and the world-wide colonial conflict between France and Great Britain.

108B. Modern Europe, 1763-1870. 4 term hours. Mr. Yntema.

European life in the eighteenth century, the French Revolution, the era of Napoleon, the industrial revolution, reaction after 1815, the rise of democracy and nationality in the nineteenth century.

108C. Modern Europe, 1870 to the Present Time. 4 term hours. Miss Nyland.

The history of the Third French Republic, political and social reform in England, the German Empire, the problem of the Near East, the expansion of Europe in Asia and Africa, international relations, the World War, and the problems of reconstruction.

201A. United States History to 1815. 4 term hours. Mr. Comfort.

This course begins with the European background of American history, traces the origin and growth of the colonies, considers their relation to the mother country, gives special attention to the causes and course of the Revolution and to the beginnings of state and national governments, and concludes with the study of the Federalist and Jeffersonian periods.

201B. United States History, 1815-1877. 4 term hours. Mr. Comfort.

This course treats the history of the rising West, the influence of the frontier, the industrial revolution and its consequences, the rise of democracy, the slavery controversy, the Civil War, and the period of reconstruction.

201C. United States History, 1877 to the Present Time. 4 term hours. Dr. Weber.

The industrial development of the United States; the coming of big business; the organization of labor; settlement of the Far West; recent industrial,
social, and political problems and the efforts to solve them; America as a world power and its part in the Great War; and the history of recent years are the chief topics in this course.

300T. Teaching of the Social Studies. 4 term hours. Prerequisite: two college courses in history. Miss Nyland.

This course is intended for students in the later-elementary and the junior and senior high-school groups. It deals with the aims, content, organization, presentation, and testing of the social studies. Attention is given to the evaluation of texts, the planning of lessons, the selection and gradation of collateral reading, and the correlation of the social studies with the other branches of the curriculum and with the various activities of the school.

306C. United States History, 1901 to the Present Time. 3 term hours. Prerequisite: United States History 201A, B, C. Dr. Russel.

The era of Roosevelt and Wilson; social unrest and new social and political ideals, progressive legislation, America as a world power and its part in the Great War. Problems of the present.

309. World War. 3 term hours. Dr. Weber.

The military events of the World War are followed, but the emphasis in the course is placed upon the diplomacy of the war period; the revolutionary movements leading to the fall of the central and eastern empires and the creation of the new states, the Peace Conference, the treaties and the new machinery for international action—the World Court and the League of Nations.

312. Economic Development of the United States. 4 term hours. Dr. Russel.

Analysis of our economic development from colonial times to the present. Such forces and factors as the westward movement, the industrial and agricultural revolutions, the tariff and public finance, conservation, and allied topics will be considered.

313. History of Michigan. 4 term hours. Prerequisite: United States History 201A, B, C. Mr. Starring.

A course designed to show the development of the contemporary political, social, and economic status of Michigan. The relation of the history of the state to that of the nation is stressed.

POLITICAL SCIENCE

230B. American Government. 4 term hours. Mr. Shilling.

This course is a continuation of 230A. The structure, form, and functions of governments at the various levels or units are discussed. Special emphasis is placed upon the newer phases of governmental activities.

330. Principles of Political Science. 3 term hours. Prerequisite: American Government 230A and 230B, or consent of instructor. Mr. Shilling.

A study of the forms and types of government, associations and unions of states, theories of the functions of government and types of constitutions. Also a critical analysis of the theory and practice of the legislative, executive, and judicial organs of government of the leading countries of the world.

337. Contemporary Economic and Governmental Problems. 3 term hours. Prerequisite: Principles of Economics 220A, B, or Government 230A, B, or consent of instructor. Dr. Weber.

This course deals with the more important current politico-economic problems of the national and state governments. The aim of the course is neither to condemn nor to support the methods used in politico-economic principles involved and the changes being wrought upon our economic and our governmental institutions.
SOCIETY

241A. Principles of Sociology. 4 term hours. Dr. Hightower.
A discussion of the psychological approach to the study of sociology. Some consideration is given to the biological basis of personality and social life. The chief emphasis is upon the social origin and character of human nature and individuality.

241B. Principles of Sociology. 4 term hours. Prerequisite: Society and the Individual 241A. Mr. Kercher.
The group phase of the organic relation between society and the individual is presented in connection with such subjects as the following: primary groups and the ideals which develop in them; the importance of communication in the extension of primary ideals to the more elaborate groupings; systems of idealism such as Democracy and Christianity; the organization and function of social classes; the nature, functions, and dangers of institutions; the importance and control of public will.

341. The Family. 4 term hours. Prerequisite: Principles of Sociology 241A. Dr. Hightower.
A historical study of the institution of marriage, followed by a careful analysis of modern family organization and its social significance. In general, attention will be centered on the normal rather than the definitely pathological family.

342. Criminology. 4 term hours. Prerequisite: Principles of Sociology 241A. Mr. Kercher.
A study of crime as a social problem. Beginning with a survey of the various theories of crime and punishment, past and present, this course leads to an analysis of the various factors involved in criminal conduct; a critical study of the organization and functioning of American police systems and of the American courts; a survey of the problems of penology, including prison types, prison government, prison labor, parole and probation; and finally, a consideration of crime prevention. Visits to institutions may be arranged.

SPEECH

Laura V. Shaw

Anna E. Lindblom
carroll P. Lahman

105A. Fundamentals of Speech. 4 term hours. Mr. Lahman, Miss Lindblom.
The basic course for all work in the department. A study and application of the fundamental principles underlying the use of the voice and the body for effective communication. Credit will be given for this course alone, but it is strongly urged that A and B be taken as a unit.

Note.—This course may be counted toward fulfillment of a minimum requirement in Group I.

105B. Fundamentals of Speech. 4 term hours. Prerequisite: Fundamentals of Speech 105A. Miss Lindblom.
Further study of principles, with additional opportunity for individual practice. Students interested in speech are advised to elect both A and B the first year.

Note.—This course may be counted toward fulfillment of a minimum requirement in Group I.

106. Informal Public Speaking. 4 term hours. Prerequisite: Fundamentals of Speech 105A. B. Mr. Lahman, Miss Lindblom.
Introductory study of the rhetorical principles of public speech and audience psychology. The primary aim is to develop clear thinking, and ease and effectiveness in speaking. Frequent opportunity for platform work is given.
210. **Interpretive Reading.** 4 term hours. Prerequisite: Fundamentals of Speech 105A, B. Miss Shaw.
Analysis and oral interpretation of the more simple types of prose and poetry.

Note.—This course may be counted toward fulfillment of a minimum requirement in Group I.

215. **Acting.** 4 term hours. Prerequisite: Fundamentals of Speech 105A, B, Interpretive Reading 210, or the consent of the instructor. Miss Shaw.
Improvisation and practical stage. Through criticism from the instructor and the class, the student acquires an understanding of the basic principles of the art of acting.

315. **Play Production.** 4 term hours. Prerequisite: Fundamentals of Speech 105A, B, Interpretive Reading 210, Acting 215, and the consent of the instructor. Miss Shaw.
Methods of staging plays, including stage settings, costumes, and makeup. Plays are presented by the class. Each student directs at least one play.

**TRAINING DEPARTMENT**

**DIRECTED TEACHING**

The Campus Training School is open in the summer session from 9:00 A. M. to 12:00 M. Courses in observation and directed teaching are offered.

Directed teaching assignments are reserved for students who have not been in residence during the other terms, and for those who can complete the work for a certificate. Since the number of such opportunities is limited, application should be made to the Director of the Training School well in advance of the summer-session enrollment day.

Pupil enrollment is by application. Children of students attending the summer session are among those accepted, but reservations must be made in advance. The work is designed to furnish profitable experience for the children, rather than to provide opportunity for the making up of grades by those who have failed of promotion.

One room in the Training School, under the guidance of a teacher trained in special education, will be open for children of elementary school age who present problem cases, such as reading or speech difficulties. An opportunity will thus be afforded for interested students to observe skillful remedial work in these fields.

Students enroll for teaching at the Training School office on enrollment day. At this time assignment is made to a definite grade and supervisor.

Critic meetings with the supervisors are held Mondays, Tuesdays, Thursdays, and Fridays, 7:30-8:30 A. M. Meetings with the director are held Wednesdays 7:00-8:00 A. M. All who enroll for teaching must reserve the hours from 8:00 to 12:00.

Students enrolled for directed teaching are advised not to take extra studies the same term.

371, 372. **Directed Teaching.** 4 term hours each. Prerequisite: General Psychology 200, Educational Psychology 250A, B, Principles of Teaching 240 or 251, adequate academic and professional training in the subject or subjects to be taught, and one-fourth as many honor points as term hours of credit earned. Dr. Burge, grade and special supervisors.

These courses include the teaching of classes in the training school, the observation of lessons taught by the supervisors, the study and measurement
of children as individuals and in groups, and meetings with the supervisors of directed teaching and with the Director of the Training School.

Students are urged to become as familiar as possible with the spirit and general workings of the training school.

375. **Theory and Observation.** 4 term hours. Prerequisite: maturity and teaching experience. Dr. Burge, grade and special supervisors.

A course in observation and discussion designed to keep teachers of experience in touch with the best present-day practice. Demonstration rooms are conducted, one each in primary, intermediate, and upper grades. The aim is to present progressive methods of education under modern conditions.
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