Bulletin: Western State Teachers College Catalog 1935-1936 Announcements 1936-1937

Follow this and additional works at: http://scholarworks.wmich.edu/course_catalogs
Part of the Higher Education Commons

WMU ScholarWorks Citation
http://scholarworks.wmich.edu/course_catalogs/172

This Catalog is brought to you for free and open access by the Western Michigan University at ScholarWorks at WMU. It has been accepted for inclusion in Western Michigan University Course Catalogs (1951-2017) by an authorized administrator of ScholarWorks at WMU. For more information, please contact maira.bundza@wmich.edu.
Western State Teachers College
BULLETIN

Vol. 31 Issue of Spring Quarter, 1936 No. 4

CATALOG
1935-1936

ANNOUNCEMENTS
1936-1937

KALAMAZOO, MICHIGAN

Published Quarterly by the Western State Teachers College
Entered as Second Class Matter, Jan. 5, 1905, at the Post Office at Kalamazoo, Michigan, Under Act of August 24, 1912.
THIRTY-SECOND CATALOG
1935-1936

WITH

ANNOUNCEMENTS
FOR 1936-1937

WESTERN STATE TEACHERS COLLEGE
KALAMAZOO, MICHIGAN

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, and remunerative work for men—The Dean of Men.

d) Concerning board, rooms, 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.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions to New Students</td>
<td>2</td>
</tr>
<tr>
<td>Calendar Announcements</td>
<td>4</td>
</tr>
<tr>
<td>Established College Events</td>
<td>5</td>
</tr>
<tr>
<td>Faculty</td>
<td>7-20</td>
</tr>
<tr>
<td>Faculty Council</td>
<td>21</td>
</tr>
<tr>
<td>Faculty Committees</td>
<td>22-23</td>
</tr>
<tr>
<td>General Information</td>
<td>25-46</td>
</tr>
<tr>
<td>Student Activities</td>
<td>46-52</td>
</tr>
<tr>
<td>The Curricula</td>
<td>53-80</td>
</tr>
<tr>
<td>Details of Departmental Courses</td>
<td>81-161</td>
</tr>
<tr>
<td>Index</td>
<td>162</td>
</tr>
</tbody>
</table>
CALENDAR ANNOUNCEMENTS
1936-1937

Summer Session—1936

Monday, June 29 ....................................... Registration of students
Tuesday, June 30 ....................................... Recitations begin
Friday noon, August 7 ................................ Summer session ends

Fall Term—1936

Monday, September 21, to Wednesday, September 23 .................. Freshman Days
Tuesday, September 22 .................................. Registration of freshmen
Wednesday, September 23 ................................ Registration of upper classmen
Thursday, September 24 .................................. Recitations begin
Wednesday noon, November 25, to Monday, November 30 ........ Thanksgiving recess
Wednesday noon, December 16 ................................ Fall term ends

Winter Term—1937

Monday, January 4 ....................................... Registration of students
Tuesday, January 5 ....................................... Recitations begin
Friday noon, March 26 .................................. Winter term ends

Spring Term—1937

Monday, April 5 ......................................... Registration of students
Tuesday, April 6 ......................................... Recitations begin
Friday, June 18 .......................................... Spring term ends
Saturday, June 19 ........................................ Alumni Day
Sunday, June 20 ......................................... Baccalaureate address
Monday noon, June 21 .................................. Commencement

Summer Term—1937

Monday, June 28 ......................................... Registration of students
Tuesday, June 29 ......................................... Recitations begin
Friday noon, August 6 .................................. Summer session ends

Fall Term—1937

Monday, September 20, to Wednesday, September 22 .................. Freshman Days
Tuesday, September 21 .................................. Registration of freshmen
Wednesday, September 22 ................................ Registration of upper classmen
Thursday, September 23 .................................. Recitations begin
Wednesday noon, November 24, to Monday, November 29 .... Thanksgiving recess
Wednesday noon, December 15 ................................ Fall term ends
CALENDAR OF ESTABLISHED COLLEGE EVENTS
1936-1937

Fall 1936

September 25             Faculty Reception to Freshmen
September 26             All College Party
October 3                All College Party
October 17               All College Party
October 24               Homecoming Party
October 30               Women's Masquerade
October 31               All College Party
November 6               All College Party
November 13              All College Party
November 20              Faculty Reception to Seniors
December 3               Men's Dinner
December 5               Sophomore Reception to Freshmen

Winter 1937

January 9                All College Party
January 15               Freshman Party
January 16               All College Party
January 23               All College Party
January 30               J-Hop
February 13              Women's League Formal
February 20              All College Party
March 6                  Rural Progress Day
March 19                 All College Party

Spring 1937

April 10                 All College Party
April 17                 Freshman Reception to Sophomores
April 24                 Junior-Senior Dinner Dance
April 30                 All College Party
May 14                   All College Party
May 17                   Children's May Festival
June 5                   Senior Prom
June 12                  Women's League Breakfast
June 18                  Senior Class Day
June 19                  Alumni Day
June 19                  Alumni Party
June 20                  Baccalaureate
June 21                  Commencement
THE STATE BOARD OF EDUCATION

The Hon. Frank Cody ........................................... President
Mrs. Earl F. Wilson ........................................... Vice President
The Hon. Eugene B. Elliott .................................... Secretary
The Hon. Wynnand Wichers .................................... Member

THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Dr. Eugene B. Elliott

THE OFFICERS OF ADMINISTRATION

Dwight B. Waldo, A. M., LL.D..................................... President
Paul V. Sangreen, Ph.D........................................ Dean of Administration
John C. Hoekje, A. B........................................... Registrar
Bertha S. Davis................................................ Dean of Women
Ray C. Pellett, A. M........................................... Dean of Men
Frank E. Ellsworth, A. M..................................... Director of Training Schools
THE FACULTY

The Department of Agriculture

HOWARD D. CORBUS, M.S.
B.S., Michigan State College; M.S., Cornell University; University of Michigan.

The Department of Art

LYDIA SIEDSCHLAG, A.M.
B.A.E., The Art Institute of Chicago; A.M., Teachers College, Columbia University; Chicago School of Applied Art; Mills College.

SELMIE E. ANDERSON
The Art Institute of Chicago; The University of Chicago; Harvard University; Teachers College, Columbia University; School of Fine and Applied Arts; New York State School of Ceramics; Rudolph Schaeffer School of Art; Berkshire Summer School of Art.

HAZEL I. PADEN, B.S.
B.S., Massachusetts School of Arts; Massachusetts Normal Art School; Boston University; Cornish School of Art; University of Oregon.

*ELAINE L. STEVENSON, B.A.E.
B.A.E., The Art Institute of Chicago; Quint Studio of Pottery; Church School of Art.

LOUISE F. STRUBLE, B.S.
B.S., Western State Teachers College; Chicago School of Applied Art; Michigan State Normal College; Pennsylvania State College; The University of Chicago; The Art Institute of Chicago.

The Department of Biology

LESLIE A. KENoyer, Ph.D.
A.B., Campbell College; A.M., University of Kansas; Ph.D., The University of Chicago; Ph.D., Iowa State College.

LAVERNE ARGABRIGHT, A.M.
Ph.B., The University of Chicago; A.M., Columbia University; University of California.

*HAROLD B. COOK, M.D.
A.B., Cornell College; M.S., Iowa State College; M.D., The University of Chicago; Iowa State Teachers College; University of Iowa.

HENRY N. GODDARD, Ph.D.
Ph.B., Ph.D., University of Michigan; The University of Chicago.

THEODOSIA H. HADLEY, S.M.
B.S., Packer Collegiate Institute; A.B., Vassar College; S.M., The University of Chicago; Cornell University; Teachers College, Columbia University; Sorbonne, Paris; Ecoles Orientales, Paris.

MERRILL R. WISEMAN, M.S.P.H.
A.B., Ohio Northern University; M.S.P.H., University of Michigan; Ohio University; Cornell University.

The Department of Chemistry

WILLIAM MCCrackEN, Ph.D.
A.B., University of Michigan; Ph.D., The University of Chicago; Columbia University.

JAMES W. BOYNTON, A.B.
A.B., Western State Teachers College; University of Michigan.

*Absent on leave 1935-1936.
ROBERT J. ELDridge, S.M.
B.S., Kalamazoo College; S.M., The University of Chicago; California Institute of Technology.

The Department of Commerce

EUGENE D. PENNELL, A.M.
A. B., Western State Teachers College; A.M., University of Michigan; Ferris Institute; University of Minnesota.

EMMA WATSON, B.S.
B.S., Teachers College, Columbia University; Cleary Business College; Michigan State Normal College; Gregg School; University of California.

The Department of Education and Psychology

PAUL V. SANGREN, Ph.D.
A.B., Michigan State Normal College; A.M., Ph.D., University of Michigan; Ferris Institute; Indiana University.

*JANE A. BLACKBURN, A.M.

HOMER L. J. CARTER, A.M.
B.S., Detroit Teachers College; A.M., Ohio State University; Michigan State Normal College.

MANNLEY M. ELLIS, Ph.D.
A.B., A.M., Ph.D., University of Michigan; Michigan State Normal College.

THEODORE S. HENRY, Ph.D.
A.B., Ilinois Wesleyan University; A.M., Ph.D., University of Illinois.

GEORGE H. HILLIARD, Ph.D.
A.B., A.M., Ph.D., University of Iowa; Iowa State Teachers College; Teachers College, Columbia University.

EDNA RICKEY LOTZ, Ph.D.
A.B., B.S., Ohio University; A.M., Ph.D., Ohio State University; Ohio State Bureau of Juvenile Research; Vineland Training School; Syracuse University.

KATHERINE A. MASON, A.M.
B.S., A.M., Teachers College, Columbia University.

RAY C. PELLETT, A.M.
A.B., Huntington College; A.B., A.M., University of Michigan.

EFFIE B. PHILLIPS, A.M.
B.S., University of Minnesota; A.M., Teachers College, Columbia University; St. Paul Normal School; Washington State Normal School.

LAVINA SPINDLER, A.B.
A.B., University of Michigan; Michigan State College; Columbia University.

ROXANA A. STEELE, A.M.
B.S., A.M., Teachers College, Columbia University; Johns Hopkins University; New School of Social Research.

BESS L. STINSON, A.M.
B.S., A.M., George Peabody College for Teachers; University of Colorado.

ELMER H. WILDS, Ed.D.

*Absent on leave 1935-1936.
The Department of English

GEORGE SPRAU, A.M.
A.B., Ohio Northern University; A.B., A.M., Ohio University; A.M., Harvard University.

AMELIA F. BISCOMB, A.B.
A.B., Kalamazoo College; Michigan State College; University of Michigan; The University of Chicago.

WILLIAM R. BROWN, Ph.D.
A.B., University of Texas; A.M., Ph.D., Harvard University.

EDITH M. EICHER, A.M.
A.B., Morningside College; A.M., Columbia University; University of Iowa; The University of Chicago; University of California; Oxford University.

LOUIS FOLEY, A.M.
A.B., Ohio University; A.M., Ohio State University; Université de Dijon; Université de Poitiers; Université de Besançon.

LORENA M. GARY, A.M.
A.B., Western State Teachers College; A.M., University of Michigan; The University of Chicago.

MINNIE D. LOUTZENHISER, A.M.
B.S., Northwestern State Teachers College, Maryville, Missouri; A.M., University of Washington; University of Iowa; Columbia University.

HELEN E. MASTER, A.M.
A.B., A.M., University of Michigan; University College of Wales.

LUCILLE A. NOBBS, A.M.
A.B., Kalamazoo College; A.M., University of Michigan; The University of Chicago; University of Jena.

ELEANOR RAWLINSON, A.B.
A.B., Western State Teachers College; Albion College; The University of Chicago.

HERBERT SLUSSER, A.M.
A.B., A.M., University of Michigan.

CHARLES A. SMITH, A.B.
A.B., Western State Teachers College; University of Michigan.

RUTH G. VANHORN, A.M.
A.B., A.M., University of Michigan; Bread Loaf School of English; Columbia University.

LOUISE J. WALKER, A.M.
A.B., Albion College; A.M., Teachers College, Columbia University; Central State Teachers College.

The Department of Geography and Geology

WILLIAM J. BERRY, S.M.
A.B., Iowa State Teachers College; S.M., The University of Chicago.

LOUISE BOSWELL, S.M.
S.B., S.M., The University of Chicago.

LUCIA C. HARRISON, S.M.
A.B., University of Michigan; S.M., The University of Chicago; The University of Mexico.

MARGUERITE LOGAN, M.S.
A.B., Iowa State Teachers College; M.S., The University of Chicago.

The Department of Handwriting

ETHEL SHIMMEL, A.M.
A.B., Western State Teachers College; A.M., Teachers College, Columbia University; Olivet College; Michigan State Normal College; Cleary Business College.
The Department of Health

ELLIS J. WALKER, Ph.B., R.N.
Ph.B., University of Wisconsin; Augustana Hospital Training School for Nursing; Registered Nurse, Illinois, Wisconsin, Michigan; Columbia University; State Normal School, Oshkosh, Wisconsin.

KATHERINE E. STANKARD, B.S., R.N.
B.S., Columbia University; Mary Miller Hayes School of Nursing; Western Reserve University.

The Department of Home Economics

MARY A. MOORE, B.S.
B.S., Western State Teachers College; Kalamazoo College; Teachers College, Columbia University.

RUTH V. SCHUMACHER, A.M.
B.S., Iowa State College; A.M., Columbia University.

KATHERINE E. STANKARD, B.S., R.N.
B.S., Western Reserve University; Mary Miller Hayes School of Nursing; Columbia University; University of Wisconsin; University of Michigan.

The Department of Languages

ELISABETH T. ZIMMERMAN, A.M.
A.B., University of Michigan; A.M., University of Wisconsin; University of Berlin; University of Heidelberg; American Academy at Rome; University of Leipzig.

HARRY P. GREENWALL, A.M.
B.L., Ohio Wesleyan University; A.B., Western State Teachers College; A.M., Teachers College, Columbia University; University of Berlin; University of Mexico; Peoples College, Denmark.

ADA M. HOEBEKE, A.B.
A.B., The University of Chicago; University of Michigan.

EUNICE E. KRAFT, A.M.
A.B., A.M., University of Michigan; American Academy at Rome; Teachers College, Columbia University; Cornell University.

MAGDALENE F. LAU, A.M.
A.B., A.M., University of Nebraska; University of Freiburg; Ludwig-Maximilian University, Munich; University of Strasbourg; University of Bonn; Middlebury College.

FRANCES E. NOBLE, A.M.
A.B., A.M., Northwestern University; University of Wisconsin; Marquette University; Sorbonne, Paris; Middlebury College.

*MATHILDE STECKELBERG A.M.
A.B., University of Nebraska; A.M., Teachers College, Columbia University; University of Jena; Ludwig-Maximilian University, Munich.

MARION TAMIN, A.M.
Ph.B., The University of Chicago; A.M., Teachers College, Columbia University; Université de Caen; Carthage College.

MYRTLE WINDSOR, A.B.
A.B., University of Michigan; Western Reserve University; The University of Chicago.

The Department of Manual Arts

MARION J. SHERWOOD, A.M.
B.S., A.M., Teachers College, Columbia University; Michigan State College; University of Michigan.

*Absent on leave 1935-1936.
FACULTY

FRED S. HUFF, A. M.
A.B., Western State Teachers College; A.M., University of Michigan.

CHARLES S. NICHOLS, A.M.
A.B., Western State Teachers College; A.M., University of Michigan; University of Wisconsin.

DON O. PULLIN, A.M.
B.S., Detroit Teachers College; A.M., Teachers College, Columbia University.

ELMER C. WEAVER, A.M.
B.S., A.M., Teachers College, Columbia University.

The Department of Mathematics

JOHN P. EVERETT, Ph.D.
A.B., A.M., University of Michigan; M.Pd., Michigan State Normal College; Ph.D., Columbia University.

HUGH M. ACKLEY, A.M.
A.B., A.M., Olivet College; The University of Chicago; University of Minnesota.

GROVER C. BARTOO, A.M.
A.B., A.M., University of Michigan; Genesee Normal School.

HAROLD BLAIR, A.M.
B.S., A.M., University of Michigan; Ferris Institute.

WILLIAM H. CAIN, A.M.
A.B., University of Michigan; A.M., Teachers College, Columbia University; Indiana State Teachers College, Indiana University.

PEARL L. FORD, A.M.
A.B., Western State Teachers College; A.M., University of Michigan.

The Department of Music

HARPER C. MAYBEE, M.Ed.
A.B., Western State Teachers College; M.Mus., University of Michigan; M.Ed., Michigan State Normal College; Teachers College, Columbia University.

GEORGE E. AMOS
Northwestern State Normal School, Oklahoma; Bethany College and Conservatory; Chicago Musical College; Wichita College of Music.

LEOTT C. BRITTON, B.S.
B.S., Western State Teachers College; University of Pennsylvania; Vineland Training School; Columbia University; Northwestern University.

MARY P. DOTY, B.Mus.
B.Mus., University of Michigan; Teachers College, Columbia University.

H. GLENN HENDERSON
Michigan Conservatory of Music; American Conservatory of Music; Chicago Musical College; Student in Paris with Guilmant and Moskowski.

DOROTHEA SAGE SNYDER, A.B.
A.B., Western State Teachers College; Chicago Musical College, Columbia University.

The Department of Physical Education for Men

JUDSON A. HYAMES, A.M.
A.B., Western State Teachers College; A.M., University of Michigan; Michigan State Normal College.

MITCHELL J. GARY, B.S.
B.S., University of Minnesota.

JOHN W. GILL, A.B.
A.B., Western State Teachers College; Detroit Teachers College.
The Department of Physical Education for Women

CRYSTAL WORNER, A.M.
A.B., Michigan State Normal College; A.M., University of Michigan; University of Wisconsin; Teachers College, Columbia University.

MARY BOTTJE, A.M.
A.B., Western State Teachers College; A.M., University of Michigan; University of Wisconsin.

ISABEL CRANE, B.S.
B.S., Battle Creek College; Eau Claire State Teachers College, Wisconsin; University of Wisconsin; Teachers College, Columbia University.

DORIS A. HUSSEY, B.S.
B.S., Western State Teachers College; Sargent School for Physical Education; University of Wisconsin.

ELEANOR M. SONDERN, B.S.
B.S., University of Wisconsin; Purdue University.

MARION A. SPALDING, A.M.
A.B., Western State Teachers College; A.M., Teachers College, Columbia University.

MILDRED STEPHEN, B.S.
B.S., University of Oregon; Battle Creek College.

DOROTHY VESTAL, B.S.
B.S., University of Michigan; Sargent School for Physical Education; Butler College; University of Minnesota; Northwestern University.

The Department of Physics

JOHN E. FOX, A.M.
B.S., The University of Chicago; A.M., University of Pennsylvania; University of Michigan.

WALTER G. MARBURGER, M.S.
A.B., M.S., University of Michigan; Harvard University.

*PAUL ROOD, A.M.
A.B., Albion College; A.M., University of Michigan; California Institute of Technology.

The Department of Rural Education

*WM. MCKINLEY ROBINSON, A.M.
B.S., Hiram College; A.M., Teachers College, Columbia University; Michigan State Normal College; State Teachers College, Bowling Green, Ohio; The University of Chicago.

ERNEST BURNHAM, Ph.D.
Ph.B., A.M., Albion College; Ph.D., Columbia University; University of Wisconsin; Harvard University.

ANNA L. EVANS, A.M.
A.B., University of Michigan; A.M., The University of Chicago; Battle Creek College; Michigan State Normal College; Columbia University.

*Absent on leave 1935-1936.
The Department of Social Sciences

SMITH BURNHAM, L.L.D.
Ph.B., A.M., L.L.D., Albion College; Harvard University; The University of Chicago; University of Pennsylvania.

HOWARD F. BIGELOW, A.M.
A.B., Wesleyan University; A.M., Harvard University; Kalamazoo College; University of Michigan.

*MARGARET E. BURNHAM, A.M.
A.B., A.M., University of Michigan; Teachers College, Columbia University.

GEORGE O. COMFORT, A.M.
A.B., Western State Teachers College; A.M., University of Michigan; University of Wisconsin.

HOWARD L. HOAG, A.M.
A.B., Kalamazoo College; A.M., University of Florida; Northwestern University.

LEONARD C. KERCHER, A.M.
A.B., A.M., University of Michigan; University of London.

JAMES O. KNAUSS, Ph.D.
A.B., Lehigh University; A.M., Harvard University; Ph.D., Cornell University.

*FLOYD W. MOORE, A.M.
A.B., Albion College; A.M., University of Michigan; Northwestern University.

ROBERT R. RUSSEL, Ph.D.
A.B., McPherson College; A.M., University of Kansas; Ph.D., University of Illinois; University of California; London School of Economics.

NANCY E. SCOTT, Ph.D.
A.B., A.M., Indiana University; Ph.D., University of Pennsylvania; Charles University, Prague, Czechoslovakia.

G. EDITH SEEKELL, A.M.
A.B., A.M., University of Michigan; Teachers College, Columbia University; University of Colorado.

D. C. SHILLING, A.M.
Pd.B., Ohio Northern University; A.B., Miami University; A.M., University of Wisconsin.

CHARLES R. STARRING, A.M.
A.B., A.M., Columbia University; University of London; The University of Chicago.

OSCAR S. TRUMBLE, A.M.
A.B., A.M., University of Michigan.

The Department of Speech

LAURA V. SHAW, A.M.
B.S., Ohio Wesleyan University; A.M., University of Michigan; Bread Loaf School of English; Chicago Art Theatre; Middlebury College; School of Speech, Oxford, England; Wharf School of the Theatre, Provincetown, Massachusetts; Tamara Daykarkanova School of Make-Up.

DOROTHY M. ECCLES, A.B.
A.B., Western State Teachers College; Northwestern University.

WALLACE GARNEAU, A.B.
A.B., Western State Teachers College.

CARROLL P. LAHMAN, A.M.
A.B., Oberlin College; A.M., University of Wisconsin; Cornell College; Illinois State Normal University; Northwestern University.

ANNA E. LINDGREN, A.M.
A.B., A.M., Iowa State University; University of Minnesota; School of Speech, Oxford, England.

*Absent on leave 1935-1936.
The Alumni Secretary

CARL R. COOPER, A.M.
A.B., Western State Teachers College; A.M., Teachers College, Columbia University; University of Michigan.

The Campus Training School

FRANK E. ELLSWORTH, A.M. (Director)
A.B., Alma College; A.M., University of Michigan; Michigan State Normal College; Teachers College, Columbia University.

HELEN M. BARTON, A.M.
A.B., Michigan State Normal College; A.M., Teachers College, Columbia University; University of California.

ELSIE L. BENDER, A.M.
B.S., A.M., Iowa State University; Iowa State Teachers College; Drake University; American University, Cairo, Egypt.

ISABEL CRANE, B.S.
B.S., Battle Creek College; Eau Claire State Teachers College, Wisconsin; Teachers College, Columbia University.

MARY P. DOTY, B.Mus.
B.Mus., University of Michigan; Teachers College, Columbia University.

CORA EBBERT, A.M.
A.B., Iowa State Teachers College; A.M., Columbia University; University of Iowa; University of California.

GRACE I. GISCH, A.M.
B.S., Kansas State College; A.M., The University of Chicago; Columbia University.

FLORENCE E. MCLOUTH, A.M.
B.S., Teachers College, Columbia University; A.M. University of Michigan; Michigan State Normal College; University of Pittsburgh; The University of Chicago.

MARY A. MOORE, B.S.
B.S., Western State Teachers College; Kalamazoo College; Teachers College; Columbia University.

DON O. PULLIN, A.M.
B.S., Detroit Teachers College; A.M., Teachers College, Columbia University.

ANNE REIDY, A.M.
A.B., Clarke College; A.M., State University of Iowa; The University of Chicago; Teachers College, Columbia University.

G. EDITH SEEKELL, A.M.
A.B., A.M., University of Michigan; Teachers College, Columbia University; University of Colorado.

CORA WALKER SMITH, A.M.
B.S., State College for Women, Denton, Texas; A.M., Teachers College, Columbia University; University of Texas.

LOUISE S. STEINWAY, A.M.
B.S., A.M., Columbia University; University of Southern California.

BESS L. STINSON, A.M.
B.S., A.M., George Peabody College for Teachers; University of Colorado.

LOUISE F. STRUBLE, B.S.
B.S., Western State Teachers College; Chicago School of Applied Art; Michigan State Normal College; Pennsylvania State College; The University of Chicago; The Art Institute of Chicago.

FRANCES M. THOMPSON, A.M.
B.S., A.M., George Peabody College for Teachers; Teachers College, Columbia University.
MARY C. WILSON, A.M.
A.B., Louisiana Polytechnic Institute; A.M., George Peabody College for
Teachers; Northwestern University; Clark University.

The Hurd One-Teacher Rural Training School

GRACE L. BUTLER, B.S.
B.S., Western State Teachers College; Teachers College, Columbia Uni-
versity.

The Paw Paw Training School

EDSON V. ROOT, A.B., (Acting Superintendent)
A.B., Western State Teachers College; Michigan State Normal College;
Ferris Institute; University of Michigan.

EULAH R. AGREE, A.M.
B.S., University of Kentucky; A.M., Teachers College, Columbia Uni-
versity; Eastern State Teachers College, Kentucky; University of Ten-
nessee.

MAUDE W. ARTHUR, A.M.
M.Pd., Colorado State Teachers College; A.B., Iowa State Teachers
College; A.M., Teachers College, Columbia University.

BESS W. BAKER, A.M.
Ph.B., The University of Chicago; A.M., University of Michigan.

AMELIA BAUCH, A.M.
B.S., A.M., Columbia University; Nebraska State Teachers College; The
University of Chicago; University of California; University of Mont-
tana; University of Michigan.

MILDRED G. CAMPBELL, A.B.
A.B., Western State Teachers College; Columbia University; North-
western University.

MARGARET O. CLARK, A.M.
A.B., Drake University; A.M., Teachers College, Columbia University.

M. LOUISE COOPER, A.M.
B.S., A.M., Columbia University; Indiana State Teachers College.

HARRETT G. DEHAAN, A.B.
A.B., Western State Teachers College.

BRYAN EMMERT, A.M.
Ph.B., A.M., The University of Chicago; Nebraska State Teachers Col-
lege; University of Wisconsin.

LETTIE C. GORDON, A.B.
A.B., Western State Teachers College; Michigan State Normal College;
University of Washington.

FRANK HOUSEHOLDER, A.M.
A.B., Western State Teachers College; A.M., University of Michigan.

*ORIN W. KAYE, A.M.
A.B., Olivet College; A.M., Teachers College, Columbia University;
Michigan State Normal College; University of Michigan; The Un-
iversity of Chicago; Harvard University.

AGNES M. KEEFE, A.M.
A.B., A.M., University of Minnesota; The University of Chicago; Co-
lumbia University; University of Madrid.

JOSEPHINE D. KUITE, A.B.
A.B., Western State Teachers College; Hope College.

CARL V. LINDEMAN, M.S.
B.S., Highland Park College; A.B., Des Moines University; M.S., Iowa
State College of Agriculture and Mechanic Arts; University of Wyom-
ing; Colorado Agriculture College.

*Absent on leave 1935-1936.
LESTER R. LINDQUIST, B.S.E.
B.S.E., University of Michigan; Baker's Business College; Central State Teachers College.

MARVIN N. McDaniel, A.M.
A.B., University of Colorado; A.M., The University of Chicago; Ohio Wesleyan University; Wittenberg College.

ELIZABETH L. McQUIGG, A.M.
B.S., A.M., Teachers College, Columbia University.

ESTHER D. NYLAND, A.M.
A.B., A.M., University of Michigan; University of California.

REYNOLD G. OAS, B.S.
B.S., Michigan State College; Harvard University; University of Michigan.

*ANNA C. ORCUTT, A.M.
A.B., A.M., Western Reserve University; Oberlin College and Conservatory of Music; New England Conservatory of Music; Michigan State Normal College; Terre Haute Teachers College; The University of Chicago.

HELEN I. ROTH, B.S.
B.S., Western State Teachers College; Teachers College, Columbia University.

*ARTHUR E. SECORD, A.M.
A.B., Western State Teachers College; A.M., University of Michigan.

MARY A. SIMMONS, A.M.
B.S., A.M., Columbia University; Michigan State Normal College; Battle Creek College.

MARION A. SPALDING, A.M.
A.B., Western State Teachers College; A.M., Teachers College, Columbia University.

CLELLA STAFF, A.M.
A.B., University of Nebraska; A.M., Teachers College, Columbia University; The University of Chicago; University of Oregon.

EDWIN O. VAUGHN, A.M.
A.B., Michigan State Normal College; A.M., Teachers College, Columbia University; The University of Chicago; Michigan State College.

JEAN VIS, A.M.
A.B., Michigan State Normal College; A.M., University of Michigan.

ETHEL W. WEST, A.M.
A.B., Wittenberg College; A.M., University of Michigan; Northwestern University.

The Portage Consolidated Training School

CLEORA A. SKINNER (Principal)
Western State Teachers College; The University of Chicago.

MARGARET O. CLARK, A.M.
A.B., Drake University; A.M., Teachers College, Columbia University.

LEWIS D. CRAWFORD, A.B.
A.B., Western State Teachers College.

P. J. DUNN, A.M.
B.S., Michigan State College; A.M., University of Michigan; Central State Teachers College.

SIGRID ENGLUND, A.M.
B.S., Kansas State Teachers College; A.M., Teachers College, Columbia University; The University of Chicago; National University, Washington, D. C.; University of Southern California.

ESTHER FLETCHER
National College of Education; Teachers College, Columbia University.

*Absent on leave 1935-1936.
MARIAN I. HALL, Ph.B.
Ph.B., The University of Chicago; Columbia University.

DOROTHEA M. LINDENAU, A.B.
A.B., Indiana University; The University of Chicago; University of Michigan; Teachers College, Columbia University.

*ANNA C. LUBKE, Ph.B.
Ph.B., The University of Chicago; Michigan State Normal College; Teachers College, Columbia University; George Peabody College for Teachers.

ELOISE MCCORKLE, A.M.
B.S., A.M., George Peabody College for Teachers; Galloway College, Arkansas; Florence Normal School, Alabama; Cornell University.

LELA M. McDOwELL, Ph.B.
Ph.B., The University of Chicago; Teachers College, Columbia University.

ANN S. PEARSON, Ph.B.
Ph.B., The University of Chicago; Michigan State Normal College; Columbia University.

ISABEL L. PEIRIN
Western State Teachers College.

LENA RXINGER, A.M.
B.S., George Peabody College for Teachers; A.M., Teachers College, Columbia University; Arkansas State Teachers College.

EMMA L. RICHARDS, B.S.
B.S., University of Minnesota; Northern State Teachers College, Marquette, Michigan; Valley City Teachers College, North Dakota; Milwaukee Teachers College; Teachers College, Columbia University; Ohio State University.

DOROTHEA SAGE SNYDER, A.B.
A.B., Western State Teachers College; Chicago Musical College; Columbia University.

OPAL STAMM, A.M.
A.B., Berea College; A.M., Teachers College, Columbia University.

MILDRED STEPHEN, B.S.
B.S., University of Oregon; Battle Creek College.

CATHERINE D. WILKerson, A.M.
B.S., Central Missouri State Teachers College; A.M., Teachers College, Columbia University; University of Kansas; Missouri Valley College; University of California; William Jewell College, Missouri.

The Richland Township Unit Training School

ERNEST WEBER, A.M. (Principal)
A.B., Western State Teachers College; A.M., Teachers College, Columbia University.

LEOTI C. BRITTON, B.S.
B.S., Western State Teachers College; University of Pennsylvania; Vineland Training School; Columbia University; Northwestern University.

MARGARET O. CLARK, A.M.
A.B., Drake University; A.M., Teachers College, Columbia University.

LOUISE B. CORNISH, A.M.
B.S., A.M., Teachers College, Columbia University; New York State Agricultural College; State Normal School, Cortland, New York; Cornell University.

LYDIA B. COX, A.M.
B.S.E., State University of Arkansas; A.M., George Peabody College for Teachers; University of Iowa.

*Absent on leave 1935-1936.
WILLIAM T. FOSTER, A.M.  
B.S., A.M., George Peabody College for Teachers.

HELEN M. GOULD, A.B.  
A.B., Western State Teachers College.

ROSALINE IVEY, A.M.  
B.S., North Texas State Teachers College; A.M., George Peabody College for Teachers; Georgia State Woman's College; Teachers College, Columbia University.

ERWIN M. JOHNSON, B.S.  
B.S., Western State Teachers College; Michigan State College.

MAE T. MCALEEER  
Western State Teachers College.

LORENA M. PURDY, A.B.  
A.B., Western State Teachers College; Ohio State University.

EULA L. RETHORN, A.M.  
B.S., University of Illinois; A.M., Columbia University; Illinois State Normal University; The University of Chicago.

GRACE RYNBERG, B.S.  
B.S., Columbia University; The University of Chicago.

MARION A. SPALDING, A.M.  
A.B., Western State Teachers College; A.M., Teachers College, Columbia University.

MARGUERITE M. STINSON, A.M.  
A.B., Illinois Wesleyan University; A.M., University of Illinois; Teachers College, Columbia University.

LOUISE F. STRUBLE, B.S.  
B.S., Western State Teachers College; Chicago School of Applied Art; Michigan State Normal College; Pennsylvania State College; The University of Chicago; The Art Institute of Chicago.

ALMA E. WYCKOFF, A.M.  
B.S., Central Missouri State Teachers College; A.M., Teachers College, Columbia University; Teachers College, Emporia, Kansas; The University of Chicago.

The Western State High School

WILLIAM H. CAIN, A.M. (Principal)  
A.B., University of Michigan; A.M., Teachers College, Columbia University; Indiana State Teachers College; Indiana University.

GEORGE E. AMOS  
Northwestern State Normal School, Oklahoma; Bethany College and Conservatory; Chicago Musical College; Wichita College of Music.

GROVER C. BARTOO, A.M.  
A.B., A.M., University of Michigan; Genesee Normal School.

AMELIA F. BISCOMB, A.B.  
A.B., Kalamazoo College; Michigan State College; University of Michigan; The University of Chicago.

MARY BOTTJE, A.M.  
A.B., Western State Teachers College; A.M., University of Michigan; University of Wisconsin.

JAMES W. BOYNTON, A.B.  
A.B., Western State Teachers College; University of Michigan.

LEOTT C. BRITTON, B.S.  
B.S., Western State Teachers College; University of Pennsylvania; Vineland Training School; Columbia University; Northwestern University.

*MARGARET E. BURNHAM, A.M.  
A.B., A.M., University of Michigan; Teachers College, Columbia University.

*Absent on leave 1935-1936.
GEORGE O. COMFORT, A.M.
A.B., Western State Teachers College; A.M., University of Michigan; University of Wisconsin.

HOWARD D. CORBUT, M.S.
B.S., Michigan State College; M.S., Cornell University; University of Michigan.

DOROTHY M. ECCLES, A.B.
A.B., Western State Teachers College; Northwestern University.

JOHN P. EVERETT, Ph.D.
A.B., A.M., University of Michigan; M.Pd., Michigan State Normal College; Ph.D., Columbia University.

PEARL L. FORD, A.M.
A.B., Western State Teachers College; A.M., University of Michigan.

FRANK J. HINDS, A.M.
A.B., Western State Teachers College; A.M., University of Michigan; Northern State Teachers College.

ADA M. HOEBEKE, A.B.
A.B., The University of Chicago; University of Michigan.

FRED S. HUFF, A.M.
A.B., Western State Teachers College; A.M., University of Michigan.

EUNICE E. KRAFT, A.M.
A.B., A.M., University of Michigan; American Academy at Rome; Teachers College, Columbia University; Cornell University.

MAGDALENE F. LAU, A.M.
A.B., A.M., University of Nebraska; University of Freiburg; Ludwig-Maximilian University, Munich; University of Strasbourg; University of Bonn; Middlebury College.

WALTER G. MARBURGER, M.S.
A.B., M.S., University of Michigan; Harvard University.

MARY A. MOORE, B.S.
B.S., Western State Teachers College; Kalamazoo College; Teachers College, Columbia University.

CHARLES S. NICHOLS, A.M.
A.B., Western State Teachers College; A.M., University of Michigan; University of Wisconsin.

FRANK S. NOBLE
Western State Teachers College.

Hazel I. PADEN, B.S.
B.S., Massachusetts School of Art; Massachusetts Normal Art School; Boston University; Cornish School of Art; University of Oregon.

EUGENE D. PENNELL, A.M.
A.B., Western State Teachers College; A.M., University of Michigan; Ferris Institute; University of Minnesota.

DON O. PULLIN, A.M.
B.S., Detroit Teachers College; A.M., Teachers College, Columbia University.

DONNA V. REINCKE
Western State Teachers College; Michigan Business and Normal College, Battle Creek.

MARION J. SHERWOOD, A.M.
B.S., A.M., Teachers College, Columbia University; Michigan State College; University of Michigan.

CHARLES A. SMITH, A.B.
A.B., Western State Teachers College; University of Michigan.

CORA WALKER SMITH, A.M.
B.S., State College for Women, Denton, Texas; A.M., Teachers College, Columbia University; University of Texas.
*J. TOWNER SMITH, B.S.
B.S., Western State Teachers College; University of Michigan.

CHARLES R. STARRING, A.M.
A.B., A.M., Columbia University; University of London; The University of Chicago.

*MATHILDE STECKELBERG, A.M.
A.B., University of Nebraska; A.M., Teachers College, Columbia University; University of Jena; Ludwig-Maximilian University, Munich.

MILDRED STEPHEN, B.S.
B.S., University of Oregon; Battle Creek College.

DOROTHY VESTAL, B.S.
B.S., University of Michigan; Sargent School for Physical Education; Butler College; University of Minnesota; Northwestern University.

LOUISE J. WALKER, A.M.
A.B., Albion College; A.M., Teachers College, Columbia University; Central State Teachers College.

EMMA WATSON, B.S.
B.S., Teachers College, Columbia University; Cleary Business College; Michigan State Normal College; Gregg School; University of California.

ELMER C. WEAVER, A.M.
B.S., A.M., Teachers College, Columbia University.

MYRTLE WINDSOR, A.B.
A.B., University of Michigan; Western Reserve University; The University of Chicago.

MERRILL R. WISEMAN, M.S.P.H.
A.B., Ohio Northern University; M.S.P.H., University of Michigan; Ohio University; Cornell University.

The Library

ANNA L. FRENCH, Librarian
Michigan State Normal College; Drexel Institute School of Library Science.

EDITH E. CLARK, A.B., Periodicals
A.B., Western State Teachers College.

VERA F. GRAHAM, A.M., Reference
A.B., Dakota Wesleyan University; A.M., Northwestern University; B.S. in Library Science, University of Illinois.

MARY A. H. HARVEY, Orders and Accessions
Michigan Female Seminary; Oberlin College.

PHOEBE LUMAREE, A.B., Catalog
A.B., Western State Teachers College; B.S., Simmons College School of Library Science; Lake Forest College.

PAUL L. RANDALL, A.B., Circulation
A.B., Western State Teachers College; B.S. in Library Science, University of Illinois.

CLARA L. STEWART, A.B., Circulation
A.B., Western State Teachers College; Battle Creek Business and Normal School.

*Absent on leave 1935-1936.
THE OFFICES, ETC.

John C. Hoekje ........................................... Registrar
Sara Ackley ................................................ Manager, Co-operative Store
Blanche Draper ........................................... Teachers College Herald
Homer M. Dunham ......................................... Publicity
Eva Falk ..................................................... Entrance Credentials
Margaret Feather .......................................... Clerk, Dean of Men
Alice Haefner ............................................. Recorder
Bernice Hesselink ......................................... Financial Secretary
Edna Hirsch ................................................ Clerk, Main Office
Lloyd Jesson ............................................... Secretary to the President
Eunice Jones ............................................... Clerk, Dean of Women
Eleanor Linden ............................................ Appointment Office
Cornelius McDonald ...................................... Receiving Clerk
Maxine MacDonald ........................................ Clerk, Records Office
Grace Moore ................................................ Manager, Cafeteria
Lucile Sanders ........................................... Clerk, Rural Department
Alice Smith ................................................ Clerk, Records Office
Leah Smith ................................................ Extension Secretary
Mildred K. Smith ......................................... Clerk, High School Office
Carrie Stoeri .............................................. Clerk, Registrar
Ethel Winn ................................................ Clerk, Research Department

THE FACULTY COUNCIL

1. Members elected
   Terms expire May, 1939
   Hugh Ackley, Katherine A. Mason, D. C. Shilling
   Terms expire May, 1938
   Ernest Burnham, Anna Evans, Howard Corbus
   Terms expire May, 1937
   Wm. McKinley Robinson, Charles R. Starring, Louise S. Steinway

2. Members appointed
   Terms expire May, 1937
   Floyd Moore, Laura Shaw, Herbert Slusser

3. Members ex-officio
   President Dwight B. Waldo
   Dean Paul V. Sangren
FACULTY COMMITTEES
Year 1936-1937

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>PERSONNEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adult Education</td>
<td>Hoekje, Cooper, Hilliard, Sangren, Steele.</td>
</tr>
<tr>
<td>2. Assemblies</td>
<td>Starring, Brown, Gill, Hoekje, Shaw, Spindler, and six students named by</td>
</tr>
<tr>
<td></td>
<td>the Student Council.</td>
</tr>
<tr>
<td>3. Athletic Board</td>
<td>Hoekje, Berry, Dunham, Huff, Hyames, and four students ex-officio.</td>
</tr>
<tr>
<td>4. Bulletins</td>
<td>Hoekje, Rawlinson, Sangren, Steele.</td>
</tr>
<tr>
<td>5. Commencement</td>
<td>Brown, Bigelow, Cooper, Hoekje, Maybee, Pellett, Shaw, Worner, Wilds.</td>
</tr>
<tr>
<td>6. Curricula</td>
<td>Steele, Bartoo, Berry, Ellsworth, L. Gary, Hoekje, Robinson, Sangren,</td>
</tr>
<tr>
<td></td>
<td>Sherwood, Shilling, Spindler.</td>
</tr>
<tr>
<td>7. Curricula Advisers</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td>Freshmen</td>
</tr>
<tr>
<td>Art</td>
<td>Siedschlag</td>
</tr>
<tr>
<td>Business Administration</td>
<td>F. Moore</td>
</tr>
<tr>
<td>Commerce</td>
<td>Pennell</td>
</tr>
<tr>
<td>Early Elementary</td>
<td>Blackburn</td>
</tr>
<tr>
<td>General Degree</td>
<td>Berry</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Sherwood</td>
</tr>
<tr>
<td>Junior High School</td>
<td>Sherwood</td>
</tr>
<tr>
<td>Later Elementary</td>
<td>Ellis</td>
</tr>
<tr>
<td>Manual Arts</td>
<td>Hyames</td>
</tr>
<tr>
<td>Manual Arts and Physical Education</td>
<td>Berry</td>
</tr>
<tr>
<td>Music</td>
<td>Hyames</td>
</tr>
<tr>
<td>Pre-Professional</td>
<td>Ellis</td>
</tr>
<tr>
<td>Physical Education—Men</td>
<td>Ellis</td>
</tr>
<tr>
<td>Physical Education—Women</td>
<td>Ellis</td>
</tr>
<tr>
<td>Rural Education</td>
<td>Ellis</td>
</tr>
<tr>
<td>Senior High School</td>
<td>Ellis</td>
</tr>
<tr>
<td>Special Education</td>
<td>Ellis</td>
</tr>
<tr>
<td>Unclassified</td>
<td>Ellis</td>
</tr>
<tr>
<td>8. Curricula Enrollers</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td>Enrollee</td>
</tr>
<tr>
<td>Art</td>
<td>Siedschlag, Anderson, Paden</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Pennell, Watson</td>
</tr>
<tr>
<td>Commerce</td>
<td>M. Moore, Schumacher</td>
</tr>
<tr>
<td>Early Elementary</td>
<td>Sherwood, Huff, Weaver</td>
</tr>
<tr>
<td>General Degree</td>
<td>Sherwood, Read</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Worne, Hussey, Vestal</td>
</tr>
<tr>
<td>Junior High School</td>
<td>Robinson, E. Burnham, Evans</td>
</tr>
<tr>
<td>Later Elementary</td>
<td>Ellis</td>
</tr>
<tr>
<td>Manual Arts</td>
<td>Ellis</td>
</tr>
<tr>
<td>Manual Arts and Physical Education</td>
<td>Ellis</td>
</tr>
<tr>
<td>Music</td>
<td>Ellis</td>
</tr>
<tr>
<td>Physical Education—Men</td>
<td>Ellis</td>
</tr>
<tr>
<td>Physical Education—Women</td>
<td>Ellis</td>
</tr>
<tr>
<td>Pre-Professional</td>
<td>Ellis</td>
</tr>
<tr>
<td>Rural Education</td>
<td>Ellis</td>
</tr>
<tr>
<td>Senior High School</td>
<td>Ellis</td>
</tr>
<tr>
<td>Special Education</td>
<td>Ellis</td>
</tr>
<tr>
<td>Unclassified</td>
<td>Ellis</td>
</tr>
<tr>
<td>COMMITTEE</td>
<td>PERSONNEL</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>10. Faculty Meetings</td>
<td>Ellis, Carter, Ebert, Fox, Householder, Ivey, Kercher, McCorkle, Seekell</td>
</tr>
<tr>
<td>11. Friendship</td>
<td>Cooper, Cain, Englund, Master, M. Moore, Nyland, Rynberg, Weaver</td>
</tr>
<tr>
<td>12. General Advisory</td>
<td>S. Burnham, Ellsworth, McCracken, Spindler</td>
</tr>
<tr>
<td>13. Health</td>
<td>Maher, Cook, Davis, Ellsworth, Pellett, Stankard, E. Walker, Worner</td>
</tr>
<tr>
<td>14. Placement</td>
<td>Ellsworth, Brown, Cooper, Davis, Fox, Harrison, Hilliard, Hyames, Pellett, Robinson, Spindler, Steckelberg</td>
</tr>
<tr>
<td>15. Radio Education</td>
<td>Marburger, Bigelow, Bottje, Kraft, Maybee, Robinson, Sanders, Steinway, Stevenson</td>
</tr>
<tr>
<td>16. Scholarship and Extra Studies</td>
<td>Hoekje, Carter, Davis, Kraft, Pellett, Spindler</td>
</tr>
<tr>
<td>18. Student Activities</td>
<td>Ackley, Davis, Dunham, Eicher, Hoekje, Hyames, Knouse, Noble, Pellett, Shaw, Sondern, Starring</td>
</tr>
<tr>
<td>19. Student Loan Fund</td>
<td>Hoekje, Davis, Pellett, Spindler</td>
</tr>
<tr>
<td>20. Student Personnel</td>
<td>Sangren, Carter, Davis, Ellsworth, Hoekje, Kercher, Pellett, Spindler, Steele, E. Walker, Zimmerman, and the President of the Faculty Council</td>
</tr>
</tbody>
</table>

Note.—In each case the person whose name appears first is the chairman of the committee.
GENERAL INFORMATION

PURPOSE

The purpose of Western State Teachers College, as stated in the act establishing it, is to prepare teachers for the public schools. When this purpose, held in common by all the teacher-training institutions of the state, is fully realized, every child in Michigan will be taught by a teacher of vigorous health, high mentality, broad and thorough scholarship, high professional spirit, genuine skill in the art of teaching, culture in the amenities of life, winning personality, and sound character.

The college seeks to attract young men and young women in whom these high qualities are potential. By encouraging the formation of habits which make for good health and by promoting the development of sound bodies through physical education, the college aims to send into the profession teachers physically fit for their task. Courses of study are planned with the purpose of developing an appreciation of thorough scholarship, by introducing students to the best in thought and life and, at the same time, giving as thorough knowledge of the various branches of study as possible in the time devoted to the work. A high professional spirit is fostered through instruction in the principles underlying the teaching process and through the provision of ample opportunity for prospective teachers to become acquainted with children, to observe them in the classroom, and to teach them under supervision in the varied system of training schools connected with the college. Opportunity for the development of initiative, self-reliance, and community spirit is found in voluntary participation, according to the interests of the students, in a wide range of extra-curricular activities. A sane, wholesome social life is encouraged through membership in clubs and attendance at social functions of the college. In all these ways the college aims to develop in its students the essential qualities of the teacher and, as a consequence, to do its part in giving the State of Michigan a body of teachers thoroughly trained for every phase of their work. In a word, Western State Teachers College is progressive in educational policy and practice; it fosters a wholesome spirit of democracy; by every means at its command it seeks to keep constantly before its teachers and students the idea that character and service are the highest aims of education and the noblest ideals of life.

HISTORICAL SKETCH

Western State Teachers College was established by an act of the Legislature of 1903. The first school year was begun in June, 1904, under the presidency of Dwight B. Waldo. Rented quarters in the city High School and in the Kalamazoo College building housed the school for a year and two summer terms. In 1905 the Administration Building was completed, and in 1907 a gymnasium, the two buildings being connected by an intervening section of classrooms. The modern Training School Building was ready for occupancy in 1909, the Science Building in 1914, the Manual Arts Building in 1921, the $270,000 Library in 1924, and the $260,000 Men's Gymnasium in 1925. The barracks, erected for the S. A. T. C. in 1918, have been used as a classroom building since 1923, and two temporary buildings were added in 1928.

Successive land purchases have increased the original campus of 20 acres to one of 70 acres.

In the first academic year, 1904-1905, 116 students were enrolled. Ten full-time and three part-time instructors composed the faculty. In the year 1934-1935 there were 2,528 different students enrolled, and the faculty, including the teaching staffs of the affiliated training schools, totalled 185 persons.
Graduation from an approved high school has always been a prerequisite to admission.

In 1926 the curricula in art, music, commerce, manual arts, home economics, and physical education were lengthened to three years. The conferring of the degree of Bachelor of Arts upon the completion of a four-year curriculum was authorized in 1917. A curriculum for the degree of Bachelor of Science was formulated in 1925.

Since June 20, 1932, all life-certificate curricula involve four years of training.

The increase in enrollment has made necessary larger training-school facilities; these have been secured by affiliation with the Paw Paw village district, the Richland Township district, the Portage rural-agricultural district, and Rural District No. 9.

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.

SUMMARY OF ENROLLMENT, July 1, 1934—June 30, 1935

(Students of collegiate rank only.)

A. Summer session, 1934 ...................................................... 1,075
B. Total: fall 1934, winter and spring, 1935 ......................... 1,619
C. Grand total ............................................................... 2,694
Names appearing twice ...................................................... 166

D. Total number of different students ................................ 2,528

BUILDINGS AND MATERIAL EQUIPMENT

Nine 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 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 40,000 volumes, arranged according to the decimal classification and indexed by a card catalog of the dictionary type. There are 60 complete files of periodicals; 262 periodicals and 12 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 80,000 volumes.)

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.

4. The Manual 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 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.

5. The Men's Gymnasium was erected in 1925. Its size and equipment make possible adequate training of varsity basketball 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.

6. 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 will be found many of the current chemical journals, together with a large number of works of authoritative chemists.)

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. (The 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 helioptic 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, and 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. An experimental radio receiver and transmitter are maintained for the study of radio problems. In these laboratories the student has ample opportunity to become familiar with the manipulation and operation of modern high-grade apparatus.

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

8. 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 110x68 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.

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 practice 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 busses.

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 practice teaching, and a basement community room with 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, a fifteen-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 practice-teaching facilities of the Teachers College into this type of situation.

The Richland Township Unit School, a twelve-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.

CREDENTIALS SHOULD BE SENT IN ADVANCE

All students desiring admission to the college are urged to submit their problems of eligibility for entrance to the registrar, who will act upon each case individually.

High-school credits should be sent to the registrar in advance, that there may be no delay when the student presents himself for registration and enrollment. A student who has not filed a copy of his high-school credits in advance should present it at the time of registration.

A prospective student should confer with his high-school principal regarding the filling out of an "Application for Admission" blank.

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.
Entrance Tests

Standard intelligence and achievement tests are required of each student upon entrance. This applies not only to freshmen but to upper classmen as well. The results of these tests are not used as a part of the entrance qualifications, but are of service in advising students regarding their scholastic work. Credits will be withheld from students for whom there is no record of such entrance tests taken at this institution.

ENTRANCE REQUIREMENTS

THE NEW REQUIREMENTS FOR ADMISSION

Plan No. 1

Adopted by the State Board of Education, December 21, 1934
(Effective immediately)

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.

I. 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.

I. English.

A major sequence of three or more units.

II. 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.

III. 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 list:

- Advanced algebra ½ unit, solid geometry ½ unit, trigonometry ½ unit, physics 1 unit.

IV. Science.

Any two units selected from the following list constitute a minor sequence and any three or more units constitute a major sequence.

- Physics 1 unit
- Chemistry 1 unit
- Botany 1 unit

Zoology 1 unit
- Biology (botany ½ unit and zoology ½ unit) 1 unit

If biology is counted in these sequences neither botany nor zoology may be counted.
V. Social studies.

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

- Ancient history: 1 unit
- European history: 1, 1 1/2, or 2 units
- American history: 1/2 or 1 unit
- American government: 1/2 unit
- Economics: 1/2 unit

Note.—1. Physics may not be counted in both Group C and Group D.
2. English history may be included under European history.
3. Half units in the social studies are acceptable as part of a sequence only if taken in the 11th or 12th grade.

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 descriptions.

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.

4. Date of Becoming Effective

The new entrance requirements shall become exclusively effective in September, 1937, but until that date applicants have the option of entering under the present requirements (Plan No. 2) or the new requirements (Plan No. 1).

THE OLD REQUIREMENTS FOR ADMISSION

Plan No. 2

1. Admission on Certificate

(Effective September, 1928)

A graduate of a four-year high school, accredited by the University of Michigan, may be admitted to Western State Teachers College, provided that he is recommended by the principal of the high school and that he submits credits as follows:
I. Prescribed units.3
Algebra .................................................. 1
English ................................................... 3
Foreign language* .................................... 2
History .................................................... 1
Laboratory science (physics, chemistry, botany, or zoology) ........................................ 1
Plane geometry ........................................... 1

II. Additional units from List A ........................................ 3

III. Additional units from List A or B .................................. 3

List A

Algebra, 1, 1½ or 2 units
Botany, ½ or 1 unit
Chemistry, 1 unit
Economics, ½ unit
English, 3 or 4 units
French, 2, 3, or 4 units
Geology, ½ unit
Geometry, 1 or 1½ units
German, 2, 3, or 4 units
Greek, 2 or 3 units

List B

History, 1, 2, or 3 units
Latin, 2, 3, or 4 units
Physics, 1 unit
Physiography, ½ or 1 unit
Physiology, ½ unit
Spanish, 2, 3, or 4 units
Trigonometry, ½ unit
Zoology, ½ or 1 unit

List B comprises any secondary school subjects not included in List A, which are counted toward graduation by the accredited school.

Note. 1. It is expected that the principal will recommend not all graduates, but only those whose character, scholarship interests and attainments, seriousness of purpose, and intellectual promise are so clearly superior that the school is willing to stand sponsor for their success. The grade required for recommendation should be distinctly higher than that for graduation.

2. A unit is defined as a course covering an academic year and including in the aggregate not less than the equivalent of one hundred twenty sixty-minute hours of classroom work. Two or three hours of laboratory, drawing, or shop work are counted as equivalent to one of recitation.

3. The units of foreign language must be presented by all candidates for a degree. If not pursued in the high school, this work may be made up in the college, but without college credit. Students having had no foreign language in high school must present two other units selected from List A.

4. In order that a half unit of science may be accepted, it must be supplemented by a second half unit of science. For this purpose the only groupings permitted are the following:
   (a) Botany and zoology.
   (b) Zoology (or botany) and physiology.
   (c) Physiography and geology.
   (d) Physiography and physiology.

2. Provisional Admission

An applicant for admission who presents fifteen acceptable entrance units from Lists A and B as specified above, and who, while presenting twelve units from List A, is deficient in not more than two of the prescribed units, may be admitted provisionally; but these deficiencies must be made up during the first year of residence, except that deficiencies in foreign language may be made up at any time before receiving the bachelor's degree.
3. Admission by Examination

Students may also be admitted by examination in fifteen units of work, all of which must be chosen from List A. Arrangements for these examinations should be made with the registrar at least one month in advance of the date on which the student desires to enter the college.

FRESHMAN DAYS, 1936
(Monday, September 21, to Wednesday, September 23)

A few days in advance of registration day, all entering freshmen assemble at Western State Teachers College, in order that they may become familiar with their new environment and with their duties, responsibilities, and opportunities before the regular work of the college year begins. Entering upon a college course is an event of large significance in the life of an individual, and the success of the new venture may depend upon a right beginning.

During these Freshman Days, lectures are given on how to study, how to use the library, healthful living, college traditions, scholastic ideals, and regulations. The requirements of the several curricula offered are explained, and provision is made for consultation with a member of the faculty relative to the one best adapted to the interest and ability of the individual student. The opportunities for participation in extra-curricular activities are announced. Under the guidance of conductors, various buildings on the campus are visited. Through a diversity of social functions, acquaintances are made, friendships begun, and a sense of class unity developed.

Because Freshman Days have proved to be of such great value to students beginning their collegiate work, every member of the incoming class is required to be present at all the scheduled exercises. The custom of making attendance compulsory is becoming general in standard colleges.

REGISTRATION, CREDITS, ETC.

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 25 cents.

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.

CREDIT RELATIONS WITH OTHER COLLEGES AND UNIVERSITIES

Graduates receiving the five-year certificate usually are granted junior standing in colleges and universities and are able to fulfill the requirements for a degree by an additional two years of work. Senior standing usually is granted to graduates receiving a life certificate. A student who desires to
earn a life certificate in the college and then complete the work for a degree in some 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.

GENERAL INSTRUCTIONS FOR ENROLLMENT

Before the beginning of each term the registrar prepares a special form, giving full information for enrollment. A copy of this form may be obtained at the information table.

CLASSIFICATION OF STUDENTS
(Effective January 1, 1932)

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

First Year—Students credited with 0—45 term hours inclusive.
Second Year—Students credited with 45—90 term hours inclusive.
Third Year—Students credited with 90—138 term hours inclusive.
Fourth Year—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

CLASS LOAD

Sixteen term hours of work in addition to physical education is the standard student class load. As all courses do not carry the same number of term hours of credit, the load may vary from fifteen to eighteen term hours.

EXTRA STUDIES

No student may enroll for more than eighteen term hours of work 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 in 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.

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."
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 become 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.

**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. (Normally a student in a three-year curriculum carries 36 subjects. He should earn at least 36 honor points. If he should fail in one subject, he would need to earn 37 honor points; if he should fail in three subjects, he would need to earn 39 honor points.)

**SIGNIFICANCE OF COURSE NUMBERS**

Unless otherwise noted subjects numbered

1-99 inclusive are reserved for high-school students.

100-199 inclusive are intended for freshmen.

200-299 inclusive are open only to students above the rank of freshmen.

300-399 inclusive are open only to juniors and seniors.

400-499 inclusive are open only to seniors.

The various consecutive terms in a given year subject are designated by the letters A, B, and C.

Numbers of courses available through extension have $Cl$ added to indicate class work and $Co$ to indicate correspondence work.

**CREDIT IN TERM HOURS**

The unit of credit is the term hour; the number of term hours credit given for a course generally indicates the number of class periods a week. Classes which meet one hour a week for one regular term will be given 1 term hour of credit.

Classes which meet two hours a week for one regular term will be given 2 term hours of credit.

Classes which meet three hours a week for one regular term will be given 3 term hours of credit.

Classes which meet four hours a week for one regular term will be given 4 term hours of credit.

A minimum of 144 term hours of credit is required for a Life Certificate in a three-year curriculum, 56 term hours of credit for the Three-Year Certificate, and 192 term hours of credit for the A.B. or the B.S. degree.
Students who carry successfully four regular subjects which meet four
times a week for a term will receive 16 term hours of credit.
Eight term hours (one-half of a full term's credit) is usually the maximum
credit for any student during the summer session. Classes which meet one
hour daily during the summer session ordinarily earn 2 term hours of credit
while those reciting two hours each day earn 4 term hours of credit.
No credit will be given for a course for which the student is not officially
registered.

WITHDRAWAL FROM COURSES

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.

HIGH SCHOLARSHIP LIST

To have his name placed on the High Scholarship List for the term a fresh-
man must have earned at least 10\(\frac{1}{2}\) honor points; and an upper classman, at
least 10\(\frac{1}{2}\) honor points. No grade below B may be counted. Not more than
five term hours of B credit may be counted. Grades for non-credit courses
(library methods, physical education, etc.) are not to be considered.

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

1. A maximum of four term hours of academic credit annually is
given for one year's regular participation in each of the following activ-
ities: Band, Debate, Glee Club, and Orchestra.
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 twenty-four term hours of aca-
demic credit is allowed for participation in the four activities noted.
4. Participation in Band may be substituted for physical-education
credit. In such cases a maximum of two physical-education exemptions
will be given for the first year of membership in the Band, and a max-
imum of three physical-education exemptions for membership during a
succeeding year.

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.
Applications for degrees and certificates must be filed with the registrar
early in 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.
   The Degree of Bachelor of Science.
3. The Five-Year Certificate, valid for five years in the Public Schools
   of Michigan (See Note 1, p. 37.)

ACADEMIC AND RESIDENT REQUIREMENTS

1. "For the Bachelor's Degree the candidate shall—
   a. present credits satisfying a prescribed curriculum and aggregating
      192 term hours or four years;
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 life certificate. (In certain cases this requirement may be waived.)

2. "For the Life Certificate the candidate shall—
   a. present credits satisfying a prescribed curriculum and aggregating 192 term hours or four years;
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."

IMPORTANT NOTICE
(By action of the State Board of Education in November, 1931)

"After June 20, 1932, no entrant to (any State Teachers College) can earn credits to apply on any life certificate curriculum requiring less than 192 term hours, provided, however, that students who enter by transfer, presenting at least 8 term hours of acceptable resident credit earned before June 20, 1932, will be allowed to complete a three-year life certificate course, if the work shall be accomplished before September 1, 1936. Provided further, that after September 1, 1936, no person shall be eligible for a life certificate on any curriculum requiring less than 192 term hours (4 years).

3. "For the Five Year Certificate (See Note 1) the candidate shall—
   a. present credits satisfying a prescribed curriculum and aggregating 96 term hours or two years;
b. have satisfactorily completed in residence at this institution at least 32 term hours; (See Note 2)
c. have been in residence at this institution the term immediately preceding graduation."

"Note 1. The Five Year Certificate may be extended for one period of three years provided the holder shall
   (a) make application to the college for such extension before the expiration of the certificate;
   (b) submit satisfactory evidence that he has taught successfully during the life of the certificate for not less than three years;
   (c) submit evidence that he has during the life of the certificate completed work aggregating not less than 16 term hours of acceptable credit.

"Note 2. (a) If the candidate for the Five Year Certificate shall have entered from a Michigan State Teachers College or from the Detroit Teachers College with at least 16 term hours of acceptable resident credit there earned, 16 term hours shall satisfy the resident requirement at this institution.
   (b) If the candidate for the Five Year Certificate shall have entered as a graduate from a Michigan County Normal School, he shall complete in residence at this institution 48 term hours.

"Note 3. 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—
   1. For the Life Certificate, 40 term hours;
   2. For the Five Year Certificate, 40 term hours."
CREDITS ORDINARILY ACCEPTED FROM COUNTY NORMAL

Introductory Psychology ................................................. 4 term hours
Practice Teaching ..................................................... 4 " "
Teachers' Art ........................................................... 4 " "
Music ......................................................................... 4 " "
Arithmetic ................................................................. 4 " "
Agriculture ................................................................. 4 " "
Psychology of Reading .................................................. 4 " "
Grammar (English elective) ............................................. 4 " "
U. S. History ............................................................. 4 " "
Geography (elective) ..................................................... 4 " "

40 term hours

"Note 4. Not more than one-fourth of the number of hours necessary for any certificate or degree may be taken in extension or by correspondence. Such credit, however, cannot be applied to modify the minimum or final resident requirements."

EXPENSES

Tuition Fees

For residents of Michigan, $10.00 for each regular term of twelve weeks and $6.00 for the summer session of six weeks.

*For non-residents of Michigan, $20.00 for each regular term of twelve weeks and $10.00 for the summer session of six weeks.

Tuition will be pro-rated, if fewer than three subjects are taken. Full tuition is charged for three or more subjects. "In determining the number of subjects, physical education and handwriting are to be counted as full subjects. It is understood that 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 rural education work may attend Western State Teachers College for one year without paying tuition fees, because counties having county normals provide for one year of free tuition and because, by law, counties having state teachers colleges may not have county normals.

Miscellaneous Fees

A fee of $8.75 is collected each term for the support of student activities, health service, library purposes, and subscription to the Teachers College Herald.

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

Graduation Fees

Five-Year Certificate Curriculum ........................................... $ 2.00
Life 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 will be charged an additional fee of $2.00.
EXPENSES

Refund

No refund of fees will be made after the first week of a term.

ESTIMATE OF EXPENSES

An estimate of the expenses for one term may be formed from the following table:

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room (one-half the rent of a double room)</td>
<td>$24.00 to $36.00</td>
</tr>
<tr>
<td>Board</td>
<td>54.00 to 72.00</td>
</tr>
<tr>
<td>Laundry</td>
<td>0.00 to 10.00</td>
</tr>
<tr>
<td>Textbooks and supplies</td>
<td>15.00 to 25.00</td>
</tr>
<tr>
<td>Incidents</td>
<td>15.00 to 25.00</td>
</tr>
<tr>
<td>Tuition and fees (approximately)</td>
<td>17.75 to 20.00</td>
</tr>
</tbody>
</table>

Total for one term (12 weeks)  $125.75 to $188.00

THE CAFETERIA

The college maintains a cafeteria in the basement of the Training School building. Breakfasts, lunches, and dinners are served. The aim is to provide wholesome food at a low cost to the students.

*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 Western State Teachers 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 the legal guardian.

The residence of wives shall follow that of the husband.

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 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.

THE 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. Service is the keynote of the store, and every effort is made to keep an adequate stock of all supplies needed by students for class work.

GRADUATE SCHOLARSHIPS AND FELLOWSHIPS

Every capable student who is looking forward to administrative, supervisory, or other special types of educational work should be aware of the fact that graduate study is essential for adequate preparation. Western State Teachers College not only encourages its best students to continue in graduate work but also recommends outstanding students for graduate scholarships and fellowships in the leading universities of the country. Although it is not possible to promise every applicant that he will be able to secure such a fellowship or scholarship, it is true that a student who has made an excellent record and shows promise of an exceptional educational future will have the support of the institution in attempting to secure such assistance. In this connection the particular interests of the student need not be confined to the field of education alone, but may concern any field of academic or voca-
tional study in which he has had ample opportunity to demonstrate his ability in undergraduate work.

The Graduate School of the University of Michigan grants to one of our graduates each year a fellowship carrying a stipend of $450. The student receiving this fellowship is recommended by Western State Teachers College as having met the qualifications described in the previous paragraph. Graduate fellowships and scholarships are available at many other leading universities; applicants for scholarships recommended by Western State Teachers College will receive consideration by the Scholarship Councils of such universities. Interested students should confer with the Committee on Scholarship.

In the year 1934-1935 John Nolton was granted a fellowship in the Graduate School of the University of Michigan.

SCHOLARSHIP AND MEMORIAL FUNDS

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 Student Loan Fund Committee.

The Debate Scholarship and Loan Fund. In the fall of 1920, the four debating organizations on the campus, the Senate, the Academy, the Forum, 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 to honor 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 the Student Loan Fund Committee. Loans are made to students whose major interest is 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.

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. Interest rate of five per cent is charged and notes are given 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

The college has a list of approved rooming houses on file in the offices of the deans. Students may not live in houses that are not on this list without special permission from the deans.

Students are expected to stay the full college year in the rooms first engaged, changes being made only with the approval of the deans.

The cost of room and board varies. The cost of single rooms is from $2.00 to $3.00 per week. The cost of double rooms is from $2.00 to $3.00 per week for each person. The cost of board is from $4.00 to $5.50 per week.

Terms vary in length and students should pay for the actual number of weeks in the term. One-half rent is to be paid for the Christmas and spring vacations, unless the room is being vacated.

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

If a student is allowed to move during the year, two weeks' notice will ordinarily be given the matron.

REMUNERATIVE OCCUPATION

Kalamazoo offers some opportunities for students who wish to support themselves in part during residence at 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.

Upon entrance a student should have available sufficient funds to finance himself for at least one term.

RURAL EDUCATION

Public opinion is asking equal minimum standards of academic and professional preparation for all beginning public-school teachers. A state-wide requirement of at least two years of preparation in addition to high-school graduation should be anticipated by all beginning teachers in Michigan.

Since its establishment, Western State Teachers College has made provision for the special differentiation considered essential for the preparation of teachers for one-teacher, consolidated, and village schools. Curricula leading to a life certificate and a degree are offered, as well as those requiring less than four years of college work. Students preparing for positions in rural high schools are given the privilege of selecting courses from a number of fields, in view of the diversity of subjects they may be expected to teach. Arrangements are also made for rural students who desire to specialize in agriculture or in agriculture and manual arts.

Courses adapted to the needs of those preparing for positions as rural-school administrators—county commissioners, principals, and superintendents—county normal principals and critics, and supervisors and helping teachers, are offered each term.

Two consolidated schools and a one-teacher school provide practice-teaching facilities for students enrolled in the rural department. 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 the promotion of knowledge about and interest in rural education, both within and without the college, are functions of the Department of Rural Education.

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.

OPPORTUNITIES IN AGRICULTURAL HIGH SCHOOLS

To meet the growing demand for combination superintendents and agricultural instructors and combination principals and agricultural instructors, who later will complete their degree work and receive Smith Hughes vocational agricultural teaching certificates from Michigan State College, related courses have been organized. Elementary college courses in agriculture have been supplemented with related courses in other departments. These will be of great assistance to teachers in smaller high schools where a number of subjects must be taught.

Special attention is being given to the content of other courses, so that they will meet the requirements of rural or small-town high-school teachers. Selections are possible so that credits earned in Western State Teachers College may be transferred to Michigan State College and still give a maximum amount of training to teachers in the subjects they may be asked to teach.

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-one classes are now associated in the organization, with a total membership of more than 13,000. 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 in use 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.

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. These 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.

**PLACEMENT BUREAU**

The Placement Bureau aids graduating students of the 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 record of students in class work, practice 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 practice 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. Each year a number of former graduates are placed in more responsible positions, in county normal work, 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.

**ART COLLECTION**

Through the courtesy of the family of the late Honorable Albert M. Todd an interesting collection of pictures and fine porcelains, gathered through many years by Mr. Todd, is on display in the Library Building. From time to time some of the rare books from 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 relating to measurement and research activities; it carries on statistical work necessary to answer questions concerning 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 teachers, to demonstrate the methods of testing, and actually to conduct mental-educational surveys.

The Bureau plans to be particularly helpful and valuable to graduates of the college and to school people of the state, and will gladly participate in the solution of any school problems as far as its resources and personnel permit.

EXTENSION DEPARTMENT

Through the agency of a well organized extension department, teachers in service have large opportunities to secure credits toward a certificate or a degree. Extension courses are designed to meet the needs of those whose circumstances do not permit attendance at a college.

Extension courses are open to:
- High-school graduates, with or without experience, who wish to earn credits to apply toward certificates or degrees.
- High-school graduates who wish to take work purely for personal pleasure and profit with or without credit.
- Mature persons who wish to pursue work for pleasure and profit with or without credit.

All instruction in extension courses is given by members of the regular faculty of Western State Teachers College. The work takes two forms:
- Class work at a strategic center within range of the college, which the instructor visits at frequent intervals (usually every week). Many classes meet on Saturday.
- Correspondence courses. Students who choose this type of work are directed in their study through outlines and personal letters from members of the faculty.

All subjects offered students in extension work, both in class and by correspondence, are equivalent to corresponding subjects in residence, are presented to students in definite assignments, and count regularly 4 term hours each toward a certificate or a degree.

Class courses begin regularly each year about the middle of October and the first of February. Correspondence courses may be begun at any time when the college is in session. Correspondence students are expected to complete a course within eighteen weeks, though a time extension to twenty-four weeks may be arranged for in exceptional cases. Work not completed in twenty-four weeks is considered dropped.

In all cases application for entrance to courses must be made to the Extension Department on special forms furnished by the department. This may be done by letter or through a representative of the college authorized by the department. Correspondence students must enroll with the Extension Department direct.

Fees for extension courses are as follows:
- Class tuition, per unit of credit .................. $12.50
- On-campus class tuition, per unit of credit ........... 15.00
- Correspondence tuition, per unit of credit ........... 12.50
Not more than one-fourth of the number of hours necessary for any certificate or degree may be taken in extension classes or by correspondence. Such credit cannot be applied to modify the minimum or final resident requirements.

The Extension Department can be of service to one who wishes to secure a certificate or to earn credits applicable toward a degree. Interested persons who do not find answers to their questions here are requested to communicate with the Extension Director.

The following information is of special interest to Extension Students:

a. No one should be enrolled for extension work with Western State Teachers College, if he is carrying work of any nature with another educational institution.

b. No one should be enrolled for extension work, if he also is carrying resident work at Western.

c. No one should be enrolled for extension class work and correspondence work simultaneously.

d. No one should be enrolled for more than two extension courses during a given term.

e. On-campus class enrollment carries resident credit.

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 student. This cooperative effort:

1. Provides medical conferences for those who need this service.

2. Arranges for thorough dental examinations.

3. Maintains a health service, on the campus, for the care of emergencies.

4. Provides a consultatory service for student problems.

5. Schedules skin clinics for the benefit of those who have skin disorders.

6. Cooperates in making hospitalization arrangements at a specially understood student fee.

The health service fee of fifty cents per term, paid upon enrollment, entitles the student to these services.

THE HERALD

Teachers College Herald, the official weekly publication of the college, is issued each Wednesday while college is in session. It chronicles the important activities of the college. From time to time, throughout the year, special numbers are issued. These are devoted to art, music, manual arts, home economics, athletics, co-educational activities of a special nature, and other particular college interests. Every student and faculty member is entitled to a copy weekly. The alumni give the paper cordial support.

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 interests 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.

**KLEINSTUECK WILD LIFE PRESERVE**

In 1922, the late Mrs. Caroline G. Kleinstueck deeded to the State Board of Education nearly fifty acres of woodland and grassland about a 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. Nine thousand trees were planted one Arbor Day, and other groups of trees are planted each year. The Nature Study classes raise pheasants to plant in the preserve; and they have made several nature trails to increase the pleasure of the public who may enjoy walking through the preserve.

**STUDENT ACTIVITIES AND ORGANIZATIONS**

**ACADEMY**

The Academy is among the older organizations for women on the campus. Its aim is to create friendship, foster fellowship, inspire loyalty to its Alma Mater, instill high ideals and standards of character within its members, and to promote an appreciative interest in fine arts. High scholastic standards and leadership are qualifications for election to Academy.

**AGRICULTURE CLUB**

This club is open to those directly interested in problems connected with agriculture. Occasional social meetings are held.

**ARTS AND CRAFTS CLUB**

The Arts and Crafts Club affords its members an opportunity to engage in art activities not provided for in the curriculum. It was founded because many students wanted experience in etching, modeling, or handicraft and needed the encouragement and stimulation which come from working with others. The club also provides lectures, demonstrations, and museum excursions. Membership is obtained by submitting meritorious work.

**ASSEMBLY**

Students and members of the faculty meet every Tuesday morning at nine o'clock. The exercises are in charge of a special committee and usually consist of lectures, musical numbers, and other types of entertainment of general interest to the student body.

**CLASSICAL CLUB**

The Classical Club holds monthly meetings. The active members are students in the Latin department; other students, particularly those specializing in art, English, or history, are cordially welcomed as associate members.

An opportunity is offered for extending acquaintance with classical subjects, such as the private institutions of the Greeks and the Romans, their religion, art, theatre, and the topography and monuments of Athens and Rome. The programs consist of games, singing, illustrated talks, and the presentation of simple plays.

**COMMERCE CLUB**

This club is open to students interested in commerce and business administration. The club has for its purpose the promotion of acquaintance and
STUDENT ACTIVITIES

fellowship among the students of these departments and also the consideration of practical current business questions. The programs consist of talks by business men, expert demonstrations of labor-saving machines for the office, reviews of books pertaining to business subjects, occasional social meetings, and similar activities. Meetings are held monthly.

COUNTRY LIFE CLUB (NATIONAL AFFILIATION)

Students in the Department of Rural Education, and other students who may desire, meet two evenings each month for social recreation, debates, special topic reports, and free discussion of subjects related to the educational, economic, and social life of rural communities. Opportunity is afforded for parliamentary practice. Frequently addresses are made by members of the faculty and leaders in rural education. The club participates actively in the celebration of Rural Progress Day, an annual event, the chief feature of which is the lectures given by national leaders in the field of rural life. Provision is also made in the club for students to consider elementary research studies in co-operation with the other groups of the Student Section of the American Country Life Association.

Occasionally the club holds a joint meeting with the Michigan State College, Central State Teachers College, and Michigan State Normal College. Delegates are sent annually to the national convention of the American Country Life Association.

DANCE CLUB

The Dance Club is made up of elected members—upperclass women who have no grade below C in any subject and no less than B in dancing for the term preceding admittance to the club. An elective class in dancing, which gives physical education credit, is given for students not specializing in physical education who desire to attain membership. The aims of the organization are to further the study of the art of the dance and to stimulate interest in creative work.

DEBATING

The career of Western State Teachers College in intercollegiate debating, begun in 1921-22, has been increasingly successful. A large number of students are interested in forensic work, and separate squads for men and women are formed every year and trained under faculty direction. From these squads teams are chosen to represent the college in contests with teams of other colleges in Michigan and neighboring states. On several occasions Western's teams have debated visiting teams from foreign countries. A series of spirited inter-society debates is held each fall for the possession of a loving cup presented by the Kalamazoo Bar Association.

DER DEUTSCHE VEREIN

Der Deutsche Verein is an organization composed of students who have had the equivalent of at least one year of college German. It affords its members the opportunity to make a more informal study of German life, history, and politics and gives them an opportunity for more general practice in the spoken language. The programs consist of lectures, usually with slides and pictures, the presentation of German plays, and German songs and games. Der Deutsche Verein has been affiliated with the Interscholastic Federation of German Clubs since that organization was formed in 1927.
EARLY ELEMENTARY CLUB

Students who have elected work in the Early Elementary Department meet together on the first Tuesday in each month for social, professional, and practical purposes. The club takes a philanthropic interest in the young children of Kalamazoo and endeavors to promote their welfare through financial contributions at the Thanksgiving and Christmas seasons. Whenever possible, the club aids in bringing to Kalamazoo speakers of note in the early-elementary field. An effort is made to have faculty and students meet together in a purely social way; to this end, parties, picnics, and banquets are features of the year's program. The club identifies itself with the Association of Childhood Education through subscription to *Childhood Education* and through a vital first-hand interest in the annual convention of the larger organizations. Early-elementary students will wish to identify themselves with this campus organization; they are assured of a hearty welcome.

EXTEMPORE SPEAKING AND ORATORY

Following the establishment by the Department of Speech in the fall of 1926 of the state-wide Extempore Speaking Association of Michigan High Schools, a home extempore speaking contest was organized. To this competitive event, open to all students of the college, has been added a second contest in which only the inexperienced are allowed to participate. Substantial cash prizes and attractive awards are presented to the winners of both contests.

Students interested in oratory find an opportunity to participate in this activity through the contests of the Intercollegiate Peace Association. By means of a local contest a student is chosen annually to represent the college in the state contest.

FORENSIC BOARD

The Forensic Board, functioning under the authority of the Charter Committee, has charge of debating at Western. Its membership consists of the men's and women's debate managers, the two coaches, and representatives from debating societies. The Forensic Board supervises all debating activities, intramural and intercollegiate, and encourages debating in general.

HOME ECONOMICS CLUB

The Home Economics Club is organized for the purpose of promoting professional interest and good fellowship among the students. Membership is open to any student of the department who is interested, upon the payment of a small fee each term. The club is affiliated with the Michigan and American Home Economics Association. Meetings are held each month during the college year.

HONORARY SOCIETIES

**Kappa Delta Pi, Beta Iota Chapter,** is a national honor fraternity in education, in schools of university rank.

To be eligible for membership a student must be a junior or senior in full standing with a scholarship rank among the upper quartile of the college and must show promise of leadership in the teaching field. Membership is by invitation of the chapter, together with faculty recommendations.

**Kappa Rho Sigma** is composed of students who have shown marked excellence in the fields of mathematics and science. Election is by vote of members of the faculties of these departments.

**Tau Kappa Alpha,** national honorary forensic fraternity, elects its membership from the men and women whose work in intercollegiate public speaking contests warrants such recognition.
STUDENT ACTIVITIES

INGLIS CLUB

The Inglis Club aims to have within its membership all students enrolled in the Junior High and Senior High Departments. At its meetings educational and social activities are combined.

INTERNATIONAL RELATIONS CLUB

This organization is composed of students who are interested in the study of national and international affairs. It aims to develop in its members a better understanding of foreign peoples and their problems. It is a national organization affiliated with the Carnegie Foundation. Good scholarship, the recommendation of the faculty of the Department of Social Sciences, and the approving vote of the society are prerequisite to membership. The semi-monthly meetings are devoted to lectures, discussions, or social diversions.

LE CERCLE FRANCAIS

Le Cercle Français is designed to create and extend interest in the life and literature of the French people, to encourage conversational French, and to give opportunities for activities not possible in the classroom. All students of French, except first-year students, are eligible. Meetings are held once a month.

LATER ELEMENTARY CLUB

The Later Elementary Club is composed of students who are enrolled in the later-elementary curriculum. Social and professional meetings are held. The regular time of meeting is the third Tuesday evening of each month.

MANUAL ARTS UNION

The Manual Arts Union is an outgrowth of the Manual Arts Club, organized in 1917. The present organization was perfected in 1928. The purpose of this group is to offer opportunity for individual expression and participation in educational programs of interest to the Department of Manual Arts. Activities include social functions, discussion groups, short trips, and educational gatherings.

MUSICAL ORGANIZATIONS

The Band meets bi-weekly for practice and furnishes music at athletic and other events. Students with a reasonable knowledge of band instruments are eligible to membership. This year the Band has fifty-eight members.

The Glee Clubs take an important part in the musical life of the college. Four are maintained: the Men's Glee Club, the Women's Glee Club, the Auxiliary Chorus, and the College Choir.

The Orchestra of 50 pieces meets twice a week throughout the year and gives concerts at various times. Any student with a reasonable degree of proficiency on some orchestral instrument is eligible to membership. The opportunity for ensemble work under capable direction is one of which all qualified students should take advantage.

OMEGA DELTA PHI

The Omega Delta Phi fraternity is the newest of the campus forensic organizations. The aim of the organization is to promote sustained interest and active participation in worthwhile college activities through the instrumentalities of the platform and the discussion group. Forensics, fellowship, and service are sought as its ultimate ends.
OTEYOKWA CLUB

The Oteyokwa Club is composed of students from the Upper Peninsula, who have much in common. Its Indian name explains its purpose: the gathering of friends in a strange land.

PI KAPPA RHO

Pi Kappa Rho is the youngest organization of its kind on the campus. It brings together women interested in debate, discussion, and other forensic activities. The aim of this organization is to stimulate leadership and discussion within the group. High scholarship and proficiency in speech are among the requirements for eligibility.

PHI SIGMA RHO

The Phi Sigma Rho, a men's organization, is the oldest of the college debating societies. Its purpose is to give its members practice in debating and to promote an intelligent and progressive college spirit.

PHYSICAL EDUCATION AND ATHLETICS

Every student is required to participate in some form of physical education which is in keeping with the condition and physical needs of the individual. It is hoped that as a result right habits and attitudes of recreation will be learned and developed, which will be followed after college days are over.

A medical and physical examination is required of all incoming students. This automatically divides the students into two classes: the physically normal and the physically sub-normal. The physically normal will follow the regular physical-education activity program, while the physically sub-normal will engage in a prescribed corrective and recreative program approved by the physician.

Intramural sports constitute a definite part of the physical-education program. The following activities are included: for men, basket ball, tennis, handball, horseshoe pitching, archery, volley ball, indoor baseball, outdoor baseball, track, and cross country; for women, hockey, soccer, basket ball, indoor baseball, archery, golf, tennis, track, swimming, skiing, and hiking.

Western has been very successful in all phases of intercollegiate athletics. The following sports are recognized as belonging to this group: football, baseball, basket ball, indoor and outdoor track, cross country, tennis, golf, wrestling, and boxing.

Western has excellent facilities for physical education, two gymnasiums, a swimming pool, eight tennis courts, a newly regraded gridiron covered with a splendid turf, a baseball field, a quarter-mile cinder running track, and other play fields for the use of soccer, hockey, speedball, and baseball.

PLAYERS

The purpose of this organization is the promotion of appreciation of the art of the theatre among its members and among the members of the student body. Programs for entertainment and study are presented at each regular meeting. The public presentation of two long plays and several one-act plays during the year gives practical experience in acting, staging, and management. Membership is limited and is attained through try-outs held in the fall term.

RELIGIOUS ORGANIZATIONS

Through the organizations of the Y. M. C. A. and the Y. W. C. A., students are offered opportunities for the development and expression of their religious interests. The members of each association desire to render all possible service to new students.
STUDENT ACTIVITIES

SENATE

Senate is one of the oldest women's organizations on the campus. It has for its purpose to develop leadership, to increase interest in school activities, and to give a greater appreciation of the fine arts. High scholastic standing and interest in school activities are requirements for its membership.

STUDENT ASSOCIATION

Every student upon paying his fees becomes a member of the Student Association of Western State Teachers College.

This organization is governed by an executive group known as the Student Council, the personnel of which consists of the officers of the association, representatives from each class, and representatives from the major student organizations. The council conducts two student elections annually, in which class officers and class representatives, as well as Association officers, are elected.

The association provides the democratic means whereby the students of the college govern themselves, with the co-operation of a committee of faculty members, the Faculty Committee on Student Activities. The association, through its duly elected representatives and with the aid of the faculty, keeps close to the problems of student life. In the last few years it has assured the existence of desirable organizations through the charter system, and has worked out a financial system managed through the Student Council. Details of the work of the council are published annually in its handbooks. As a responsible, self-governing body, the association unifies and inspires a fine type of spirit in the college.

STUDENT SCIENCE CLUB

The Student Science Club exists to instill in its members a scientific attitude and a spirit of research. Membership is limited to those students who have elected a year of science or mathematics and maintain high scholarship (B average) in those branches. The members are classified into groups according to the fields of science or mathematics in which their individual major interests lie. The meetings are bi-weekly. One meeting is devoted to a program given by some one of the student groups. The alternate meeting is given over to lectures by faculty members and speakers from outside the school. The programs are open to all students of the college.

THETA CHI DELTA

Theta Chi Delta is a social fraternity, the purposes of which are to develop character, encourage high scholastic achievement, and maintain a spirit of fellowship, organized loyalty, and school spirit. A fraternity house is maintained by the organization at 705 W. South St.

THETA PI ALPHA

Theta Pi Alpha is a new organization of women regularly enrolled at Western State Teachers College. Its primary purpose is the study of contemporary literature and an appreciation of all fine arts; its secondary purpose is the cultivation of friendship and a stimulation of interest in the customs and manners of people of foreign nations. There are scholarship regulations for membership, and candidates for membership must possess individuality and show interest in cultural pursuits.

W CLUB

This organization is composed of men who have won an official letter in one of the major sports.
WESTERN MERRIE BOWMEN

The purpose of this organization is the promotion of an appreciation of archery. This club was organized especially for members of the Department of Manual Arts who will probably be asked to organize a club of this kind in connection with their teaching of woodwork. Membership, however, is open to all those who are interested in this type of activity.

WOMEN'S LEAGUE

The Women's League was organized in 1913 to look after the social welfare of the women of the college. It aims to aid the new student in every possible manner and to promote closer acquaintances. Women students become members by paying a fee of twenty-five cents each term at the time of registration.

A large room on the first floor of the Administration Building has been attractively furnished and set aside for the use of the women of the college. Students find this charming room with its comfortable chairs and davenports a pleasant place to rest between classes or to come for a cup of tea and a chat with friends in the afternoon. The various women's organizations of the college hold their meetings here.

WOMEN'S PHYSICAL EDUCATION ASSOCIATION

The Physical Education Association is an active organization for women, with a membership of more than eighty. Bi-monthly meetings are held, some of which are professional, some social. The organization has recently built a cabin on the Kleinstueck Wild Life Preserve on the outskirts of the city. Members may make use of this for picnics and week-end parties. All women of the college who are interested in physical education or allied activities are eligible to membership in the association.
DETAILS OF CURRICULA

GENERAL REGULATIONS

In studying the following details with regard to the general and specific requirements for degrees and certificates, the reader should keep these facts in mind:

1. The outline of requirements for the degrees and the life certificate on a four-year basis are in accord with a ruling of the State Board of Education, requiring that students who do not present at least eight term hours of acceptable college credit earned before June 20, 1932, must present 192 term hours of credit for a life certificate.

2. The four-year requirements for the life certificate are not retroactive; that is, a student who has begun his work for a life certificate on the three-year basis will be able to complete his work for the life certificate on that basis, provided he shall have accomplished this work before September 1, 1936. Such students should refer to the 1931-1932 catalogue for requirements.

3. A two-year curriculum leading to a five-year certificate in rural elementary education is provided. This curriculum is set up in such a way as to conform to the program of work outlined for all regular students during the first two years in college.

4. The following statement, approved and adopted by the State Board of Education under date of April 27, 1934, outlines in detail the nature of the curricula in the state teachers colleges of Michigan and the minimum requirements which must be satisfied by the student who would obtain a degree and life certificate in this or any other state teachers college of Michigan.

PURPOSE AND CONTROL OF MICHIGAN STATE TEACHERS COLLEGE

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 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 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 gen-
eral 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
the first year at least nine term hours of English Composition 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 require-
ments 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 Instructional Departments of the State Teachers Colleges of Michigan
shall be classified in groups as follows:

Group I. Ancient Language and Literature; Modern Language and Liter-
ature; English Language and Literature; certain courses as
indicated in Department of Speech.

Group II. Agriculture; Astronomy; Anatomy; Biology; Botany; Chem-
istry; Geography; Geology; Mathematics; Nature Study;
Physics; Physiology; Hygiene; Psychology; Zoology.

Group III. History; Political Science; Philosophy; Economics; Sociology.

Group IV. Education (including methods courses and practice teaching).

Group V. Art; Music.

Group VI. Commerce; Home Economics; Industrial Arts.

Group VII. Physical Education; Health.

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
English Composition ................................. 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 79, 80). Credits in the required English composition 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.
5. Courses must be selected so that the requirements in some one of the life certificate curricula are fulfilled. (In certain cases this requirement may be waived.)

Degrees

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, is eligible for the degree of Bachelor of Arts.

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, 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 54 to 55 except the professional requirement in Group IV, the degree of Bachelor of Arts or Bachelor of Science may be granted without the life certificate.

Additional Regulations Governing Students at Western State Teachers College

1. All freshmen must carry Rhetoric 104 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. 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.
4. All students who expect to receive a degree must present at least 12 term hours of credit in rhetoric.
5. Before being admitted to the regular program of work of the third year, a candidate for the life 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.

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

7. 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, page 55)

8. All students who expect to obtain a degree and life certificate are required to present credits in the following courses: Educational Psychology 203 A, B; Principles of Teaching 230; History of Educational Thought 433; Practice Teaching 301, 302.

9. A student will not be permitted to carry practice teaching if he is deficient in honor points.

10. All candidates for the degree and life certificate must have spent at least thirty-six weeks in residence at the college.

11. The law of Michigan requires every candidate for a certificate or degree to take “a course of six one-hour lectures on the form and functions of our federal and state governments, and of counties, cities, and villages.”

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 Life Certificate Curricula

<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>57</td>
</tr>
<tr>
<td>Business Administration</td>
<td>58</td>
</tr>
<tr>
<td>Commerce</td>
<td>59</td>
</tr>
<tr>
<td>Early Elementary</td>
<td>60</td>
</tr>
<tr>
<td>Home Economics</td>
<td>61</td>
</tr>
<tr>
<td>Junior High School</td>
<td>62</td>
</tr>
<tr>
<td>Later Elementary</td>
<td>63</td>
</tr>
<tr>
<td>Manual Arts</td>
<td>64</td>
</tr>
<tr>
<td>Music</td>
<td>65</td>
</tr>
<tr>
<td>Physical Education for Men</td>
<td>66</td>
</tr>
<tr>
<td>Physical Education for Women</td>
<td>67</td>
</tr>
<tr>
<td>Rural Elementary</td>
<td>68, 69</td>
</tr>
<tr>
<td>Rural High School</td>
<td>70</td>
</tr>
<tr>
<td>Senior High School</td>
<td>71</td>
</tr>
<tr>
<td>Special Education</td>
<td>72</td>
</tr>
</tbody>
</table>

2. Specific details for the two-year curriculum leading to a Five-Year Certificate in Rural Elementary Education are outlined on page 69.
ART CURRICULUM

B.S. Degree

(For the preparation of teachers and supervisors of art)

Group I
Rhetoric (in addition) .................................................. 20 term hours

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

Group III
.............................................................. 20 term hours

Group IV
Educational Psychology 203 A, B ......................... 6 term hours
Principles of Teaching 230 ...................................... 3 term hours
Public Education in Michigan 330 ..................... 4 term hours
Art Observation 206 ......................................... 4 term hours
Art Supervision 313 ........................................ 4 term hours
Practice Teaching 301, 302, 303 ..................... 12 term hours

Group V
Art Structure 102 .......................................... 4 term hours
Industrial Art 103 ........................................ 4 term hours
Elementary Design 109 .................................. 4 term hours
Figure Drawing 205 ...................................... 4 term hours
Art Composition 208 .................................. 4 term hours
History of Art 211 A, B ................................. 5 term hours
Demonstration Drawing 207 .......................... 4 term hours
Commercial Art 214 ..................................... 4 term hours
Advanced Design 309 .................................. 4 term hours
Advanced Figure Drawing 304 ......................... 4 term hours
Advanced Art Composition 308 ....................... 4 term hours
Art electives ........................................ 16 term hours

Group VII
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.

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

Note.—A course in library methods is required.
WESTERN STATE TEACHERS COLLEGE

BUSINESS ADMINISTRATION CURRICULUM

A.B. or B.S. Degree

(For the preparation of teachers of economics and for general business education)

Group I ........................................... 20 term hours
Rhetoric (in addition) ................................. 20 term hours

Group II
Chemistry, physics, geology, botany, biology, zoology ........... 12 term hours
Mathematics 100 A, B, C; or 103 A, B, C; or 104 A, B, C. 12-15 term hours
Introduction to Statistics 251 ................................. 4 term hours
General Psychology 200 ....................................... 5 term hours

Group III
Principles of Economics 201 A, B .................................. 8 term hours
Financial Organization 202 .................................... 4 term hours
General Business Administration 302 ............................. 4 term hours
Corporations 303 ........................................... 4 term hours
Marketing 304 A, B ........................................ 6 term hours
Transportation 305 A, B, C .................................... 6 term hours
Business and Government 306 ................................... 4 term hours
United States History 201C (201 A, B elective) .................. 4 term hours
Economic Development of the United States 303 ................. 4 term hours
Political Science 201 A, B, C .................................. 4 term hours

Group IV
Educational Psychology 203 A, B ................................. 6 term hours
Principles of Teaching 230 .................................... 3 term hours
Principles of Secondary Education 320 ............................ 4 term hours
Practice Teaching 301, 302 ................................... 8 term hours
Public Education in Michigan 330 ............................... 4 term hours

Group VI
Accounting 201 A, B, C ...................................... 12 term hours
Business Law 304 A, B, C .................................... 9 term hours

Group VII
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.

Electives ............................................. 19-22 term hours

Note.—A course in library methods is required.
COMMERCe

COMMERCe Curriculum

B.S. Degree

(For the preparation of teachers of commerce)

Group I

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

Group II

Year sequence in biology, chemistry, geology, geography, mathematics, physics ................................. 12 term hours
Elective ............................................................... 8 term hours
General Psychology 200 ............................................ 5 term hours

Group III

Principles of Economics 201 A, B .................................. 8 term hours
Financial Organization 202 ....................................... 4 term hours
Electives from third- or fourth-year courses .................. 12 term hours

Group IV

Educational Psychology 203 A, B ................................ 6 term hours
Principles of Teaching 230 ........................................... 3 term hours
Public Education in Michigan 330 ................................ 4 term hours
Principles of Secondary Commercial Education 305 ......... 3 term hours
Practice Teaching 301, 302, 303 ................................... 12 term hours
Teaching of Shorthand and Typewriting 202 ................. 2 term hours
Teaching of Handwriting 100 ...................................... 3 term hours
Teaching of Bookkeeping 204 .................................... 2 term hours
Teaching of Junior Business Science 205 .................... 2 term hours

Group VI

Shorthand and Typewriting 102 A, B, C ......................... 12 term hours
Accounting 201 A, B, C ............................................ 12 term hours
Accounting 301, 302, or 303 .................................... 4 term hours
Business Law 304, A, B, C ....................................... 9 term hours

Group VII

Physical education: Women are required to take five terms, including one individual sport and one team sport.

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

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

B.S. Degree

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

Group I ........................................ 20 term hours
Rhetoric (in addition) .......................... 12 term hours
Speech 101 A, B (in addition) ................ 8 term hours

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

Group III ....................................... 20 term hours

Group IV
Educational Psychology 203 A, B ............ 6 term hours
Principles of Teaching 230 .................... 3 term hours
Psychology of Reading 212 .................... 4 term hours
Public Education in Michigan 330 .......... 4 term hours
Early Elementary Education 140, 340 A, B . 11 term hours
Stories for Childhood 242 .................... 4 term hours
Psychology of Childhood 341 ................. 4 term hours
Teaching of Handwriting 100 .................. 2 term hours
Practice Teaching 301, 302, 303 .......... 12 term hours
One of the following:
Early Elementary Problems 441 ............. 3 term hours
Parent Education 442 .......................... 3 term hours
Nursery School Education 443 ............... 3 term hours

Group V
Art Structure 102 ................................ 4 term hours
Illustrative Handwork 107 ..................... 4 term hours
Music 104 ....................................... 4 term hours

Group VII
Physical education: Women are required to take five terms, including one individual sport, one team sport, and Early Elementary Physical Education 230.

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

Note.—A course in library methods is required.
## HOME ECONOMICS CURRICULUM

### B.S. Degree

(For the preparation of teachers and supervisors of home economics)

<table>
<thead>
<tr>
<th>Group I</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</th>
<th>16 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 103 A, B, C and 203</td>
<td></td>
</tr>
<tr>
<td>Physiology 211C</td>
<td>4 term hours</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>5 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III</th>
<th>4 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics of Expenditure 204</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>16 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group IV</th>
<th>6 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 203 A, B</td>
<td></td>
</tr>
<tr>
<td>Principles of Teaching 230</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Public Education in Michigan 330</td>
<td></td>
</tr>
<tr>
<td>Home Economics Education 209</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Home Economics Education 409</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Practice Teaching 301, 302, 303</td>
<td>12 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group V</th>
<th>4 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costume Design 110</td>
<td></td>
</tr>
<tr>
<td>Home Furnishing 210</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VI</th>
<th>4 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Home Economics 101, 102</td>
<td></td>
</tr>
<tr>
<td>Clothing 103 and 205</td>
<td>8 term hours</td>
</tr>
<tr>
<td>Foods 104 and 312</td>
<td>8 term hours</td>
</tr>
<tr>
<td>Home Management 306</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Nutrition 206</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Electives in home economics (or related departments)</td>
<td>22 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VII</th>
<th>24 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education: Women are required to take five terms, including one individual sport and one team sport.</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

Note.—A course in library methods is required.
JUNIOR HIGH SCHOOL CURRICULUM
A.B. or B.S. Degree
(For the preparation of teachers of Grades 7, 8, and 9)

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

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

Group III ................................................ 20 term hours

Group IV
  Educational Psychology 203 A, B .................. 6 term hours
  Principles of Teaching 230 ......................... 3 term hours
  Public Education in Michigan 330 .................. 4 term hours
  Principles of Secondary Education 320 .......... 4 term hours
  Special Methods (e.g. Teaching of Geography) .... 4 term hours
  Practice Teaching 301, 302, 303 ................. 12 term hours
  Teaching of Handwriting 100 ...................... 2 term hours

Group VII
  Physical education: Women are required to take five terms, including one individual sport, one team sport, and Junior- and Senior-High-School Physical Education 232. Men are required to take fourteen class hours.

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 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 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 .......................................................... 20 term hours
Rhetoric (in addition) ............................................. 12 term hours
Literature for Children 203 (in addition) .................. 4 term hours

Group II
Biologist, 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 .......................................................... 24 term hours

Group IV
Educational Psychology 203 A, B ................................ 6 term hours
Principles of Teaching 230 ...................................... 3 term hours
Psychology of Reading 212 ...................................... 4 term hours
Later Elementary Education 211 ................................ 4 term hours
Teaching of Handwriting 100 .................................... 2 term hours
Public Education in Michigan 330 ............................. 4 term hours
Practice Teaching 301, 302, 303 ................................. 12 term hours

Group VII
Physical education: Women are required to take five terms, including one individual sport, one team sport, and Later-Elementary Physical Education 231.

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

Note.—1. Students must elect three of the following courses that are in the line of major interest:

Group IV
Arithmetic 101
Teaching of Geography in Grades 212
Teaching of Social Studies 202

Group V
Music 103
Art Structure 102

2. A course in library methods is required.
MANUAL ARTS CURRICULUM

B.S. Degree

(For the preparation of teachers and supervisors of manual arts)

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

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

Group III ........................................ 20 term hours

Group IV
Educational Psychology 203 A, B .................. 6 term hours
Principles of Teaching 230 ....................... 3 term hours
Public Education in Michigan 330 ................. 4 term hours
Teaching of Manual Arts 302 ..................... 4 term hours
Vocational Education 200 ........................ 3 term hours
Practice Teaching 301, 302, 303 ................ 12 term hours

Group V
Printing 116A .................................... 4 term hours
Mechanical Drawing 111 A, B ...................... 8 term hours
General Shop 212 .................................. 4 term hours
Advanced Benchwork 103A .......................... 4 term hours
Woodfinishing 207 .................................. 4 term hours
Sheet Metal 108 or 222, or 224A ................. 4 term hours
Shop Organization 301 ........................... 2 term hours
Electives in manual arts .......................... 34 term hours

Group VII
Physical education: Men are required to take fourteen class hours.

Electives (not in manual arts) ..................... 19 term hours

Note.—1. A course in library methods is required.

2. Students who enter without high-school physics must elect Elementary
Physics 100 A, B, C.

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.
MUSIC CURRICULUM

B.S. Degree

(For the preparation of teachers and supervisors of music)

Group I
Rhetoric (in addition) ........................................ 20 term hours

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

Group III
..... 20 term hours

Group IV
Educational Psychology 203 A, B .......................... 6 term hours
Principles of Teaching 230 .................................. 3 term hours
Public Education in Michigan 330 ......................... 4 term hours
Music Education 206 A, B, C ............................. 9 term hours
Practice Teaching 301, 302, 303 ......................... 12 term hours

Group V
Fundamentals of Music 101 A, B, C ......................... 12 term hours
Voice Culture 116 A, B, C, 216 A, B, C .................. 12 term hours
Harmony 209 A, B, C ........................................ 12 term hours
Ancient and Medieval Music 212 A ....................... 4 term hours
Modern Composers 212B .................................. 4 term hours
Music Appreciation 212C ................................ 4 term hours
Musical Composition and Analysis 320 A, B, C .......... 12 term hours
(An elective in music may be substituted)
Orchestration 331A ........................................ 4 term hours

Group VII
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.

Electives (not in music) .................................... 17 term hours

Note.—1. A course in library methods is required.

2. Membership in the orchestra or vocal ensemble is required of all students during the entire four-year course.
# 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</th>
<th>Courses</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Rhetoric (in addition)</td>
<td>12 term hours</td>
</tr>
<tr>
<td></td>
<td>Speech 101A (in addition)</td>
<td>4 term hours</td>
</tr>
<tr>
<td>II</td>
<td>General Biology 101 A, B</td>
<td>8 term hours</td>
</tr>
<tr>
<td></td>
<td>Hygiene 112</td>
<td>4 term hours</td>
</tr>
<tr>
<td></td>
<td>Anatomy 211 A, B</td>
<td>8 term hours</td>
</tr>
<tr>
<td></td>
<td>Physiology 211C</td>
<td>4 term hours</td>
</tr>
<tr>
<td></td>
<td>General Psychology 200</td>
<td>5 term hours</td>
</tr>
<tr>
<td>III</td>
<td></td>
<td>20 term hours</td>
</tr>
<tr>
<td>IV</td>
<td>Educational Psychology 203 A, B</td>
<td>6 term hours</td>
</tr>
<tr>
<td></td>
<td>Principles of Teaching 230</td>
<td>3 term hours</td>
</tr>
<tr>
<td></td>
<td>Psychology of Coaching 210</td>
<td>3 term hours</td>
</tr>
<tr>
<td></td>
<td>Public Education in Michigan 330</td>
<td>4 term hours</td>
</tr>
<tr>
<td></td>
<td>Organization and Administration of Physical Education 404</td>
<td>4 term hours</td>
</tr>
<tr>
<td></td>
<td>Principles of Physical Education 403</td>
<td>3 term hours</td>
</tr>
<tr>
<td></td>
<td>Practice Teaching 301, 302, 303</td>
<td>12 term hours</td>
</tr>
<tr>
<td>VII</td>
<td>History of Physical Education 202</td>
<td>3 term hours</td>
</tr>
<tr>
<td></td>
<td>First Aid and Athletic Training 205</td>
<td>4 term hours</td>
</tr>
<tr>
<td></td>
<td>Principles and Technique of Gymnastic Teaching 301</td>
<td>3 term hours</td>
</tr>
<tr>
<td></td>
<td>Kinesiology 312</td>
<td>4 term hours</td>
</tr>
<tr>
<td></td>
<td>Football Technique 313</td>
<td>3 term hours</td>
</tr>
<tr>
<td></td>
<td>Basketball Technique 315</td>
<td>3 term hours</td>
</tr>
<tr>
<td></td>
<td>Physiology of Exercise 304</td>
<td>3 term hours</td>
</tr>
<tr>
<td></td>
<td>Baseball Technique 317</td>
<td>3 term hours</td>
</tr>
<tr>
<td></td>
<td>Track and Field Technique 319</td>
<td>4 term hours</td>
</tr>
<tr>
<td></td>
<td>Anthropometry 401</td>
<td>4 term hours</td>
</tr>
<tr>
<td></td>
<td>Physical Education 121 A, B, C</td>
<td>3 term hours</td>
</tr>
<tr>
<td></td>
<td>Swimming 327</td>
<td>1 term hour</td>
</tr>
<tr>
<td></td>
<td>Camping and Scouting 332</td>
<td>4 term hours</td>
</tr>
<tr>
<td></td>
<td>Physical Education 221 A, B, C</td>
<td>3 term hours</td>
</tr>
<tr>
<td></td>
<td>Playground and Community Recreation 406</td>
<td>4 term hours</td>
</tr>
<tr>
<td></td>
<td>Electives (not in physical education)</td>
<td>24 term hours</td>
</tr>
</tbody>
</table>

*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)*

<table>
<thead>
<tr>
<th>Group I</th>
<th>20 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>12 term hours</td>
</tr>
<tr>
<td>Speech 101A (in addition)</td>
<td>4 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II</th>
<th>8 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 101 A, B</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Hygiene 112</td>
<td>8 term hours</td>
</tr>
<tr>
<td>Anatomy 211 A, B</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Physiology 211C</td>
<td>5 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III</th>
<th>20 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology 200</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group IV</th>
<th>6 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 203 A, B</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Principles of Teaching 230</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Public Education in Michigan 330</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Methods in Physical Education 219</td>
<td>2 term hours</td>
</tr>
<tr>
<td>Administration and Organization of Physical Education 325</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Principles of Physical Education 421</td>
<td>12 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group V</th>
<th>4 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical Construction 229</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VII</th>
<th>2 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Physical Education 120</td>
<td>2 term hours</td>
</tr>
<tr>
<td>History of Physical Education 121</td>
<td>1 term hour</td>
</tr>
<tr>
<td>Theory of Dancing 215</td>
<td>4 term hours</td>
</tr>
<tr>
<td>First Aid and Massage 218</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Playground Organization 217</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Applied Anatomy 220</td>
<td>2 term hours</td>
</tr>
<tr>
<td>Theory of Athletics 222</td>
<td>2 term hours</td>
</tr>
<tr>
<td>Theory of Swimming 224</td>
<td>2 term hours</td>
</tr>
<tr>
<td>Rhythmic Plays and Singing Games 318</td>
<td></td>
</tr>
<tr>
<td>Theory of Games 320</td>
<td>2 term hours</td>
</tr>
<tr>
<td>Individual Gymnastics 323</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Advanced Athletics 324</td>
<td>2 term hours</td>
</tr>
<tr>
<td>Modern Problems in Physical Education 401</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Community Recreation, Scouting, Camp Fire 422</td>
<td>4 term hours</td>
</tr>
</tbody>
</table>

Required in addition from Group VII:
- Physical Education 151 A, B, C; 251 A, B, C; 351 A, B, C; 451 A, B, C.

Electives (not in physical education) | 27 term hours

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

A.B. or B.S. Degree

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

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

Group II
Biology, chemistry, geology, mathematics, physics ..................... 12 term hours
Geography 101 A, B ............................................ 8 term hours
General Psychology 200 ............................................ 5 term hours

Group III ............................................ 12 term hours
Rural Economics 201B (in addition) .................................................................................. 4 term hours
Rural Sociology 201C (in addition) .................................................................................. 4 term hours

Group IV
Educational Psychology 203 A, B ............................................ 6 term hours
Principles of Teaching 230R ............................................ 3 term hours
Public Education in Michigan 330 ............................................ 4 term hours
Rural Education 201A ............................................ 4 term hours
Rural Education (advanced courses) ............................................ 6 term hours
Curriculum 101 ............................................ 4 term hours
Teaching of Handwriting 100 ............................................ 2 term hours
Practice Teaching 301, 302, 303 ............................................ 12 term hours

Group VII
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 fourteen class hours.

Electives ............................................ 74 term hours

Note.—1. Students will choose among the following according to suggestion of departmental adviser:

Group II
Rural School Agriculture 141
Hygiene 112
Biological Nature Study 231, Physical Nature Study 232, or Biological Nature Study 233

Group IV
Arithmetic 101
The Teaching of Geography 212
Teaching of the Social Studies 202
Psychology of Reading 212
Stories for Childhood 242
School Supervision 371

Group V
Art Structure 102
Industrial Art 103
Rural School Music 106

Group VI
Home Economics 120 or equivalent

Group VII
Health Education 190

2. A course in library methods is required.
RURAL ELEMENTARY CURRICULUM

Two Years in Length

(Leading to a five-year certificate for teachers of one-teacher, consolidated, and village schools)

Group I
Rhetoric 104 A, B, C (in addition) ........................................ 12 term hours
Rhetoric 104 A, B, C .......................................................... 9 term hours

Group II
Arithmetic 101 ........................................................................ 4 term hours
Nature Study 231, 232, 233 or Agriculture 141 ...................... 4 term hours
Geography 101 A, B .................................................................. 8 term hours

Group III
Rural Economics 201B ............................................................. 4 term hours
Rural Sociology 201C ............................................................ 4 term hours
Elective .................................................................................. 4 term hours

Group IV
Principles of Teaching 230R ..................................................... 3 term hours
Practice Teaching 201 ........................................................... 4 term hours
Curriculum 101 ........................................................................ 4 term hours
Rural Education 201 A ......................................................... 4 term hours
Teaching of Handwriting 100 .................................................. 2 term hours

Group V
Music 106 ................................................................................ 4 term hours
Art Structure 102 ..................................................................... 4 term hours

Group VI
Home Economics 120 or equivalent ......................................... 2 term hours

Group VII
Physical education: Women are required to take four terms, including one individual sport, one team sport, and Rural-School Physical Education 233. Men are required to take eight class hours.

Electives ................................................................................. 20 term hours

Note.—1. A course in library methods is required.

2. A minimum of 96 term hours is required for completion of this curriculum.
RURAL HIGH SCHOOL CURRICULUM

A.B. or B.S. Degree

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

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

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

Group III ................................................................. 12 term hours
Rural Economics 201B (in addition) .................................. 4 term hours
Rural Sociology 201C (in addition) .................................. 4 term hours

Group IV
Educational Psychology 203 A, B ...................................... 6 term hours
Principles of Teaching 230R ........................................... 3 term hours
Public Education in Michigan 330 .................................... 4 term hours
Rural Education 201A .................................................. 4 term hours
Rural Education (advanced courses) ................................... 6 term hours
Practice Teaching 301, 302 ........................................... 8 term hours

Group VII
Physical education: Women are required to take five terms, including one individual sport, one team sport, and Junior- and Senior-High School Physical Education 232. Men are required to take fourteen class hours.

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 minor must involve subjects regularly taught in the high school grades.

5. Students must also present two sequences, other than the major and minor, consisting of 12 term hours each.

6. The remaining units are to be taken in groups of three or miscellaneously with the consent of the adviser.

Rural Agricultural High School Curriculum: Students desiring to complete their degrees and receive Smith-Hughes vocational agricultural teaching certificates from Michigan State College may meet the requirements by completing the first two years of this curriculum. As sequences they should elect 20 hours from Animal Husbandry 142 A, B, C; Soils 143; Farm Crops 144; Horticulture 145; also, if desired, Rural School Shop 203 A, 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 .......................................................... 20 term hours
Rhetoric (in addition) ........................................... 12 term hours

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

Group III .......................................................... 20 term hours

Group IV
Educational Psychology 203 A, B .......................... 6 term hours
Principles of Teaching 230 ................................. 3 term hours
Public Education in Michigan 330 ......................... 4 term hours
Principles of Secondary Education 320 ................. 4 term hours
Practice Teaching 301, 302 ................................. 8 term hours

Group VII
Physical education: Women are required to take five terms,
including one individual sport, one team sport and Junior-
and Senior-High-School Physical Education 232. Men are
required to take fourteen class hours.

Electives ......................................................... 90 term hours

Note.—1. A course in library methods is required.

2. One major sequence of 36 term hours is required.

3. One minor sequence of 24 term hours in another subject is required.

4. The major and minor must involve subjects regularly taught in the senior-
high-school grades.

5. Students must also present a sequence, other than the major and 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)

<table>
<thead>
<tr>
<th>Group I</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology 101 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>Hygiene 112 (or Health Education 190)</td>
<td>4</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>5</td>
</tr>
<tr>
<td>Abnormal Psychology 300</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Sociology 240 A, B; Modern Social Problems 241</td>
<td>12</td>
</tr>
<tr>
<td>Elective</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group IV</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 203 A, B</td>
<td>6</td>
</tr>
<tr>
<td>Principles of Teaching 230</td>
<td>3</td>
</tr>
<tr>
<td>Education of Exceptional Children 361</td>
<td>4</td>
</tr>
<tr>
<td>Mental Tests 350</td>
<td>4</td>
</tr>
<tr>
<td>Mental Deficiency 362</td>
<td>4</td>
</tr>
<tr>
<td>Mental Hygiene 365 A, B, C</td>
<td>6</td>
</tr>
<tr>
<td>Methods of Teaching Subnormal Children 364</td>
<td>2</td>
</tr>
<tr>
<td>Public Education in Michigan 330</td>
<td>4</td>
</tr>
<tr>
<td>Teaching of Handwriting 100</td>
<td>2</td>
</tr>
<tr>
<td>Practice Teaching 301, 302, 303</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group V</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrative Handwork 107</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VI</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Shop 208</td>
<td>2 or 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VII</th>
<th>Term Hours</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 fourteen term hours.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58 or 60</td>
</tr>
</tbody>
</table>

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.

3. The degree and life certificate are conferred on the successful completion of the above curriculum. The Special Education Certificate is awarded to those who maintain a high average of scholarship and who, in addition, have had at least one year of successful teaching experience.
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 54 to 56, 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 the life certificate.

Group Requirements

Group I ................................................. 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 ................................................. 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 ................................................. 20 term hours
History, political science, philosophy, economics, sociology

Group VII Women are required to take five terms, including one individual sport and one team sport. Men are required to take fourteen class hours.

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

Note.—1. A course in library methods is required.

2. The total minimum requirement is 192 term hours.

Pre-Professional Courses

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 3 years, now requires 5; medicine, formerly a 4-year course, now requires 7 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 to professional study. The recommendations outlined in the following pages are based on the pre-professional requirements of the University of Michigan. If the student contemplates entering a professional course in some other college or university, he should procure a catalog of the institution he plans to attend, to assist the advisers in mapping out his course.
### BUSINESS ADMINISTRATION
(Combined curriculum in letters and business administration)

#### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 104 A, B, C</td>
<td>9</td>
</tr>
<tr>
<td>Trigonometry and Algebra 103 A, College Algebra and Analytic Geometry 103 B, C</td>
<td>15</td>
</tr>
<tr>
<td>or College Algebra and Analytic Geometry 104 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>General Biology 101 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>or General Chemistry 101 A, B, C</td>
<td>15</td>
</tr>
<tr>
<td>French, German, or Spanish 101 A, B, C</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Statistics 211, Mathematics of Finance 227</td>
<td>8</td>
</tr>
<tr>
<td>Accounting 201 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

Note.-1. Modern language or a laboratory science recommended.  
2. A course in library methods is required.  
3. Women are required to take three terms of physical education. Men are required to take eight class hours.

### DENTISTRY

#### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 104 A, B, C</td>
<td>9</td>
</tr>
<tr>
<td>General Biology 101 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>General Chemistry 101 A, B, C or 102 A, B, C</td>
<td>15</td>
</tr>
<tr>
<td>French or German 101 A, B, C</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organic Chemistry 302 A, B, C</td>
<td>15</td>
</tr>
<tr>
<td>Mechanics and Sound 203 A, Heat and Light 203 B, Magnetism and Electricity 203 C</td>
<td>15</td>
</tr>
<tr>
<td>Electives (social science, English literature, mathematics, psychology or modern language)</td>
<td>20</td>
</tr>
</tbody>
</table>

Note.—1. A course in library methods is required.  
2. Women are required to take three terms of physical education. Men are required to take eight class hours.  
3. If $\frac{1}{2}$ unit of plane trigonometry is not presented by a student, the deficiency must be made up (Trigonometry 100 C, 4 hours college credit) before the study of physics is begun in the second year.
ENGINEERING

First Year

Rhetoric 104 A, B, C ........................................ 9 term hours
Trigonometry and Algebra 103 A, College Algebra and Analytic Geometry 103 B, C ........................................ 15 term hours
or
College Algebra and Analytic Geometry 104 A, B, C .......... 12 term hours
General Chemistry 101 A, B, C or 102 A, B, C ............. 15 term hours
Fundamentals of Speech 101 A ................................ 4 term hours
Descriptive Geometry 202 .................................... 4 term hours
Mechanical and Machine Drawing 201 ......................... 4 term hours

Second Year

Calculus 205 A, B, C ........................................ 12 term hours
Mechanics and Sound 203A, Heat and Light 203B, Magnetism and Electricity 203 C ........................................ 15 term hours
Principles of Economics 201 A, B ............................. 8 term hours
Financial Organization 202 or Labor Problems 203 ........ 4 term hours
Electives .................................................................. 12 term hours

Note.—A course in library methods and eight class hours of physical education are required.

FORESTRY

First Year

Rhetoric 104 A, B, C ........................................ 9 term hours
Trigonometry and Algebra 103 A, College Algebra and Analytic Geometry 103 B, C ........................................ 15 term hours
or
College Algebra and Analytic Geometry 104 A, B, C .......... 12 term hours
General Biology 101 A, B, C .................................. 12 term hours
General Chemistry 101 A, B, C or 102 A, B, C ............. 15 term hours

Second Year

Surveying 210 ................................................... 4 term hours
Introduction to Statistics 211 .................................. 4 term hours
General Botany 221 A, B, C .................................. 12 term hours
Mechanics and Sound 203A, Heat and Light 203 B ........ 8 term hours
Geology 301 A ..................................................... 4 term hours
Principles of Economics 201 A, B ............................. 8 term hours
Electives .................................................................. 8 term hours

Note.—A course in library methods and eight class hours of physical education are required.
## JOURNALISM

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 104 A, B, C</td>
<td>9</td>
</tr>
<tr>
<td>General Biology 101 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>or General Chemistry 101 A, B, C</td>
<td>15</td>
</tr>
<tr>
<td>United States History 201 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>French, German, or Spanish 101 A, B, C</td>
<td>12</td>
</tr>
</tbody>
</table>

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of American Literature 120</td>
<td>4</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>5</td>
</tr>
<tr>
<td>Principles of Sociology 240A, B; Modern Social Problems 241</td>
<td>12</td>
</tr>
<tr>
<td>National Government 201 A, State and Local Government 201 B, Practical Politics 201 C</td>
<td>12</td>
</tr>
<tr>
<td>Principles of Economics 201 A, B</td>
<td>8</td>
</tr>
<tr>
<td>Financial Organization 202</td>
<td>4</td>
</tr>
<tr>
<td>or Economic Development of the United States 303</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives | 3 or 4 |

Note.—1. A course in library methods is required.
2. Women are required to take three terms of physical education. Men are required to take eight class hours.
3. Since journalists are using the typewriter constantly, it is of great advantage to the student to acquire facility in typing. It is strongly recommended that the student who is not already a proficient typist should take Personal Typewriting 100 (without college credit).

## LAW

(Combined course in letters and law)

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 104 A, B, C</td>
<td>9</td>
</tr>
<tr>
<td>Trigonometry and Algebra 105 A, College Algebra and Analytic Geometry 103 B, C</td>
<td>12</td>
</tr>
<tr>
<td>or General Chemistry 101 A, B, C</td>
<td>15</td>
</tr>
<tr>
<td>or General Biology 101 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>English History 105 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>Latin, French, German, or Spanish 101 A, B, C</td>
<td>12</td>
</tr>
</tbody>
</table>

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature 102 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>or Shakespeare 214 A, B, C</td>
<td>9</td>
</tr>
<tr>
<td>United States History 201 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>Principles of Economics 201 A, B, and Financial Organization 202</td>
<td>12</td>
</tr>
<tr>
<td>French, German, or Spanish 102 A, B, C</td>
<td>12</td>
</tr>
</tbody>
</table>

Note.—1. A course in library methods is required.
2. Women are required to take three terms of physical education. Men are required to take eight class hours.
# MEDICINE

## First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 104 A, B, C</td>
<td>9 term hours</td>
</tr>
<tr>
<td>General Biology 101 A, B, C</td>
<td>12 term hours</td>
</tr>
<tr>
<td>General Chemistry 101 A, B, C or 102 A, B, C</td>
<td>15 term hours</td>
</tr>
<tr>
<td>French or German 101 A, B, C</td>
<td>12 term hours</td>
</tr>
</tbody>
</table>

## Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature 102 A, B, C</td>
<td>12 term hours</td>
</tr>
<tr>
<td>Organic Chemistry 302 A, B, C</td>
<td>12 term hours</td>
</tr>
<tr>
<td>Mechanics and Sound 203 A, Heat and Light 203 B, Magnetism and Electricity 203 C</td>
<td>15 term hours</td>
</tr>
<tr>
<td>French or German 102 A, B, C</td>
<td>12 term hours</td>
</tr>
</tbody>
</table>

## Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Zoology 252, 253, 254</td>
<td>12 term hours</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>5 term hours</td>
</tr>
<tr>
<td>Qualitative Analysis 201 A, B</td>
<td>8 term hours</td>
</tr>
<tr>
<td>French or German</td>
<td>12 term hours</td>
</tr>
</tbody>
</table>

(Note.-1. A course in library methods is required.
2. Women are required to take three terms of physical education. Men are required to take eight class hours.
3. First class medical colleges require 90 semester hours (3 years) of college credit for entrance in addition to high school graduation. If two units of high-school Latin are not presented by a student, the deficiency must be made up without college credit. If ½ unit of plane trigonometry is not presented by a student, the deficiency must be made up (Trigonometry 100 C, 4 hours college credit) before the study of physics is begun in the second year.

---

# PHARMACY

## First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 104 A, B, C</td>
<td>9 term hours</td>
</tr>
<tr>
<td>Trigonometry and Algebra 103 A, College Algebra and Analytic Geometry 103 B, C</td>
<td>15 term hours</td>
</tr>
<tr>
<td>or College Algebra and Analytic Geometry 104 A, B, C</td>
<td>12 term hours</td>
</tr>
<tr>
<td>General Chemistry 101 A, B, C or 102 A, B, C</td>
<td>15 term hours</td>
</tr>
<tr>
<td>French or German 101 A, B, C</td>
<td>12 term hours</td>
</tr>
</tbody>
</table>

## Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative Analysis 201 A, B</td>
<td>8 term hours</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>5 term hours</td>
</tr>
<tr>
<td>Mechanics and Sound 203 A, Heat and Light 203 B, Magnetism and Electricity 203 C</td>
<td>15 term hours</td>
</tr>
<tr>
<td>Principles of Economics 201 A, B or General Botany 221 A, B</td>
<td>8 term hours</td>
</tr>
<tr>
<td>Hygiene 112</td>
<td>4 term hours</td>
</tr>
<tr>
<td>French or German 102 A, B, C</td>
<td>12 term hours</td>
</tr>
</tbody>
</table>

(Note.-A course in library methods and eight class hours of physical education are required.)
SOCIAL WORK

*First Year

Rhetoric 104 A, B, C ................................................. 9 term hours
General Biology 101 A, B, C ................................................. 12 term hours
Modern Europe 106 A, B, C (unless the student plans to take
United States history in the sophomore year) .................... 12 term hours

Second Year

Principles of Sociology 240 A, B ................................................. 8 term hours
Social Psychology 242 ................................................. 4 term hours
General Psychology 200 ................................................. 5 term hours
Principles of Economics 201 A, B ................................................. 8 term hours
United States History 201 A, B, C (unless the student has
taken the history suggested for the freshman year) ............ 12 term hours

Third Year

Any 2 or 3 of the following advanced sociology courses:
  Modern Social Problems 241 ................................................. 4 term hours
  Urban Sociology 340 ................................................. 4 term hours
  The Family 341 ................................................. 4 term hours
  Criminology 342 ................................................. 4 term hours
  Mental Deficiency 362 ................................................. 4 term hours
  Mental Hygiene 365 A, B, C ................................................. 6 term hours
  National Government 201A, State and Local Government 201B ........ 8 term hours

Fourth Year

Any one of the following (if needed to complete 3 required
courses in advanced sociology):
  Rural Sociology 203 ................................................. 4 term hours
  Population 343 ................................................. 4 term hours
  Principles of Social Work 346 ................................................. 4 term hours
Any two of the following:
  Social Case Work 347 ................................................. 4 term hours
  Social Group Work 348 ................................................. 4 term hours
  Psycho-Educational Problems 351 ................................................. 3 term hours

*Professional training for social work is today largely restricted to the graduate
level by the leading schools of social work. This pre-professional curriculum per-
mits 92 or 93 hours of electives, only recommended courses being indicated in the
above outline. Therefore students pursuing it should plan to complete a curriculum
conforming to the degree requirements. Social science should be the field of major
sequences, while a minor sequence may be chosen from any field of special interest
to the student. If a life certificate in teaching is also desired, courses must be selected
so that the requirements in some one of the life certificate curricula are fulfilled.

Note.—1. A course in library methods is required.

2. Women are required to take five terms of physical education, including
one individual sport and one team sport. Men are required to take fourteen
class hours.
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 practice teaching should not be counted as satisfying a part of the requirements for majors or minors in fields such as history, art, and home economics. Uniformly required courses in education; i.e., Educational Psychology 203 A, B, Principles of Teaching 230, History of Educational Thought 433, and Practice Teaching 301, 302, 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 104 A, B, C, and Calculus 205 A, 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 205 B, etc. Similarly, Comparative Government 301 A, 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 sixteen hours of chemistry. There is no reason why this should not be combined with eight 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 interpretations 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**

12 Greek-Roman-Medieval or 12 English history
12 Modern Europe
12 United States (elementary or advanced)

**Related Social Science Minor**

12 Political science
12 Economics

**History Major**

24 or 12 European history
12 or 24 United States history
(12 first year)
(12 advanced, or economics)

**Related Minor**

8 Political science
8 Economics
8 Sociology

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
   Hygiene and physiology—12 hours, or chemistry—12 hours
3. Physics—24 hours
   Mathematics—12 hours
4. Chemistry—24 hours
   Physics—12 hours
5. Physiology and hygiene—24 hours
   Chemistry—12 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
PROSPECTIVE TEACHERS IN RURAL ELEMENTARY SCHOOLS SHOULD ELECT AGRICULTURE 141.

Students preparing to teach agriculture in rural high schools should elect Agriculture 142 A, B, C, 143, 144, and 145.

Students preparing to teach in vocational agricultural schools should elect Agriculture 142 A, B, C, 143, 144, 145; Biology 101 A, B, C; Economics 201 A, B; Rural Education 201 A, B, C; and Rural School Shop 203 A, B, C.

Further information regarding opportunities for teachers of agriculture and facilities for training teachers will be found on page 42.

Opportunities for practice teaching are available at Paw Paw, where a vocational agriculture department is maintained, and at Portage and Richland, where rural-agricultural high schools are located.

141. Rural-School Agriculture. 4 term hours. Offered each term. 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 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.—This course may not be counted toward fulfillment of a minimum requirement in Group II.

142A. Animal Husbandry. 4 term hours. Fall term. Mr. Corbus.

Includes the origin of domestic animals as it is related to the process of development of our present types of farm animals; types and breeds of farm animals. Visits to the International Livestock Exposition, which is held in Chicago during the fall term, afford exceptional opportunity for study of types, and observations for future market studies. A short time is allotted for the fall culling of poultry. The college-farm flock offers opportunity for practice work.

Note.—While courses 142 A, B, C represent a consecutive year's work, each unit may be taken separately.

142B. Animal Husbandry. 4 term hours. Winter term. Mr. Corbus.
Dairy cattle; dairy practices, products, and feeding.

142C. Animal Husbandry. 4 term hours. Spring term. Mr. Corbus.
Poultry study and observation of feeding and marketing enterprises on the college farm.

143. Soils. 4 term hours. Desirable antecedents: high-school or college work in biology, chemistry, and physics. Fall term. Mr. Corbus.

Principles underlying the management of soils and explanation of practices necessary to obtain profitable yields; observation of demonstrations.

144. Farm Crops. 4 term hours. Winter term. Mr. Corbus.
A general study of cereal, forage, and root crops, with special attention to their particular place in the farm rotation of crops. Laboratory work in selection of seeds and in judging of products. Common treatments of diseases and insects.

*Note.—For information regarding the significance of course numbers and credit for courses see page 35.
145. **Horticulture.** 4 term hours. Spring term. Mr. Corbus.

This course is offered in the spring term when most of the laboratory work can be done out of doors. Principles of propagation of common garden and orchard crops are studied. Practices in commercial fruit and vegetable production are observed. Proximity to commercial nurseries makes a study of nursery practices possible.

**ART**

**LYDIA SIEDSCHLAG**  
**SELMA E. ANDERSON**  
**LOUISE STRUBE**  
**HAZEL I. PADEN**  
**ELAINE L. STEVENSON**

Any one of the following groups of courses constitutes a year's sequence in art:

- b) Art Structure 102, Elementary Design 109, Art Observation 206.
- c) Art Structure 102, Figure Drawing 205, Demonstration Drawing 207.
- d) Art Structure 102, History of Art 211B.

102. **Art Structure.** 4 term hours. Offered each term. Miss Paden, Miss Siedschlag, 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, cut-paper problems, and holiday projects, together with methods of presenting problems and developing a greater appreciation of art among children.

103. **Industrial Art.** 4 term hours. Offered each term. Miss Anderson.

Problems in handwork naturally evolving from a study of how the world provides itself with food, clothing, shelter, and utensils; how it puts itself on record; and of modes of transportation.

104. **Lettering and Poster Making.** 4 term hours. Winter term. Miss Stevenson.

Special problems for grades; poster work to advertise school activities. The work has been planned to be of special help to students other than those specializing in art.

105. **Modeling.** 4 term hours. Fall term. Miss Anderson, Miss Siedschlag.

A general course offered to students in all departments. The course includes the designing, building, and casting of pottery; and the use of the potter's wheel and kiln for modeling with clay, firing and glazing.

107. **Illustrative Handwork.** 4 term hours. Offered each term. Miss Anderson.

Problems relating to interests in primary grades, worked out in wood, paper, clay, and other mediums. Required of early-elementary students.

109. **Elementary Design.** 4 term hours. Fall term. Miss Anderson.

A beginning course in art structure, teaching principles of design and color theory and their application to the making of original borders, surface patterns, and other school art problems.

110. **Costume Design.** 4 term hours. Fall term. Mrs. Smith.

For description of course see Department of Home Economics, page 115.
113A. Appreciation of Art. 2 term hours. Fall term. Miss Siedschlag.
A course which aims to give the underlying principles of beauty as a basis
for judging works of art. In the fall term a brief survey of the history of
painting is given.

113B. Appreciation of Art. 2 term hours. Prerequisite: Appreciation of
Art 113A. Winter term. Miss Siedschlag.
A brief survey of the history of sculpturing. Application of principles of
Art 113A.

113C. Appreciation of Art. 2 term hours. Prerequisite: Appreciation of
Art 113A. Spring term. Miss Siedschlag.
An appreciation course in architecture and minor arts of the past and
present.

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

204B. Wood-Turning Design. 1 term-hour. Spring and summer terms. Miss
Siedschlag.
Designs in proportion of mass and line are made on paper and used as
patterns for wood work. Credit is given only when taken in connection with
Wood Turning 204. See Department of Manual Arts, page 121.

205. Figure Drawing. 4 term hours. Prerequisite: Art Structure 102, or
permission of instructor. Winter term. Miss Siedschlag.
Anatomy of the human figure is studied. Rapid sketches, line drawings,
and memory sketches are made, after which the work progresses from gesture
lines, shadow edges, planning, and contour drawing to finished drawings.
Mediums—pencil and charcoal.

206. Art Observation. 4 term hours. Fall and spring terms. Mrs. Struble.
Observation of art activities in the training school and discussion and illus-
tration of these problems. This course gives credit in education.

207. Demonstration Drawing. 4 term hours. Prerequisite: Art Structure
102. Spring term. Miss Siedschlag.
A drawing course reviewing perspective, composition, figure, object, and
animal drawing. Large free work suitable for demonstration is encouraged.

207B. Color in Wood Finishing. 1 term hour. Fall and summer terms.
Miss Paden.
Credit is given only when taken in connection with Wood Finishing 207.
See Department of Manual Arts, page 121.

208. Art Composition. 4 term hours. Prerequisite: Art Structure 102,
Elementary Design 109. Fall term. Miss Paden.
A study of composing within a given space figures, landscapes, flowers, birds,
and animals, emphasizing unity, spacing, distribution of dark and light; study
of tone relationship, and color harmony. Mediums used are show-card paints,
charcoal, pen and ink, and linoleum cuts. Christmas cards for the annual
sale are designed in this class.

This course is planned especially for students of home economics. Color,
design, historic furniture, and arrangement of furnishings will be studied.

211A. History of Art. 4 term hours. Prerequisite: Consent of the instructor.
Winter term. Miss Siedschlag.
Study of primitive, Egyptian, Chaldean, Greek, and Roman architecture,
sculpture, painting, and minor arts.
211B. **History of Art**. 4 term hours. Prerequisite: History of Art 211A. Spring term. Miss Siedschlag.

Study of the art of the Renaissance in Europe and of modern and contemporary art in Europe and America.

212. **Handicraft**. 4 term hours. Prerequisite: Art Structure 102, Industrial Art 103 or consent of instructor. Fall term. Miss Anderson.

Includes problems in batik, gesso, metal, leather tooling, and other handwork.

214. **Commercial Art**. 4 term hours. Prerequisite: Art Structure 102. Fall term. 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, greeting cards are made; lithograph, pencil, ink, and various color mediums are used.

220. **Stage Design**. 4 term hours. Fall term. Miss Siedschlag.

A course for art and speech students. Class makes practical use of knowledge of scene painting, lighting, and mechanics of staging, in connection with the midwinter play.

304. **Advanced Figure Drawing**. 4 term hours. Prerequisite: Figure Drawing 205. Spring or summer term. Miss Stevenson.

A continuation of Figure Drawing 205, developing technical skill and imagination.

308. **Advanced Art Composition**. 4 term hours. Prerequisite: Art Structure 102, Elementary Design 109, Art Composition 208. Winter and summer terms. Miss Siedschlag.

The work centers about the study of prints and print making, etching, and woodblock printing.


Continuation of Elementary Design 109.


A study of the school curriculum and its needs in art activities. A course of study will be outlined and administrative problems discussed. Collections of illustrative material will be catalogued, equipment and supplies planned. This course gives credit in education.

321. **Painting**. 4 term hours. Prerequisite: Art Structure 102, Elementary Design 109, Art Composition 208 or consent of the instructor. Spring or summer term. Miss Stevenson.

Painting of still life and landscape, in the studio and outdoors. Oil or water color is used. The course involves the study of composition, color value, and technique.
To serve as the biological foundation for a cultural education, General Biology 101A, B, C, is recommended.

For students taking either the junior-high-school or the senior-high-school curriculum, a major sequence consists of Group (a) below and any two of the other groups; a minor consists of Group (a) and any one of the other groups. Group (g) is particularly valuable to students in the junior-high-school curriculum.

(a) General Biology 101 A, B, C.
(b) Botany: three terms selected from 221 A, B, C and 222 A, B.
(c) Zoology: three terms selected from 251 and 252 A, B, C.
(d) Anatomy 211 A, B, and Physiology 211 C.
(e) Hygiene and Bacteriology: three terms selected from 112 and 212 A, B, C.
(f) Genetics 301, Evolution and Ecology 302, and Human Biology 303.
(g) General Science 201 A, B, History of Science 202, Hygiene 112.

For students anticipating medicine or dentistry, a major consists of Groups (a) and (b) required and either (d) or (e) recommended.

For students anticipating forestry, horticulture, or landscape architecture, a major consists of Groups (a), (b), and (c) above.

For special-education students and students interested primarily in social sciences, a recommended major consists of Groups (a), (e), and (f) above.

For physical-education students required work consists of General Biology 101 A, B, Hygiene 112, and Group (d) above. A satisfactory major can be made by adding General Biology 101C, and two other terms from Group (e) above.

For special nature-study students the required major in science consists of the following courses:
1. General Biology 101 A, B, C.
3. Any one of the groups below:
   (a) Physics 100 A, B, C (for those who have not had high-school physics).
   (b) Biology: any three from 221A, 222, 234, 251.
   (c) Geology 320 A, B, C.
A minor, elective in addition to the major, consists of the following courses:
1. Any group selected from 3 above which was not used as part of the major sequence.
2. One of the following groups:
   (a) Geography 101 A, B, and 305.
   (b) General Chemistry 101 A, B, C.

For students taking either the early-elementary or the later-elementary curriculum, a major in science may consist of the following courses:
1. Biology 101 A, B, C.
3. One of the following groups:
   (a) Chemistry 104, Astronomy 210, Geology 207.
   (b) Physics 100 A, B, C (for those who have not had high-school physics).
   (c) Biology: any three from 221 A, 222, 234, 251.
   (d) Geography 101 A, B, and 305.
   (e) General Chemistry 101 A, B, C.
A minor may consist of the following courses:
1. General Biology 101 A, B, C.

**GENERAL COURSES**

**101A. General Biology.** 4 term hours. Fall and winter terms. Dr. Goddard, Dr. Kenoyer.

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

**101B. General Biology.** 4 term hours. Prerequisite: General Biology 101A. Winter and spring terms. Dr. Goddard, Dr. Kenoyer.

Emphasis upon animal biology. Physiology and life relations are developed through a somewhat detailed laboratory study of several typical animals, such as the earthworm, the crayfish, the grasshopper, and the frog. Classroom, 2 hours a week; laboratory, 2 double periods.

**101C. General Biology.** 4 term hours. Prerequisite: General Biology 101A, B. Spring term. Dr. Goddard, Dr. Kenoyer.

Emphasis upon plant biology. A study is made of representatives of the leading groups of higher plants as to their physiology, adaptations, and life relations. Practical problems, such as plant diseases and plant propagation, are given prominence. Considerable field work is attempted for acquaintance with common groups of higher plants. A general treatment is given to questions of histology, embryology, heredity, and evolution. Classroom, 2 hours a week; laboratory, 2 double periods.

**201. General Science.** 3 term hours. Fall term. Miss Hadley.

A survey of the field of biology, valuable as a cultural course to those unable to take more extensive work in biology, also valuable as preparation for the teaching of general science in junior-high schools. Field and laboratory work included.

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


This course deals with the physical nature of the universe. It is recommended to students who wish a survey course in the physical sciences, and to prospective teachers of general science. Demonstrations and laboratory work included.

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

**204. History of Science.** 4 term hours. Fall term. Dr. Goddard.

A survey of the development of scientific ideas and a study of the lives and achievements of great scientists. Effort is made to develop not only a knowledge of these achievements, but also an appreciation of the problems and painstaking labors of early investigators and the heroism and dramatic significance of their work. Emphasis is placed on the triumphs of science in the present scientific age and the relation of science to present civilization. Historical relations between science and religion are traced.

Note.—This course may not be counted toward fulfillment of a minimum requirement in Group II.
301. Genetics. 4 term hours. Prerequisite: General Biology 101 A, B, C.
Fall term. Dr. Kenoyer.
This course deals with variations in organisms, their physical basis in the
genes, and the mode of their inheritance. The possibilities of improvement in
plants and animals and the bearing of genetics on their natural evolution is
considered.

302. Evolution and Ecology. 4 term hours. Prerequisite: General Biology
101 A, B, C. Desirable antecedent: Genetics 301. Winter term. Dr.
Kenoyer.
In this course, the reasons for the biologist's belief in evolution and the
probable mode of evolution are considered. Some time will be devoted to
noting the ways in which evolutionary processes have brought about an ad-
justment of organisms to their environment.

303. Human Biology. 4 term hours. Prerequisite: General Biology
Dr. Kenoyer.
The principles of heredity as applied to man, the present trend of civiliza-
tion, means for the improvement of the race, population increase, temperance,
the color problem, race suicide, immigration, and community welfare are con-
sidered in their eugenic bearing. Classroom, 3 hours a week; laboratory, 2
hours a week.

304. Teaching of Biology. 3 term hours. Prerequisite: At least five terms
of college biology. Must precede or accompany practice teaching in
high-school biology. Spring term. Dr. Goddard.
The course deals with the practical problems of teaching biology in the
junior and senior high schools. Among the topics considered are biological
interests of high-school pupils; values and objectives; selection and survey
of subject matter; methods of presentation; projects in laboratory and field
work; laboratory equipment, and available texts, reference and illustrative
materials. Some practice is given in organizing and presenting model lessons;
visits are planned to high-school classes for observation and suggestions, and
an attempt is made to investigate practical biological problems in the high
schools of the state. This course gives credit in education.

ANATOMY, PHYSIOLOGY, AND SANITARY SCIENCE

112. Hygiene. 4 term hours. Desirable antecedent: General Biology 101
A, B. Offered each term. Dr. Cook.
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.

211A. Anatomy. 4 term hours. Prerequisite: General Biology 101 A, B.
Fall term. Dr. Cook.
This course gives the student a comprehensive knowledge of the structure
of the human body. A complete dissection of the rabbit is made. Required
of all students majoring in physical education. Classroom, 3 hours a week;
laboratory, 2 hours a week.

211B. Anatomy. 4 term hours. Prerequisite: Anatomy 211A. Winter term.
Dr. Cook.
A continuation of course 211A. Classroom, 3 hours a week; laboratory, 2
hours a week.
211C. Physiology. 4 term hours. Prerequisite: for physical-education students. Anatomy 211 A, B; for home-economics students, General Chemistry 103 A, B, and, if possible, C. Spring term. Dr. Cook.

The facts of physiology are presented, and stress is laid upon the relation of these facts to the interpretation of disease. Classroom, 3 hours a week; laboratory, 2 hours a week.

212A. Bacteriology. 4 term hours. Prerequisites: Hygiene 112 and at least one term of General Biology. Fall term. Dr. Cook.

A classroom and laboratory course in elementary bacteriology, based on the study of structural, functional, and growth characters of harmless and harmful bacteria. Work includes the history of bacteriology, classification of microorganisms, principles of immunology, bacteriophage, microbial dissociation, allergic reactions, staining technique, sterilization methods, and relation to health and disease. Especially recommended to prospective doctors, dentists, nurses, laboratory technicians, and teachers of health subjects. The work is limited to the non-pathogenic bacteria. Classroom, 3 hours a week; laboratory, 2 hours a week.

212B. Bacteriology. 4 term hours. Prerequisite: Bacteriology, 212A. Winter term. Dr. Cook.

Emphasis is placed on the pathogenic bacteria. Classroom, 3 hours a week; laboratory, 2 hours a week.

212C. Advanced Hygiene and Community Health. 4 term hours. Prerequisite: Hygiene 112 and at least one term of General Biology. Desirable antecedent: Bacteriology 212 A, B. Spring term. Dr. Cook.

This course deals with the principles of public health and hygiene. Studies are made of important communicable and preventable diseases and conditions. Community health problems, with special emphasis on water supply, sewage, milk, food inspection, and school inspection, are considered. Stress is laid upon the community's interest in maternity, infancy, childhood, health problems, and opportunities for health work in the schools. Statistical studies of disease are presented.

Note.—Courses 212A, B, C constitute a year's sequence. Courses 212A, and 212C may be taken separately. Course 212B may be taken only with Course 212A.

BOTANY

221A. General Botany. 4 term hours. Prerequisite: General Biology 101 A, B, C or a year of high-school botany. Fall term. Dr. Kenoyer.

A general study of the gross and the microscopic structures of higher plants, accompanied by field studies which aim to give a closer acquaintance with the major groups of the plant kingdom. Classroom, 2 hours a week; laboratory, 2 double periods.

221B. General Botany. 4 term hours. Prerequisite: General Botany 221A. Winter term. Dr. Kenoyer.

Morphology of algae, fungi, bryophytes and pteridophytes, with emphasis on evolutionary tendencies in the plant kingdom. Classroom, 2 hours a week; laboratory, 2 double periods.

221C. General Botany. 4 term hours. Prerequisite: General Botany 221 A, B.

Morphology of reproductive structures of seed plants, including identification and study of environmental relations of the native spring-blooming types. Classroom, 2 hours a week; laboratory or field, 2 double periods.
223. **Summer Flora.** 4 term hours. Prerequisite: A year of biology. Summer term. 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.

**ZOOLOGY**

151. **Elementary Zoology.** 4 term hours. Spring and summer terms. Dr. Goddard.

This course is designed as a one-term course for freshmen and others who have had little previous zoology. A general survey is made of the animal kingdom, with special emphasis on habits, life histories, physiology, and economic importance. It deals largely with higher animals and gives opportunity for considerable field work. Practical applications to agriculture, health, and disease are given prominence.

251. **Insect Study.** 4 term hours. Summer term. Dr. Goddard.

Designed to offer a systematic study of the leading groups of insects. Life habits, structural adaptations, life histories, natural homes, classification, and economic importance are considered. Frequent field excursions are made for collection of material, identification, and study of habits. Methods of rearing living material and of preparing museum specimens are studied. Control of insects in relation to disease, destruction of crops, and household depredation is especially emphasized.

252A. **General Zoology.** 4 term hours. Prerequisite: General Biology 101 A, B, C. Fall term. Dr. Goddard.

The work of this term deals with the invertebrates up to the Crustacea. Structural characteristics, physiology, life histories, habits, distribution, and classification are studied. Identification of local forms and economic values are emphasized. This and the two following courses are desirable for those intending to teach biology in the high school. They also cover entrance requirements in medicine or dentistry. Classroom, 2 hours a week; laboratory, 2 double periods.

252B. **General Zoology.** 4 term hours. Prerequisite: General Zoology 252A. Winter term. Dr. Goddard.

Topics include the higher invertebrates and the vertebrates up to the birds. Special attention is given to the insect group. Economic values and human relations are emphasized. Class and laboratory as in Course 252A.

252C. **General Zoology.** 4 term hours. Should be preceded by General Zoology 252 A, B, but may be taken separately. Spring term. Dr. Goddard.

The work deals with the birds and the mammals. Field study and identification are given special prominence. At least one field trip is taken weekly. Students are expected to identify and recognize in the field at least 75 birds. Some study of morphology, especially of the mammals, is done in the laboratory.

**NATURE STUDY**

231. **Biological Nature Study.** 4 term hours. Fall term. Miss Argabright, Miss Hadley.

The aims of this course are to develop an ability to interpret natural phenomena with scientific accuracy, to develop an understanding of some of the laws of nature, and to help the student to enjoy and appreciate the beauties of nature. Wayside and garden flowers, bulbs, seed dispersal, fruits of trees, flowerless plants, beetles, crickets, grasshoppers, moths, butterflies, gall insects, spiders, and winter birds are studied. Field work is an important part of the course.
232. Physical Nature Study. 4 term hours. Offered each term. Miss Argabright, Miss Hadley.

The purpose of this course is to help the student become familiar with some of the physical aspects of nature, to demonstrate with simple experiments some of the laws of nature, and to develop an understanding of some of the wonders of the universe. Weather, rocks, minerals, electricity, astronomy, heat, and light are studied.

233. Biological Nature Study. 4 term hours. Spring term. Miss Argabright, Miss Hadley.

The aims of this course are the same as those of Biological Nature Study 231. It includes the study of spring flowers; spring birds and bird migration; pond life; aphids, bees, wasps, flies, and ants.

234. Bird Study. 4 term hours. Prerequisite: Biological Nature Study 233 or its equivalent. Spring and summer terms. Miss Hadley.

This course undertakes to develop knowledge of birds so that their beauty, the dangers of their environment, their problems of food supply, and their preference in nesting sites may be appreciated. The student learns to identify fifteen water birds at the Kellogg Bird Sanctuary, a minimum of fifty land birds in the field, and one hundred birds in the laboratory.

333. Nature Guiding and Recreational Activities. 4 term hours. Summer term. Miss Hadley, Miss Worner.

This course is intended to initiate the student into 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.

CHEMISTRY

WILLIAM MCCracken

ROBERT J. ELDRIDGE

JAMES W. BOYNTON

Students who wish to teach chemistry must have a minimum of 24 term hours of chemistry and in addition must have completed The Teaching of Chemistry 204. A major in chemistry is 36 term hours and a minor 24 term hours. The Teaching of Chemistry 204 and practice teaching in chemistry give credit in education. (Group F of the General Requirements.)

Through an arrangement with the Department of Physics, a major in physical science may be made by taking 24 term hours of chemistry and 12 term hours of physics.

Students who wish to specialize in chemistry should plan programs including the following sequence: general chemistry, mathematics, and physics during the first year; qualitative analysis, calculus, and physics the second year; organic chemistry, quantitative analysis the third year; physical chemistry and special courses the fourth year.

101A. General Chemistry. 5 term hours. Prerequisite: One year of high-school chemistry. Fall term. Dr. McCracken.

The fundamental principles of chemistry are studied in such a way as to prepare both those students who wish to teach and those who expect to go on to more advanced work in the subject. This course may also be taken as a cultural subject by students desiring a broader knowledge of their environment. Classroom, 4 hours a week; laboratory, 4 hours a week.

Note.—Courses 101 A, B, C, and 102 A, B, C each constitute a year's work. Students should plan to take the three terms; however, credit is given for each term's work. The aim of these courses is to give a definite idea of the fundamental principles of chemistry.
101B. General Chemistry. 5 term hours. Prerequisite: General Chemistry 101A. Winter term. Dr. McCracken.
A continuation of General Chemistry 101A. Classroom, 4 hours a week; laboratory, 4 hours a week.

101C. General Chemistry. 5 term hours. Prerequisite: General Chemistry: 101 A, B. Spring term. Dr. McCracken.
A continuation of General Chemistry 101B. Classroom, 4 hours a week; laboratory, 4 hours a week.

102A. General Chemistry. 5 term hours. Fall term. Mr. Eldridge.
Similar to course 101A but intended for students who have had no high-school chemistry. Classroom, 4 hours a week; laboratory, 4 hours a week.
Note.—See note under 101A. General Chemistry.

102B. General Chemistry. 5 term hours. Prerequisite: General Chemistry 102A. Winter term. Mr. Eldridge.
A continuation of course 102A. Classroom, 4 hours a week; laboratory, 4 hours a week.

102C. General Chemistry. 5 term hours. Prerequisite: General Chemistry 102 A, B. Spring term. Mr. Eldridge.
A continuation of course 102B. Classroom, 4 hours a week; laboratory, 4 hours a week.

103A. General Chemistry. 4 term hours. Fall term. Mr. Eldridge.
The fundamental theories of chemistry are studied, along with some of the common non-metallic elements and their compounds. The laboratory work involves the general practice of chemical manipulation. Open only to students in the Department of Home Economics. Classroom, 3 hours a week; laboratory, 4 hours a week.

103B. General Chemistry. 4 term hours. Prerequisite: General Chemistry 103A. Winter term. Mr. Eldridge.
A continuation of course 103A, including the study of metals and some of their compounds. The laboratory work includes qualitative analysis. Open only to students in the Department of Home Economics. Classroom, 3 hours a week; laboratory, 4 hours a week.

103C. Organic Chemistry. 4 term hours. Prerequisite: General Chemistry 103 A, B. Spring term. Mr. Eldridge.
The following topics are studied: paraffins, alkyl halides, alcohols, aldehydes, ketones, sugars, amines, fatty acids, dyes, amino acids, peptides, and proteins. Open only to students in the Department of Home Economics. Classroom, 3 hours a week; laboratory, 4 hours a week.

104. Chemistry and the Modern World. 4 term hours. Fall and winter terms. Dr. McCracken.
Some knowledge of chemistry is indispensable to the understanding of the world of today. This course is designed for those students who have never studied chemistry and do not wish to elect a year's work in the subject, yet who desire to gain an insight into the part played by chemistry in modern life and industry, and some acquaintance with the general laws of chemical action and the properties of common elements and compounds. No laboratory work.
Note.—This course may not be counted toward fulfillment of a minimum requirement in Group II.

108. General Metal. 2 term hours. Winter and spring terms. Mr. Weaver.
A course for chemistry students in methods of metal working. Processes in forging, bending, riveting, oxyacetylene welding, brazing, soldering, etching, polishing, plating, and lathe work are demonstrated and applied.
Note.—Students majoring in chemistry are advised to take this course.
201A. Qualitative Analysis. 4 term hours. Prerequisite: General Chemistry 101 or 102. Fall term. Dr. McCracken.
Basic analysis. Two lectures a week and a minimum of 8 hours in the laboratory.

201B. Qualitative Analysis. 4 term hours. Prerequisite: General Chemistry 101 or 102 and Qualitative analysis 201A. Winter term. Dr. McCracken.
Acid analysis. Almost entirely laboratory work. A minimum of 10 hours of laboratory work a week required.

202S. Organic Chemistry. 5 term hours. Prerequisite: General Chemistry 101 A, B, C, or 102 A, B, C. Summer term. Mr. Eldridge.
The aliphatic (open chain) and aromatic (closed chain) compounds are studied—paraffins, alkyl halides, alcohols, aldehydes, ketones, sugars, amines, acids, dyes, and drugs. Classroom, 3 double periods a week; laboratory, 4 double periods a week.

203. Chemistry Applied to the Home and Community. 4 term hours. Prerequisite: General Chemistry 103. Spring term. Mr. Eldridge.
The practical phases of chemistry as applied to the home and community are studied: fuels, fire, water, waste disposal, textiles, toilet preparations, foods, and drugs. Open only to students in the Department of Home Economics. Not a laboratory course.

204. The Teaching of Chemistry. 2 term hours. Prerequisite: General Chemistry 101 or 102. May accompany either 101C or 102C. Must precede practice teaching in chemistry. Spring term. Dr. McCracken.
This course is especially designed for students preparing to teach chemistry in high school. The subjects stressed are fundamental chemical theories, problems, laboratory equipment and technique, and the history of chemistry. This course gives credit in education.

301. Advanced Qualitative Analysis. 4 term hours. Prerequisite: General Chemistry 101 or 102 and Qualitative Analysis 201. Spring term. Dr. McCracken.
The analysis of ores, alloys, and water. This is entirely a laboratory course.

302 A, B, C. Organic Chemistry. 15 term hours. Five hours a week throughout the year. Prerequisite: General Chemistry 101 or 102. Open to qualified sophomores. Mr. Eldridge.
Preparation and reactions of organic compounds, of both the aliphatic and the aromatic series, are studied. These courses are valuable not only to those students who wish to teach chemistry, but also to those who may later study medicine, dentistry, or chemical engineering. Credit is given for each term's work, but students are advised against taking one course only. Classroom, 3 hours a week; laboratory, 6 hours a week.

303A. Volumetric Analysis. 5 term hours. Prerequisites: General Chemistry 101 or 102, Qualitative Analysis 201. Fall term. Mr. Boynton.
Volumetric methods. Two lectures a week and laboratory work. Studies in acidimetry, alkalimetry, iodimetry, theory of indicators, and oxidation reduction theory.

303B. Gravimetric Analysis. 5 term hours. Prerequisite: General Chemistry 101 or 102, and Qualitative Analysis 201. Winter term. Mr. Boynton.
Gravimetric methods. Two lectures a week and laboratory work. Studies in precision, solubility product principles, and principles of separation.
CHEMISTRY

303S. Quantitative Analysis. 5 term hours. Prerequisite: General Chemistry 101 or 102, and Qualitative Analysis 201. Consult the instructor before enrolling. Summer term. Mr. Eldridge.

This special summer course aims to meet the requirements of the student. Classroom, two double periods a week; laboratory, a minimum of 12 hours a week.


A study of the history of chemical theory is made from the point of view of putting modern chemical theory in its proper perspective. Some fundamental conceptions have undergone such a marked change in the last twenty years that a historical approach to the subject is very valuable to the prospective teacher. No laboratory work.

390A. Laboratory Technique. 2 term hours. Fall term. Mr. Marburger, Mr. Sherwood.

This course consists of four hours a week in woodwork.

Note.—Courses 390 A, B, C, are open to students majoring in chemistry, after consultation with the chairman of the department. These courses are intended to aid in the making and repairing of apparatus and are especially valuable to the teacher and the research worker.

390B. Laboratory Technique. 2 term hours. Winter term. Mr. Marburger, Mr. Weaver.

This course consists of four hours a week in machine shop and in metal working.

390C. Laboratory Technique. 2 term hours. Spring term. Mr. Marburger, Mr. Weaver.

This course consists of four hours a week in glass blowing.

401A. Physical Chemistry. 5 term hours. Prerequisite: General Chemistry 101 A, B, C or 102 A, B, C, Qualitative Analysis 201 A, B, Volumetric Analysis 303A, Elementary Physics 100, Trigonometry and Algebra 103A, College Algebra and Analytic Geometry 103 B, C, or equivalent, and Calculus 205 A, B, C. Open to qualified juniors. Fall term. Mr. Boynton.

Lectures and laboratory work. This course is particularly valuable for those who expect to teach physics and chemistry. The work includes a rigorous review of the fundamentals of chemistry, studies of physico-chemical theory, molecular weight determinations, properties of solutions, elementary thermodynamics, polarimetric and spectroscopic measurements.

401B. Physical Chemistry. 5 term hours. Prerequisite: Physical Chemistry 401A. Open to qualified juniors. Winter term. Mr. Boynton.

Lectures and laboratory work. The course includes determinations of degree of ionization, studies in thermochemistry, studies in heterogeneous and homogeneous equilibrium, colloids, radioactivity, and atomic structure.

401C. Electrochemistry. 5 term hours. Prerequisite: Physical Chemistry 401 A, B. Open to qualified juniors. Spring term. Mr. Boynton.

Lectures and laboratory work. The course includes the study and measurement of conductance, transport numbers, electromotive force, single electrode potentials, degree of ionization, voltaic cells, and oxidation-reduction potentials.

402A. Organic Preparations. 4 term hours. Consult instructor before enrolling. Offered each term. Mr. Eldridge.

Methods of preparing the aliphatic compounds with an effort to produce the maximum yield at the minimum expense. Theoretical interpretations of facts are sought. Classroom, 1 hour a week; laboratory, 10 hours a week.
402B. **Organic Preparations.** 4 term hours. Consult instructor before enrolling. Offered each term. Mr. Eldridge.
Methods of preparing the aromatic organic compounds. Classroom, 1 hour a week; laboratory, 10 hours a week.

403. **Advanced Quantitative Analysis.** 4 term hours. Consult instructor before enrolling. Winter term.
Coal, water, and ore analysis.

404. **Inorganic Preparations.** 4 term hours. Consult instructor before enrolling. Offered each term. Mr. Eldridge, Dr. McCracken.
Methods of preparing the less common inorganic compounds. Laboratory, 12 hours a week.

405. **Organic Analysis.** 2 or 4 term hours. Consult instructor before enrolling. Offered each term. Mr. Eldridge.
Determination of carbon, hydrogen, and nitrogen by combustion methods. Laboratory work only.

---

**COMMERCE**

**Personal Typewriting.** No credit. Offered each term.
A one-term course in touch typewriting for personal use. Drills are used to develop facility, accuracy, and a complete mastery of the keyboard in the shortest possible time. Instruction is given in the correct arrangement of manuscripts, letters, and other typewritten work.

**100. Personal Typewriting.** No credit. Offered each term.

**102A. Shorthand and Typewriting (Elementary).** 4 term hours. Fall term.
Miss Watson.
Training in the elementary theory of Gregg shorthand and the technique of touch typewriting. The first six chapters of the *Gregg Manual, Anniversary Edition*, supplemented by assignments from *Speed Studies*, are covered in this course. Students desiring typewriting alone should not elect this course.

Note.—Students electing shorthand and typewriting should plan to take 102 A, B, C. Shorthand and typewriting must be taken three consecutive terms to secure credit, with the following exceptions: Students who present one unit of Gregg shorthand and one unit of typewriting for entrance will not be allowed credit for Shorthand and Typewriting 102A, and should enroll for 102B. Students who present two units of Gregg shorthand and two units of typewriting for entrance will not be allowed credit for Shorthand and Typewriting 102A or 102B, and should enroll for 102C. Early in the first week of the fall term a special examination will be arranged for these students. Failure to pass this examination will necessitate taking the work for review without credit.

**102B. Shorthand and Typewriting (Intermediate).** 4 term hours. Prerequisite: Shorthand and Typewriting 102A. Winter term. Miss Watson.
The theory of Gregg shorthand and the technique of typewriting completed. Accuracy and rhythm in typewriting are stressed and moderate speed is developed.

Note.—See note under 102A. Shorthand and Typewriting.

**102C. Shorthand and Typewriting (Advanced).** 4 term hours. Prerequisite: Shorthand and Typewriting 102 A, B. Spring term. Miss Watson.
Application and discussion of the principles of Gregg shorthand, dictation at moderate speed, and extensive reading of shorthand notes. In typewriting, attention is given to speed and accuracy, to the transcription of shorthand notes, and to the preparation of various business forms.

Note.—See note under 102A. Shorthand and Typewriting.
201A. Accounting. 4 term hours. Fall term. Mr. Pennell.
This course deals with the elementary principles of the double-entry system of bookkeeping, and considers the more common technical accounting devices for giving expressions to those principles. Particular attention is given to the effect of current business transactions on balance-sheet accounts, to the theory and practice of recording temporary changes of proprietorship in expense and revenue accounts, and to the development of simple rules of debit and credit. A study is made also of columnar journals, subsidiary ledgers, and control accounts.

201B. Accounting. 4 term hours. Prerequisite: Accounting 201A. Winter term. Mr. Pennell.
Significance of the accounting period and periodic operations, construction of simple financial statements, and the classification of accounts for accounting and other purposes. Special attention is given to the periodic adjustment of accounts, working sheets, income statements, balance sheets, and ledger closing.

201C. Accounting. 4 term hours. Prerequisite: Accounting 201 A, B. Spring term. Mr. Pennell.
This course includes an intensive study of income and its determination, and a careful consideration of some of the problems of income accounting. The more important phases of partnership accounting and of corporate accounting are given special attention.

Consideration of methods of presentation based upon research and approved practice; the coordination of these two skills so as to secure rapid and accurate transcription; methods of testing and the determination of standards; supplementary reading and collateral materials available for the teacher. It is recommended that this course either precede or accompany practice teaching in shorthand or typewriting. This course gives credit in education.

204. The Teaching of Bookkeeping. 2 term hours. Prerequisite: Accounting 201 A, B, C. Winter term. Miss Watson.
A consideration of the aim and purpose of bookkeeping in both junior and senior high-school curricula, and its contribution to commercial education. Texts, the more important methods of instruction, tests and examinations, and helpful collateral materials for the teacher's use will receive attention. It is recommended that this course either precede or accompany practice teaching in bookkeeping. This course gives credit in education.

205. The Teaching of Junior Business Science. 2 term hours. Fall term. Miss Watson.
The principles and aims of the junior commerce curriculum. A consideration of the various objectives that are advanced for such a course—social science, intelligent consumption, exploratory, vocational, character development, and guidance. Discussion of methods of teaching such a course. This course gives credit in education.

211. Advanced Dictation and Secretarial Practice. 2 term hours. Prerequisite: Shorthand and Typewriting 102 A, B, C. Fall term.
An intensive course for the increase of speed in taking notes and transcribing, together with study of the duties of a secretary. Not open for credit to students offering two years or the equivalent of shorthand and typewriting for entrance credit.
301. Cost Accounting. 4 term hours. Prerequisite: Accounting 201 A, B, C. Fall term. Mr. Pennell.

The relation of cost accounting to management for control; general principles involved in constructing a cost system; modern methods of distributing the three elements of cost—material, labor, and burden; cost records and operating reports; joint and by-product costs; budgetary control and the use of cost reports by executives and department heads. Class discussion is supplemented by many short illustrative problems, and a complete cost set is written up.

302. Auditing. 4 term hours. Prerequisite: Accounting 201 A, B, C. Winter term. Mr. Pennell.

An elementary study of the theory and technique underlying a simple audit. Verification of the more important balance sheet, expense, and revenue accounts; examination of original data supporting the accounts; use of auditor's working papers, adjustments, and adjusting journal entries. Many questions involving actual situations are introduced for class discussion. A working trial-balance, financial exhibits, and the text of a simple report are prepared from a set of working papers.

303. Advanced Accounting Principles. 4 term hours. Prerequisite: Accounting 201 A, B, C. Spring term. Mr. Pennell.

The purpose of this course is to supplement the somewhat elementary work of Accounting 201 by a consideration of some of the more advanced questions of accounting theory and practice. These questions involve subjects peculiar to the corporate form of business organization, the valuation of plant assets, the treatment of intangibles, and the preparation of business statements for management and credit purposes. The course will be developed through assigned readings, class discussion, and the solution of problems from various sources. A term paper on some aspect of advanced accounting theory will be required.

304 A, B, C. Business Law. 9 term hours. Three hours a week throughout the year. Mr. Pennell.

Organized to meet the particular needs of teachers of business law in secondary schools, this course undertakes primarily to develop an appreciation for law through a study of its sources, development, and significance. Special emphasis is laid upon the practical application of legal rules in ordinary business transactions. The course continues throughout the year, and students who elect it should plan to take it as a whole.

A. Contractual transactions involving a study of the leading principles of the law of contracts.

B. Special contractual transactions dealing with the more important principles of the law of sales, bailment, and negotiable instruments.

C. Various forms of business association. The principles of the law of agency, partnership, and corporations.

305. Principles of Secondary Commercial Education. 3 term hours. Spring term. Mr. Pennell.

A study of the principles which determine the aims and functions of commercial education in the modern high school. It is not a methods course, but deals rather with the organization and administration of business education for various types of students, for various levels of education, and for various communities whose size and business interests differ. The relation of business education to industrial education and to education for general information, the purpose and proper articulation of the junior and senior periods of business education, curriculum building based on needs, and a study of the various agencies cooperating in performing the function of education for business, are some of the subjects considered. This course gives credit in education.
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 curricula are required to take General Psychology 200 and Principles of Teaching 230 or 230R.

All students pursuing a curriculum for a life 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 203A, B; Principles of Teaching 230 or 230R; History of Educational Thought 433—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 209 for students majoring in mathematics) and one course involving a survey of the student's field of education (such as Later Elementary Education 211 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 57 to 78 of this catalog.

Elective courses are available in education and psychology in the following fields: early-elementary education, 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 manual 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. Kercher, Dr. Ellis, Mr. Carter.

EARLY ELEMENTARY EDUCATION

140. Early Elementary Education. 4 term hours. Offered each term. Not open to freshmen in fall term. Miss Blackburn.

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.

Note.—Courses 140 and 340 A, B constitute a year sequence, designed specifically for students preparing for teaching in the kindergarten, and first and second grades.
242. **Stories for Childhood.** 4 term hours. Prerequisite: Fundamentals of Speech 101A, B. Offered each term. Mrs. Phillips, Miss Stinson, Miss Blackburn.

A study of stories and poems suitable to childhood. Classroom practice in story telling.

340A. **Early Elementary Education.** 4 term hours. Prerequisite: Early Elementary Education 140, General Psychology 200. Offered each term. Miss Blackburn.

A study of criteria for the educative process. Students will work with large centers of interest in connection with curriculum practices in early-elementary grades.

340B. **Early Elementary Education.** 3 term hours. Prerequisite: Early Elementary Education 241A, General Psychology 200, Psychology of Reading 212. Offered each term. Miss Blackburn.

The course will be devoted to the study of oral and written language and the technique of beginning reading.

341. **Psychology of Childhood.** 4 term hours. Prerequisite: Early Elementary Education 340B, General Psychology 200, Educational Psychology 203A, B. Offered each term. 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 simultaneously with practice teaching.

441. **Early Elementary School Problems.** 3 term hours. Prerequisite: Psychology of Childhood 341 or consent of the instructor. Winter and summer terms. Mrs. Phillips.

A study of existing practice in early-childhood education throughout the country, the nursery school movement, psychological clinics, recent literature in the field. Laboratory work in the training school is provided.

442. **Parent Education.** 3 term hours. Prerequisite: General Psychology 200, Early Elementary Education 340 A, B, or consent of the instructor. Spring and summer terms. Miss Blackburn.

This 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.

443. **Nursery School Education.** 3 term hours. Prerequisite: General Psychology 200, Early Elementary Education 340 A, B, or consent of the instructor. Fall and summer terms. Miss Stinson.

This course will acquaint students with the history and present-day status of the nursery-school movement. Consideration will be given to the organization, equipment, and curriculum of the various types of existing nursery schools. A study will be made of the nature of the pre-school child and of the materials and environment necessary to promote correct growth.

**ELEMENTARY EDUCATION**


A course in the psychology of learning as specifically involved in each of the elementary-school subjects.
211. **Later Elementary Education.** 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B; Principles of Teaching 230. Offered each term. Miss Mason.

A study of the characteristics and needs of pupils in the later-elementary grades and of the materials and methods of instruction.

212. **Psychology of Reading.** 4 term hours. Prerequisite: General Psychology 200. Offered each term. Miss Blackburn, Dr. Hilliard, Miss Spindler.

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.

310. **The Elementary Curriculum.** 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B; Principles of Teaching 230. Fall term. Dr. Hilliard.

Introduction to the field of curriculum making: basic principles to be worked out, general review of the curriculum materials and content of the elementary grades.

311. **Problems in Teaching Reading.** 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B; Psychology of Reading 212. Spring term. Dr. Hilliard.

A course designed for students wishing to continue a more detailed and analytical study of the work begun in Psychology of Reading 212. A critical study will be made of reading investigations bearing especially on current reading aims, vocabulary studies, selection and grading of reading materials, children's interests in reading, improvement of reading abilities, and textbook selection. Each student will prepare and present a paper on some problem chosen by him under the direction of the instructor.

**RURAL EDUCATION**

101. **Curriculum.** 4 term hours. Offered each term. Miss Evans.

For description of course see Department of Rural Education, page 145.

201A. **Rural Education (Administration).** 4 term hours. Spring term. Mr. Robinson.

For description of course see Department of Rural Education, page 145.

230R. **Principles of Teaching.** 4 term hours. Prerequisite: General Psychology 200. Offered each term. Miss Evans.

For description of course see Department of Rural Education, page 145.

301. **Special Problems of Village and Consolidated Schools.** 4 term hours. Spring term. Mr. Robinson.

For description of course see Department of Rural Education, page 146.

304 A, B, C. **Rural Education.** 6 term hours: Two hours a week throughout the year. Prerequisite: consent of instructor. Mr. Robinson.

For description of course see Department of Rural Education, page 146.

**SECONDARY EDUCATION**

320. **Principles of Secondary Education.** 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B, Principles of Teaching 230. Fall and spring terms. Dr. Wilds.

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.

A study of the principles underlying the revision and reorganization of junior and senior high-school curricula and a survey of current practices in adapting the high-school offering to modern social conditions and adolescent needs.

322. Extra-Curricular Activities. 3 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B, Principles of Teaching 230. Winter and spring terms. Miss Mason, Dr. Wilds.

A study of the organization and supervision of the extra-curricular program in elementary and secondary schools. Consideration is given to such topics as the justification of extra-curricular activities, extra-curricular evils, typical experiments in organization and administration, relation of extra-curricular program to the curriculum, centralization and unification, faculty participation, student participation and student government, point systems, systems of school credit and honor awards, financing the extra-curricular program.

323. Guidance in Secondary Education. 3 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B, Principles of Teaching 230, Principles of Secondary Education 320. Spring and summer terms. Dr. Wilds.

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.

SPECIAL EDUCATION

260A. Vocational Education. 3 term hours. Fall term. Not offered in 1936-1937.
An introductory course. Among the topics covered are economic and social need for vocational education, legislation regarding this subject, methods of procedure in starting part-time schools, vocational guidance, and follow-up work.

260B. Vocational Education. 3 term hours. Winter term. Not offered in 1936-1937.
Methods of teaching industrial subjects, selecting and analyzing types of work, arrangement of lesson plans, testing and marking, records and reports, class management, internal and external relations.

260C. Vocational Education. 3 term hours. Spring term. Not offered in 1936-1937.
History and literature of the manual arts.

360. The Gifted Child. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B. Summer term. Dr. Henry.
A course in the psychology and school treatment of gifted children.

361. Education of Exceptional Children. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B. Fall term. 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.

362. Mental Deficiency. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B. Spring term. Dr. Ellis.
A course in the psychology and the school treatment of subnormal children. Major emphasis will be placed upon the educational treatment of subnormal children and of the moron and borderline classes.
364. Methods of Teaching Subnormal Children. 2 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B, Education of Exceptional Children 361. Spring term. Dr. Lotz.

This course is designed to acquaint the student with the principles and practices of instruction of subnormal children.

365A. Mental Hygiene. 2 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B. Fall term. Dr. Ellis, Dr. Sangren.

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.

365B. Mental Hygiene. 2 term hours. Prerequisite: Mental Hygiene 365A or consent of instructor. Winter term. Dr. Ellis, Dr. Sangren.

The mental hygiene of adolescence and adulthood. Topics considered are: development of adolescence from physical, physiological, emotional, social, and intellectual points of view; sex development in adolescence; adjustment and maladjustment in adolescence; personality disorders; phantasy; drug addiction; alcoholism; mental hygiene of religion; and maladjustment in college.

365C. Mental Hygiene. 2 term hours. Prerequisite: Mental Hygiene 365B or consent of instructor. Spring term. Dr. Ellis, Dr. Sangren.

Juvenile delinquency as a mental-hygiene problem. Topics considered are: the relation of intelligence to juvenile delinquency; types of offenses committed; juvenile delinquency and the home; school maladjustment and juvenile delinquency; adult and juvenile crime; outstanding schools for juvenile delinquents, their methods and results; and the re-education of the juvenile delinquent.

366. Character Education. 2 term hours. Winter and summer terms. 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.

THEORY AND PRINCIPLES OF EDUCATION

203A. Educational Psychology. 3 term hours. Prerequisite: General Psychology 200. Offered each term. Dr. Ellis, 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.

203B. Educational Psychology. 3 term hours. Prerequisite: Educational Psychology 203A. Offered each term. Mr. Carter, Dr. Ellis, Dr. Hilliard, Dr. Sangren.

This course is a continuation of Educational Psychology 203A. 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.

211. Introduction to Statistics. 4 term hours. Spring and summer terms. Dr. Everett.
For description of course see Department of Mathematics, page 126.

230. Principles of Teaching. 3 term hours. Prerequisite: General Psychology 200. Educational Psychology 203 A, B. Offered each term. Dr. Ellis, Miss Mason, Miss Spindler, Dr. Wilds.
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.

330. Public Education in Michigan. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B, Principles of Teaching 230. Offered each term. Dr. Wilds.
This course, prescribed by the State Board of Education in all curricula leading to a teacher's 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.

420 Educational Sociology. 4 term hours. Prerequisite: Principles of Sociology 240 A, B, General Psychology 200, Educational Psychology 203 A, B. Offered each term. Dr. E. Burnham.
For description of course see Department of Social Science, page 156.

430. Philosophy of Education. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B. Desirable antecedent: The History of Social Thought 344. Offered each term. Dr. E. Burnham.
This course attempts an inclusive analysis in the large of the possibilities of growth in normal human beings and inquires how education may progressively reveal the significant goals of life. The purpose of this course is to relate the agencies of education to the personal achievement and utilization of a philosophy of life equal to the needs of individuals of this generation.

432. History of Education in the United States. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B, Principles of Teaching 230. Fall and summer terms. Dr. Wilds.
The interpretation of present-day American public-school organization and practice in the light of the past: foundation elements of educational practice in ancient and medieval times; beginnings of modern educational institutions in the Renaissance and the Protestant Reformation; development of national educational support and control in Europe and the United States; proposals for educational reorganization in the United States judged on the basis of past experience.
PHILOSOPHY

380. **Introduction to Philosophy.** 2 term hours. Fall term. Mr. Pellett.
   To introduce the student to the meaning, scope, and problems of philosophy is the purpose of this course.

381A. **History of Philosophy.** 2 term hours. Winter term. Mr. Pellett.
   A study of the Greek and the early medieval philosophy, with regard both to their interrelations and to their influence on modern thought.

381B. **History of Philosophy.** 2 term hours. Spring term. Mr. Pellett.
   The study of the late medieval and modern systems of philosophical thought.

382. **Ethics.** 2 term hours. Spring and summer terms. Mr. Pellett.
   A constructive treatment of the fundamental principles of morality, including such topics as the weakness of the traditional conception of morality, the naturalness of real morality, the content of morality, freedom and responsibility, achievement, and morality and religion.

PSYCHOLOGY

Courses 200, 201, and 202 form a year's sequence. Students desiring 12 term hours (8 semester hours) of credit in General Psychology should elect all three. Nine term hours (6 semester hours) of credit may be secured by electing Courses 200 and 201.

200. **General Psychology.** 5 term hours. Offered each term. 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.

201.—**General Psychology.** 4 term hours. Winter term. Dr. Henry. Pre-requisite: General Psychology 200.
   A somewhat detailed study of the simpler mental processes,—sensory, imaginal, and affective experience, perception, etc. Three classroom periods and two hours of laboratory work per week.

202.—**General Psychology.** 3 term hours. Spring term. Dr. Henry. Pre-requisite: General Psychology 201.
   Learning and the higher mental processes. Two classroom periods and two hours of laboratory work per week.

205. **Genetic Psychology.** 4 term hours. Prerequisite: General Psychology 200. Winter and spring terms. Dr. Henry.
   A study of the history of mind in the race and in the individual.

300. **Abnormal Psychology.** 4 term hours. Prerequisite: General Psychology 200. Spring term. 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.
350. Mental Tests. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B, or its equivalent. Offered each term. Mr. Carter, Dr. Ellis, Dr. Sangren.

The primary purpose of this course is to give the student careful training in the administration and interpretation of intelligence tests. About two-thirds of the course will be given over to supervised training in the administration of individual intelligence tests, emphasis being placed on the Binet tests. The remaining one-third of the course will be devoted to a more thorough training in the use and interpretation of group intelligence tests.

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

351. Psycho-Educational Problems. 3 to 6 term hours. Prerequisite: Abnormal Psychology 300, Mental Tests 350, or consent of the instructor. Fall, winter, and spring terms. Mr. Carter, Dr. Sangren.

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 Department of Research. Each student is required to select from the following instructors a counselor, who will direct his investigation and study: Dr. Hilliard, Dr. Ellis, Dr. Henry, Mr. Carter, Dr. Sangren, Miss Blackburn.

Note.—1. A student may profit by electing 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.

ADMINISTRATION AND SUPERVISION

370A. School Administration. 2 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B, Principles of Teaching 230, Practice Teaching. Fall term. Mr. Pellett.

A course for students preparing for work as school superintendents. Problems commonly met by school superintendents are studied in some detail. Among the problems discussed are the following: relation of city to state educational organization, growth of city school organization, functions of school boards, nature of the superintendent’s work, financial organization, building planning, educational organization.

370B. School Administration. 2 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B, Principles of Teaching 230, Practice Teaching. Winter term. Mr. Pellett.

A course for those students who are looking forward to administrative work. The course deals with such problems as personnel, recruiting the teaching profession, teacher training, selection of teachers, introducing the teacher to his work, home talent, the married-woman teacher, measuring success, teaching load, salaries, teachers’ councils, recreation and leisure, pupil classification, pupil promotion, educational guidance, and placement.

370C. School Administration. 2 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B, Principles of Teaching 230, Practice Teaching. Spring term. Mr. Pellett.

This course emphasizes the work of the school principal and deals with the following problems: faculty, the pupils and their needs, supervision of classroom teaching, daily program, training the student body, general problems of management, accounting, testing programs, relation to the community.
371A. School Supervision. 3 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B, Principles of Teaching 230, Practice Teaching. Fall term. Miss Steele. Not offered in 1936-1937.

The course is an introduction to the field of elementary supervision. Such topics as the following are discussed: studying the teacher at work, standards of judging instruction, methods of improving instruction.


This course is the continuation of 371A and includes the discussion of such topics as: methods of meeting teachers individually and in groups, teacher rating the supervisor and course-of-study making, the selection of instructional material.


The emphasis in this course is upon the practical application of material covered in School Supervision 371 A and B. As far as possible adaptation will be made to the needs and interests of the individual members of the class.

Note.—With permission of the instructor, students who can arrange satisfactory programs may take 372 instead of 371C.

372. Field Work in Supervision. 4 term hours. Spring term. Miss Steele.

Not offered in 1936-1937.

This course is offered to a few selected students and is adapted to their needs and interests. Provision is made for practice work as critic teacher, supervisor, or assistant principal.

SPECIALIZATION IN ADMINISTRATION AND SUPERVISION

A. Courses for Superintendents and Principals.


B. Courses for Elementary School Supervisors, County Normal Critics, Helping Teachers.


C. Courses for Junior-High-School Supervisors.


HEALTH EDUCATION

190. Health Education. 4 term hours. Offered each term. Miss Stankard, 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 help prospective teachers to find the health problems of school children and to solve those problems.
290Cl. **Field Course in Health Education.** 3 to 6 term hours (year course). Alice Evans, Children's Fund of Michigan.

The subject matter of the course will consist of health problems in the schools and communities represented by the members of the class. Means will be considered of awakening in the children and their parents a consciousness of such problems and a desire to solve them. Work will include an initial survey by the student of the health situation in his school; a detailed report of steps taken to better that situation; and an evaluation of the results in terms of health enlightenment and health improvement on the part of the children and the community.

**SPECIAL PROFESSIONAL COURSES**

The courses listed below, although offered by various members of other departments of the institution, are given credit in education.

- Art Observation 206
- Art Supervision 313
- Teaching of Biology 304
- Teaching of Chemistry 204
- Teaching of Shorthand and Typewriting 202
- Teaching of Bookkeeping 204
- Teaching of Junior Business Science 205
- Principles of Secondary Commercial Education 305
- Teaching of Geography 212
- Teaching of Handwriting 100
- Home Economics 209
- Home Economics Education 409
- Teaching of Latin 205
- Teaching of Manual Arts 302
- Arithmetic 101
- Teaching of Junior--High-School-Mathematics 202
- Teaching of Geometry 208
- Teaching of Algebra 209
- Problems of Teaching French 204B
- Music Education 206 A, B, C
- Psychology of Coaching 210 (M)
- Principles of Physical Education 403 (M)
- Organization and Administration of Physical Education 404 (M)
- Methods in Physical Education 219 (W)
- Administration and Organization of Physical Education 325 (W)
- Principles of Physical Education 421 (W)
- Teaching of Physics 395
- Teaching of the Social Studies 202
Students who intend to make a major or minor of English should consult the chairman of the department some time during their freshman year.

COMPOSITION AND RHETORIC

A miscellaneous review and drill for students who are deficient in the rudiments of English grammar, spelling, and punctuation. Such students are required to carry this work in connection with the regular courses in composition and rhetoric, in order that they may receive such extra attention as cannot be given them in these classes. The class meets twice a week.

101A. Composition. 4 term hours. Winter and summer terms. Miss Rawlinson.
A consideration of the principles of composition. The emphasis is on accuracy.

101B. Composition. 4 term hours. Fall, spring, and summer terms. Miss Rawlinson.
The time is devoted to writing and revision.

Note.—Composition 101 A, B cover the same ground as Rhetoric 104 A, B, C, for which they are substituted in certain cases.

104 A, B, C. Rhetoric. 9 term hours. Three hours a week throughout the year. Miss Eicher, Miss Gary, Miss Loutzenhiser, Miss Master, Miss Nobbs, Miss Rawlinson, Mr. Slusser, Mr. Smith, Miss Van Horn.
This is the regular required work in college Freshman English. The aim of the course is to cultivate the habit of correct speech, both oral and written, and to develop some skill in the use of the ordinary forms of composition. Some time is given to the careful study and analysis of such literary masterpieces as will awaken in the student a livelier appreciation of the value and importance of style in speaking and writing.

Note.—No credit is issued until a year's work has been completed.

315. Literary Criticism. 4 term hours. Winter and spring terms. Mr. Sprau.
A careful study of the fundamental principles of literary criticism, supplemented with wide reading in English critical essays. Each student writes several short criticisms. The work of the course is arranged to develop in the student a careful critical judgment and to cultivate the habit of careful criticism.

323. Advanced Rhetoric. 4 term hours. Offered each term. Mr. Foley, Miss Nobbs, Mr. Slusser.
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.
102 A, B, C. English Literature. 12 term hours. Four hours a week throughout the year. Miss Eicher, Miss Loutzenhiser, Miss Van Horn.

A general survey of the whole field of English literature, with wide reading in biography and representative selections from the various periods. Students electing this course should take it throughout the year. By special arrangements students entering in January may take the remainder of the course.

120. History of American Literature. 4 term hours. Fall term. Miss Nobbs, Mr. Slusser.

A general survey of American literature. The reading of selections to illustrate the various periods is required.

Note.—120, 121, and 122 may be taken separately or as a year's sequence of courses.

121. Chief American Poets. 4 term hours. Spring term. Miss Nobbs, Mr. Slusser.

An intensive study of the chief American poets.

122. American Prose. 4 term hours. Winter term. Miss Nobbs, Mr. Slusser.

An intensive study of the chief American prose writers.

124 A, B, C. General Literature. 12 term hours. Four hours a week throughout the year. Dr. Brown.

In this course the student is offered the opportunity of making acquaintance with great literatures other than English. Through translations he is introduced to the literature of the ancient Hebrews, Greeks, and Romans, to the medieval and modern literature of the Italian, French, German, Spanish, Russian, and Scandinavian languages. Some attention is given to English literature, but only so much as its position among the literatures of the world might seem to justify. The course assumes no knowledge of any foreign language. The course extends throughout the year and may not be taken for a single term without the previous consent of the instructor. Intended primarily for freshmen and sophomores.

203. Literature for Children. 4 term hours. Offered each term. Miss Master, Miss Rawlinson.

A general survey of the field of literature suited to the needs and tastes of children; the general principles which underlie the selection of literature for children under any given conditions.

205 A, B, C. Nineteenth Century English Prose. 6 term hours. Two hours a week throughout the year. Mr. Slusser.

A careful reading of selected non-fiction English prose of the nineteenth century. The types of literature selected for study include reflective and familiar essays and longer writings, both critical and philosophical. This course continues throughout the year, but students may elect one, two, or three terms.

A. Coleridge, Hazlitt, Lamb, De Quincey. Fall term.
B. Landor, Macauley, Ruskin, Pater. Winter term.

210. Literary Interpretation. 4 term hours. Fall term. Mr. Sprau.

In this course an attempt is made to introduce the student to the general field of literary study and to develop in him some skill in critical interpretation. The typical forms of literature are carefully studied, and different ways of approaching the subject are considered. The course is intended to be a foundation for further study of literature.
211. **Lyric Poetry.** 4 term hours. Winter term. Mr. Sprau.

This course is a more thorough study of one form of literature considered in 210. Its aim is to help the student to a fuller appreciation of good poetry, to know why a poem is good literature, and to suggest ways of using poetry with classes.

212. **The Familiar Essay.** 4 term hours. Spring term. Mr. Sprau.

This course aims to introduce the student to careful and accurate reading of English literary prose, and to cultivate in him some appreciation of the familiar essay as a type of literature. The familiar essay is studied in its historical development, with special emphasis on the essay as written by the best essayists of our own time.

Note.—While 210, 211, and 212 represent a consecutive year's work, each unit may be taken separately with profit.


The first aim of the course is to acquaint the student with the method of studying and teaching prose fiction. For this purpose some short, well-constructed novel is analyzed in the classroom. After some study of the picaresque tale of the Elizabethan times, the class traces the development of the novel in Defoe, Richardson, Fielding, Sterne, and Smollett, the Gothic romance, and the novels related to the French Revolution. In the winter term, the leading English novelists from Jane Austen to the present date are studied. Each member of the class is required to make a detailed study of some novelist or some phase of the novel, and to report upon it to the class.

214 A, B, C. **Shakespeare.** 9 term hours. Three hours a week throughout the year. Mr. Sprau.

The purpose of the course is to help the student to read Shakespeare with more understanding and appreciation and to give him practice in reading and interpreting Shakespeare to classes. Four or five plays are carefully studied in class. The other plays are assigned for careful reading.

216. **Contemporary Literature.** 4 term hours. Fall and winter terms. Mr. Sprau.

It is the aim of this course to give the student some acquaintance with the better things in the literature of the last thirty years and to help him choose his reading with more critical discrimination. The classroom work consists of reading and interpreting representative selections, and of lectures upon interesting subjects connected with the literature of today. The course is primarily a reading course; much library work is required.

218. **The English Bible.** 6 term hours. Two hours a week throughout the year. Mr. Sprau.

In this course an attempt is made to study the Bible as a body of great literature. Facts of history and composition, insofar as they are known, are carefully studied as a background for intelligent interpretation and appreciation of Biblical literature. Students who enroll in the course for credit are required to read the major part of the Bible and to study intensively certain books that are especially rich in literary value.

219. **The Short Story.** 4 term hours. Fall and spring terms. Dr. Brown, Mr. Foley.

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.

In the first term, a study is made of classicism in English literature as exemplified in the non-dramatic poetry of Dryden, of his successor, Pope, and of some of Pope's contemporaries.

The second term follows the further history of classicism, and the rise and progress of romanticism to the end of the eighteenth century, including the work of Gray, MacPherson, Cowper, Blake, and Burns. Without the previous consent of the instructor credit cannot be given for a single term.

225. The Ballad. 4 term hours. Winter or spring term. 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. A, B, C. Masterpieces. 6 term hours. Two hours a week throughout the year. Miss Loutzenhiser.

This course continues throughout the year, but students may elect one, two, or three terms. Its purpose is to study intensively some of the masterpieces of English literature. At least one example of the novel, the essay, the drama, the tale, and narrative poetry, is read and analyzed. The masterpieces studied are as follows: In A, Canterbury Tales, Othello; in B, The Fairie Queen, Heroes and Hero Worship; and in C, The Ring and the Book, The Return of the Native.

302. A, B, C. History of English Literature. 12 term hours. Four hours a week throughout the year. Dr. Brown, Miss Gary.

A survey course in English literature primarily for third-year students who have had no literature courses in the first or second years. It may be elected by other third- or fourth-year students who have not had English 102. Students electing the course should take it throughout the year. No credit for a single term except by previous arrangement with the instructor.

308. A, B. The English Drama. 6 term hours. Three hours a week through fall and winter terms. Dr. Brown.

In the fall term the class traces the English drama from its origin in miracle and mystery plays through the period of the moralities, the interludes, and the imitations of Latin tragedy and comedy, to the work of Lyly, Greene, Peele, Kyd, Marlowe, and Shakespeare. In the winter term are read representative plays of Jonson, Chapman, Beaumont and Fletcher, Webster and Shirley; heroic dramas by Dryden, Congreve, Farquhar, and Vanbrugh; eighteenth century comedies; and the choicest dramas of Byron, Shelley, and Browning.

309. A, B, C. Nineteenth Century Poetry. 12 term hours. Four hours a week throughout the year. Mr. Sprau.

This course aims to cultivate in the student a richer appreciation of poetry and to develop some skill in the critical interpretation of literature. The work consists of wide reading in the poetry of the century, supplemented by critical and interpretive lectures on the thought of the period as it was reflected in the work of the chief English poets. The course continues throughout the year, and students who elect it must plan to take it as a whole. Credit will not be granted for a fractional part of the work without the previous consent of the instructor to take the course for a single term only.

A. Wordsworth, Coleridge, Byron and Shelley. Fall term.
B. Landor, Tennyson, and Mrs. Browning. Winter term.
C. Browning, Clough, Arnold, Rosetti, Morris, and Swinburne. Spring term.

Note.—The courses in Wordsworth, Tennyson, and Browning, offered in the summer term and by extension, may not be counted together with the terms of Nineteenth Century Poetry 309, in which these poets appear.
311. Carlyle. 4 term hours. Summer term and when possible during the year. Mr. Sprau.
This course is intended for mature students who have a taste for serious, thoughtfui reading and who care for a better acquaintance with the work of this author. Special attention is given to Sartor Resartus, Heroes and Hero-Worship, Past and Present, and the more important essays.

317. The English Epic. 3 or 4 term hours. As scheduled. Dr. Brown.
A study of the general characteristics of the epic. The class makes a careful study of Paradise Lost. Selections are read from other epics for comparative study.

322. American Literature. 4 term hours. Spring and summer terms. Mr. Foley.
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 will permit.

325 A, B. Eighteenth Century Prose. 6 term hours. Three hours a week through fall and winter terms. Mr. Foley.
This course involves the reading of a variety of types in the non-fiction prose of the eighteenth century, with attention to the ideas and ideals voiced by the leading English writers of that time. Without the previous consent of the instructor, credit cannot be given for a single term.
A. Defoe, Swift, Steele, and Addison. Fall term.

333. Lives and Letters of English Authors. 4 term hours. Prerequisite: freshman or sophomore courses in English literature. The instructor's consent is required. Spring term. Dr. Brown.
This course combines a detailed study of the Wordsworths, the Carlyles, and others, with wide reading in biography and letters. Reports and critical essays are required.

338. Modern Drama. 4 term hours. Two hours a week through fall and winter terms. Miss Eicher.
A study of the plays of Ibsen, Pinero, Jones, Galsworthy, Shaw, and others, with a careful inquiry into the relations among the Continental, the English, and the American dramas.

406. Anglo-Saxon

Three hours a week throughout the year. Students may not enroll for half the year's work without the consent of the instructor.
Each course represents a half year's work. Dr. Brown, Mr. Foley.
The purpose of Anglo-Saxon 406 is to give the student some acquaintance with Old English grammar and Old English forms as a foundation for more thorough study and understanding of modern English, and to give him a clearer conception of early English literature. Bright's Anglo-Saxon Reader is used as a text, supplemented with wide reading in translation from early English literature, and in the history of the period.
In Chaucer 407, as much as possible of Chaucer's poetry is read in the original, with special attention to pronunciation, grammar, and meter. The life and time of Chaucer are carefully studied as an aid to the interpretation of his poetry. A generous amount of reading in the literature of the Middle English period is required.
Courses 101A and 101B are foundation courses in geography and must precede all other courses except 301 and 304. Course 301 is designed to meet the needs of senior-college students who desire to get the viewpoint of modern geography but who will probably not specialize in the subject; it may be used in sequence with two other geography courses.

There is no inherent sequence in the regional courses in geography. A desirable sequence, however, following 101 A and 101 B or 301, consists of 120, 203, 204, 205, 303, 304. Courses 210 and 305 should be preceded by at least one regional course.

The Teaching of Geography 212 gives credit in education (Group F of the General Requirements) and may not be counted as science credit. Students who expect to teach geography in either elementary grades or high school are advised to elect this course. No student will receive the recommendation of the department for practice teaching or for a teaching position in geography who has not successfully completed this course.

Application for practice teaching in geography must be approved by the chairman of this department.

A major in geography consists of 36 term hours, including Teaching of Geography 212, Field Geography 305, and Climatology 307.

A minor in geography consists of 24 term hours, including Field Geography 305.

A major in earth science may be had by combining Geology 320 and six courses in geography, elected in proper sequence.

Students majoring in geography are advised to elect Geology 207 or 320, Economics 201 and 305, modern European and American history, and to acquire the ability to read German and French.

Some recommended sequences to meet particular situations are the following:

1. If chief interest is history: 101 or 301, the regional geography of the country of special interest, and 310.
2. If major is in business administration: 101 or 301, a regional course, and 210.
3. If major is in general science: 101 or 301, a regional course, and 207 or 320A.
4. If geography is elected merely as a year sequence in science: 101 and a regional course, or 301 and two other courses, one of which should be regional.

101A. Elements of Geography. 4 term hours. Offered each term. Mr. Berry, Miss Boswell, Miss Harrison, Miss Logan.

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.

101B. Elements of Geography. 4 term hours. Prerequisite: Elements of Geography 101A. Offered each term. Mr. Berry, Miss Boswell, Miss Harrison, Miss Logan.

A study is made of the relationships between various human activities and the major elements of natural environment not studied in 101A. The course includes an elementary study of map projections.
101C. Major Geographic Patterns of the World. 4 term hours. Prerequisites: Elements of Geography 101A and 101B or their equivalent. Fall and spring terms. Miss Boswell, Miss Harrison, Miss Logan.

A world view of man's major adaptations of the natural environment including such patterns of adjustment as the agricultural, manufactural, besti-cultural, mining, and the like.

202. Geography of United States and Canada. 4 term hours. Prerequisite: Elements of Geography 101A, B or 301. Offered each term. Mr. Berry, Miss Boswell.

A study of the United States and Canada by geographic regions.

203. Geography of Europe. 4 term hours. Prerequisite: Elements of Geography 101 A, B, or 301. Offered each term. Mr. Berry, Miss Boswell, Miss Logan.

The course purposes 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.

204. Geography of South America. 4 term hours. Prerequisite: Elements of Geography 101A, B or 301. Fall and summer terms. Miss Harrison.

The relationships between the combination of natural environmental conditions existing in each of the major geographic regions of the continent and the economic activities carried on therein. The place of South America in world trade.

210. Industrial and Commercial Geography. 4 term hours. Prerequisite: Elements of Geography 101A, B or 301. Fall and spring terms. Miss Boswell.

The geographic factors underlying commerce and industry, the geography of the major industries, the principal trade routes of the world and the reason for their importance.

212. The Teaching of Geography. 4 term hours. Prerequisite: Elements of Geography 101A, B or 301. Desirable antecedent: Principles of Teaching. Offered each term. Miss Logan.

Objectives in the teaching of geography, evaluation and technique of visual aids, organization and presentation of textual materials, geographic tests. This course gives credit in education.

301. Elements of Geography for Senior-College Students. 4 term hours. Not open to students who have received credit for Elements of Geography 101A or 101B. Fall and winter terms. Mr. Berry, Miss Boswell.

An introductory foundation course designed for students who desire to gain some insight into the field or modern geography.

302. Geography of Mexico and the Caribbean Lands. 4 term hours. Prerequisite: Elements of Geography 101A, B or 301. Winter or spring term. Miss Harrison.

Includes the countries of Mexico, Central America, Colombia and Venezuela, and several of the West Indian islands. The present economic, social, and political development of these lands and their future promise.

303. Geography of Asia. 4 term hours. Prerequisite: Elements of Geography 101A, B or 301 and one regional course. Spring term. Miss Logan.

An interpretation of the major geographic regions of Asia. Special emphasis will be given to the organization of materials into geographic units.
304. Geography of Michigan. 4 term hours. Spring term. Mr. Berry.
A detailed but non-technical study of Michigan, in which is taken up the major economic, social, and recreational activities, with a view to explaining their existence in the particular parts of the state where each activity is prominent.

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

305. Field Geography. 4 term hours. Prerequisite: Elements of Geography 101A, B or 301. Spring and summer terms. 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.

307. Climatology. 4 term hours. Prerequisite: Elements of Geography 101A, B or 301. A course in regional geography, a desirable antecedent. Winter term. Miss Harrison.
A detailed study of the elements which combine to form climate, the interpretation of climatic data, essential features of the main types of climate. Emphasis is placed upon the study of the climates of the United States.

310. The Historical Geography of the United States. 4 term hours. Prerequisite: Elements of Geography 101A, B, or 301 and United States History 201A, B or equivalent. Winter term. Mr. Berry.
A study of the relations between the natural environmental elements and the settlement and development of the United States.

312. Conservation of Natural Resources. 4 term hours. Spring term. Mr. Berry.
A critical evaluation of the mineral, power, and soil resources of the United States and a study of the utilization of these resources so as to yield the greatest ultimate good.

GEOLoGY

207. Geology. 4 term hours. Spring term. Miss Harrison.
The work of streams, 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.

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 320.

320A. Geology. 4 term hours. Fall term. Miss Harrison.
A study of the origin of the features of the surface of the earth, the materials of which they are made, and the processes by which they are formed. It includes a study of glaciation, the work of streams, underground water, wind, vulcanism, and common rocks and minerals. Classroom, 3 hours a week; laboratory, 2 hours a week.

320B. Geology. 4 term hours. Prerequisite: Geology 320A. Desirable antecedent: General Chemistry 101. Winter term. Mr. Berry.
A study of ore deposits and the nature of the earth's interior, the origin of the earth, and the early periods of its geological history. Classroom, 3 hours a week; laboratory, 2 hours a week.
320C. Geology. 4 term hours. Prerequisite: Geology 320A. Desirable antecedent: General Biology 101, General Chemistry 101. Spring term. Mr. Berry.

A continuation of the geological history of the earth; the ancient history of plants and animals; the study of fossils; the growth of the continents up to their present form as habitable lands. Classroom, 3 hours a week; laboratory, 2 hours a week.

HANDWRITING

Ethel Shimmel

100. Teaching of Handwriting. 2 term hours. Offered each term. Miss Shimmel.

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 in 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. This course gives credit in education.

HOME ECONOMICS

Mary A. Moore  Ruth V. Schumacher

Cora Walker Smith

Clothing and Textiles

101. Introductory Home Economics. 2 term hours. Fall term. Mrs. Schumacher.

An introductory course in clothing appreciation and construction. Fundamental sewing processes are taught in the making of simple garments.


One-half of the term is spent in the study of textiles with respect to their cost, quality, and use. The remaining time is devoted to garment construction.

110. Costume Design. 4 term hours. Fall term. Mrs. Smith.

The principles of art are applied to costumes for individual types, and a study is made of their application to historic-pageant and play costumes.

205. Clothing. 4 term hours. Prerequisite: Introductory Home Economics 101, Clothing 103. Fall term. Mrs. Smith.

A continuation of the study of clothing selection and further development of the aesthetic standards in dress, though the emphasis in this course is on technique of construction. The problems include the making of a paper dress form which is used in the construction of tailored wool and silk dresses.

210. Clothing. 4 term hours. As scheduled. Mrs. Schumacher, Mrs. Smith.

A course for non-specializing students. Clothing appreciation and garment construction are taught, with emphasis on the application of art principles to costume design.
211. **Clothing.** 2 term hours. Prerequisite: Clothing 103. Spring term. Mrs. Smith.
Children's clothing is taught, with emphasis upon design, from the standpoint of hygiene, economy, and appropriate use of materials.

305. **Millinery.** 3 term hours. Prerequisite: Introductory Home Economics 101, Clothing 103. Spring term. Mrs. Smith.
A study of line and design in hats as a part of the complete costume. The fundamental processes in millinery construction are taught in the blocking and draping of inexpensive hats of felt, straw, ribbon, and fabric.

Note.—This course is open to other than home-economics students upon recommendation of the adviser.

311. **Clothing.** 4 term hours. Prerequisite: Clothing 103, 205. Fall term. Mrs. Smith.
Applied dress design is studied through draping in practice materials on the dress form, finishing with draping and making a soft line dress.

405. **Clothing.** 3 term hours. Prerequisite: Introductory Home Economics 101, Clothing 103, 205. Fall term. Mrs. Schumacher.
Tailoring, taught through the making of women's coats and suits.

**FOODS**

102. **Introductory Home Economics.** 2 term hours. Fall term. Miss Moore.
A foundation course aiming to give a background for future work in foods and cookery.

104. **Foods.** 4 term hours. Prerequisite: Introductory Home Economics 102. Spring term. Miss Moore.
A study of the fundamental principles of cookery and methods of preparation, and laboratory practice in foods used in the home.

206. **Nutrition.** 4 term hours. Prerequisite: Introductory Home Economics 102, General Chemistry 103 A, B, Organic Chemistry 103C. Fall term. Miss Moore.
A general discussion of the essentials of an adequate diet, application of such knowledge to the feeding of individuals and family groups, and the planning of typical dietaries.


220. **Nutrition. Elective.** 3 term hours. Fall or winter term. Miss Moore.
Elective for all students except those in the Department of Home Economics. Study of nutrition as a basis for selection of food for individuals and family groups.

A study of unusual methods of preparation of various foods and different types of table service. The course includes experimental work on a food problem of special interest to the individual student.

An advanced study of foodstuffs in their relation to the processes of nutrition, with special emphasis on the nutrition of the child.
120. **Home Economics.** 2 term hours. As scheduled. Miss Moore, Mrs. Schumacher.

This general course is primarily for those intending to teach in schools where home economics is not taught as a special subject. Consideration will be given such problems as selection and care of clothing, nutrition and the hot noon lunch, four-H cooking and sewing clubs, school and fair exhibits.

**HOME ECONOMICS EDUCATION**


Selection and organization of subject matter. Aims and methods of teaching home economics, including lesson planning, observation, and the collection and use of illustrative material. This course gives credit in education.

409. **Home Economics Education.** 3 term hours. Prerequisite: Home Economics 209, Practice Teaching 301. As scheduled. Mrs. Schumacher.

Consideration is given to the problems which the practice teacher or the experienced teacher has met; curriculum study and construction; survey of the literature of home economics; investigation of laboratory equipment; history of the home-economics movement. This course gives credit in education.

**HOUSEHOLD ADMINISTRATION**

230. **Home Management.** Elective. 3 term hours. Winter or spring term. Mrs. Schumacher.

For students not majoring in the department. The managerial aspect of homemaking is studied, with emphasis upon economy in planning and buying for the household.


A study of home organization and managerial problems, house furnishings and equipment, and housekeeping methods.

315. **Home Nursing.** 3 term hours. Prerequisite: Nutrition 206. Spring term. Miss Stankard.

Prevention and care of illness in the home, including simple nursing procedures and first-aid treatment for common household emergencies; a study of maternity and infancy.
Thirty-six term hours, including Latin Writing 206, are required for a major; 24 term hours are required for a minor. Students desiring to do practice teaching in Latin must have completed a minimum of 24 term hours in this subject, including Teaching of Latin 205, and must be approved by the chairman of the department.

100 A, B, C. Elementary and Second-Year Latin. 12 term hours. Four hours a week throughout the year. Miss Kraft. Offered in alternate years.

This course is designed for those students who need two units of Latin for admission to the A. B. curriculum, or to a medical, dental, or other professional course. It covers the work of two units of high-school language requirement.

Note.—A student may present one unit of high-school Latin and enter the course in the middle of the year.

101 A, B, C. Cicero and Ovid. 12 term hours. Five hours a week throughout the year. Prerequisite: Two units of high-school Latin or Elementary and Second-Year Latin 100 A, B, C. Miss Hoebeke.

Oration and letters of Cicero and selections from Ovid’s Metamorphoses are read. Latin composition is given for two weeks each term.

102 A, B, C. Virgil. 12 term hours. 4 hours a week throughout the year. Prerequisite: Three units of high-school Latin or Cicero and Ovid 101 A, B, C. Miss Hoebeke.

The first six books of the Aeneid are read and a survey of the last six books is made. A study of Greek and Roman mythology accompanies the reading.

103 A, B, C. Latin Literature. 12 term hours. 4 hours a week throughout the year. Prerequisite: Four units of Latin. Miss Kraft.

Survey of Roman literature with reading of representative Latin authors:
A. Cicero’s De Amicitia and De Senectute. Fall term.
B. Selections from Books I, XXI, XXII of Livy. Winter term.
C. Selections from Pliny’s Letters and from the Latin poets. Spring term.

204A. Horace. 4 term hours. Fall term. Miss Kraft. Not offered in 1936-1937.

The Odes and Epodes are read. A study of the philosophy of Horace accompanies the reading.


The Satires and Epistles are read.


A study of the rise and development of Latin comedy, and the reading of selected plays of Plautus and Terence.

205. Teaching of Latin. 4 term hours. Fall term. Miss Kraft.

The problems of the first two years of high-school Latin are considered. Observations of teaching, reports, and discussion will form a part of the work. This course gives credit in education, and is prerequisite to practice teaching in Latin.
206. **Latin Writing.** 4 term hours. Winter term. Miss Kraft.
Practice is made in the fundamental principles of correct expression in Latin. Required of all students majoring in Latin.

207. **Roman Life.** 4 term hours. Spring term. 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.

305A. **Catullus, Tibullus, and Propertius.** 3 term hours. Fall term. Miss Steckelberg.
Selections from these poets and a study of the period in which they wrote.

305B. **Martial and Juvenal.** 3 term hours. Winter term. Miss Steckelberg.
Selections are studied from the *Epigrams* of Martial and the *Satires* of Juvenal.

305C. **Lucretius.** 3 term hours. Spring term. Miss Steckelberg.
This study includes selections from *De Rerum Natura*, with emphasis upon the poetic and philosophical aspects of the work.

208. **Greek Mythology.** 4 term hours. Summer term. Miss Zimmerman.
A study of the mythology of Greece and Rome, with wide reading in English literature treating of these myths, and special reference to their use in the teaching of children.

---

**LIBRARY**

**ANNA L. FRENCH**

**Library Methods.** Non-credit course. Offered each term. Miss French.
A course of ten lessons on the use of the library. Required of all freshmen.

---

**MANUAL ARTS**

**MARION J. SHERWOOD**

**FRED S. HUFF**

**ELMER C. WEAVER**

**CHARLES S. NICHOLS**

**DON O. PULLIN**

101. **Woodshop.** 4 term hours. Mr. Sherwood. Spring and summer terms.
An introductory course, including shop drawing, blue-print reading, and fundamental tool processes, as well as general information helpful in organizing elementary woodworking classes. A combination theory and laboratory course suitable for students enrolled in other departments. This course is of special advantage to those students who are preparing to go into rural high schools.

103. **Advanced Benchwork.** 4 term hours. Prerequisite: Woodshop 101 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, shop sketching, and the elements of arts and crafts.

108. **General Metal.** 4 term hours. Offered each term. Mr. Weaver.
A course presenting, through a series of unit activities, the methods used in handling and shaping metals. Processes in forging, bending, riveting, oxyacetylene welding, brazing, soldering, spinning, stamping, etching, and polishing are demonstrated and applied.
110. **General Mechanical Drawing.** 4 term hours. Fall and summer terms. 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.

111A. **Mechanical Drawing** 4 term hours. Prerequisite: General Mechanical Drawing 110, or equivalent. Offered each term. Mr. Huff.

A continuation of the principles emphasized in Mechanical Drawing 110. Lettering, sketching, drawing, tracing, and electric blueprinting of suitable shop projects.

111B. **Mechanical Drawing.** 4 term hours. Prerequisite: Mechanical Drawing 111A. 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.

111A. **Printing.** 4 term hours. Offered each term. 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.

111B. **Printing.** 4 term hours. Prerequisite: Printing 111A. Offered each term. 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.

111C. **Printing.** 4 term hours. Prerequisite: Printing 111A and 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.

200. **Pattern Making.** 4 term hours. Prerequisite: Advanced Benchwork 103, or equivalent. Fall and summer terms. Mr. Sherwood.

A continuation of course 103, involving both pattern making and foundry practice. Visits are made to commercial shops and foundries to connect this work more effectively with modern industrial practices.

201. **Mechanical and Machine Drawing.** 4 term hours. Prerequisite: General Mechanical Drawing 110, or equivalent. Spring term. Mr. Huff.

Special attention is given to orthographic projection, detailing assemblies, and other fundamentals of drafting. This course is the equivalent of Drawing I of the Engineering Department, University of Michigan, and satisfies the requirements of engineering students.


Instruction and exercises are given on combinations of the point, line, and plane, intersections, developments, tangent planes, and warped surfaces. This course is the equivalent of Drawing II of the Engineering Department, University of Michigan.
203 A, B, C. Rural School Shop. 12 term hours. Four hours a week throughout the year. Mr. Nichols.
A course to train unspecialized mechanics to select, operate, care for, and repair the tools, implements, and machines commonly found in and around modern rural homes. Emphasis is placed on simple concrete-work and building construction, water-pressure and drainage systems, heating and ventilating systems, and rural power equipment.

204. Wood Turning. 4 term hours. Spring and summer terms. Mr. Nichols.
An elementary course in the fundamentals of wood turning. It includes spindle and oval turning; church, faceplate, and spherical turning. Special attention is given to tool grinding, to the care of various types of wood lathes, and to the organization of a course of study. This course is accompanied by design, with special emphasis on turning problems.

205. Woodshop. 4 term hours. Prerequisite: Advanced Benchwork 103.
Winter and summer terms. Mr. Nichols.
An introductory course in the use and care of woodworking machines. Special emphasis is given to the various types and points to be considered in the buying of woodshop equipment. Much attention is given to jointer and surfacer grinding, band-saw filing, brazing, and circular-saw fitting. Types of furniture construction are worked out through a series of fundamental problems.

207. Wood Finishing. 4 term hours. Fall and summer terms. Mr. Nichols.
An introductory course in the principles and methods of modern wood finishing. This course includes the working out of the standard and more popular finishes now in vogue and of industrial finishing. Much time is devoted to the study of wood structure, finishing materials, and the organization of a course of study in connection with wood laboratory work. Some time is devoted to the theory applied to interior decorating in a selection of wall hangings, floor coverings, and furniture fabrics.

208. Special Education Shop. 2 term hours. Spring term. 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.

212. General Shop. 4 term hours. Fall term. Mr. Pullin.
This course should be preceded or accompanied by Electricity 160. A study of the problems of industrial arts at the junior-high-school level. The course includes practical problems in glazing, painting, plumbing, electrical construction, and the repair of electrical appliances.

215 A, B, C. Architecture. 12 term hours. Four hours a week throughout the year. Prerequisite: General Mechanical Drawing 110. Fall and spring terms. Mr. Huff.
Plans, elevations, detailing, rendering, perspective, estimates, tracing, and blueprinting of structures, ranging from simple one-story buildings to original designs for modern homes, are included. Special emphasis is placed on practical work and architectural appreciation.

216. Printing. 4 term hours. Prerequisite: Printing 116 A, B, and 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.

224A. Machine Shop. 4 term hours. Fall and summer terms. Mr. Weaver.
A course in the fundamentals of machine tool operation, involving work at the bench and the use of machines for making simple projects.
224B. **Machine Shop.** 4 term hours. Winter and summer terms. Mr. Weaver. Advanced practice in the operation of machine tools and in making parts of simple machines, requiring some assembling and fitting of parts.

224C. **Machine Shop.** 4 term hours. Spring and summer terms. Mr. Weaver. The making of simple tools, taps, reamers, small dies, and designs for jigs and fixtures. A study is made of shop layouts and equipment, and a course is outlined for teaching machine-shop practice.

242A. **Auto Mechanics.** 4 term hours. Fall and summer terms. Mr. Weaver. A study of the various parts of the automobile and of simple repairs, to be made with the use of job sheets. A laboratory course.

242B. **Auto Mechanics.** 4 term hours. Winter and summer terms. Mr. Weaver. Shop practice in automotive oxyacetylene welding, battery repairing, tire vulcanizing, and electrical work. Repairs to starters, generators, and ignition apparatus, with the use of job sheets.

242C. **Auto Mechanics.** 4 term hours. Spring and summer terms. Mr. Weaver. Advanced practice in motor overhauling and rebuilding, general chassis repairs, and car refinishing.

300. **Home Mechanics.** 2 term hours. Fall term. Mr. Sherwood. A practical course, for women only, in the care, adjustment, and repair of home equipment and devices, as well as information about and participation in those procedures and practices that are effective in the operation and management of the modern home.

301. **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.

302. **Teaching of Manual 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 manual arts. It includes observation studies and individual research problems. This course gives credit in education.
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.

<table>
<thead>
<tr>
<th>Sequences in Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
</tr>
<tr>
<td>104A</td>
</tr>
<tr>
<td>104B</td>
</tr>
<tr>
<td>104C</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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.

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, College Geometry 330, Introduction to Statistics 211.

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 and 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.

A major in mathematics consists of 36 term hours, including Calculus 205 A, B, C, and some courses in the teaching of mathematics.

A minor in mathematics consists of 24 term hours, including Trigonometry and Algebra 103A and College Algebra and Analytic Geometry 103 B, C, or
College Algebra and Analytic Geometry 104 A, B, C, and some courses in the teaching of mathematics.

Students desiring to do practice 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 209, Teaching of Geometry 208. The History of Mathematics 315 A, B is also recommended. Applications for practice teaching in mathematics must be approved by the chairman of this department. Solid Euclidean geometry is a prerequisite to practice teaching in either algebra or geometry. The postponement of practice teaching until the senior year or late in the junior year is recommended.

100A. Elementary Algebra. 4 term hours. Fall term. Mr. Ackley, Mr. Bartoo, Miss Ford.

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, radials, imaginaries, functions and their graphs.

100B. Solid Euclidean Geometry. 4 term hours. Winter term. Mr. Bartoo, Miss Ford.

Designed for those students who present for admission only one year of geometry. This course, if not taken in high-school, is required of all majors in mathematics. Theorems and constructions, including the relations of planes and lines in space; the properties and measurement of prisms, pyramids, cylinders and cones; the properties of the sphere and the spherical triangle.

100C. Plane Trigonometry. 4 term hours. Prerequisite: Elementary Algebra 100A or a year and a half of high-school algebra, and at least one year of Euclidean geometry. Winter, spring and summer terms. Mr. Ackley, Mr. Bartoo, Miss Ford.

Trigonometric ratios, identities and equations, inverse functions, theory and use of logarithms, circular measure of angles, solution of triangles.

101. Arithmetic. 4 term hours. Offered each term. Mr. Ackley, Mr. Blair, Dr. Everett.

Lectures and discussions on the history and teaching of the subject, with assigned reading. Extended treatment of typical problems of applied arithmetic. This course gives credit in education.

103A. Trigonometry and Algebra. 5 term hours. Fall term. Mr. Ackley, Mr. Bartoo, Mr. Blair.

Designed for students who have studied algebra in high-school one and a half or two years, but who have not taken trigonometry as part of their high-school course. It includes all of the work given in course 100C and, in addition, an introduction to college algebra.

103B. College Algebra and Analytic Geometry. 5 term hours. Winter term. Mr. Ackley, Mr. Bartoo, Mr. Blair.

Rectangular and polar co-ordinates, simultaneous linear equations, and determinants.

103C. College Algebra and Analytic Geometry. 5 term hours. Spring term. Mr. Ackley, Mr. Bartoo, Mr. Blair.

This course covers substantially all of the work offered in 104C.
MATHEMATICS

104A. College Algebra and Analytic Geometry. 4 term hours. Fall term. Mr. Blair, Dr. Everett, Miss Ford.

Designed for students who have taken trigonometry as part of their high-school course. Polar and cartesian coordinates, the straight line, with relations between two or more straight lines; simultaneous linear equations, determinants of any order, permutations and combinations.

104B. College Algebra and Analytic Geometry. 4 term hours. Prerequisite: College Algebra and Analytic Geometry 104A. Winter term. Mr. Blair, Dr. Everett, Miss Ford.

Functions of the second degree and complex numbers, with geometric interpretations as applied to the circle and the parabola; cubic functions, the general polynomial, Horner's method.

104C. College Algebra and Analytic Geometry. 4 term hours. Prerequisite: College Algebra and Analytic Geometry 104B. Spring term. Mr. Blair, Dr. Everett, Miss Ford.

The parabola, ellipse and hyperbola, the general equations of the second degree as related to the definition and classification of conic sections, rectangular coordinates of three dimensions, the plane and the straight line.

112. Applied Mathematics. 4 term hours. Spring term. Mr. Ackley.

For students in manual arts who desire a course in the application of elementary mathematics to machines and designs.

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. Winter and summer terms. Mr. Ackley, Mr. Blair.

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: Trigonometry and Algebra 103A. Spring and summer terms. Mr. Ackley, Mr. Blair.

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

202. Teaching of Junior-High-School Mathematics. 4 term hours. Prerequisite: One year of college mathematics. Winter and spring terms. Mr. Ackley, Dr. Everett, Miss Ford.

Lectures and discussions, with assigned readings on methods of teaching mathematics in the seventh, eighth, and ninth grades. Such topics as the function concept, graphs, the transition from arithmetic to algebra, formulas, and the more modern business applications of the subject will be considered, along with the more traditional material of these grades. This course gives credit in education.

205A. Calculus. 4 term hours. Prerequisite: College Algebra and Analytic Geometry. Fall and summer terms. Mr. Ackley, Mr. Blair, Dr. Everett.

Functions, limits, continuity, the derivative of algebraic, trigonometric, inverse, exponential and logarithmic functions; applications of the derivatives.

205B. Calculus. 4 term hours. Prerequisite: Calculus 205A. Winter and summer terms. Mr. Ackley, Mr. Blair, Dr. Everett.

The differential, curvature, motion, elementary indefinite and definite integrals, trigonometric integrals, substitution, rational fractions, applications of the definite integral.
205C. Calculus. 4 term hours. Prerequisite: Calculus 205B. Mr. Ackley, Mr. Blair, Dr. Everett.
Indeterminant forms, curve tracing, infinite series, functions of several variables, multiple integrals.

208. The Teaching of Geometry. 2 term hours. Winter and summer terms. Mr. Bartoo, Mr. Blair.
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 practice teaching in geometry except for those students who elect College Geometry 330. This course gives credit in education.

209. The Teaching of Algebra. 2 term hours. Fall and summer terms. Mr. Bartoo, Mr. Blair.
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 practice teaching in algebra. This course gives credit in education.

210. Surveying. 4 term hours. Prerequisite: Trigonometry. Spring and summer terms. Mr. Ackley, Dr. Everett.
A course in field work, involving actual problems in surveying and leveling. The final test consists of field notes and a map from a personal survey of an irregular tract.

211. Introduction to Statistics. 4 term hours. Prerequisite: One year of college mathematics. Spring and summer terms. Dr. Everett.
The object of this course is to give the student a knowledge of logical principles and of methods of procedure underlying statistical analysis. The topics discussed will include measures of central tendency, of dispersion, and of relationship.

227. Mathematics of Finance. 4 term hours. Prerequisite: One year of college mathematics. Fall term. Dr. Everett.
Simple and compound interest, annuities, amortization and sinking funds, valuation of bonds and other securities, mathematics of depreciations, and of building and loan associations.

315A. History of Mathematics. 2 term hours. Prerequisite: Analytic geometry. Fall and summer terms. Mr. Blair.
Treats of the history of geometry and trigonometry from earliest times to the present.

315B. History of Mathematics. 2 term hours. Prerequisite: History of Mathematics 315A. Winter and summer terms. Mr. Blair.
Treats of the history of arithmetic and algebra.

321. Differential Equations. 4 term hours. Prerequisite: Calculus 205 A, B, C. Spring term. Mr. Blair.
An elementary course in ordinary differential equations.

322. Theory of Equations. 4 term hours. Prerequisite: Calculus 205 A, B, C. Winter term. Dr. Everett.
Complex numbers, properties of polynornial functions, trigonometric solution of equations, cubic and quartic equations, algebraic criteria for ruler and compass constructions, approximation to the roots of numerical equations, symmetric functions, determinants.

323. Solid Analytic Geometry. 4 term hours. Prerequisite: Calculus 205 A, B, C. Fall term. Dr. Everett.
Coordinates in three dimensions, the plane, surfaces of the second degree, conicoids referred to their axes, plane sections of conicoids, generating lines of conicoids.
325. Theoretical Mechanics. 4 term hours. Prerequisite: Calculus 205 A, B, C. Winter or spring term. Mr. Blair.

The material of this course consists of the composition and resolution of translations by vector methods, without, however, making use of the notation of vector analysis. In linear and plane kinematics a critical study is undertaken of the following topics: velocity, acceleration, angular velocity, angular acceleration. In dynamics, mass, density, moments and centroids of particles, lines, areas, and volumes are studied.

330. College Geometry. 4 term hours. Prerequisite: Calculus 205 A, B, C. Winter term. Mr. Ackley, Mr. Bartoo.

Students electing this course will not be required to take The Teaching of Geometry 208 as a prerequisite to practice teaching in geometry. While this course is designed primarily for those who plan to teach high-school mathematics, it will be of interest to anyone desiring to apply the Euclidean methods to many interesting problems beyond the scope of a high-school text. The course consists of the study of such topics as geometric constructions, properties of the triangle, harmonic ranges and pencils, circle of Apollonius, invariants, poles and polars, and orthogonal and co-axial circles.

MODERN LANGUAGES

ELISABETH T. ZIMMERMAN
HARRY P. GREENWALL
FRANCES E. NOBLE

MATHILDE STECKELBERG
MARION TAMIN
MYRTLE WINDSOR

FRENCH

36 term hours are required for a major; 24 term hours are required for a minor.

Students desiring to do practice teaching in French must have completed a minimum of 24 hours in this subject and must be approved by the chairman of the department.

It is strongly recommended that students who are planning to do practice teaching shall take Phonetics 204A simultaneously with Course 102A or 203A.

101 A, B, C. Elementary French. 12 term hours. Four hours a week throughout the year. Miss Noble, Miss Windsor.

The rudiments of grammar, drill in pronunciation, reading of 100 to 150 pages of a selected text, writing French from dictation, and memorizing of French songs and poems. The course aims, from the outset, to give training in understanding spoken French.

102 A, B, C. Intermediate French. 12 term hours. Four hours a week throughout the year. Prerequisite: two years of high-school French or one year of college French. Miss Noble, Miss Tamin.

Composition based on text, assigned topics, and further practice in oral French. About 500 pages of texts, including plays and short stories are read.

203A. Nineteenth Century French Prose and Drama. 3 term hours. Prerequisite: Elementary French 101, Intermediate French 102, or equivalent. Fall term. Miss Noble.

A cursory study is made of the development of Romanticism in France, with readings from Chateaubriand, George Sand, Victor Hugo.

203B. Nineteenth Century French Prose and Drama. 3 term hours. Prerequisite: Elementary French 101, Intermediate French 102, Nineteenth Century French Prose and Drama 203A, or consent of instructor. Winter term. Miss Noble.

The Realistic School is studied, through readings from Balzac, Flaubert, Maupassant.
203C. Nineteenth Century French Prose and Drama. 3 term hours. Pre-
requisite: Elementary French 101, Intermediate French 102, Nine-
teenth Century French Prose and Drama 203 A, B, or consent of in-
structor. Spring term. Miss Noble.
A survey of the nineteenth century drama is made, including the study of
plays of de Musset, de Vigny, Angier.

204A. Phonetics. 4 term hours. Prerequisite: two years of college French
or equivalent. Fall term. Miss Tamin.
The aim of this course is to make scientific study of sounds and their
various groupings, so as to develop accuracy in pronunciation. A great deal
of corrective work will be done, aside from the study of theories and rules.
Required of all students majoring or minoring in French.

204B. Problems of Teaching French. 4 term hours. Prerequisite: Nine-
teenth Century French Prose and Drama 203 or equivalent. Winter
term. Miss Tamin.
Informal discussion of the daily problems arising in the teaching of French.
Required of students planning to teach French. This course gives credit in
education.

204C. Advanced Composition and Grammar Review. 4 term hours. Prereq-
usitite: Two years of college French or equivalent. Spring term.
Miss Tamin.
A study of grammatical difficulties as they are found in first- and second-
year high-school readers. Intended to verify and to strengthen the knowledge
of fundamental principles of correct expression in those students who are
planning to teach French. Recommended to all students majoring or minor-
ing in French.

205 A, B, C. France and the French. 3 term hours. One hour a week
throughout the year. Miss Noble.
A course required of those specializing in French, but conducted in English
and open to those not in the Department of French. A study of topics, oral
and written, pertaining to French life. Discussion on the art, geography,
education, and historical monuments of France. Intended as a cultural back-
ground for other courses and for general information.

206 A, B, C. Contemporary Literature. 6 term hours. Two hours a week
throughout the year. Miss Tamin. Not offered in 1936-1937.
Intended especially for advanced students who are majoring in French and
who wish additional credit. Reading planned to help students become familiar
with the best in the modern novel, drama, and poetry.

207 A, B, C. Conversation and Free Composition. 6 term hours. Two hours
a week throughout the year. Prerequisite: two years of high-school
French or equivalent. Miss Tamin.
This course is intended to develop ease and accuracy in the use of every
day French.

208 A, B, C. Seventeenth Century French. 9 term hours. Three hours a
week throughout the year. Prerequisite: Nineteenth Century French
Prose and Drama 203 or equivalent. Miss Tamin. Not offered in
1936-1937.
A study of seventeenth-century conditions and history. Readings from the
masterpieces of the period. Study of the classical drama, through tragedies
of Corneille and Racine and comedies of Moliere.

209 A, B, C. French Literature. 6 term hours. Two hours a week through-
out the year. Prerequisite for students majoring or minoring in
French: two years of college French. Miss Tamin.
This course is taught in English for the benefit of all those interested in
masterpieces of French literature. Translations are provided for those stu-
dents who cannot read French.
GERMAN

36 term hours are required for a major; 24 term hours are required for a minor.

Students desiring to do practice teaching in German must have completed a minimum of 24 hours in this subject and must be approved by the chairman of the department.

101 A, B, C. Elementary German. 12 term hours. Four hours a week throughout the year. Miss Steckelberg, Miss Zimmerman.

The aim of this course is to give the student a thorough knowledge of the fundamentals of German grammar, some facility in speaking and writing the language, and the power to understand and reproduce simple German reading matter. The work consists of the systematic study of German grammar, the reading of 100 to 200 pages of narrative prose, the reading and memorizing of selected poems, and the writing of simple, idiomatic German. No credit is given for a part of the course. One year of high-school German may be applied on the course.

102 A, B, C. Intermediate German. 12 term hours. Four hours a week throughout the year: Prerequisite: One year of college German or two years of high-school German. Miss Zimmerman.

The work of this course consists principally of extensive reading of novelistic and dramatic German. The composition work consists of reproductions of texts read, short compositions on assigned topics, and reports on books assigned for collateral reading. The memorizing of poems is continued.

103 A, B, C. Scientific German. 12 term hours. Four hours a week throughout the year. Prerequisite: The equivalent of one year of college German. Miss Steckelberg.

The reading material in this course is adapted to the needs of the students. An attempt is made to give as wide a vocabulary as possible, to meet the needs of students interested in science and in mathematics. An opportunity is given to the students to suggest, upon advice of the instructors in science and mathematics, articles to be read bearing upon particular problems.

203 A, B, C. German Literature from Lessing to Kleist. 12 term hours. Four hours a week throughout the year. Prerequisite: The equivalent of two years of college German. Miss Zimmerman.

Dramas of Lessing, Goethe, and Schiller, together with representative works of the Romanticists and the lyric poetry of the period, are studied in this course.

204 A, B, C. German Literature from the End of the Eighteenth Century to the Present. 12 term hours. Four hours a week throughout the year. Prerequisite: The equivalent of two to three years of college German. Miss Zimmerman. Not offered in 1936-1937.

This course includes a study of dramas of Kleist, Hebbel, Grillparzer, and contemporary poets, together with representative prose of the same period.

205 A, B, C. German Conversation and Composition. 6 term hours. Two hours a week throughout the year. May be taken as term units. Prerequisite: The equivalent of two years of college German. Miss Steckelberg, Miss Zimmerman.

The aim of this course is to supplement the practice in speaking and writing German done in the reading courses. Required of students majoring in German.
SPANISH

101 A, B, C. Elementary Spanish. 12 term hours. Four hours a week throughout the year. Mr. Greenwall.

The elements of grammar and pronunciation are given particular attention. The use of oral Spanish is encouraged, and reading is begun very early in the year.

102 A, B, C. Intermediate Spanish. 12 term hours. Four hours a week throughout the year. Prerequisite: Elementary Spanish 101, or two years of high-school Spanish. Mr. Greenwall.

201 A, B, C. Advanced Spanish. 12 term hours. Four hours a week throughout the year. Prerequisite: Elementary Spanish 101, Intermediate Spanish 102 or equivalent. Mr. Greenwall.

This course is primarily a reading course, with incidental grammar review. Extensive reading is done in Spanish-American novel, romantic drama, and nineteenth-century Spanish novel. Reports are given in class on collateral reading.

204 A, B, C. Survey of Spanish Literature and Civilization. 3 term hours. One hour a week throughout the year. No credit will be given for less than a year's work. Not offered in 1936-1937.

A survey course conducted in English and not limited to students of the Spanish department. A study of Spain, her people, art, customs, and literature. Reading of Spanish masterpieces in translation, for those who do not read Spanish. A lecture course, with some outside reports by students.

MUSIC

HARPER C. MAYBEE
GEORGE E. AMOS

LEOTI C. BRITTON
H. GLENN HENDERSON

DOROTHEA SAGE SNYDER

COURSES FOR NON-SPECIALIZING STUDENTS

The Department of Music submits the following sequence of courses which may be taken as electives in any curriculum except the music curriculum.

Each course will meet two hours a week without assignments and will carry laboratory credit—three term hours credit for the year's work or one term hour credit for each term. The object of these courses is to provide a growing cultural and musical background for an intelligent discrimination and appreciation of music, supplemented by a sufficient knowledge of the technic to enable the students to discuss intelligently current programs and to teach music in their respective grades.

The courses outlined will permit every student not in the Department of Music the opportunity of having some contact with music during the entire four years of college. The work will be not only cultural but also recreational in character. The two hours a week during the entire college period will permit students to absorb considerable knowledge and appreciation of music which will be of permanent value.

120. Fundamentals of Music. 2 hours a week throughout the year. Three term hours credit. Mr. Maybee.

This course will have to do with the knowledge of the staff notation, the study and practice in reading simple music at sight, and its primary application to the teaching of the fundamentals of music.
MUSIC

220. Voice Development. 2 hours a week throughout the year. Three term hours credit. Mr. Maybee, Mrs. Snyder.

This course will seek to lay a foundation of tonal intelligence for both the speaking and the singing voice. This work is also fundamental for the ensemble singing course.

320. Ensemble Singing. 2 hours a week throughout the year. Three term hours credit. Mrs. Britton, Mrs. Snyder.

This course will partake largely of the character of a glee club, and students will be prepared to sing at social functions in their various groups. They will also from time to time become a part of the music festivals, such as the Bach Festival and the Messiah Festival.

420. Music Discrimination. 2 hours a week throughout the year. Three term hours credit. Mrs. Britton, Mr. Maybee.

This course is planned as a directed listening and discussion class. The course will be scheduled ahead, designating the concerts to be attended and the radio programs to be heard. Programs will be studied before they are presented, and discussed afterwards. High grade music programs presented in Kalamazoo and special radio programs, such as symphony orchestra, a capella choirs, choruses, artist's programs, and the opera, will form the basis of the work.

COURSES FOR SPECIALIZING STUDENTS

101A. Fundamentals of Music. 3 term hours. Fall term. Mr. Maybee.

This course prepares students for positions as supervisors of music in public schools. It presupposes some musical talent and ability in reading music of school-grade difficulty. The work includes a study in the development of musical theory, notation, rhythm, ear-training, scale construction, the major and minor keys, interval work, rapid sight singing, chromatics in simple form, rounds, canons, and two-and three-part singing.


The course includes sight reading involving part singing; ear training is stressed; oral and written response is given to hearing of simple melodic and rhythmic forms.


Sight reading, involving part singing and more difficult melodic and rhythmic problems, is presented. Melody writing involving the above problems is given in both major and minor keys.

Note.—An examination in the fundamentals of music is required before credit is given.

104. Early Elementary Music. 4 term hours. Offered each term. Mrs. Britton, Mrs. Snyder.

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.

105. Later Elementary Music. 4 term hours. Offered each term. Mrs. Britton, Mrs. Snyder.

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

106. Rural School Music. 4 term hours. Offered each term. Mrs. Snyder.

The course consists of sight reading of unison songs, introduction of part singing, theory, methods of teaching music in the rural school, organization of music work in the school and the community. The importance and value
of music in the life of school and community are emphasized. Material for school singing, community singing, appreciation work, and recreational play are considered.

106A. Music Appreciation for Rural Schools. 2 term hours. Summer term.
Stresses beauty through music as developed by means of a phonograph and records; its correlation with other school subjects; and, in general, rhythmic, melodic, and harmonic development.

116 A, B, C. Voice Culture. 6 term hours. Two hours a week throughout the year. Mrs. Snyder.
Stresses the fundamental processes of breath control and tone production. Group singing for each student every day, singing of songs in small groups, and later some individual coaching.

123. Women's Glee Club. 4 term hours credit for a year's work. Mrs. Snyder.
The Women's Glee Club of thirty is chosen from the chorus through competition. The object is to select students for special artistic training in ensemble work. The glee club sings before a number of high schools throughout the state. It also takes an active part in the musical work on the campus and in the city.

125. Men's Glee Club. 4 term hours credit for a year's work. Mr. Maybee.
Open to all men with musical ability who have had experience in singing. The club makes a concert tour during the spring vacation, in addition to filling numerous other engagements and taking an active part in the music life on the campus.

127. Orchestra. 4 term hours credit for a year's work. Rehearsals twice a week. Mr. Amos.
Open to all students with a reasonable amount of training upon wind and string instruments. Special training is given in small groups outside of regular rehearsals.

130. Band. Physical-education credit. Rehearsals twice a week throughout the year. Mr. Amos.
This organization of from fifty to sixty members affords the student who plays some instrument opportunity for directed development. The school owns many of the instruments, which it places at the disposal of the students. Since the band appears at assemblies and games, it is also supplied with uniforms.

206A. Music Education. 3 term hours. Prerequisite: Fundamentals of Music 101 A, B, C. Mrs. Britton.
The aim of the course is to acquaint the student with the materials, methods, problems, procedure, and development of music in the public schools. Special training is given for the study of each problem involved. This course must precede practice teaching and is intended for those students who are majoring in music. This sequence gives credit in education.

206B. Music Education. 3 term hours. Prerequisite: Music Education 206A. Winter term. Mrs. Britton.
This course deals with presentation of music in the intermediate grades. It involves these topics: development of independent sight singing, both syllables and words; two- and three-part singing; introduction of tonal and rhythmic problems found in music designed for intermediate grades. Courses in music appreciation, organization of grade-school orchestras, and instrumental class work are discussed, and suitable material for the work is considered.
206C. **Music Education.** 3 term hours. Prerequisite: Music Education 206 A, B. Spring term. Mr. Maybee.

This course presents methods of organizing classes and presenting school music in both junior and senior high school. It involves a study of the changing voice, voice testing, glee clubs, and all types of ensemble singing, with a study of suitable material. The problems of credit for outside music study and competitive contests are considered. Some training is given students in presenting operettas, cantatas, and chorus numbers.

209 A, B, C. **Harmony.** 12 term hours. Four hours a week throughout the year. Prerequisite: Fundamentals of Music 101 A, B, C. Mr. Henderson.

This 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 are required. Students must be able to play sufficiently to render hymn tunes.

212A. **Ancient and Medieval Music.** 4 term hours. Fall term. Prerequisite: Fundamentals of Music 101 A, B, C. Mr. Maybee.

The aim of this course is to acquaint the student with the development of music from its earliest primitive inception through the numberless stages of growth of melody, rhythm, and harmony, down to the time of Bach.

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

212C. **Music Appreciation.** 4 term hours. Spring term. Prerequisite: Ancient and Medieval Music 212A; and Modern Composers 212B. Mrs. Britton.

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

216 A, B, C. **Voice Culture.** 6 term hours. Two hours a week throughout the year. Prerequisite: Voice Culture 116 A, B, C. 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.

223. **Women's Chorus.** 4 term hours credit for the year's work. Mrs. Snyder.

The Women's Chorus consists of all the women students in the music curriculum and other students who have had previous musical training. The chorus appears before the student body in assembly a number of times during the year. Rehearsals are held Tuesday evenings, at 7 o'clock, in the rotunda of the Training School.

229. **Music Construction.** 4 term hours. Fall term. Mrs. Britton.

This course is designed to train students in the physical-education department who have a limited musical experience. Special stress is placed upon singing and melody writing, with emphasis upon the rhythmic forms.

320 A, B, C. **Music Composition and Analysis.** 12 term hours. Four hours a week throughout the year. Prerequisite: Harmony 209 A, B, C. Mr. Henderson.

Advanced harmony and the analysis of the various musical forms; working out original vocal and instrumental selections.
131. A, B, C. Orchestration. 12 term hours. Four hours a week throughout the year. 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.

340 A, B, C. Choral Literature. 6 term hours. Two hours a week throughout the year. Prerequisite: Fundamentals of Music 101 A, B, C; Voice Culture 116 A, B, C; and Glee Club. Mr. Maybee.

This course aims to familiarize the students with choral literature for mixed voices, by reading through a large amount of material from the old school as well as the new. Many of the compositions will be prepared and presented in public performance. Rehearsals 4 hours a week.

PHYSICAL EDUCATION FOR MEN

JUDSON A. HYAMES
MITCHELL J. GARY
JOHN W. GILL

A medical and physical examination is required of all students. The findings which grow out of this examination determine the type of physical-education program which the student will follow. An approved corrective and recreative program is prescribed for men who are physically unable to take part in active games and exercise.

In order that students may obtain the maximum returns from their physical education program, it is recommended that they take the required physical education their first and second years.

With the exception of the men who are majoring in physical education, students are permitted, upon recommendation of the coach, to substitute membership on an athletic squad for required physical education during the term in which the sport is in season.

Note.—In order to receive physical-education credit for work on varsity and freshmen athletic squads, a student must enroll in one of the physical education courses and attend the first meeting of the class, at which time he will be given the opportunity of signing a card which will transfer him from the class to the varsity or freshman squad. This transfer card states under what conditions he will receive physical-education credit.

Students who wish to minor in physical education should elect the following courses:

General Athletics 121A ........................................ 1 term hour
Elementary School Gymnastics 121B ........................................ 1 term hour
Outdoor Games 121C ........................................ 1 term hour
Psychology of Coaching 210 ........................................ 3 term hours
Football Technique 313 ........................................ 3 term hours
Basketball Technique 315 ........................................ 3 term hours
Baseball Technique 317 ........................................ 3 term hours
Track and Field Technique 319 ........................................ 3 term hours
Organization and Administration of Physical Education 404 ........................................ 4 term hours
Elective in physical education ........................................ 2 term hours

COURSES FOR NON-SPECIALIZING STUDENTS

Fourteen class hours of physical education are required of all men students for the curricula leading to a degree.

Eight class hours of physical education are required of all men students for the Rural Elementary Curriculum (which is two years in length).
PHYSICAL EDUCATION

102, 104, 106. Physical Education. Fall, winter, and spring terms. Mr. Maher. Classes meet twice a week.
In these courses are presented fundamental drills and team competition in the season's sports. Time is also given to formal gymnastics.

103, 105, 107. Physical Education. Fall, winter, and spring terms. Mr. Maher. Classes meet three times a week.
These courses are similar to 102, 104, 106.

203, 205, 207. Physical Education. Fall, winter, and spring terms. Mr. Maher. Classes meet three times a week.
In these courses are presented more advanced fundamentals and drill work in the seasonal sports. Individual leadership is encouraged. Advanced work is offered in formal gymnastics.

COURSES FOR SPECIALIZING STUDENTS

121A. General Athletics. 1 term hour. Fall term. Mr. Smith.
The fundamentals of soccer, football, touch football, and speedball; practice and theory.

121B. Elementary School Gymnastics. 1 term hour. Winter term. Mr. Smith.
Group games, organized mass athletics, elementary apparatus work, gymnastic marching, calisthenics, indoor recreative games.

121C. Outdoor Games. 1 term hour. Spring term. Mr. Gill.
Mass athletics, track and field, and baseball.

202. History of Physical Education. 3 term hours. Fall and winter terms. Mr. Smith.
Early Greek and Roman physical training; development through the Renaissance. German and Swedish systems. The influence of nationalism on the various systems of physical education.

205. First Aid and Athletic Training. 4 term hours. Winter and spring terms. Mr. Gary.
Knowledge and skill in meeting emergencies, use of massage in treatment of sprains and bruises, use of hot and cold applications.

This course is designed primarily for those who are planning to make coaching a profession, although playground leaders will find the course helpful in working out their problems. The first part of the term is given over to the discussion of certain principles of educational psychology and their application to athletics, along with a psychological analysis of the principal sports. The latter part of the term is confined to athletic coaching. Some of the topics discussed are the following: getting ready to coach, planning the practice sessions, presenting material effectively, planning the season's campaign, playing the game; the "jinx" and how to handle it, the element of fear and how to conquer it; morale, personality, and will power; the personal touch in coaching. This course gives credit in education.

221A. Advanced Athletics. 1 term hour. Fall term. Mr. Read.
A more detailed study of the games and activities taught in 121A. The finer points are emphasized; practice is improved.

221B. Advanced Gymnastics. 1 term hour. Winter term. Mr. Read.
Advanced gymnastics and apparatus work, graded athletics tests for mass athletics, team contests.

221C. Advanced Outdoor Games. 1 term hour. Spring term. Mr. Gill.
Advanced instruction and practice in track and field sports, tennis, baseball. Intramural participation is required of those not making the varsity.
301. **Principles and Technique of Gymnastic Teaching.** 3 term hours. Fall term. Mr. Read.

The underlying principles used in the selection of activities of modern physical education in the United States; principles used in the selection of activities which are adapted to and suitable for elementary school, junior-high school, senior-high school, and college. The course presents methods of class organization and conduct of the activities. The field covered includes mass games, organized games, relay races, stunts, combative events, natural activities on the apparatus, folk dances, clogging, marching, and calisthenics. Testing and grading results are included. An opportunity is given for practice in class instruction and visitation.

304. **Physiology of Exercise.** 3 term hours. Prerequisite: Anatomy 211 A, B, Physiology 211 C. Fall term. Mr. Hyames.

Fundamental principles underlying the physiology of muscle and nerve, with special application to physical activities. Study of the interrelationship of digestion, respiration, excretion, and internal secretory glands to muscular activity and efficiency. Study of the effects of overexertion and fatigue.

312. **Kinesiology.** 4 term hours. Prerequisite: Anatomy 211 A, B. Winter and spring terms. Mr. Gary.

This course includes a study of the types of muscular activity; the mechanics involved in their performance; a detailed study of the muscles, ligaments, and joints used in gymnastic, athletic, and occupational movements, and their relation to the problems of bodily development and efficiency.

313. **Football Technique.** 3 term hours. Fall term. Mr. Gary.

Fundamentals of football coaching, with special emphasis on catching, punting, kicking, blocking, interference, tackling, principles of line and backfield work, the 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.

315. **Basketball Technique.** 3 term hours. Winter term. Mr. Read.


317. **Baseball Technique.** 3 term hours. Spring term. 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.

319. **Track and Field Technique.** 3 term hours. Spring term. Mr. Smith.

The 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.

327. **Swimming.** 1 term hour. Spring term. Mr. Smith.

Instruction in the different strokes, resuscitation and life saving.

332. **Camping and Scouting.** 4 term hours. Spring term. Mr. Gary.

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 scout 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 Department of Education, National Headquarters, Boy Scouts of America,
New York City.

401. Anthropometry. 4 term hours. Prerequisite: Anatomy 211 A, B, Phys-
siology 211C. Winter and spring terms. Mr. Gary.
A study of the historical development of measurements in physical educa-
tion from the early anthropometric and strength tests, through the athletic-
ability tests, up to a detailed consideration of the various types of motor
ability tests in present use.

403. Principles of Physical Education 3 term hours. Fall term. Mr. Read.
This course studies the curriculum in physical education in relation to
elementary- and secondary-school education. Principles are set up which help
guide the prospective teacher of physical education in the selection of activi-
ties. Lectures, assigned readings, and reports. This course gives credit in
education.

404. Organization and Administration of Physical Education. 4 term hours.
Winter term. Mr. Hyames.
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.

405. Playground and Community Recreation. 4 term hours. Spring term.
Mr. Hyames.
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. Courses 102, 103, and
104 are planned for students in restricted groups.

The required gymnastic costume consists of black circular bloomers and
white blouse. A gray tank suit is required for swimming. This equipment
may be purchased at the Co-operative Store.

A non-specializing student may not earn more than one credit in physical
education in any one term and will not receive credit for more than three
terms of the same activity.
Students who wish to minor in physical education should elect the following courses:

Introduction to Physical Education 120 .................................................. 2 term hours
History of Physical Education 121 .......................................................... 2 term hours
Health Education 190 ........................................................................... 4 term hours
Practice Teaching in Physical Education 201 ....................................... 4 term hours
Methods in Physical Education 219 ...................................................... 4 term hours
First Aid and Massage 218 ................................................................. 1 term hour
Playground Organization 217 ............................................................... 4 term hours
Theory of Athletics 222 ........................................................................ 2 term hours
Rhythmic Plays and Singing Games 318 ............................................. 2 term hours
Community Recreation, Scouting, and Camp Fire 422 ................ 4 term hours

In addition the student will spend from three to five hours a week in practice courses, including games, sports, swimming, and dancing, these courses to be selected with the advice of the department counselors.

COURSES FOR NON-SPECIALIZING STUDENTS

101A. Physical Education. Offered each term. Miss Bottje, Miss Hussey, Miss Sondern, Miss Stephen, Miss Worner.

The aim of this course is to give the student an understanding of the values of participation in physical activities, and to aid her in determining her physical abilities and needs.

101B. Physical Education. Prerequisite: Physical Education 101A. Winter term. Miss Bottje, Miss Hussey, Miss Stephen, Miss Vestal.

Volleyball and folk dancing are emphasized. Tactics and gymnastics are included.

101C. Physical Education. Prerequisite: Physical Education 101A. Spring term. Miss Bottje, Miss Hussey, Miss Vestal.

Indoor work in stunts, self-testing activities, and games. This is followed by field sports and baseball.

102. Physical Education. Prerequisite: Physical Education 101A. Offered each term. Miss Hussey.

A daily rest period for students who are physically unable to participate in class activity.

103. A, B, C. Restricted Exercise. Miss Bottje, Miss Vestal.

Exercise for restricted groups. Hiking, bowling, quoits, archery, and light activity suited to the season.

104. Individual Gymnastics. Offered each term. Miss Bottje, Miss Hussey.

A course of remedial exercise for students who do not pass the physical examination. Credit will be given in this course for one repetition only.


107. Basketball. Prerequisite: Physical Education 101A. Winter term. Miss Bottje, Miss Vestal, Miss Worner.


201. Tennis. Prerequisite: Physical Education 101A. Fall and spring terms. Miss Bottje, Miss Hussey, Miss Sondern, Miss Vestal, Miss Worner.


Practice of form for the various shots, with some work on the course.
203. Folk Dancing. Prerequisite: Physical Education 101A. Fall and spring terms. Miss Worner.
Folk dances, country dances, and clogs.

204. Advanced Swimming. Prerequisite: Physical Education 101A Offered each term. Miss Hussey.
A course in swimming and life-saving; open to students who have passed the beginners’ swimming test.

205. Hiking and Skiing. Prerequisite: Physical Education 101A. Winter term. Miss Hussey, Miss Vestal.
Instruction in skiing whenever conditions are favorable. Three hours a week, not necessarily divided into one-hour periods.

206. Interpretive Dancing. Prerequisite: Physical Education 101A. Offered each term. Miss Sondern.
Individual and group study of expression through rhythmical movement. Development of bodily co-ordination and control.

230. Early Elementary Physical Education. Prerequisite: Physical Education 101A. Fall and spring terms. Miss Bottje.
A study of the physical, mental, and social nature of children in the early-elementary group and activities suited to their needs. Two periods a week are devoted to presentation of material by members of the class. One period is for lecture and discussion.

231. Later Elementary Physical Education. Prerequisite: Physical Education 101A. Winter and spring terms. Miss Vestal.
A study of needs and interests of pupils of later-elementary grades in physical education, and presentation of physical-education activities suited to that age.

A course giving in theory and practice physical-education activities suitable for junior- and senior-high students.

Suggested indoor and outdoor program for mixed-age groups. Ideas for track meets, picnics, play days, holiday programs, and student leadership systems.

A course for students who wish to be prepared to organize a program of volleyball, fieldball, basketball, and other sports for high-school girls. Two hours of lecture and discussion and two hours of practice.

COURSES FOR SPECIALIZING STUDENTS

All practice courses, including dancing, gymnastics, sports, and swimming are required. These courses do not receive credit in term hours.

PHYSICAL EDUCATION PRACTICE

151. A, B, C. Physical Education. This course runs throughout the year. Miss Hussey, Miss Vestal, Miss Worner.
Practice period in fundamental skills, body mechanics, folk dancing, group games, swimming, tennis, hockey or soccer, volleyball, basketball, baseball, track and field activities.
251 A, B, C. **Physical Education.** This course runs throughout the year. Miss Bottje, Miss Hussey, Miss Sondern, Miss Vestal, Miss Worner. Practice in Danish gymnastics, stunts, self-testing activities, tap dancing, games, swimming, and sports.

351 A, B, C. **Physical Education.** This course runs throughout the year. Miss Bottje, Miss Hussey, Miss Sondern, Miss Vestal, Miss Worner. Practice in gymnastics, tumbling, pyramids, interpretive dancing, games, swimming, sports, and in the teaching of these activities.

451 A, B, C. **Physical Education.** This course runs throughout the year. Miss Hussey, Miss Sondern, Miss Vestal, Miss Worner. Practice in archery, golf, games, sports, swimming, and interpretive dancing.

**PHYSICAL EDUCATION THEORY**

120. **Introduction to Physical Education.** 2 term hours. Spring term. Miss Worner.
   General survey of the field of physical education, with its various divisions. Study of results to be expected and common measures of those results. Familiarization with the literature of the subject.

121. **History of Physical Education.** 2 term hours. Spring term. Miss Worner.
   A study of the development of physical education and the social forces which have influenced it.

   The purpose of this course is to introduce the student to the field of the dance and its place in education.

217. **Playground Organization.** 4 term hours. Prerequisite: Introduction to Physical Education 120, History of Physical Education 121. Fall term. Miss Crane.
   A study of the history, organization, and activities of playgrounds.

218. **First Aid and Massage.** 1 term hour. Spring term. Miss Hussey.
   Emergency treatment, technique of massage and its use.

   Fundamental principles underlying the selection of subject matter and the technique of teaching gymnastics, games, and rhythmic work for elementary and high-school pupils. Opportunity for observation and making of lesson plans. This course gives credit in education.

220. **Applied Anatomy.** 4 term hours. Prerequisite: Anatomy 211 A, B. Spring term. Miss Hussey.
   Analysis of the mechanics of bodily movement. A study is made of the location and action of the larger muscles in developmental activities and exercises.

222. **Theory of Athletics.** 3 term hours. Prerequisite: Introduction to Physical Education 120, History of Physical Education 121. Spring term. Miss Worner.
   A study of the rules and technique of track and field athletics and the administration of meets and tournaments.
This course includes the methods of teaching swimming; the analysis of strokes, dives, and Red Cross Life Saving Tests; and the administration of swimming meets.

318. **Rhythmic Plays and Singing Games.** 2 term hours. Winter term. Miss Crane.
Rhythmic material suitable for children in early-elementary grades.

320. **Theory of Games.** 2 term hours. Runs throughout the year in connection with the major sport being taught. Prerequisite: Physical Education 151 A, B, C, and 251 A, B, C. Miss Vestal.
A study of the rules and playing technique of soccer, hockey, volleyball, basketball, and baseball.

The study of preventive as well as prescribed exercise for remedial defects in cases of curvature and physical abnormalities. Practice with patients will be given.

This course is a continuation of Courses 222 and 320, with emphasis on the coaching of activities. Practice is given in organizing and administering meets and play days.

325. **Administration and Organization of Physical Education.** 2 term hours. Prerequisite: Playground Organization 217, Methods in Physical Education 219. Fall term. Miss Worner.
This course presents the problems that arise in the everyday experience of the instructor. Among the topics considered are administration of activities, physical examinations, excuses, special cases, records, schedules, and relations with other services in the school. This course gives credit in education.

401. **Modern Problems in Physical Education.** 4 term hours. Prerequisite: Methods in Physical Education 219, Administration and Organization of Physical Education 325. Spring term. Miss Worner.
A study of current trends and problems in the field of physical education in relation to modern educational principles.

421. **Principles of Physical Education.** 3 term hours. Prerequisite: Administration and Organization of Physical Education 325. Winter term. Miss Worner.
A study of the derivation of the principles of physical education, their relation to aims and objectives, and types of programs that develop through application of these principles. This course gives credit in education.

422. **Community Recreation, Scouting, and Camp Fire.** 4 term hours. Prerequisite: Playground Organization 217. Winter term. Miss Worner.
The study of the organization and administration of community play. Students beyond the sophomore year may elect this course by obtaining permission from the instructor.
A major in physics consists of 36 term hours. By arrangement with the Department of Chemistry, a major in physical science may be made by taking 12 term hours of chemistry and 24 term hours of physics. A minor in physics consists of 24 term hours and may not be made by combining physics and chemistry. A year of college mathematics should precede Courses 203 A, B, C.

Students who wish to do practice teaching in physics must offer a major or a minor in this subject or a major in physical science. It is advisable that a considerable portion of the major or minor be completed before making application for practice teaching. The postponement of practice teaching until the student's senior year, or until late in his junior year, is strongly recommended. Application for practice teaching in physics must be approved by the chairman of the department. Teaching of Physics 395 is a prerequisite for practice teaching.

In courses where laboratory work is required, it is necessary that the student arrange his work so that he shall have two consecutive hours one day each week for laboratory work.

It is desirable that students begin their college physics with Mechanics and Sound 203A.

100 A, B, C. *Elementary Physics.* 12 term hours. Four hours a week throughout the year. Mr. Marburger.

The aim of this course is to bring the student to an understanding of some of the physical laws which govern his everyday life. Individual and demonstration laboratory experiments illustrate many of the principles discussed. The course is designed for students who enter without credit in high-school physics. It may be used by manual-arts students to satisfy one year of their requirements in physics. Classroom, 5 hours a week.

160. *Electricity.* 4 term hours. Prerequisite: High-school physics or Elementary Physics 100 A, B, C. Winter term. Mr. Marburger.

Required of all manual-arts students except those electing courses 203 A, B, and C. Open to other students.


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. Classroom, 4 double periods a week; laboratory, 1 double period a week.

200. *Slide Rule.* 1 term hour. Fall term. Not offered in 1936-1937. Students electing any of the physics courses are strongly advised to purchase a slide rule and elect this course. By so doing, they will save much time and labor in the computations necessary in the solution of problems and in the completion of laboratory reports.

203A. *Mechanics and Sound.* 5 term hours. Prerequisite: High-school physics or Elementary Physics 100 A, B, C, and trigonometry. Fall term. Mr. Fox.

A general course in the mechanics of solids and fluids. The last part of the course is devoted to a study of sound. Demonstration lectures and recitations, with illustrative problems. Classroom, 5 hours a week; laboratory, 2 consecutive hours a week.
203B. **Heat and Light.** 5 term hours. Prerequisite: Mechanics and Sound 203A. Winter term. Mr. Fox.

Same general plan of presentation as in Mechanics and Sound 203A. Classroom, 5 hours a week; laboratory, 2 consecutive hours a week.

203C. **Magnetism and Electricity.** 5 term hours. Prerequisite: Mechanics and Sound 203A. Spring term. Mr. Fox.

Same general plan of presentation is used as in Mechanics and Sound 203A. Classroom, 5 hours a week; laboratory, 2 consecutive hours a week.

Note.—Courses 203 A, B, C constitute a year's work in college physics and should be elected by all students who desire a complete unit of credit in this subject, either as a foundation for teaching high-school physics, or in preparation for more advanced courses in physics and engineering.

210A. **Astronomy.** 4 term hours. High-school physics is a highly desirable antecedent. Fall and winter terms. Mr. Fox.

A non-mathematical course in descriptive astronomy, which will serve as an aid to students in general science and to others who desire an understanding of the elements of the subject. Open as an elective to students of all courses.

210B. **Astronomy.** 4 term hours. Prerequisite: Astronomy 210A. Spring term. Mr. Fox.

This course is divided into three parts as follows: (a) a study of the various hypotheses advanced to account for the solar system; (b) the genesis and life history of the stars; and (c) the interpretation of the universe as influenced by the modern conception of matter. The student is here given a glimpse into modern physics. It is offered as an extension course and as a residence course when a sufficient number of students request it.


This course and Courses 340 and 380 are intended to round out to some extent the year in general college physics, 203 A, B, C. The principles there studied are reviewed and amplified, and certain new material is introduced. The topics covered include force, motion of translation and of rotation, periodic motion, gravitation, elasticity, and selected topics in sound.


This is an advanced course dealing with specific heats, change of state, kinetic theory, and the elementary principles of thermodynamics.

350 A, B, C. **Light.** 9 term hours. Three hours a week throughout the year. Prerequisite: Mechanics and Sound 203 A, Heat and Light 203 B, Magnetism and Electricity 203 C, Calculus 205. Mr. Fox.

An advanced course in light, consisting of lectures and laboratory work. Studies in reflection, refraction, interference, diffraction, and polarization. Classroom, 2 hours a week; laboratory, 3 hours 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, 3 hours a week; laboratory, 4 hours a week.
365. **Transient and Alternating Currents.** 4 term hours. Prerequisite: Electrical Measurements 360. Winter term. Mr. Marburger.

This course deals with the measurements of capacitances and inductances by ballistic and a.c. methods. Considerable time is devoted to a.c. bridge methods. The theory of alternating currents is developed. A study is made of sinusoidal currents and voltages in various types of electric circuits; tuning and resonance effects; electrical oscillations; coupled circuits. Classroom, 3 hours a week; laboratory, 4 hours a week.

366. **Principles of Radio.** 4 term hours. Prerequisite: Transient and Alternating Currents 365. Spring term. Mr. Marburger.

The characteristics of electron tubes and their uses in radio transmission and reception are studied. Several electron-tube circuits are analyzed. In the laboratory, students measure tube characteristics, assemble and adjust high frequency generators, detectors, and amplifiers. Classroom, 4 hours a week; laboratory, 2 hours a week.


A survey of the outstanding modern physical discoveries and their significance. The topics covered include the discovery and measurement of the electron, developments in the fields of x-rays and atomic structure, and some of the methods used and the results obtained in the present great activity directed toward solving the mystery of the nuclei atoms.

390A. **Laboratory Technique.** 2 term hours. Fall term. Mr. Marburger, Mr. Sherwood.

This course consists of four hours a week in shopwork.

Note.—Courses 390 A, B, C are open to students majoring in physics only after consultation with the chairman of the department. These courses are intended to aid in the making and repairing of apparatus and are especially valuable to the teacher and the research worker.

390B. **Laboratory Technique.** 2 term hours. Winter term. Mr. Marburger, Mr. Weaver.

This course consists of four hours a week in the machine shop.

390C. **Laboratory Technique.** 2 term hours. Spring term. Mr. Marburger.

This course consists of four hours a week in glass blowing.

395. **Teaching of Physics.** 2 term hours. Prerequisite: Mechanics and Sound 203A, Heat and Light 203B, Magnetism and Electricity 203C. Fall term. Mr. Marburger.

This course is a prerequisite to practice teaching in physics. The current methods of teaching high-school physics will be investigated. Consideration will be given to specific problems, such as the sources and purchase of laboratory apparatus and material and the selection of a textbook. Numerous references will be made to the current literature in this field. This course gives credit in education.

404. **Advanced Laboratory Physics.** Credit depending upon work accomplished. Prerequisite: Mechanics and Sound 203 A, Heat and Light 203 B, Magnetism and Electricity 203 C, and experience in other courses offered in this department. Offered each term. Mr. Fox, Mr. Marburger.

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

WM. MCKINLEY ROBINSON

ERNEST BURNHAM

ANNA L. EVANS

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

Opportunities in the field of rural education, page 41.
Facilities for training for work in rural education available at Western State Teachers College, page 41.
Certificates granted and degrees conferred, pages 68, 69, 70.
Provision for training teachers of agriculture, page 42.
Attention is called to the course in home economics which is especially designed for students in one-teacher, consolidated, and village schools, page 147.

101. Curriculum. 4 term hours. Offered each term. Miss Evans.
A discussion of modern methods in curriculum making, with special attention to the elementary-schools 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 and of cities.

201A. Rural Education. (Administration). 4 term hours. Fall term. Mr. Robinson.
This course deals with the general questions of teaching, supervising, and administering rural schools. Executive facility and efficiency in the whole work of the school are the major considerations.

201B. Rural Education. (Economics). 4 term hours. Winter term. Mr. 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.

201C. Rural Education. (Sociology). 4 term hours. Spring term. Mr. Robinson.
This course deals with current constructive and reconstructive social activities. Home, neighborhood, community, and occupational and professional units of organization are discussed, with reference to the relations of provincial and class distinctions to the inclusive social unity. Illustrations are taken from and applications are made to small-town, village, and country life.

Note.—Rural Education 201C will be offered in the summer term, 1937.

203. Rural Sociology. 4 term hours. Summer term. Dr. E. Burnham.
This course will present the materials of the several excellent up-to-date textbooks in rural sociology and will make students aware of the research and constructive activities of the national and state associations working in this field. The results of the work of the experiment stations in social research in small communities under the federal subsidy provided by the Purnell Act will be kept in view.

230R. Principles of Teaching. 3 term hours. Offered each term. 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.
301. Special Problems of Village and Consolidated Schools. 4 term hours. Spring term. Mr. Robinson.

Discussion of the following topics with respect to village and consolidated schools: aims and functions of the school in relation to the community; school laws; location and planning of school building; selection of teachers, teachers' salaries; tenure of teachers, rating and promoting of teachers, supervision of teachers, in-service training; classification and grading of pupils, supervision of pupils' work and measurement of pupils' progress, records and reports, vocational education and guidance, social life of pupils, athletics; curriculum selection; junior high-school organization; transportation; publicity; parent-teacher associations. The course will include visits to the high-school departments of the rural-consolidated and township-unit schools connected with the college.

304 A, B, C. Rural Education. 6 term hours. Two hours a week throughout the year. Prerequisite: Consent of instructor. Mr. 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 reported each term or on a major problem reported at the end of the year. Laboratory work in rural schools in proximity to Kalamazoo is required.

404 A, B, C. Rural Education (Sociology). 6 term hours. Two hours a week throughout the year. Prerequisite: Consent of instructor. Dr. E. Burnham.

In the fall term a recent college textbook in rural sociology will be critically studied, with supplementary references to other good books in this and related fields. In the winter term typical researches in rural sociology, representing primarily the essentials in wholesome social life, will be given intensive consideration. In the spring term analysis of social research problems in rural life will be the subject of class discussion, and members of the class will devise the forms and schedules for local researches. A minor study within the scope of the available time will be undertaken.

Practice Teaching. See description of courses in the Training Department, page 159.
"The Social Sciences" is a group title including four separate and distinct departments, namely: History, Political Science, Economics, and Sociology. Curriculum advisers should bear this fact in mind in helping students plan their work. It is frequently desirable that students majoring in one department of this group should minor in another. Candidates for the A.B. degree who major in any department of this group are advised to take a minimum of nine hours in each of the other co-ordinate departments in the group.

Students preparing to teach "Community Civics," "Problems of Democracy," and similar subjects, are advised to take in addition to United States History 201 A, B, C, Political Science 201 A, B, Economics 101A, and Sociology 240 A, B, or nine hours in any one of the latter three departments.

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. Kercher, Dr. Ellis, Mr. Carter.

ECONOMICS

101. Description of Industry. 5 term hours. Spring term. Mr. Bigelow.
A presentation of the important features and characteristics of our modern industrial structure, together with some of the important interrelations within that structure. This is strictly a descriptive course, with no economic principles presented. Designed for those who care for only one term of work in economics, and for those who wish to major in this department but who have had no economics in high school.

201A. Principles of Economics. 4 term hours. Offered each term. Mr. Bigelow, Mr. Moore.
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 on 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 201 A and B form a single course, which is prerequisite to advanced work in the field. A student planning to take only a single term's work in economics should consult with the instructor before electing Principles of Economics 201A.

201B. Principles of Economics. 4 term hours. Prerequisite: Principles of Economics 201A. Winter and spring terms. Mr. Bigelow, Mr. Moore.
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.

201B. Rural Education (Economics). 4 term hours. Spring term. Dr. E. Burnham.
For description of course see Department of Rural Education, page 145.

A survey course designed to present the essential features of the modern financial system, and to enable the student to obtain an understanding of the economic functions performed by each of the numerous financial institutions—investment banks, stock exchanges, commercial banks, trust companies, savings institutions, commercial-paper houses, discount companies, Federal Reserve and Federal Farm Loan institutions—which together comprise this system.

203. **Labor Problems.** 4 term hours. Prerequisite: Principles of Economics 201 A, B. Spring term. Mr. Bigelow.

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.

204. **Economics of Consumption.** 4 term hours. Offered each term. Mr. Bigelow.

A study of the present-day problems of the consumer. It helps to establish rational standards of expenditures, based on a careful analysis of human wants and on a consideration of the consumer’s available income and of the existing standards of living. Careful analysis is made of the marketing system, investment, insurance, the recent development of installment buying, and the wise use of credit by the consumer.

Note.—It is suggested that this course follow Principles of Economics 201A and 201B as a year’s sequence for students preparing to teach social science in junior high school.

301. **Public Finance.** 4 term hours. Prerequisite: Principles of Economics 201 A, B. Work in government may be substituted in special cases by permission of the instructor. Fall term. Mr. Bigelow.

A study of public expenditure, revenues, debts, and problems of fiscal administration. Deals with the characteristics of and trends in public expenditures; the sources of government income; the principles and problems of taxation; an analysis of typical modern taxes, such as the general property tax, income tax, inheritance tax, and customs duties; the use of public credit; and the budget system and other methods of fiscal administration.

302. **Business Administration.** 4 term hours. Prerequisite: Principles of Economics 201 A, B. Fall term. Mr. Moore.

This course deals with the elementary principles of internal organization and management of industrial enterprises. It includes a discussion of the nature of modern industry; plant location and types of construction; material equipment and power; planning and routing; statistics and accounting; marketing methods and problems; production management; personnel administration; purchasing, traffic, credit, and collections.

303. **Corporations.** 4 term hours. Prerequisite: Principles of Economics 201 A, B. Winter term. Mr. Bigelow.

A study of the place of the corporation in modern business life. Consideration is given to the problems of organization, direction, finance, and control, from the point of view of the promoter, the manager, the creditor, the investor, and the public.

304A. **Marketing.** 3 term hours. Prerequisite: Principles of Economics 201 A, B. Fall term. Mr. Moore.

A study of the principles, methods, and problems of marketing. The following are some of the topics covered in this course and in Marketing 304B: the marketing functions; the marketing of farm products, raw materials, and
304B. Marketing. 3 term hours. Prerequisite: Principles of Economics 201 A, B. Winter term. Mr. Moore.
A continuation of Marketing 304A.

305A. Transportation. 2 term hours. Prerequisite: Principles of Economics 201 A, B. Fall term. Not offered in 1936-1937.
A study of the various means of transportation and the specific contribution of each to a nation-wide integrated transportation system. Considerable time is given to the study of the major transportation routes in the United States and the factors which make them important.
Note.—Transportation 305 A, B, and C form a year's course, carrying 6 term hours credit, and should be elected as such.

A study of the problems of service, costs, and revenues in the business of transporting. Stress is laid on the need of co-ordinating the various means of transportation into an efficiently related whole for the purpose of securing for the consumer maximum transportation service at least cost and, at the same time, holding for the owners some assurance of a fair return on invested capital.

A study of the development of governmental regulation of transportation systems. A major portion of the time is given to a consideration of the present status of regulation as reflected in law and court decisions.

306. Business and Government. 4 term hours. Prerequisite: Principles of Economics 201 A, B. Work in government may be substituted in special cases by permission of the instructor. Spring term. Mr. Moore.
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.

This course deals with the major economic problems of the so-called "New Deal". The aim of the course is neither to support nor to condemn new laws and proposed laws. The approach is scientific, and a balanced presentation of the sound economic principles and tendencies both for and against recent changes is attempted. Some of the topics covered are abandonment of the gold standard; inflation; federal blue-sky legislation; banking changes, including insurance of deposits; National Industrial Recovery Act; emergency farm relief measures; unemployment relief, including forestation projects, Public Works Administration, United States Employment Service, Civil Works Administration, and Federal Emergency Relief; measures to relieve distressed home owners; government ownership and operation of Muscle Shoals; attempted coordination of transportation; the work of the Reconstruction Finance Corporation; and taxation tendencies.
102. History of Greece. 4 term hours. Fall term. 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.

103. History of Rome. 4 term hours. Winter term. Miss Seekell.
This course traces the history of Rome from the earliest times to the fall
of the Empire in the West. The development of early Roman institutions, the
expansion of Roman power over the Mediterranean world, the transition from
the Republic to the Empire, and the social, political, legal, and cultural life
of imperial Rome are the chief topics emphasized.

104. Medieval Europe, 476-1500. 4 term hours. Spring term. Miss Seekell.
The Teutonic invasions and their results, Charlemagne's empire, the rise
and nature of feudalism, the medieval church and its work, the social and
intellectual life of the period, the Crusades, the rise of cities, the development
of commerce, and the Renaissance.

105A. English History, 55 B.C.-1603. 4 term hours. Fall term. Dr. Russel.
A study of the origin and growth of English nationality, early Britain,
Anglo-Saxon institutions, Norman centralization, rise of the common law,
limitation of monarchy, decay of feudalism, commercial development, separation
from Rome and the Anglican Establishment, sea power and nationalism
during the Elizabethan era.

105B. English History, 1603-1815. 4 term hours. Winter term. Dr. Russel.
The struggle for Parliamentary supremacy, the Great Civil War and the
Revolution of 1688, England and the Continental powers, the wars of the
eighteenth century, colonial expansion, the American Revolution, opposition
to France during the Napoleonic era.

105C. English History, 1815 to the Present Time. 4 term hours. Spring
term. Dr. Russel.
The development of the British Empire, Parliamentary reform and the
growth of democracy, foreign trade and industrialism, the labor movement,
the self-governing dominions, imperialism, the Irish question, the Great War
and subsequent adjustments.

106A. Modern Europe, 1500-1763. 4 term hours. Fall term. Dr. Scott, Mr.
Trumble.
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.

106B. Modern Europe, 1763-1870. 4 term hours. Winter term. Dr. Scott, Mr.
Trumble.
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.

106C. Modern Europe, 1870 to the Present Time. 4 term hours. Spring term.
Dr. Scott, Mr. Trumble.
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.
**THE SOCIAL SCIENCES**

**201A. United States History to 1815.** 4 term hours. Offered each term. Mr. Burnham, Dr. Knauss, Dr. Russel.

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 government, and concludes with the study of the Federalist and Jeffersonian periods.

**201B. United States History, 1815-1877.** 4 term hours. Offered each term. Mr. Burnham, Dr. Knauss, Dr. Russel.

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. Offered each term. Mr. Burnham, Dr. Knauss, Dr. Russel.

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.

**202. Teaching of the Social Studies.** 4 term hours. Prerequisite: Two college courses in history. Offered each term. Mr. Burnham.

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. This course gives credit in education. See page —.

**301A. United States History, 1783-1815.** 3 term hours. Prerequisite: United States History 201 A, B, C. Fall term. Mr. Burnham. Not offered in 1936-1937.

This course begins with the Critical Period in American History and treats in detail the making of the Constitution, the organization of the government under it, the reign of Federalism, the triumph of Jeffersonian democracy, and the influence upon America of the revolutionary and Napoleonic wars in Europe.


The rise of the Middle West, the growth of democracy, the tariff, internal improvements, banking, slavery and anti-slavery, and territorial expansion to the Pacific.


This course treats the rise of sectionalism, the struggle over the extension of slavery into the territories, the crisis of 1860, the Southern Confederacy, and the Civil War.

**302. Economic Development of Modern Europe.** 3 term hours. Fall term. Dr. Russel.

A study of the origin and development of the economic institutions of the present day, with particular reference to European development since 1500.
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.

304. Latin American History. 3 term hours. Spring term. Dr. Knauss.
A survey of the history of the Latin-American countries. Particular attention is given to the political, the economic, and the social institutions and problems of Latin America.

305. International Relations, 1878-1914. 3 term hours. Fall term. Dr. Scott.
This course consists of an analysis of the foreign policies of European states as revealed in their diplomatic documents. Its purpose is to aid the student in arriving at an independent view of the causes of the World War.

Note.—Courses 305, 306, 307 represent a consecutive year's work in recent European history for upper-classmen. Each unit, however, may be taken separately. A general knowledge of European history, such as may be gained from 105 A, B, C or 106 A, B, C is necessary for an effective understanding of the material studied in these courses.

306. World War. 3 term hours. Winter term. Dr. Scott.
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.

Note.—See note under 305 International Relations.

307. Europe Since 1918. 3 term hours. Spring term. Dr. Scott.
A study of post-war reconstruction: the problems growing out of the peace treaties, reparations, war-debts, revisionism; the successive changes in Italy, Russia, and Germany; the position of the small states in Europe; political aspects of the economic tension.

Note.—See note under 305 International Relations.

308A. United States History, 1865-1877. 3 term hours. Prerequisite: United States History 201 A, B, C. Fall term. Mr. Burnham.
The period of Reconstruction. This course is an intensive study of the recovery of the nation during the years immediately following the Civil War.

308B. United States History, 1877-1901. 3 term hours. Prerequisite: United States History 201 A, B, C. Winter term. Mr. Burnham.
A study of the rapid industrial progress of the country during this period and of the problems growing out of that development. The tariff, the currency, trusts, labor organizations, and reform movements are among the topics studied.

308C. United States History, 1901 to the Present Time. 3 term hours. Prerequisite: United States History 201 A, B, C. Spring term. Mr. Burnham.
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. History of China and Japan. 3 term hours. Fall term. Dr. Knauss.
A course designed to show in outline the development of civilization in the two countries. A study is made of their chief present-day problems.
310. **History of Michigan.** 4 term hours. Prerequisite: United States History 201 A, B, C. Winter term. Dr. Knauss.

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**

A college course in United States history is prerequisite to all courses in this department.

201A. **National Government.** 4 term hours. Fall term. Mr. Shilling.

A study of the national government of the United States, including its structure, functions, and operations, with special stress on the last two.

201B. **State and Local Government.** 4 term hours. Winter term. Mr. Shilling.

Since the citizen has many contacts with the state, city, and county government, an effort is made to acquaint the student with the organization, aims, and problems of state, county, and municipal government.

201C. **Practical Politics.** 4 term hours. Prerequisite: National Government 201 A or State and Local Government 201 B. Spring term. Mr. Shilling.

A detailed study of the nature and activities of the political parties of the United States, including their rise, development, and mechanism. Elections, ballots, and civil service are given emphasis. Some use is made of laboratory materials.

202. **Government. Lectures on American Government.** 1 term hour. Offered each term. Mr. Shilling and others.

This course is primarily to satisfy the law on Civic Lectures, and consists of ten discussions covering important phases of American government. A credit of one hour will be given to those who do the readings and pass the examination. Students expecting to take government 210A or 210B should not take this course for credit. State and Local Government 201B may be substituted for this requirement.

302. **Principles of Political Science.** 3 term hours. Prerequisite: National Government 201 A, State and Local Government 201 B, or United States History 201. Fall term. 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. This course is open to students who are majoring in the social sciences or who have received permission from the instructor.

303. **Problems of Urban Democracy.** 3 term hours. Prerequisite: State and Local Government 201B or permission from instructor. Winter term. Mr. Shilling.

Attention is focused on the problem of city government, growth of cities, types of city organization, municipal functions and finances, administrative personnel, public utilities, and public conveniences.

304. **County Government.** 3 term hours. Desirable antecedent: Government 201B. Spring term. Mr. Shilling.

The course deals with rural government in the United States, with special emphasis upon Michigan. Following a brief discussion of the historical development of rural government, a more detailed study is made of the functions of county and township government and their relation to the state, the types of organization, and problems of administration. A critical appraisal is made of township and county government, together with a study of recent changes and plans proposed for further reorganization.
401A. Comparative Government. 3 term hours. Prerequisite: National Government 201 A and State and Local Government 201 B, or United States History 201 A, B, C. Fall term. Mr. Shilling.

This course aims to acquaint the student with the structure, problems, and workings of the governments of the more important European countries. During this term the British Empire is studied.

401B. Comparative Government. 3 term hours. Prerequisite: National Government 201 A, State and Local Government 201 B, United States History 201 and 301A. Winter term. Mr. Shilling.

A study is made of France, Germany, Italy, Russia, and Switzerland. Special emphasis is given to problems of administration, civil service, taxation, and foreign relations.

401C. International Government. 3 term hours. Prerequisite: Comparative Government 401 A, B, or International Relations 305 or World War 306. Spring term. Mr. Shilling.

The salient features of this course include the development and nature of the community of nations; international law and sanctions; membership and duties of members of the family of nations; the machinery of international intercourse; the modern organization of the community of nations; and the control of war.

SOCIOLOGY

Courses in sociology are designed (1) to give students in general a better understanding of the significant social factors and processes of modern life; (2) to meet the needs of students preparing to teach in the social-science field; and, (3) to stimulate interest in and provide some prerequisite study for the profession of social work.

Students who desire to major or minor in sociology should plan their work with an instructor in the department as early in their college career as possible. Courses 240A, B and 242 are intended to give the student a general knowledge of human relationships and of the more outstanding social problems. They are required of all students majoring or minoring in sociology and should constitute a minimum selection for students preparing to teach “community civics.” All courses may be taken separately, and may be taken in any order by students who have had the prerequisite courses.

For students interested in social work there has been prepared a recommended curriculum for pre-professional education. Those students desiring to confer about the field of social work, or about the recommended curriculum should see Mr. Kercher (Department of Social Sciences), or Mr. Carter (Research Office), or Dr. Ellis (Department of Education and Psychology).

Note.—See curriculum for pre-professional education in social work in this bulletin, page 78.

240A. Principles of Sociology. 4 term hours. Fall and winter terms. Dr. E. Burnham, Mr. Kercher.

This course (formerly called Society and the Individual) emphasizes the individual aspects of social relationships. Consideration is given to the biological basis of personality and social life. The chief emphasis, however, is on the social origin and character of human nature and personality. The simplest and most direct forms of social relationships are considered.

240B. Principles of Sociology. 4 term hours. Prerequisite: Principles of Sociology 240A. Winter and spring terms. Dr. E. Burnham, Mr. Kercher.

This course (formerly called Social Organization) emphasizes the group aspects of social relationships. It deals with the more complex forms of
association, including such subjects as the character of grouping; the structure and functions of community life; the nature and function of social classes; public opinion and leadership; the characteristics, functions, and possible dangers of institutional organizations.


This course (similar to the course formerly called Social Pathology) presents a general survey of some of the major problems now confronting American society. The character, extent, and causes of unemployment, poverty, old-age problems, physical and mental disease, mental deficiency, family disorganization and divorce, juvenile delinquency, and other kindred subjects will be considered. Social problems arising from the normal organization of life are considered, as well as those problems of a definitely pathological nature.


An analysis of the organic factors underlying human behavior, together with a study of the development of the social and cultural aspects of personality. Some topics considered are the organic factors of personality, attitudes, habits, wishes, adjustment patterns, personality traits, and personality organization. Special attention will be given to problems of personal and social maladjustment arising from the processes of interaction of personalities and the relation of personality to the social environment in general.

201C. Rural Education (Sociology). 4 term hours. Fall term. Mr. Robinson. See description of course, Department of Rural Education, page 145.

203. Rural Sociology. 4 term hours. Summer term. Dr. E. Burnham.

This course will present the materials of the several excellent up-to-date textbooks in rural sociology and will make students aware of the research and constructive activities of the national and state associations working in this field. The results of the work of the experiment stations in social research in small communities, under the federal subsidy provided by the Purnell Act, will be kept in view.

340. Urban Sociology. 4 term hours. Prerequisite: Principles of Sociology 240 A, B. Spring term. Dr. E. Burnham.

A study of urban society. Its rise and development is traced. The ecological patterns of the city are studied, with special reference to their influence on the development of personality and their effect on social relationships. The character and function of social organization in the modern urban community is analyzed, and the problems of social control and social planning are considered.

341. The Family. 4 term hours. Prerequisite: Principles of Sociology 240 A, B. Spring term. Dr. E. Burnham.

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 240 A, B. Fall term. 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.
343. **Population.** 4 term hours. Prerequisite: Principles of Sociology 240 A, B, or consent of the instructor. Winter term. Mr. Kercher.

Four objectives will be attempted in this course: First, a review of population theory from Malthus to the present. Second, a survey of the outstanding facts with respect to quantitative and qualitative changes in world population, but more especially in the population of the United States. Third, an analysis of the causal factors underlying contemporary changes. And fourth, an interpretation of the social and biological significance of present population trends.

344. **History of Social Thought.** 4 term hours. Prerequisite: Principles of Sociology 240 A, B. Fall term. Mr. Kercher.

A critical survey of the social thinking of outstanding students of society, from Plato to those of modern social science. The development of social theory is stressed, and an endeavor is made to appraise the contributions of various individual thinkers and of different schools of thought.

346. **Principles of Social Work.** 4 term hours. Prerequisite: Consent of the instructor. Fall term.

A course designed for students without social work experience. It constitutes a general introduction to the basic principles and processes of social case work. The problem of the most effective approach to the individual and his social situation is discussed. Case material is analyzed, to acquaint the student with the characteristic methods and processes of social case work in its community setting. This course is prerequisite to other courses in case work, except for students with approved case work experience.

347. **Social Case Work.** 4 term hours. Prerequisite: Principles of Social Work 346, or consent of instructor. Winter term.

Emphasis is on the evaluation of selected case material, the technique of the interview, and case recording. All students are required to complete 75 hours of carefully supervised field work with such agencies in Kalamazoo as the Civic League, Federal Emergency Relief Administration, Federal Transient Bureau, State Hospital, and Visiting Teacher.

348. **Social Group Work.** 4 term hours. Prerequisite: Principles of Social Work 346 or consent of instructor. Spring term.

Involves an understanding of and practical experience in the organization and leadership of various community groups. The problems and interests of adolescent groups and the development of skill in their leadership, and the technique of program building are emphasized. The inter-relation between social case work and social group work is also constantly stressed throughout the course. Case material will be selected for analysis from the records of field experience of students and from other sources to include a wide range of types of groups. Actual field work is carried on in connection with such agencies in Kalamazoo as Y. M. C. A., Y. W. C. A., Boy Scouts and Girl Scouts, City Recreation Department, Douglas Community Center, and various churches.

404A, B, C. **Rural Education (Sociology).** 6 term hours. Two hours a week throughout the year. Prerequisite: Consent of the instructor. Dr. E. Burnham. See description of course, Department of Rural Education, page 146.

420. **Educational Sociology.** 4 term hours. Prerequisite: Principles of Sociology 240A, B, General Psychology 200, Educational Psychology 203A. Dr. E. Burnham.

This course is a study of the relation of education to social conduct. The main inquiry is how education may be effective as an instrument for changing the individual in his social relationships—e.g. in his family, in his group,
in his recreation—and in his civic and moral relationships. Emphasis will be placed upon the subject matter, the method of instruction, and the school organization believed to result in desirable changes in the social behavior of individuals and communities.

SPEECH

LAURA V. SHAW
DOROTHY M. ECCLES
CARROLL P. LAHMAN
ANNA E. LINDBLOM

A major sequence in speech consists of courses 101A, 101B, 120, 210, 215, 225, 301, 315, and one other 4-term-hour course.

A minor sequence in speech consists of courses 101A, 101B, 120, 210, and other courses totaling 8 hours.

For students specializing in English, courses 101A, 101B, 210, 310, 320 and 410 are recommended.

Students majoring in speech are strongly urged to minor in English.

101A. Fundamentals of Speech. 4 term hours. Fall and winter terms. Miss Eccles, Mr. Lahman, Miss Lindblom, Miss Shaw.

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.

101B. Fundamentals of Speech. 4 term hours. Prerequisite: Fundamentals of Speech 101A. Winter and spring terms. Miss Eccles, Mr. Lahman, Miss Lindblom, Miss Shaw.

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.

120. Informal Public Speaking. 4 term hours. Prerequisite: Fundamentals of Speech 101A, B. Spring term. 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.

201. Parliamentary Usage. 2 term hours. Spring term. Mr. Lahman.

Designed for upperclassmen who desire some knowledge of how to organize meetings and conduct business according to parliamentary procedure. Study of such matters as motions and their order of precedence, committees and their duties, and election of officers. Constant application in the classroom of the principles studied.

210. Interpretive Reading. 4 term hours. Prerequisite: Fundamentals of Speech 101A, B. Fall and spring terms. Miss Eccles, 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 101A, B, Interpretive Reading 210, or the consent of the instructor. Winter term. Miss Shaw.

Improvisation and practical work on the stage. Through criticism from the instructor and the class, the student acquires an understanding of the basic principles of the art of acting.

220. **Stage Design.** 4 term hours. Fall term of alternate years. Miss Siedschlag.

For description of course see Department of Art, page 84.

Note.—This course may be counted for credit in speech.

225. **Argumentation and Debate.** 4 term hours. Prerequisite: Fundamentals of Speech 101 A, B or consent of the instructor. Fall or spring term. Mr. Lahman, Miss Lindblom.

A thorough study of the principles of argumentation and frequent practice in debating current public questions. Attention is also given to the problems of coaching and judging debates. Students planning to participate in intercollegiate debate are advised, so far as possible, to elect this course first.

226. **Intercollegiate Debating.** Maximum of 12 term hours allowed during college course, and not more than 4 term hours each year. Mr. Lahman, Miss Lindblom.

Application of argumentative principles to actual platform debate. The basis of this forensic practice is the intensive study of the questions used for intercollegiate debate.

301. **Theory of Speech.** 4 term hours. Prerequisite: General Psychology 200 and Fundamentals of Speech 101A, B. Spring term of alternate years. Miss Lindblom.

The development of speech as a form of human behavior, studied from the biological and psychological standpoints.

305. **Festival and Pageantry.** 4 term hours. Prerequisite: Fundamentals of Speech 101 A, B. Two times a week during winter and spring terms of every third or fourth year. Miss Shaw.

A study of festivals and pageants and of the methods of their organization and presentation. The class develops and presents a pageant.


Advanced work in the oral interpretation of literature, with special emphasis on character delineation.

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


Methods of staging plays, including stage settings, costumes, and makeup. Plays are presented by the class. Each student directs at least one play.

320. **Advanced Public Speaking.** 4 term hours. Prerequisite: Fundamentals of Speech 101 A, B, and Informal Public Speaking 120 or the consent of the instructor. Spring term of alternate years. Mr. Lahman.

Advanced study of speech organization and audience psychology, analysis of model speeches, and frequent practice in constructing speeches for special occasions.
410. **Oral Interpretation of the Drama.** 4 term hours. **Prerequisite:** Fundamentals of Speech 101 A, B, Interpretive Reading 210, Acting 215, and Advanced Interpretive Reading 310 or the consent of the instructor. Spring term of every second or third year. Miss Shaw.
Platform reading of the one-act and the three-act play. Through class analysis and criticism, a basis for judging the drama is established.

**THE TRAINING DEPARTMENT**

**PRACTICE TEACHING**

Students should enroll for practice teaching in the Training School office as soon as the schedule of classes for the ensuing term is published. Each student must present a tentative program approved by his curriculum counselor and his departmental adviser; his practice-teaching assignment will then be made in accordance with this program.

Practice Teaching 301, 302, and 303 are required in all the life-certificate curricula except the senior-high curriculum, which requires Practice Teaching 301 and 302 only. At least two consecutive hours of the school day should be reserved for each unit (4 term hours) of teaching, if done in the elementary school. This includes preparation. All curricula require that Practice Teaching 303 be done well toward the end of the course.

Students are strongly advised not to undertake extra studies or remunerative work during the term or terms in which practice teaching is being done. Each unit of practice teaching, 201, 301, 302, and 303, gives four term hours credit, and hence is entitled to preparation in time and amount corresponding to equivalent academic courses.

Students preparing to do administrative work are advised to do at least one unit of practice teaching in the lower grades of the Training School.

Students should enroll for double practice teaching for Paw Paw and Rich-land assignments, which require a half-day of time.

201. **Practice Teaching.** 4 term hours. **Prerequisite:** General Psychology 200, Principles of Teaching 230R, academic preparation in the subject or subjects to be taught, and one-fourth as many honor points as term hours of credit acquired. Mr. Ellsworth and supervisors.

For students enrolled in curricula of two years in length.

301, 302. **Practice Teaching.** 4 term hours each. **Prerequisite:** General Psychology 200, Educational Psychology 203 A, B; Principles of Teaching 230; adequate academic and professional preparation in the subject or subjects to be taught; and one-fourth as many honor points as term hours of credit acquired. Mr. Ellsworth and supervisors.

These courses include the teaching of classes in one of the training schools, 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 Practice Teaching and, during the first term, with the Director of the Training Schools.

Students are expected to become familiar with the course of study, to cooperate in the general working of the Training Schools, and to assume as full responsibility as possible for the pupils in their direct charge. Opportunity is afforded for participation in assemblies, social affairs, and parents' meetings.

All first-term practice teachers meet Tuesdays at 7 P. M. with the Director, in the rotunda of the Training School. Class meetings with the supervisors of the Campus Training School are held Tuesdays and Thursdays at 8 A. M.
Class meetings for Portage are held Tuesdays and Thursdays at 4 P.M. in the Campus School. Richland and Paw Paw practice teachers meet their supervisors during the hours of their assignments. Campus High-School class-meeting hours are 3 P.M. Tuesdays and Thursdays. These hours must be reserved by students enrolling for practice teaching.

303. Practice Teaching. 4 term hours. Prerequisite: Practice Teaching 302. Offered each term. Grade and special supervisors.

Students are given fuller responsibilities, such as complete room charge. New teaching problems and units are worked out, in keeping with the student's previously demonstrated needs and abilities. Assignments are based on careful records of the student's experience in preceding practice teaching courses.

305. Theory and Observation. 4 term hours. Prerequisite: Maturity and teaching experience. Summer term. Mr. Ellsworth, 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.

THE TEACHING LABORATORY

(For description of the Training Schools, see page 28.)

The Director of the Training Schools

All the work of the Training Department is carried on under the general direction and supervision of the Director of the Training Schools. All students in the first term of practice teaching meet with the director, Tuesday evening at 7:00, for a general lecture on professional ethics and other matters pertaining to professional success.

The Supervisors

Each grade, each high-school subject, and each special subject is in charge of a supervisor, who is responsible for the progress of the pupils and of the student teachers.

Supervisors give students charge of definite classes or groups of children, direct their teaching and observation, and teach demonstration lessons as often as the needs of pupils and students demand. At least one lesson a day is thus taught by each supervisor.

Supervisors meet student teachers two periods weekly, for conferences on general management, the study of children, the direction of observation, and instruction in the psychology of the school subjects. They also meet each student in a special-subject conference once a week for discussion of the concrete teaching problems of the student's own assignment and plans for the ensuing week's work.

Demonstration Rooms

Each term three grade rooms in the Campus Training School are designed as Demonstration Rooms—a primary grade, an intermediate grade, and an upper grade. No practice students are assigned to these rooms, and all the teaching is done by the grade and special supervisors. Opportunity is thus afforded students of observing good teaching under conditions that closely approximate a typical public-school situation.

Observations in the high school are posted each morning on the bulletin board in the Training School.
Assembly Exercises

Regular weekly assemblies for all the children in the Campus Training School are held Friday at 11:00 o'clock, in the rotunda of the Training School. The programs, usually in charge of the children themselves, represent culminations of the work of some one grade, or of some subject. The work in music, art, and folk-dancing furnish attractive features of these activities. The assemblies not only serve to unify the school, but also afford the student teacher an opportunity of gaining good general impressions of the interest and activities of the various grade groups.

Assemblies of a similar character are held in the Portage, Richland, and Paw Paw Training Schools.
## INDEX

<table>
<thead>
<tr>
<th>Academic requirements</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy</td>
<td>46</td>
</tr>
<tr>
<td>Administration Building</td>
<td>26</td>
</tr>
<tr>
<td>Administration and supervision, description of courses</td>
<td>104</td>
</tr>
<tr>
<td>Administration, officers of</td>
<td>6</td>
</tr>
<tr>
<td>Admission by examination</td>
<td>33</td>
</tr>
<tr>
<td>Admission, conditions of</td>
<td>30-33</td>
</tr>
<tr>
<td>Advanced credits</td>
<td>29</td>
</tr>
<tr>
<td>Advisers</td>
<td>22</td>
</tr>
<tr>
<td>Advisory system</td>
<td>33</td>
</tr>
<tr>
<td>Agriculture Club</td>
<td>46</td>
</tr>
<tr>
<td>Agriculture, description of courses</td>
<td>81</td>
</tr>
<tr>
<td>Agriculture, equipment for</td>
<td>27</td>
</tr>
<tr>
<td>Agricultural high schools</td>
<td>42</td>
</tr>
<tr>
<td>Alumni Association</td>
<td>42</td>
</tr>
<tr>
<td>Alumni Secretary</td>
<td>14</td>
</tr>
<tr>
<td>Anatomy, physiology, sanitation</td>
<td>87</td>
</tr>
<tr>
<td>Approved rooming and boarding houses</td>
<td>41</td>
</tr>
<tr>
<td>Art collection</td>
<td>43</td>
</tr>
<tr>
<td>Art curriculum</td>
<td>57</td>
</tr>
<tr>
<td>Art, description of courses</td>
<td>82</td>
</tr>
<tr>
<td>Arts and Crafts Club</td>
<td>46</td>
</tr>
<tr>
<td>Assembly</td>
<td>46</td>
</tr>
<tr>
<td>Assembly exercises, training schools</td>
<td>161</td>
</tr>
<tr>
<td>Astronomy, description of courses</td>
<td>143</td>
</tr>
<tr>
<td>Athletics</td>
<td>50</td>
</tr>
<tr>
<td>Bachelor of Arts degree, requirements</td>
<td>36, 55</td>
</tr>
<tr>
<td>Bachelor of Science degree, requirements</td>
<td>36, 55</td>
</tr>
<tr>
<td>Band</td>
<td>49</td>
</tr>
<tr>
<td>Band, credit for</td>
<td>36</td>
</tr>
<tr>
<td>Barracks</td>
<td>27</td>
</tr>
<tr>
<td>Biology, description of courses</td>
<td>85</td>
</tr>
<tr>
<td>Biology, equipment for</td>
<td>27</td>
</tr>
<tr>
<td>Board</td>
<td>39</td>
</tr>
<tr>
<td>Botany, description of courses</td>
<td>88</td>
</tr>
<tr>
<td>Buildings and material equipment</td>
<td>26</td>
</tr>
<tr>
<td>Bureau of Educational Measurement and Research</td>
<td>43</td>
</tr>
<tr>
<td>Burnham Rural Life Fund</td>
<td>42</td>
</tr>
<tr>
<td>Business administration curricula</td>
<td>58, 74</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>39</td>
</tr>
<tr>
<td>Calendar announcements, 1936-1937</td>
<td>4</td>
</tr>
<tr>
<td>Calendar of established college events</td>
<td>5</td>
</tr>
<tr>
<td>Campus High School</td>
<td>29</td>
</tr>
<tr>
<td>Campus Training School</td>
<td>28</td>
</tr>
<tr>
<td>Certificates</td>
<td>36, 56</td>
</tr>
<tr>
<td>Chemistry, description of courses</td>
<td>90</td>
</tr>
<tr>
<td>Chemistry, equipment for</td>
<td>28</td>
</tr>
<tr>
<td>Choir</td>
<td>49</td>
</tr>
<tr>
<td>Classical Club</td>
<td>46</td>
</tr>
<tr>
<td>Classification of students</td>
<td>34</td>
</tr>
<tr>
<td>Class load</td>
<td>34</td>
</tr>
<tr>
<td>Clothing and textiles</td>
<td>115</td>
</tr>
<tr>
<td>Clubroom, Women's League</td>
<td>52</td>
</tr>
<tr>
<td>Clubs</td>
<td>45-52</td>
</tr>
<tr>
<td>Commerce Club</td>
<td>46</td>
</tr>
<tr>
<td>Commerce curriculum</td>
<td>59</td>
</tr>
<tr>
<td>Commerce, description of courses</td>
<td>94</td>
</tr>
<tr>
<td>Commerce, equipment for</td>
<td>27</td>
</tr>
<tr>
<td>Committees of faculty</td>
<td>22-23</td>
</tr>
<tr>
<td>Composition, description of courses</td>
<td>108</td>
</tr>
<tr>
<td>Co-operative Store</td>
<td>39</td>
</tr>
<tr>
<td>Correspondence with Western State Teachers College, directions for</td>
<td>47</td>
</tr>
<tr>
<td>Country Normal, credits from</td>
<td>38</td>
</tr>
<tr>
<td>Course numbers, significance of</td>
<td>35</td>
</tr>
<tr>
<td>Credit relations with other colleges and universities</td>
<td>33</td>
</tr>
<tr>
<td>Credits, transfer of</td>
<td>29</td>
</tr>
<tr>
<td>Credit, unit of</td>
<td>35</td>
</tr>
<tr>
<td>Curricula</td>
<td>53-80</td>
</tr>
<tr>
<td>Curricula advisers</td>
<td>22</td>
</tr>
<tr>
<td>Dance Club</td>
<td>47</td>
</tr>
<tr>
<td>Debate, credit for</td>
<td>36</td>
</tr>
<tr>
<td>Debate Scholarship and Loan Fund</td>
<td>40</td>
</tr>
<tr>
<td>Debating</td>
<td>47</td>
</tr>
<tr>
<td>Degrees and certificates</td>
<td>36, 55</td>
</tr>
<tr>
<td>Demonstration rooms</td>
<td>160</td>
</tr>
<tr>
<td>Dentistry curriculum</td>
<td>74</td>
</tr>
<tr>
<td>Departmental courses</td>
<td>81-160</td>
</tr>
<tr>
<td>Der Deutsche Verein</td>
<td>47</td>
</tr>
<tr>
<td>Details of curricula</td>
<td>53-50</td>
</tr>
<tr>
<td>Directions to new students</td>
<td>2</td>
</tr>
<tr>
<td>Dropping courses</td>
<td>35</td>
</tr>
<tr>
<td>Early Elementary Club</td>
<td>48</td>
</tr>
<tr>
<td>Early elementary curriculum</td>
<td>60</td>
</tr>
<tr>
<td>Early elementary education</td>
<td>97</td>
</tr>
<tr>
<td>Economics, description of courses</td>
<td>147</td>
</tr>
<tr>
<td>Education, description of courses</td>
<td>97-106</td>
</tr>
<tr>
<td>Educational administration and supervision</td>
<td>104</td>
</tr>
<tr>
<td>Elementary education</td>
<td>98</td>
</tr>
<tr>
<td>Employment</td>
<td>41</td>
</tr>
<tr>
<td>English, description of courses</td>
<td>107</td>
</tr>
<tr>
<td>Engineering curriculum</td>
<td>75</td>
</tr>
<tr>
<td>Enrollments, curricula</td>
<td>22</td>
</tr>
<tr>
<td>Enrollment, instructions for</td>
<td>34</td>
</tr>
<tr>
<td>Entrance by transfer</td>
<td>29</td>
</tr>
<tr>
<td>Entrance examinations</td>
<td>31</td>
</tr>
<tr>
<td>Entrance requirements</td>
<td>30</td>
</tr>
<tr>
<td>Entrance tests</td>
<td>30</td>
</tr>
<tr>
<td>Equipment</td>
<td>26</td>
</tr>
<tr>
<td>Established college events</td>
<td>5</td>
</tr>
<tr>
<td>Expenses</td>
<td>38, 39</td>
</tr>
<tr>
<td>Extension Department</td>
<td>44</td>
</tr>
<tr>
<td>Extemporé speaking</td>
<td>48</td>
</tr>
<tr>
<td>Extra studies</td>
<td>34</td>
</tr>
<tr>
<td>Faculty, the</td>
<td>7-20</td>
</tr>
<tr>
<td>Faculty Council</td>
<td>21</td>
</tr>
<tr>
<td>Faculty committees</td>
<td>22-23</td>
</tr>
<tr>
<td>Fannie Ballou Memorial Fund</td>
<td>40</td>
</tr>
<tr>
<td>Fees, tuition, etc</td>
<td>38</td>
</tr>
<tr>
<td>Fellowships, graduate</td>
<td>39</td>
</tr>
<tr>
<td>Five year certificates</td>
<td>37</td>
</tr>
<tr>
<td>Foods, description of courses</td>
<td>115</td>
</tr>
<tr>
<td>Foreign languages</td>
<td>127</td>
</tr>
<tr>
<td>Forensic Board</td>
<td>48</td>
</tr>
<tr>
<td>Forestry curriculum</td>
<td>75</td>
</tr>
<tr>
<td>French, description of courses</td>
<td>127</td>
</tr>
<tr>
<td>Freshman adviser</td>
<td>33</td>
</tr>
<tr>
<td>Freshman Days</td>
<td>33</td>
</tr>
<tr>
<td>Freshmen, regulations governing</td>
<td>33</td>
</tr>
<tr>
<td>General degree curriculum</td>
<td>73</td>
</tr>
<tr>
<td>General equipment</td>
<td>28</td>
</tr>
<tr>
<td>Geography, description of courses</td>
<td>112</td>
</tr>
<tr>
<td>Geography, equipment for</td>
<td>28</td>
</tr>
<tr>
<td>Geology, description of courses</td>
<td>114</td>
</tr>
<tr>
<td>German, description of courses</td>
<td>129</td>
</tr>
<tr>
<td>Glee Clubs</td>
<td>49</td>
</tr>
<tr>
<td>Glee Club, credit for</td>
<td>36</td>
</tr>
<tr>
<td>Goldsworthy Scholarship</td>
<td>40</td>
</tr>
<tr>
<td>Graduation fees</td>
<td>38</td>
</tr>
<tr>
<td>Graduate scholarships and fellowships</td>
<td>115</td>
</tr>
<tr>
<td>Graduation requirements</td>
<td>35, 55</td>
</tr>
<tr>
<td>Group requirements</td>
<td>54, 79</td>
</tr>
<tr>
<td>Gymnasium, men's</td>
<td>27</td>
</tr>
<tr>
<td>Gymnasium, women's</td>
<td>28</td>
</tr>
<tr>
<td>Page</td>
<td>Handwriting, description of course</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>115</td>
<td>Harvey Memorial Loan Fund</td>
</tr>
<tr>
<td>40</td>
<td>Health education</td>
</tr>
<tr>
<td>105</td>
<td>Health Service</td>
</tr>
<tr>
<td>45</td>
<td>Health, the</td>
</tr>
<tr>
<td>48</td>
<td>High scholarship list</td>
</tr>
<tr>
<td>36</td>
<td>High School</td>
</tr>
<tr>
<td>29</td>
<td>History, description of courses</td>
</tr>
<tr>
<td>150</td>
<td>History of Western State Teachers College</td>
</tr>
<tr>
<td>25</td>
<td>Home Economics Club</td>
</tr>
<tr>
<td>48</td>
<td>Home economics curriculum</td>
</tr>
<tr>
<td>61</td>
<td>Home economics, description of courses</td>
</tr>
<tr>
<td>115</td>
<td>Home economics education</td>
</tr>
<tr>
<td>117</td>
<td>Honor points</td>
</tr>
<tr>
<td>35</td>
<td>Honorary societies</td>
</tr>
<tr>
<td>48</td>
<td>Household administration</td>
</tr>
<tr>
<td>117</td>
<td>Housing accommodations</td>
</tr>
<tr>
<td>39</td>
<td>Housing regulations</td>
</tr>
<tr>
<td>41</td>
<td>Hurd One-Teacher Rural School</td>
</tr>
<tr>
<td>29</td>
<td>Identification photo</td>
</tr>
<tr>
<td>33</td>
<td>Information for new students</td>
</tr>
<tr>
<td>2</td>
<td>Ingles Club</td>
</tr>
<tr>
<td>49</td>
<td>International Relations Club</td>
</tr>
<tr>
<td>49</td>
<td>Journalism curriculum</td>
</tr>
<tr>
<td>76</td>
<td>Junior high school curriculum</td>
</tr>
<tr>
<td>62</td>
<td>Kappa Delta Pi</td>
</tr>
<tr>
<td>48</td>
<td>Kappa Pi Sigma</td>
</tr>
<tr>
<td>48</td>
<td>Katherine Mulry Johnson Scholarships</td>
</tr>
<tr>
<td>40</td>
<td>Kleinstueck Wild Life Preserve</td>
</tr>
<tr>
<td>45</td>
<td>Late enrollment fee</td>
</tr>
<tr>
<td>38</td>
<td>Later Elementary Club</td>
</tr>
<tr>
<td>49</td>
<td>Later elementary curriculum</td>
</tr>
<tr>
<td>63</td>
<td>Latin, description of courses</td>
</tr>
<tr>
<td>118</td>
<td>Law curriculum</td>
</tr>
<tr>
<td>76</td>
<td>Le Cerde Francs</td>
</tr>
<tr>
<td>49</td>
<td>Library Building</td>
</tr>
<tr>
<td>27</td>
<td>Library, facilities</td>
</tr>
<tr>
<td>27</td>
<td>Library Methods, description of course</td>
</tr>
<tr>
<td>118</td>
<td>Library staff</td>
</tr>
<tr>
<td>20</td>
<td>Life certificate</td>
</tr>
<tr>
<td>37,55</td>
<td>Life certificate curricula</td>
</tr>
<tr>
<td>53-68</td>
<td>Limited certificate curriculum</td>
</tr>
<tr>
<td>69</td>
<td>Literature, description of courses</td>
</tr>
<tr>
<td>108</td>
<td>Location of Western State Teachers College</td>
</tr>
<tr>
<td>40</td>
<td>Location funds</td>
</tr>
<tr>
<td>26</td>
<td>Lunchroom</td>
</tr>
<tr>
<td>39</td>
<td>Majors and minors</td>
</tr>
<tr>
<td>79-80</td>
<td>Manual Arts Building</td>
</tr>
<tr>
<td>27</td>
<td>Manual arts curriculum</td>
</tr>
<tr>
<td>64</td>
<td>Manual arts, description of courses</td>
</tr>
<tr>
<td>119</td>
<td>Manual arts, equipment for</td>
</tr>
<tr>
<td>27</td>
<td>Manual Arts Union</td>
</tr>
<tr>
<td>49</td>
<td>Marking system</td>
</tr>
<tr>
<td>34</td>
<td>Mathematics, description of courses</td>
</tr>
<tr>
<td>123</td>
<td>Matie Lee Jones Memorial Loan Fund</td>
</tr>
<tr>
<td>40</td>
<td>Medicine curriculum</td>
</tr>
<tr>
<td>77</td>
<td>Memorial funds</td>
</tr>
<tr>
<td>90</td>
<td>Men's Glee Club</td>
</tr>
<tr>
<td>49</td>
<td>Men's Gymnasium</td>
</tr>
<tr>
<td>27</td>
<td>Mental hygiene</td>
</tr>
<tr>
<td>101</td>
<td>Mental tests</td>
</tr>
<tr>
<td>104</td>
<td>Minors and majors</td>
</tr>
<tr>
<td>79-80</td>
<td>Modern languages</td>
</tr>
<tr>
<td>127</td>
<td>Music, description of courses</td>
</tr>
<tr>
<td>65</td>
<td>Music, the</td>
</tr>
<tr>
<td>130</td>
<td>Music organizations</td>
</tr>
<tr>
<td>49</td>
<td>Mythology</td>
</tr>
<tr>
<td>119</td>
<td>Nature study, description of courses</td>
</tr>
<tr>
<td>89</td>
<td>Observation rooms</td>
</tr>
<tr>
<td>160</td>
<td>Officers of administration</td>
</tr>
<tr>
<td>6</td>
<td>Office staff</td>
</tr>
<tr>
<td>21</td>
<td>Omega Delta Phi</td>
</tr>
<tr>
<td>49</td>
<td>Orchestra</td>
</tr>
<tr>
<td>49</td>
<td>Orchestra, credit for</td>
</tr>
<tr>
<td>36</td>
<td>Otayokwa Club</td>
</tr>
<tr>
<td>50</td>
<td>Parent education</td>
</tr>
<tr>
<td>98</td>
<td>Paw Paw Large Village School</td>
</tr>
<tr>
<td>29</td>
<td>Pharmacy curriculum</td>
</tr>
<tr>
<td>77</td>
<td>Philosophy, description of courses</td>
</tr>
<tr>
<td>103</td>
<td>Phi Sigma Rho</td>
</tr>
<tr>
<td>50</td>
<td>Physical education and athletics</td>
</tr>
<tr>
<td>50</td>
<td>Physical education, equipment for</td>
</tr>
<tr>
<td>27</td>
<td>Physical education for men curriculum</td>
</tr>
<tr>
<td>66</td>
<td>Physical education for men, descripition of courses</td>
</tr>
<tr>
<td>134</td>
<td>Physical education for women, curricula</td>
</tr>
<tr>
<td>67</td>
<td>Physical education for women, descripition of courses</td>
</tr>
<tr>
<td>137</td>
<td>Physics, description of courses</td>
</tr>
<tr>
<td>142</td>
<td>Physics, equipment for</td>
</tr>
<tr>
<td>28</td>
<td>Physiology, description of courses</td>
</tr>
<tr>
<td>87</td>
<td>Pi Kappa Rho</td>
</tr>
<tr>
<td>50</td>
<td>Placement Bureau</td>
</tr>
<tr>
<td>43</td>
<td>Players</td>
</tr>
<tr>
<td>40</td>
<td>Political science</td>
</tr>
<tr>
<td>158</td>
<td>Portage Center Consolidated School</td>
</tr>
<tr>
<td>29</td>
<td>Practice teaching</td>
</tr>
<tr>
<td>73-78</td>
<td>Pre professional courses</td>
</tr>
<tr>
<td>104</td>
<td>Principals and superintendents, courses for</td>
</tr>
<tr>
<td>32</td>
<td>Provisional admission</td>
</tr>
<tr>
<td>103</td>
<td>Psychology, description of courses</td>
</tr>
<tr>
<td>28</td>
<td>Psychology, equipment for</td>
</tr>
<tr>
<td>70</td>
<td>Purpose of Western State Teachers College</td>
</tr>
<tr>
<td>25,53</td>
<td>Refund of fees</td>
</tr>
<tr>
<td>39</td>
<td>Registration, routine of</td>
</tr>
<tr>
<td>33</td>
<td>Religious organizations</td>
</tr>
<tr>
<td>50</td>
<td>Remunerative occupation</td>
</tr>
<tr>
<td>41</td>
<td>Resident requirements</td>
</tr>
<tr>
<td>39</td>
<td>Rhetoric, description of courses</td>
</tr>
<tr>
<td>108</td>
<td>Richland Township Unit School</td>
</tr>
<tr>
<td>29</td>
<td>Rooms</td>
</tr>
<tr>
<td>29</td>
<td>Rural education curricula</td>
</tr>
<tr>
<td>68,69,70</td>
<td>Rural education, description of courses</td>
</tr>
<tr>
<td>145</td>
<td>Rural education, opportunities in field of</td>
</tr>
<tr>
<td>41</td>
<td>Sanitary science</td>
</tr>
<tr>
<td>87</td>
<td>Scholarship funds</td>
</tr>
<tr>
<td>40</td>
<td>Scholarship list</td>
</tr>
<tr>
<td>36</td>
<td>Scholarships, graduate</td>
</tr>
<tr>
<td>39</td>
<td>Science Building</td>
</tr>
<tr>
<td>27</td>
<td>Secondary education</td>
</tr>
<tr>
<td>99</td>
<td>Senate</td>
</tr>
<tr>
<td>50</td>
<td>Senior high school curriculum</td>
</tr>
<tr>
<td>71</td>
<td>Shortland</td>
</tr>
<tr>
<td>94</td>
<td>Social sciences</td>
</tr>
<tr>
<td>147</td>
<td>Social work curriculum</td>
</tr>
<tr>
<td>78</td>
<td>Sociology, description of courses</td>
</tr>
<tr>
<td>154</td>
<td>Spanish, description of courses</td>
</tr>
<tr>
<td>130</td>
<td>Special education</td>
</tr>
<tr>
<td>100</td>
<td>Special education curriculum</td>
</tr>
<tr>
<td>72</td>
<td>Special education for men curriculum</td>
</tr>
<tr>
<td>167</td>
<td>State Board of Education</td>
</tr>
<tr>
<td>6</td>
<td>Store for students</td>
</tr>
<tr>
<td>39</td>
<td>Student advisers</td>
</tr>
<tr>
<td>22</td>
<td>Student Association</td>
</tr>
<tr>
<td>51</td>
<td>Student Council</td>
</tr>
<tr>
<td>11</td>
<td>Student Loan Fund</td>
</tr>
<tr>
<td>40</td>
<td>Student organizations</td>
</tr>
<tr>
<td>45-52</td>
<td>Student organizations</td>
</tr>
</tbody>
</table>
INDEX

| Student Science Club                              | 51 |
| Student service in lunch room                     | 39 |
| Student teaching                                  | 159|
| Student welfare                                   | 45 |
| Subject groupings                                  | 54 |
| Summary of enrollment, 1935-1936                   | 26 |
| Supervision of student life                       | 45 |
| Supervisory and administrative work, courses in   | 104|
| Superintendents and principals, courses for       | 104|
| Table of contents                                 | 3  |
| Tau Kappa Alpha                                   | 48 |
| Teachers College Herald                           | 45 |
| Teaching laboratory                               | 160|
| Temporary buildings                               | 28 |
| Tennis courts                                     | 50 |
| Term hour of credit, definition of                | 35 |
| Theta Chi Delta                                   | 51 |
| Theta Pi Alpha                                    | 51 |
| Theory and principles of education                | 101|
| Tedd Art Collection                               | 43 |
| Training department                               | 159|
| Training School Building                          | 28 |
| Training schools                                  | 28 |
| Transfer of credits                               | 29 |
| Tuition                                           | 38 |
| Typewriting                                       | 94 |
| Unit of work, definition of                       | 34 |
| W. Club                                           | 51 |
| Western Morris Bowmen                             | 52 |
| Western State Teachers College Herald             | 45 |
| Wild Life Preserve                                | 45 |
| Withdrawal from courses                           | 36 |
| Women's clubroom                                  | 51 |
| Women's Glee Club                                 | 49 |
| Women's Chorus                                    | 49 |
| Women's Gymnasium                                | 28 |
| Women's League                                    | 52 |
| Women's Physical Education Association            | 52 |
| Work, opportunities for                           | 41 |
| Y. M. C. A.                                       | 50 |
| Y. W. C. A.                                       | 50 |
| Zoology, description of courses                   | 89 |