1938

Western State Teachers College Bulletin v33 n4: Catalog 1937-1938 and Announcements 1938-1939

Western Michigan University
THIRTY-FOURTH CATALOG
1937 - 1938

WITH

ANNOUNCEMENTS
FOR 1938 - 1939

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 Walwood Hall (Women's dormitory)—The Dean of Women.
f) Concerning rural education—The Director of the Department of Rural Education.
g) Concerning extension work—The Director of the Extension Department.
h) Concerning educational research—The Director of the Bureau of Educational Measurement and Research.
i) Other general inquiries—The Registrar.

INFORMATION FOR NEW STUDENTS

A student applying for admission should

a) Have a certified copy of his high-school credits mailed to the registrar by the high school from which he graduated.
b) If entering with advanced standing from any county normal, normal school, college, or university, have mailed to the registrar complete official statements regarding the work for which credit is sought.
c) Have credits sent in at as early a date as possible.
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CALENDAR ANNOUNCEMENTS
1938-1939
Approved by the State Board of Education

Summer Session—1938
Monday, June 27 Registration of students
Tuesday, June 28 Recitations begin
Friday noon, August 5 Summer session ends

Fall Term—1938
Monday, September 19, to
Wednesday, September 21 Freshman Days
Tuesday, September 20 Registration of freshmen
Wednesday, September 21 Registration of upper classmen
Thursday, September 22 Recitations begin
Wednesday noon, November 23, to
Monday, November 28 Thanksgiving recess
Wednesday noon, December 14 Fall term ends

Winter Term—1939
Monday, January 2 Registration of students
Tuesday, January 3 Recitations begin
Friday noon, March 24 Winter term ends

Spring Term—1939
Monday, April 3 Registration of students
Tuesday, April 4 Recitations begin
Friday afternoon, April 7 “Good Friday” Recess
Friday, June 16 Spring term ends
Saturday, June 17 Alumni Day
Sunday, June 18 Baccalaureate address
Monday, June 19 Commencement

Summer Session—1939
Monday, June 26 Registration of students
Tuesday, June 27 Recitations begin
Friday noon, August 4 Summer session ends

Fall Term—1939
Monday, September 18, to
Wednesday, September 20 Freshman Days
Tuesday, September 19 Registration of freshmen
Wednesday, September 20 Registration of upper classmen
Thursday, September 21 Recitations begin
Wednesday noon, November 29, to
Monday, December 4 Thanksgiving recess
Wednesday noon, December 13 Fall term ends
## CALENDAR OF ESTABLISHED COLLEGE EVENTS
### 1938-1939

#### Fall 1938

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>September 23</td>
<td>Faculty Reception to Freshmen</td>
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<tr>
<td>September 24</td>
<td>All College Party</td>
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<tr>
<td>October 8</td>
<td>Homecoming</td>
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<tr>
<td>October 22</td>
<td>All College Party</td>
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<tr>
<td>October 28</td>
<td>Women's League Masquerade</td>
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<tr>
<td>November 5</td>
<td>All College Party</td>
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<tr>
<td>November 10</td>
<td>Principal-Freshman Conference</td>
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<tr>
<td>November 18</td>
<td>Faculty Reception to Seniors</td>
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<tr>
<td>November 19</td>
<td>All College Party</td>
</tr>
<tr>
<td>December 3</td>
<td>Men's Union Formal</td>
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<tr>
<td>December 6</td>
<td>Football Banquet</td>
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<tr>
<td>December 9</td>
<td>Fourth Annual Presentation of <em>The Messiah</em></td>
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#### Winter 1939

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>January 2</td>
<td>All College Party</td>
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<tr>
<td>January 14</td>
<td>Conference on Guidance</td>
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<tr>
<td>January 14</td>
<td>Sophomore Reception to Freshmen</td>
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<tr>
<td>January 21</td>
<td>J-Hop</td>
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<tr>
<td>January 27</td>
<td>Freshman Party</td>
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<tr>
<td>February 4</td>
<td>All College Party</td>
</tr>
<tr>
<td>February 11</td>
<td>Women's League Formal</td>
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<tr>
<td>February 25</td>
<td>All College Party</td>
</tr>
<tr>
<td>March 11</td>
<td>All College Party</td>
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</tbody>
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#### Spring 1939

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>April 3</td>
<td>All College Party</td>
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<tr>
<td>April 15</td>
<td>Freshman Reception to Sophomores</td>
</tr>
<tr>
<td>April 22</td>
<td>Junior-Senior Dinner Dance</td>
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<tr>
<td>April 29</td>
<td>All College Party</td>
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<tr>
<td>May 13</td>
<td>All College Party</td>
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<tr>
<td>May 16</td>
<td>Senior Swing-Out</td>
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<tr>
<td>May 15</td>
<td>Children's May Festival</td>
</tr>
<tr>
<td>May 19</td>
<td>Annual Music Festival</td>
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<tr>
<td>May 23</td>
<td>Honors Convocation</td>
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<tr>
<td>June 1</td>
<td>Spring Athletic Recognition Banquet</td>
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<tr>
<td>June 3</td>
<td>Senior Prom</td>
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<tr>
<td>June 6</td>
<td>Senior Class Day</td>
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<tr>
<td>June 10</td>
<td>June Breakfast</td>
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<td>June 17</td>
<td>Alumni Day</td>
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<tr>
<td>June 17</td>
<td>Alumni Party</td>
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<tr>
<td>June 18</td>
<td>Baccalaureate</td>
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<td>June 19</td>
<td>Commencement</td>
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</table>
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**Absent on leave spring term, 1938.
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**Absent on leave spring term, 1938.
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A.B., Oberlin College; A.M., University of Wisconsin; Cornell College; Illinois State Normal University; Northwestern University.

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

RAYMOND V. SHOBERG, A.M.
A.B., Western State Teachers College; A.M., University of Michigan.

CHARLES VAN RIPER, Ph.D.
A.B., A.M., University of Michigan; Ph.D., University of Iowa; Northern State Teachers College; University of Minnesota.

The Annual 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.

GLADYS ANDREWS, A.B.
A.B., Western State Teachers College; University of Wisconsin.

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

*Absent on leave, 1937-1938.
*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; University of Wisconsin; Teachers College, Columbia University.

Mary P. Doty, B.Mus.
B.Mus., University of Michigan; Teachers College, Columbia University.

*Cora Ebert, A.M.
A.B., Iowa State Teachers College; A.M., Columbia University; University of Akron; University of Iowa; University of California; University of Munich.

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

Selma B. Hill, A.M.
A.B., Iowa State Teachers College; A.M. University of Iowa, St. Olaf's College; Columbia University.

Anna C. Lubke, A.M.
Ph.B., The University of Chicago; A.M., George Peabody College for Teachers.

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; Cornell 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.

Absent on leave, second half year, 1937-1938.
**Absent on leave, 1937-1938.
***Absent on leave, first half year, 1937-1938.
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 University.

The Paw Paw Training School

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

EULAH R. ACREE, A.M.
B.S., University of Kentucky; A.M., Teachers College, Columbia University; Eastern State Teachers College, Kentucky; University of Tennessee; The University of Chicago.

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

*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 Montana; University of Michigan.

MILDRED G. CAMPBELL, A.B.
A.B., Western State Teachers College; Columbia University; Northwestern University.

HARRIET 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 College; University of Wisconsin; Northwestern University.

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

CLARENCE W. HACKNEY, A. B.
A.B., Western State Teachers College.

AGNES M. KEEFE, A.M.
A.B., A.M., University of Minnesota; The University of Chicago; Columbia University; University of Madrid.

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

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 Wyoming; Colorado Agriculture College.

LESTER R. LINDQUEST, B.S.E.
B.S.E., University of Michigan; Baker's Business College; Central State Teachers College.

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

*Absent on leave, fall term, 1937.
ELIZABETH L. McQUIGG, A.M.
B.S., A.M., Teachers College, Columbia University.

LOUISE C. MYERS, A.M.
B.S., A.M., Teachers College, Columbia University; Indiana State Normal College.

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

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

HAROLD PIGOTT, M.A.
A.B., Western State Teachers College; M.A., University of Michigan; State University of Iowa.

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

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

MARY ELIZABETH SMUTZ, A.B.
A.B., Oberlin College; Syracuse University; Teachers College, Columbia University.

GRACE SPAETH, A.M.
B.E., Superior State Teachers College; A.M., Teachers College, Columbia University.

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

CLELLA STUFFT, 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; Northwestern University.

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.

DONALD B. ARENAUX, B.S.
B.S., Western State Teachers College.

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; University of Colorado; University of Kansas.

ESTHER FLETCHER
National College of Education; Teachers College, Columbia University
MARIAN I. HALL, M.A.  
Ph.B., The University of Chicago; M.A., University of Michigan; Columbia University.

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

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.

HELEN MERSON, A.B.  
A.B., Western State Teachers College.

MARY ELIZABETH MOODY, B.E.  
B.E., National College of Education; Middlebury College, Vermont; Antioch College; Merrill-Palmer School, Detroit; University of Michigan.

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

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

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

ELIZABETH SMUTZ, A.B.  
A.B., Oberlin College; Syracuse University; Teachers College, Columbia 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; University of California; Michigan State 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.

DONALD B. AREAUX, B.S.  
B.S., Western State Teachers College.

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

BLANCHE CAARLS  
Western State Teachers College; Alma College.

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, 1937-1938.
WILLIAM T. FOSTER, A.M.
B.S., A.M., George Peabody College for Teachers; The University of Chicago.

CATHERINE BROADWELL JACKSON, B.S.
B.S., Michigan State College.

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

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

MAE T. MCALEER
Western State Teachers College.

ORVIL G. McMURRAY, A.B.
A.B., Western State Teachers College.

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

GRACE RYNBERG, A.M.
B.S., A.M., 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.

The Western State High School

ROY C. BRYAN, Ph.D (Principal)
A.B., Monmouth College; A.M., Teachers College, Columbia University; B.Ed., Teachers College, University of Cincinnati; Ph.D., Teachers College, Columbia 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.

ALBERT B. BECKER, A.M.
A.B., Western State Teachers College; A.M., University of Michigan.

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

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

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

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

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

CHARLES HENRY BUTLER, Ph.D.
Ph.B., A.M., The University of Chicago; Ph.D., University of Missouri; University of Illinois; Illinois State Normal University.
GEORGE O. COMFORT, A.M.
A.B., Western State Teachers College; A.M., University of Michigan; University of Wisconsin; University of Kentucky.

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

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

ELIZABETH B. GARDNER, B.S.
B.S., University of Michigan; Northwestern University; New York University.

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

Ada M. Hoebereke, A.M.
A.B., The University of Chicago; A.M., University of Michigan.

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

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

GEORGE A. KIRBY, A.M.
B.Ed., Western Illinois State Teachers College; A.M., Columbia University; Defiance College; University of Illinois.

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

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

HELEN MERSON, A.B.
A.B., Western State Teachers College.

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

FRANK S. NOBLE, B.S.
B.S., Western State Teachers College; University of West Virginia.

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

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

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

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

MATHILDE STECKELBERG, A.M.
A.B., A.M., University of Michigan; Columbia University; University of Jena; Ludwig-Maximilian University, Munich.

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; University of Colorado.

*Absent on leave, 1937-1938.
EMMA WATSON, A.M.
B.S., A.M., 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.M.
A.B., A.M., University of Michigan; The University of Chicago; Western Reserve University.

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

OTTO YNTEMA, A.M.
A.B., A.M., Hope College; University of Michigan.

PEARL MARIE ZANES, A.M.
B.S., A.M., Teachers College, Columbia University; Trenton State Teachers College.

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; A.B., in Library Science, University of Michigan.

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. STERLING, A.B., Circulation.
A.B., Western State Teachers College; Battle Creek Business and Normal School.
THE OFFICES, ETC.

John C. Hoekje .................................................. Registrar
Sara Ackley .................................................. Manager, Co-operative Store
Blanche Draper .................................................. Faculty Manager, Student Paper
Homer M. Dunham ................................................. Public Relations
Eva Falk .......................................................... Clerk, Records Office
Margaret Feather ................................................ Secretary, Dean of Men
Alice Haefner .................................................. Recorder
Bernice Hesselink ................................................. Financial Secretary
Edna Hirsch .................................................. Clerk, Administration
Lloyd Jesson .................................................. Secretary to the President
Eleanor Linden .................................................. Clerk, Appointment Office
Cornelius MacDonald ........................................... Supply Clerk
Maxine MacDonald ................................................ Clerk, Records Office
Grace Moore .................................................. Manager, Cafeteria
Lucile Sanders .................................................. Secretary, Rural Education Department
Alice Smith .................................................. Secretary, Appointment Office
Leah Smith .................................................. Extension Secretary
Carrie Stoeri .................................................. Secretary, Dean of Women
Thelma Hart Waber ............................................ Secretary, Registrar
Virginia Wilcox .................................................. Bookkeeper
Ethel Winn .................................................. Clerk, High School Office

THE FACULTY COUNCIL

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

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

3. Members ex-officio
   President Paul V. Sangren
   Registrar John C. Hoekje
## FACULTY COMMITTEES
### Year 1938-1939

<table>
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<tr>
<th>COMMITTEE</th>
<th>PERSONNEL</th>
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<tr>
<td>2. Assemblies</td>
<td>Seibert, Bottje, Cain, Gill, Hoekje, Nobbs, Noble, Rood, and three students named by the Student Council.</td>
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<tr>
<td>4. Athletic Board</td>
<td>Hoekje, Berry, Dunham, Huff, Hyames, C. MacDonald, and four students ex-officio.</td>
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<tr>
<td>5. Bulletins</td>
<td>Hoekje, Evans, Rawlinson, Steele.</td>
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<tr>
<td>6. Campus Planning and Building</td>
<td>Ellsworth, Cooper, Everett, Hoekje, Huff, Kenoyer, Pellett.</td>
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<td>8. Curricula</td>
<td>Steele, Bartoo, Berry, Ellsworth, Hoekje, Robinson, Seekell, Shilling, Spindler, Wilda.</td>
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<td>9. Curricula Advisers</td>
<td><strong>Curriculum</strong></td>
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<td>Art</td>
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<td>General Degree</td>
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<td>Industrial Arts</td>
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<td>Junior High School</td>
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<td>Later Elementary</td>
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<td>Music</td>
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<td>Pre-Professional</td>
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<td>Physical Education—Men</td>
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<td>Physical Education—Women</td>
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<td>Rural Education</td>
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<td>Senior High School</td>
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<td>Special Education</td>
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<td>Unclassified</td>
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<td>10. Curricula Enrollers</td>
<td><strong>Curriculum</strong></td>
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<td>Art</td>
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<td>Physical Education—Men</td>
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<td>Physical Education—Women</td>
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<td>12. Faculty Meetings</td>
<td>Zimmerman, Blackburn, Butler, Carter, Ellis, Kercher, Pearson, Robinson, Yntema.</td>
</tr>
</tbody>
</table>
   b. For Upper Classmen—S. Burnham, Ellsworth, Glasgow, Loutzenhiser, McCracken. |
| 15. Health | Borgman, Davis, DeWitt, Hussey, Maher, Pellett, Stankard, E. Walker. |
| 17. Public Relations | Hoekje, Ellsworth, Mason, Pellett, Shilling, Worner. |
| 21. Student Loan Fund | Hoekje, Davis, Pellett, Spindler. |
| 22. Student Personnel | Hoekje, Carter, Davis, Hansen, Kraft, Pellett, Spindler. |

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 1936-1937 there were 3,141 different students enrolled, and the faculty, including the teaching staffs of the affiliated training schools, totalled more than 190 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 have involved 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.

On August 5, 1936, President Waldo tendered his resignation to the State Board of Education. This was accepted by the Board. At the same meeting Dr. Paul V. Sangren, who had been serving in the capacity of Dean of Administration, was elevated to the presidency and President Waldo was made President Emeritus.

Formal inaugural exercises for Dr. Sangren as the second president of the institution were held on November 7, 1936.

LOCATION

The location of Western State Teachers College is particularly favorable. Several railways, including the Michigan Central, New York Central, the C. K. and S. and the Pennsylvania, together with the major highways, U. S. 12, U. S. 131, and M. 43, pass through Kalamazoo, thus making the college readily accessible from most of southwestern Michigan and northern Indiana. Western State, the only state-supported college in the southwestern part of Michigan is thus privileged to serve a large and populous region, a fact that is of major importance both in service to students and also in the placement of teachers. The city of Kalamazoo, with its suburbs, has a population of some 70,000, and thus offers numerous opportunities for students to secure part-time employment and to defray a portion of their expenses while in residence.

The site of the campus is one of unusual beauty. Five of the buildings stand upon a hill which rises sharply to a height of a hundred feet above the plain upon which the major part of the city is located. From the summit the view is far-reaching and impressive: Near at hand is the residential district, forest-like in its appearance from the hill; farther on loom the tall office buildings of the business district; beyond these are numerous factories, and still farther may be seen the outlines of the distant hills. The region surrounding Kalamazoo contains considerable forest land, varied vegetation, representative glacial topography, and numerous lakes.

The access to the industrial plants of the city, the many types of specialized agriculture, the variety of topography and native vegetation and the many water bodies afford opportunities and facilities for field courses and excursions of various kinds and also offer recreational opportunities during every season.

The city of Kalamazoo is generous in offering its unusual cultural advantages to students, often at a merely nominal cost. Kalamazoo has its own symphony orchestra which may be heard most pleasantly on Sunday afternoons. Each season the Community Concert Series brings the world's foremost musical artists. There is an annual lecture course, also, of considerable dimensions, which, in the past, has presented such outstanding persons as Amelia Earhart, Cornelia Otis Skinner, and Dale Carnegie. The spoken drama is well produced from time to time by the Kalamazoo Civic Theatre group in their beautiful experimental theatre. Somewhat before Christmas of each year community choruses from southwestern Michigan join with the Kalamazoo and Western State Teachers College choruses in a festival performance, under the baton of Mr. Harper Maybee, of Handel's Messiah, with soloists and orchestra. The exhibits of the Kalamazoo Art Institute are
BUILDINGS

always an attraction. And added to these opportunities, there are those offered by the churches. The leadership in the various denominations is naturally rather strong in a city the size of Kalamazoo, and has helped to produce a lively Christian consciousness.

SUMMARY OF ENROLLMENT, July 1, 1936—June 30, 1937
(Students of collegiate rank only.)

A. Summer session, 1936 .......................................................... 1,409
B. Total: fall, 1936, winter and spring, 1937 ............................... 1,969
C. Grand total ............................................................................. 3,378
Names appearing twice .............................................................. 237
D. Total number of different students .......................................... 3,141

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

4. 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.

(Upon 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.)

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 basketball 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 are many of the current chemical journals, together with a large number of works of authoritative chemists.)

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

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

(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 balopticon with several hundred slides.

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

8. Walwood Hall. One unit of Walwood Hall is a residence for women. This building will be ready for occupancy in the fall term of 1938. It will accommodate 116 girls. The building is of safe, fireproof construction. All rooms are double and so designed as to meet the needs of students. Individual closets, beds, dressers, and mirrors are provided. The furniture is modern in style and the draperies and bed covers are in color. Additional features such as built-in book shelves, decorative lamps, provisions for hanging pictures, and well-lighted space for work give quality and individuality to the rooms.

A large lounge serves for general gatherings. A beautiful, well-lighted dining room accommodates students for all meals. A reception room, a library, and a conference room are also provided. Every floor of this dormitory has a kitchenette where provisions are made for pressing, sewing, and cooking. A large laundry with dryers, ironing board, and shampooing facilities are found on the ground floor. A room has also been set aside on the ground floor for recreation and social gatherings. Sun rooms are found at the intersection of each corridor on the second and third floors, providing convenience and comfort for the girls.

Board and room are provided at Walwood Hall at $7.50 per week. Requests for reservations should be sent to Mrs. Bertha S. Davis, Dean of Women.

Union Building

A second unit of Walwood Hall is the union building. This is a two-story structure which serves as a social center for all activities of the campus. This, too, will be ready for use in the fall term of 1938. Here students, alumni, and faculty will gather for all major social activities of the campus. The first floor of this building provides a large general lounge, a women’s league room, offices, a check room, a soda fountain room, a large cafeteria seating 350 people, and private dining rooms. The second floor of the union building provides the men’s union room, their recreation room, as well as offices and meeting places for certain student organizations. There is also a large ballroom which will accommodate practically all of the parties held on the campus. This ballroom will also serve as a lecture hall, theater, and banquet hall as needed. Adjoining the ballroom are two well-planned reception or clubrooms. The union building is supported by a fee required of all students which is collected at the beginning of each term.

9. 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 119x68 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, on the campus, a city graded school and a high school—thus approximating the types of schools students expect to work in after graduation. These schools give the student an opportunity for directed teaching in special subjects, and in any grade desired, from the kindergarten to the twelfth grade inclusive. Transportation to the outlying schools is afforded by the Teachers College 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 directed teaching, and a basement community room with stage, which may be used for indoor play.

The Paw Paw Large-Village School, organized on the six-three-three plan, 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, organized on the eight-four plan, includes a kindergarten, all the elementary grades, and a high school. The new building is especially constructed both to meet the needs of the local community and to extend the directed-teaching facilities of the Teachers College into this type of situation.

The Richland Township Unit School, a 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 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.
ADMISSION

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

Adopted by the State Board of Education, December 21, 1934

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

1. Prescribed Preparatory Work

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

A minimum of four sequences must be presented, including a major sequence from Group I and at least one other major sequence. Not more than one of these required sequences will be accepted from any one group except Group II. 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 $\frac{3}{2}$ or 1 unit, solid geometry $\frac{1}{2}$ unit, trigonometry $\frac{1}{2}$ 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       Zoology 1 unit
   Chemistry 1 unit    Biology (botany $\frac{1}{2}$ unit and
   Botany 1 unit       zoology $\frac{1}{2}$ unit) 1 unit
   If biology is counted in these sequences neither botany nor zoology may be counted.

Note.—1. Physics may not be counted in both Group III and Group IV.
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 remaining units, required to make up the necessary fifteen units, are entirely elective from among the subjects listed above and any others which are counted toward graduation by the accredited school.
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, 1½, or 2 units
- American history ½ or 1 unit
- American government ½ unit
- Economics ½ unit

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.

FRESHMAN DAYS, 1938

(Monday, September 19, to Wednesday, September 21)

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.

IDENTIFICATION PHOTOS

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

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 advisers is optional but strongly recommended.

CREDIT RELATIONS WITH OTHER COLLEGES AND UNIVERSITIES

Graduates who have received the five-year certificate or who will receive the State Limited 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 who receive a life certificate. A student who desires to earn a limited amount of credit in the college and then complete the work for a degree elsewhere 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

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

Freshmen—Students credited with 0—45 term hours inclusive.
Sophomores—Students credited with 45—90 term hours inclusive.
Juniors—Students credited with 90—138 term hours inclusive.
Seniors—Students credited with more than 138 term hours.

The above classification relates to eligibility for participation:

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

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

CLASS LOAD

Sixteen term hours of work granting academic credit is the standard class load for freshmen. Upper-classmen may carry seventeen hours of work granting academic credit without securing extra-study permission. (Physical education and library methods are not counted in term hours.)
The Committee on Student Personnel regulates the maximum load for a given student on the basis of his apparent ability and other factors.

EXTRA STUDIES

No freshman may enroll for more than sixteen term hours of work without the permission of the Extra Studies Committee. Upper-classmen are restricted to a maximum of seventeen term hours without special permission.

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.

WITHDRAWAL FROM COURSES

Necessary changes in enrollment must have been made by the end of the first week of a term.

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 written permission, a mark of F (failure) will be given.

Permission to "drop" courses will not be given upper classmen after the end of the third complete week of a term. Freshmen will not be allowed to "drop" courses after the end of the fifth complete week of a term.

HONORS IN COURSE

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

Recipients of honors receive their degrees:

Cum Laude............. when having a point-hour ratio of 2.5 to 2.69 inclusive
Magna Cum Laude " " " " " " " 2.7 to 2.89 inclusive
Summa Cum Laude " " " " " " " 2.9 to 3.0 inclusive

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

THE HONORS PRIVILEGE

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

The Western State Teachers College Plan for Student Honors Work

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

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

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

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

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

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

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

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

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

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

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."

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

*For Directed Teaching only.

The mark of I means that the student has not finished the work of the course, because of illness, unsatisfactory work, or some other cause, and that he may be given opportunity to complete it.

I's must be removed during the next succeeding term (except when the student does not return, and then within one year) or they automatically 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 four-year curriculum carries 48 subjects. He should earn at least 48 honor points. If he should fail in one subject, he would need to earn 49 honor points; if he should fail in three subjects, he would need to earn 50 honor points.)

HIGH SCHOLARSHIP LIST

To have his name placed on the High Scholarship List for the term a freshman must have earned at least 10 1/4 honor points; and an upper classman, at least 10 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 considered.

CREDIT FOR BAND, GLEE CLUB, AND ORCHESTRA WORK

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

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

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

SIGNIFICANCE OF COURSE NUMBERS

I. Course numbering and availability

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

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

II. Explanation of numbering

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

2. All fundamental, consecutive, coherent courses are numbered as follows:
   a. The number 100 is reserved for fundamental courses having no high school prerequisite.
   b. The number 101 is reserved for fundamental courses having as prerequisites one year (or fraction thereof) of high school work.
   c. The number 102 is reserved for fundamental courses having as prerequisites two years of high school work.
   d. The number 103 is reserved for fundamental courses having as prerequisites three years of high school work.
   e. The number 104 is reserved for fundamental courses having as prerequisites four years of high school work.

3. All other courses primarily intended for freshmen are numbered serially beginning with 105.

4. Prerequisites for all courses numbered 200-399, inclusive, may be found in the "Details of Departmental Courses" as printed in the current college catalog.

5. All consecutive courses are numbered sequentially.

6. Numbers 300-304 inclusive are reserved for courses which are offered in departments other than the Department of Education, but which are given credit in education—the so-called "professional courses." To these numbers the letter "T" is added.

7. Courses offered as subdivisions of a given department are designated by numbers grouped by decades.

8. To the number of a course available by class extension there is added "Cl."

9. To the number of a course available by correspondence there is added "Co."

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 the standard class load for a 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 (even if pursued successfully) for which the student is not officially registered.
The Committee on Student Personnel regulates the maximum load for a given student on the basis of apparent ability, etc.

**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 $11.25 is collected each term for the support of student activities, health service, student union, 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.

**RESIDENT 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 guardians.
The residence of wives shall follow that of their husbands.
Persons of other countries who have taken out their first citizenship papers and who have otherwise met these requirements for residence, shall be regarded as eligible for registration as residents of Michigan.
It shall be the duty of every student at registration, if there be any possible question as to his right to legal residence in Michigan under rules stated above, to raise the question with the registration officer and have such question passed upon and settled previous to registration.
At the opening of the fall term only, a fee of 50 cents is collected for “Class Dues.”

**Graduation Fees**

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three-Year Certificate</td>
<td>$2.00</td>
</tr>
<tr>
<td>Life Certificate</td>
<td>3.00</td>
</tr>
<tr>
<td>Degree Curriculum</td>
<td>3.00</td>
</tr>
<tr>
<td>Alumni fee (paid by all graduates)</td>
<td>1.00</td>
</tr>
</tbody>
</table>

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

**Late Enrollment Fee**

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

**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>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room (one-half the rent of a double room)</td>
<td>$27.50 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>18.00 to 22.00</td>
</tr>
</tbody>
</table>

**Total for one term (12 weeks)** $129.50 to $190.00

**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.

**EMPLOYMENT**

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.
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 vocational 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.

UNDERGRADUATE SCHOLARSHIPS

By action of the Michigan State Board of Education there become available for allocation annually a limited number of scholarships for undergraduates. Scholarships falling within Group I cover tuition charges and the major portion of fees. Applications for these Scholarships should be addressed to the Registrar.

Scholarships falling within Group II cover tuition charges and are available only for students who enroll in the two year Rural Elementary Curriculum. Applications for these scholarships should be addressed to the County Commissioner concerned.

SCHOLARSHIP AND MEMORIAL FUNDS

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

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

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

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

The Student Health Loan Fund was established in the spring of 1933 with contributions from the Senior Class of that year and the Student Association, amounting to approximately $450.00. Short term loans for medical and dental services are made from this fund, which is administered by the Health Service.

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

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 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.
HOUSING REGULATIONS FOR COLLEGE STUDENTS

A list of approved rooms is available in the office of the Dean of Women and of the Dean of Men. Students may not live in rooms other than those on the list without special permission. It is well to make arrangements for a room before the opening of the school year.

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 period for which students pay full rent is from the day they arrive until the day after college officially closes for the term. One-half the rent should 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.

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-two classes are now associated in the organization, with a total membership of more than 14,000. The Alumni Secretary's office is in the Administration Building. In this office information regarding any alumnus or alumna may be obtained. The Kardex filing system 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.

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:

a. High-school graduates, with or without experience, who wish to earn credits to apply toward certificates or degrees.

b. High-school graduates who wish to take work purely for personal pleasure and profit with or without credit.

c. 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:

a. 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.

b. 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.

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 students.

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

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

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

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

THE HERALD

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.

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.
RURAL EDUCATION

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, directed teaching, and general school activities, assists in the work of the bureau.

Each term all graduating students enroll with the Placement Bureau, filling out appropriate blanks and receiving information and instructions relative to securing positions. Full records are kept on file in the Placement Office. These consist of (1) the student's academic record, (2) the recommendations of at least three faculty members who are familiar with the student's work, (3) a departmental recommendation, (4) the report from the supervisor of the student's 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 large number of former graduates are placed in more responsible positions, and in superintendencies of larger school systems.

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

PSYCHO-EDUCATIONAL CLINIC

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

RURAL EDUCATION

To students of education with initiative, ingenuity, and resourcefulness, no positions afford a greater challenge than do those of the rural schools.
In these schools, on every hand, there is available an abundance of educative materials and experiences offering ideal learning situations where progressive methods can be used naturally. Modern schools the world over are choosing, where feasible, rural settings because of the rich potentialities of the environment. The one-teacher school with its cross-age grouping of children, in which flexibility, rather than the formal rigidity of grades, may most easily prevail, affords ideal possibilities for the activity program and other progressive educational methods and procedures. Both within the school room and in the relation of the school to the parents and community at large, the potential educational leadership of the rural teacher is determined primarily by his own limits of time and ability.

Students of rural life and education accept the United States Census Bureau classification of rural as "communities in the open country or centers of less than 2,500 in population." Half of the 30,000,000 young people in the United States of school age—five to seventeen—live in rural areas; 36% of those in Michigan live in rural areas. The rural schools—one-teacher, consolidated, and village—of Michigan include 33% of the children and 43% of the teachers of the state. Approximately 88% of the schools of Michigan are rural; 5,957 are one-teacher schools. At present the State Department of Public Instruction estimates the demand for new teachers in the latter schools to be 900 per year, which greatly exceeds the number graduating annually from the rural curricula of the State Teachers Colleges.

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

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

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

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.

VOCATIONAL HOME ECONOMICS

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

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 for assemblies on Tuesdays 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.

CIRCULUS PREMEDICUS

Membership in the Circulus Premedicus is open to students who are interested in the medical profession, and have at least thirty term hours of resident work in which they have earned at least a C average. Regular meetings are held on the first and third Mondays of the month. The programs are intended to serve the interests of pre-medical students.

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.

COMMERCÉE CLUB

This club is open to students interested in commerce and business administration. The club has for its purpose the promotion of acquaintance and fellowship among the students in these curricula 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.

Each year the club holds a joint meeting with the clubs of 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.

Pi Gamma Mu, is a national honor fraternity in the fields of Economics, Government, Geography, History and Sociology.
To be eligible for membership a student must be a Junior or Senior in full standing with a scholarship of at least a B average and must have completed 40 term hours in the above fields.

Election is by vote of the members of the faculties of the mentioned fields.

**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.

**INDUSTRIAL ARTS UNION**

The Industrial Arts Union is an outgrowth of the Industrial 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 Industrial Arts. Activities include social functions, discussion groups, short trips, and educational gatherings.

**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.

**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.

**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.

**LEGIS COLLEGNUM**

Any student interested in the study of law is eligible to membership in the Legis Collegium, a club whose purpose is to promote a better understanding of the law profession. The club meetings which are held on the second Tuesday of the month, include addresses by members of the legal profession, book reviews, and discussions.

**MEN'S UNION**

All men of the student body, the faculty, and the administration are members of the Men's Union. Since its organization in the spring term of 1936, the Union, with the help of the administration, has furnished two rooms in the basement of the library for the use of the members. One of these rooms serves as a lounging room, the other is equipped with a radio, billiard and ping-pong tables, checkers, chess, and other games. The Union sponsors assemblies for men and a social program. It is supported by dues of twenty-five cents, paid each term at enrollment by all men of the college.
MUSIC 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. Forensic, 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.

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.

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.

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, base-
ball, 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.

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 handbook. 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. Membership is by election.

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 Industrial 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 PHYSICAL EDUCATION ASSOCIATION

All women of the college who are interested in physical education or allied activities are eligible to membership in the Women's Physical Education Association. Semi-monthly meetings are held, some of which are professional, others social. The club has hikes, roasts, and other outdoor activities throughout the year.

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. Upon entering college they are helped to become quickly oriented to the social life of the campus through the Senior Sister Movement. A system of zoning makes possible representation of all women students on the Zone Board and the Women's League Cabinet.

Among the annual social activities of the League are the Women's League Formal, the Christmas Chocolate, the Who's Who Party, the Masquerade, and the June Breakfast with the Daisy Chain. Weekly teas are held each Wednesday in the League Room. This Club Room with its reading matter and comfortable chairs is the center of many social activities, including not only friendly chats but meetings and parties of the various women's organizations on the campus.
DETAILS OF CURRICULA

GENERAL REGULATIONS

(Operative through June 30, 1939)

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. A two-year curriculum leading to a State Limited 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.

3. 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 of teaching and in all the various branches pertaining to the public schools of the state of Michigan” [Act 139, P. A. 1850; Act 192, P. A. 1889; Act 51, P. A. 1889]. “In the course of a century the public school system has developed from the meagre rudiments which satisfied a frontier society to the enlarged and complex organization which attempts to meet the needs of a day which faces the solution of social, political, and economic problems of fundamental significance. Only honest, intelligent, and well-informed citizens can cope with such problems, and such citizens it is the first duty of our public schools to produce. Only honest, intelligent, well-educated, and devoted teachers are adequate to meet these enlarged duties and responsibilities—the day of the mere school-keeper is gone. The problem of training such teachers has increased in scope and complexity, but to meet these problems the State Board of Education and the faculties of the teachers colleges have constantly applied themselves, keeping in mind always the two purposes which, since the founding of the State, have been sustained not only by legislative authority, but which have the sanction of all educational experience as well. Hence the Michigan State Teachers Colleges have always stood and do now stand for two things paramount and inseparable in an institution for the training of teachers:

1. A thorough grounding in such fields of study as may lead to the intellectual growth of the student.

2. A thorough grounding in the science and art of teaching attained by sufficient actual teaching under direction.
Objectives and General Scope of Curricula

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

1. To provide the student with essential factual information; to give him an introduction to methods of thought and work and to provide such opportunities for study and growth as may lead to a well-rounded general education.

2. To prepare the student for undertaking the more advanced and specialized work embraced in the curricula of the third and fourth years of the Teachers Colleges or for more advanced work elsewhere.

"The program for the first two years represents ninety-six term hours, at least half of which must fall in Groups I, II, III. The student must complete 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 requirements already described or upon evidence of equivalent work done elsewhere. In addition the student must satisfy such special tests or examinations as may be prescribed to determine general intelligence, scholastic aptitude, or fitness for the teaching profession."

SUBJECT GROUPINGS

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

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

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

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

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

Group V. Fine Arts
- Arts; Music

Group VI. Practical Arts
- Agriculture; Commerce; Home Economics; Industrial Arts

Group VII. Physical Education and Health
- Health; Physical Education
Degree Requirements

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

Group I .......................................................... at least 20 term hours
Group II .......................................................... at least 20 term hours
Group III .......................................................... at least 20 term hours
Group IV .......................................................... at least 24 term hours
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 89, 90). 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. (An exception is made in the combined pre-professional curricula, pages 83 to 88.)
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.)"

REQUIREMENTS FOR GRADUATION

Degrees and Certificates

The State Board of Education for the State of Michigan, on recommendation of the president and faculty of Western State Teachers College, confers degrees and grants teachers' certificates as follows:

1. The degree of Bachelor of Arts and the degree of Bachelor of Science.
2. The State Elementary Provisional Certificate which qualifies the holder to teach for a period of five years from date of issue in the elementary grades (Kindergarten to eighth) in any public school in Michigan. (See Notes 1 and 2.)
   The State Secondary Provisional Certificate which qualifies the holder to teach for a period of five years from date of issue in the secondary grades (seventh to twelfth) in any public school in Michigan, in subjects or subject fields indicated on the certificate. (See Notes 3 and 4.)
3. The State Limited Certificate which qualifies the holder to teach in the State of Michigan for a period of three years from date of issue in any primary school district or in any graded school district not maintaining grades above the eighth. (See Note 6.)

Note 1. The holder of a State Elementary Provisional Certificate may be issued the State Elementary Permanent Certificate upon meeting the following conditions:

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

Note 2. The holder of a State Elementary Provisional Certificate or a State Elementary Permanent Certificate may qualify for a State Secondary Provisional Certificate by meeting the following additional minimum requirements:

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

(b) Completion of one major of 24 semester hours (36 term hours).

(c) The training institution shall appraise the credentials of the candidate, recommend specific subjects, and obtain the approval of the director of teacher training and certification before the candidate enrolls.

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

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

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

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

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

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

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

(c) The training institution shall appraise the credentials of the candidate, recommend specific subjects, and obtain the approval of the director of teacher training and certification before the candidate enrolls.

Note 5. Special Curricula Leading to Both Elementary and Secondary Certificates. Applicants who graduate from specific four-year curricula, such as fine art, industrial art, library science, music, physical education, public health, etc., shall be granted certificates to teach in
elementary and secondary grades when the candidate qualifies in both fields.

Note 6. The holder of a State Limited Certificate may be issued (five times) a State Limited Renewal Certificate, provided the candidate shall have met the following conditions:

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

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

(c) If the candidate for the State Limited Certificate shall have entered from a Michigan State Teachers College or from the College of Education, Wayne University, Detroit, with at least twenty-four term hours of acceptable residence credit there earned, twenty-four term hours shall satisfy the residence requirement at this institution.

(d) If the candidate for the State Limited Certificate shall have entered as a graduate from a Michigan County Normal School, he shall complete in residence in this institution at least 48 term hours.

Note 7. A candidate presenting credits as a graduate of a Michigan County Normal School and who in addition thereto presents entrance credits satisfying the requirements of this institution shall be granted:

(a) Toward the Provisional Certificate, 40 term hours;

(b) Toward the State Limited Certificate, 40 term hours.

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

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

Total                                          40 term hours

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

Note 9. No teacher's certificate will be granted to any person who is less than eighteen years of age.

Note 10. No teacher's certificate will be granted to any person who is not a citizen of the United States or who has not declared his intention of becoming a citizen.
Academic and Residence Requirements for Degrees and Certificates

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

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

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

4. For the State Limited Certificate the candidate shall—
   a. present credits satisfying a prescribed curriculum aggregating 96 term hours;
   b. have satisfactorily completed in residence in this institution 32 term hours;
   c. have been in residence in this institution the term immediately preceding graduation.

IMPORTANT REGULATIONS GOVERNING CERTIFICATION

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

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

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

Degrees Defined

BACHELOR OF ARTS

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

**BACHELOR OF SCIENCE**

1. The student who regularly completes a curriculum conforming to the degree requirements and embracing more than 48 term hours from Groups IV, V, VI, and VII, is eligible for the degree of Bachelor of Science.

2. The student who otherwise qualifies for the degree of Bachelor of Arts and who has earned at least 84 term hours in Group II may at his option receive the degree of Bachelor of Science instead of Bachelor of Arts.

**SPECIAL NOTE**

Students, who do not have in mind preparation for teaching, may elect basic courses which provide a general education or which satisfy preliminary requirements for other professional curricula. When such a program of work is carried on for four years and conforms to the degree requirements stated on pages 58 to 61 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 106 A, B, C.

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

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

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

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

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

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

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

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

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

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

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

1. **Degree and Life Certificate Curricula**

<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>Art</td>
<td>64</td>
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<tr>
<td>Commerce</td>
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<tr>
<td>Early Elementary</td>
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<td>Home Economics</td>
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<td>Industrial Arts</td>
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<td>Junior High School</td>
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<td>Later Elementary</td>
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<td>Music</td>
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<td>Physical Education for Men</td>
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<td>Physical Education for Women</td>
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<td>Rural Elementary</td>
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<td>Rural High School</td>
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<tr>
<td>Senior High School</td>
<td>77</td>
</tr>
<tr>
<td>Special Education</td>
<td>78, 79, 80</td>
</tr>
</tbody>
</table>

2. **Specific details for the two-year curriculum leading to a Three-Year Certificate in Rural Elementary Education** are outlined on page 75.
ART CURRICULUM
B.S. Degree
(For the preparation of teachers and supervisors of art)

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

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

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

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

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

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

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

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

B.S. Degree

(For the preparation of teachers of commerce and economics. Students interested in general business administration are advised to consult the General Degree Curriculum, page 81 and the Pre-Professional Business Administration suggestions on pages 81, 82).

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

Group II. Science
Biology, botany, chemistry, geology, physics, zoology ................ 12 term hours
Mathematics 100 A, B, C; or 103 A, B, C; or 104 A, B, C .... 12-15 term hours
General Psychology 200 ............................................... 5 term hours

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

Group IV. Education
Educational Psychology 250 A, B ....................................... 6 term hours
Principles of Teaching 251 ............................................ 3 term hours
Foundations of Modern Education 353 ................................ 4 term hours
Principles of Commercial Education 303T ................................
Directed Teaching 371, 372, 373 ...................................... 12 term hours
Teaching of Shorthand and Typewriting 300T .......................... 2 term hours
Teaching of Bookkeeping and Office Machines 301T ................ 2 term hours
Teaching of Social Business Subjects 302T ............................ 2 term hours

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

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

Electives ................................................................. 24-31 term hours

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

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

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

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

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

Group IV. Education
Educational Psychology 250 A, B ........................................... 6 term hours
Principles of Teaching 251 .................................................... 3 term hours
Psychology of Reading 212 .................................................... 4 term hours
Foundations of Modern Education 353 ....................................... 4 term hours
Early Elementary Education 200, 305A, B .................................. 11 term hours
Stories for Childhood 208 ..................................................... 4 term hours
Psychology of Childhood 306 ................................................. 4 term hours
Teaching of Handwriting 100 .................................................. 2 term hours
Directed Teaching 371, 372, 373 ............................................. 12 term hours
One of the following:
Early Elementary School Problems 307 .................................. 3 term hours
Parent Education 308 ............................................................
Nursery School Education 309 .................................................

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

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

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

Note.—1. A course in library methods is required.
2. The academic training shall include four minors, or a major (this may be
a group major) and two minors. The equivalent of two minors must be in sub-
jects or subject fields taught in the elementary grades.
HOME ECONOMICS CURRICULUM
B.S. Degree
(For the preparation of students for home living and of teachers of vocational home economics.)

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

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

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

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

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

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

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

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

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

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

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

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

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

Group IV. Education
Educational Psychology 250A, B................................................................. 6 term hours
Principles of Teaching 251 ................................................................. 3 term hours
Foundations of Modern Education 353.................................................. 4 term hours
Teaching of Industrial Arts 301T........................................................... 4 term hours
Vocational Education 230A ................................................................. 3 term hours
Directed Teaching 371, 372, 373.......................................................... 12 term hours

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

Group VI. Practical Arts
Printing 140A ......................................................................................... 4 term hours
Mechanical Drawing 121A, B ................................................................. 8 term hours
General Shop 212 ................................................................................... 4 term hours
Advanced Benchwork 106 ....................................................................... 4 term hours
Woodfinishing 207 ................................................................................ 4 term hours
General Metal 130A, Machine Shop 234A, or Auto Mechanics 235A................................................................. 4 term hours
Shop Organization 300T ....................................................................... 2 term hours
Electives in industrial arts ...................................................................... 34 term hours

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

Electives (not in industrial arts).............................................................. 15 term hours

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

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

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

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

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

<table>
<thead>
<tr>
<th>Group III. Social Science</th>
<th>20 term hours</th>
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</thead>
<tbody>
<tr>
<td>Including four term hours of political science</td>
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<table>
<thead>
<tr>
<th>Group IV. Education</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 250A, B</td>
<td>6 term hours</td>
</tr>
<tr>
<td>Principles of Teaching 251</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Foundations of Modern Education 353</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Principles of Secondary Education 320</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Special Methods (e.g. Teaching of Geography 300T)</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Directed Teaching 371, 372, 373</td>
<td>12 term hours</td>
</tr>
<tr>
<td>Teaching of Handwriting 100</td>
<td>2 term hours</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

5. Students must also present at least two sequences other than the major and the minor, consisting of twelve hours each.
LATER ELEMENTARY CURRICULUM

A.B. or B.S. Degree

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

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

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

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

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

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

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

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

   Group IV
   Arithmetic 101T
   Teaching of Geography 300T
   Teaching of Social Studies 300T
   Group V
   Later Elementary Music 107
   Art Structure 106

2. A course in library methods is required.
3. The academic training shall include four minors, or a major (this may be a group major) and two minors. The equivalent of two minors must be in subjects of subject fields taught in the elementary grades.
MUSIC CURRICULUM

B.S. Degree

(For the preparation of teachers and supervisors of music)

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

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

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

Group IV. Education
Educational Psychology 250A, B .......................... 6 term hours
Principles of Teaching 251 ............................... 3 term hours
Foundations of Modern Education 353 ................. 4 term hours
Music Education 300T, 301T, 302T .................... 9 term hours
Directed Teaching 371, 372, 373 ......................... 12 term hours

Group V. Fine Arts
Fundamentals of Music 105A, B, C ......................... 9 term hours
Voice Culture 116A, B, C, 216A, B, C .................. 12 term hours
Harmony 209A, B, C ..................................... 12 term hours
Ancient and Medieval Music 212A ......................... 4 term hours
Modern Composers 212B .................................. 4 term hours
Music Appreciation 212C ................................. 4 term hours
Musical Composition and Analysis 320A, B, C ....... 12 term hours
(An elective in music may be substituted)
Orchestration 321A ....................................... 4 term hours
Elective in music ........................................ 3 term hours

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

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

Note.—1. A course in library methods is required.
2. Membership in the band, 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)*

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

#### Group II. Science
- General Biology 100 A, B ................................ 8 term hours
- Hygiene 112 ........................................... 4 term hours
- Anatomy 211 A, B ..................................... 8 term hours
- Physiology 211 C ....................................... 4 term hours
- General Psychology 200 ................................. 5 term hours
- Total: .................................................. 20 term hours

#### Group III. Social Science
- Including four term hours of political science
- Total: .................................................. 20 term hours

#### Group IV. Education
- Educational Psychology 250A, B ......................... 6 term hours
- Principles of Teaching 251 ............................. 3 term hours
- Psychology of Coaching 301T ........................... 3 term hours
- Foundations of Modern Education 353 ................. 4 term hours
- Organization and Administration of Physical Education 302T 4 term hours
- Principles of Physical Education 300T ................ 3 term hours
- Directed Teaching 371, 372, 373 (in physical education, in coaching, and in minor field.) ................. 12 term hours
- Total: .................................................. 20 term hours

#### Group VII. Physical Education and Health
- History of Physical Education 206 ...................... 3 term hours
- First Aid and Athletic Training 306 ................... 4 term hours
- Principles and Technique of Gymnastic Teaching 305 ... 3 term hours
- Kinesiology 308 ........................................ 4 term hours
- Fundamentals and Technique of Football 208 .......... 3 term hours
- Fundamentals and Technique of Basketball 209 ....... 3 term hours
- Physiology of Exercise 307 ................................ 3 term hours
- Fundamentals and Technique of Baseball 210 .......... 3 term hours
- Fundamentals and Technique of Track and Field 211 ... 3 term hours
- Anthropometry 309 ..................................... 4 term hours
- General Athletics 105 A, B, C .......................... 3 term hours
- Swimming 310 .......................................... 1 term hour
- Camping and Scouting 207 ................................ 4 term hours
- Advanced Athletics 205 A, B, C ......................... 3 term hours
- Playground and Community Recreation 320 ............. 4 term hours
- Electives (not in physical education) ................. 24 term hours

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

B.S. Degree

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

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

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

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

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

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

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

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

Electives (not in physical education) ........................................ 26 term hours

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

A.B. or B.S. Degree

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

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

Group II. Science
Biology, chemistry, geology, mathematics, physics ................... 12 term hours
Introductory Geography 105 A, B ................................. 8 term hours
General Psychology 200 .................................................. 5 term hours

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

Group IV. Education
Educational Psychology 250 A, B ..................................... 6 term hours
Principles of Teaching 240 ............................................. 3 term hours
Foundations of Modern Education 353 ............................ 4 term hours
Rural Education 340 ..................................................... 4 term hours
Rural education (advanced courses) ................................ 6 term hours
Curriculum 145 ............................................................. 4 term hours
Teaching of Handwriting 100 .......................................... 2 term hours
Directed Teaching 371, 372, 373 .................................. 12 term hours

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

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

Note.—1. Permission may be granted students desiring to gain some insight into the field of geography to take Introductory Geography 305 and one course in regional geography instead of Introductory Geography 105A and 105B.
2. Students will choose among the following according to suggestion of departmental adviser:
   Group II
   Rural School Agriculture 105
   Hygiene 112
   Biological Nature Study 231, Physical Nature Study 232, or Biological Nature Study 233
   Group IV
   Arithmetic 101T
   Teaching of Geography 300T
   Teaching of the Social Studies 300T
   Psychology of Reading 212
   Stories for Childhood 208
   School Supervision 361
   Group V
   Art Structure 106
   Industrial Art 110
   Rural School Music 109
   Group VI
   Home Economics 120 or equivalent
   Group VII
   Health Education 185

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

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

<table>
<thead>
<tr>
<th>Group I.</th>
<th>English</th>
<th>11 term hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Rhetoric (in addition)</td>
<td>9 term hours</td>
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</table>

<table>
<thead>
<tr>
<th>Group II.</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature Study 231, 222, 233 or Agriculture 105</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Introductory Geography 105 A or 305</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Elective</td>
<td>4 term hours</td>
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</table>

<table>
<thead>
<tr>
<th>Group III.</th>
<th>Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Economics 240</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Rural Sociology 240</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Elective</td>
<td>4 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group IV.</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching of Handwriting 100</td>
<td>2 term hours</td>
</tr>
<tr>
<td>Arithmetic 101T</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Curriculum 145</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Principles of Teaching 240</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Directed Teaching 271</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Rural Education 340</td>
<td>4 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group V.</th>
<th>Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Structure 106</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Music 109</td>
<td>4 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VI.</th>
<th>Practical Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 120</td>
<td>2 term hours</td>
</tr>
</tbody>
</table>

### Physical Education—3 terms

| Library Methods | 1 term. |

| Electives | 21 term hours |

**Note.**
1. “... qualifies the holder to teach in any Primary School District, or in any graded school district not maintaining grades above the eighth.”—Teachers’ Certification Code, Bulletin No. 601, 1936, page 18.
2. Fundamentals of Speech 106 A, B may be included in this group.
3. Permission may be granted students desiring to gain some insight into the field of geography to take Introductory Geography 305, instead of 105A which would need to be followed by 105 B, as a prerequisite to courses in regional geography.
4. Hygiene 112 or Health Education 185 are advised as electives in this group.
5. “... a course of six one hour lectures or the equivalent shall be given in political science.”—Michigan School Laws, Section 742: Revision, 1936.
6. Men are required to complete a minimum of 8 class hours. Women must include Physical Education 101A, Rural School Physical Education 233, and either an individual or a team sport.
RURAL HIGH SCHOOL CURRICULUM

A.B. or B.S. Degree

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

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

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

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

<table>
<thead>
<tr>
<th>Group IV. Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 250 A, B</td>
<td>6 term hours</td>
</tr>
<tr>
<td>Principles of Teaching 240</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Foundations of Modern Education 353</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Rural Education 340</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Rural Education (advanced courses)</td>
<td></td>
</tr>
<tr>
<td>Directed Teaching 371, 372</td>
<td>8 term hours</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Electives</th>
<th>84 term hours</th>
</tr>
</thead>
</table>

Note.—1. A course in library methods is required.
2. One major sequence consisting of 36 term hours is required.
3. One minor sequence consisting of 24 term hours is required.
4. The major and the minor must involve subjects regularly taught in the high-school grades.
5. Students must elect a methods course in either the major or the minor field.
6. Students must also present two sequences, other than the major and the minor, consisting of 12 term hours each.
7. The remaining units are to be taken in groups of three or 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 106, 107, 108; Soils 201; Farm Crops 202; Horticulture 203; 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. Language and Literature ........................................ 20 term hours
Rhetoric (in addition) .................................................. 12 term hours

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

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

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

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

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

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

B.S. Degree

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

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

Group II. Science
General Biology 101 A, B, C ................................................. 12 term hours
Hygiene 112 (or Health Education 185) .................................. 4 term hours
General Psychology 200 .................................................... 5 term hours
Abnormal Psychology 305 .................................................. 4 term hours

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

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

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

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

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

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

Note.—1. A course in library methods is required.
2. One of the courses in directed teaching must be with normal children, and the other two with subnormal children.
3. The degree and the life certificate are conferred on the successful completion of the above curriculum. A Special Education Credential 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.
SPECIAL EDUCATION CURRICULUM—2

B.S. Degree

(For the preparation of teachers of occupational therapy)

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

Group II. Science
   Science or mathematics ............................................. 8 term hours
   General Biology 101 A, B, C ....................................... 12 term hours
   General Psychology 200 ............................................. 5 term hours
   Abnormal Psychology 305 ............................................ 4 term hours

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

Group IV. Education
   Educational Psychology 250 A, B .................................. 6 term hours
   Principles of Teaching 251 ......................................... 3 term hours
   Education of Exceptional Children 331 ......................... 4 term hours
   Mental Deficiency 332 ............................................. 4 term hours
   Foundations of Modern Education 353 ......................... 4 term hours
   Directed Teaching 373 ............................................. 4 term hours

Group V. Practical Arts
   Special Education Shop 208 ....................................... 2 term hours
   Electives ............................................................ 20 term hours

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

### B. S. Degree

(For the preparation of teachers of speech correction)

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

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

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

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

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

<table>
<thead>
<tr>
<th>Electives</th>
<th>58 term hours</th>
</tr>
</thead>
</table>

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

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

2. A minor in speech correction may be taken by students in other curricula. It consists of the following sequence: Fundamentals of Speech 105A, B; Introduction to Speech Correction 230; Principles of Speech Correction 231; Applied Speech Correction 300T; Phonetics 318; or Basic Voice and Speech Science 319. See Department of Speech announcements, p. 169.
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 58 to 61, except the professional requirements in Group IV and such other special requirements as concern professional training for teaching, the degree of Bachelor of Arts or Bachelor of Science may be granted without a teaching certificate.

Group Requirements

Group I. Language and Literature ......................... 20 term hours
Ancient language and literature, modern language and literature, English language and literature, certain courses as indicated in the Department of Speech.
Rhetoric (in addition) ......................................... 12 term hours

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

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

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

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

Note.—1. A course in library methods is required.
2. The total minimum requirement is 192 term hours.

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 three years, now requires six; medicine, formerly a four-year course, now requires seven years; etc. A number of professions such as business administration, library science, and, increasingly, social work, are now entirely on the graduate level; that is, a four-year college degree must be presented before one may enter upon the study of those professions.

For the most part, the additional college work now required is of a cultural nature, or is definitely preparatory to professional courses to be taken later. Examples of the latter are work in mathematics basic to engineering, and the social sciences essential to law and social work. Western State Teachers College offers two and, in some cases, three or four years of work preparatory to professional study. The recommendations outlined in the following pages are based on the pre-professional requirements of the University of Michigan, and those of certain other colleges and universities.

The combined curricula approved by the State Board of Education are specially arranged with the various professional schools of certain colleges.
and universities. In these curricula, the student, after successfully completing the three-year curriculum as outlined in this catalog may apply for admission to the professional school or college whose requirements he has met. If admitted, the student will, after a year of successful work in the professional school, be granted the A. B. or B. S. degree by Western State Teachers College, providing all General Degree requirements for the Bachelor's Degree have been satisfied. The professional schools and colleges with which Western State Teachers College has combined curricula reserve the right to refuse admission for certain reasons. Because of this, Western State Teachers College cannot guarantee that a student successfully completing combined curricula will be admitted to the professional school of his choice. If the student contemplates entering some college or university other than those with whom combined curricula have been arranged, he should procure a catalog of the institution he plans to attend, to assist the advisers in mapping out his course. A minimum of two years in residence is required for the Bachelor's Degree in the combined curricula.
BUSINESS ADMINISTRATION

Because of the fact that the School of Business Administration of the University of Michigan is a graduate school, students in Western State Teachers College who plan to enroll later in the University School of Business Administration are advised to take four years of work at Western State Teachers College and to secure either the degree of Bachelor of Arts or the degree of Bachelor of Science. Except under certain conditions, a bachelor's degree is prerequisite to entrance in the School of Business Administration of the University of Michigan. A bachelor's degree from Western State Teachers College fulfills the entrance requirements but "admission on condition" is imposed upon those who do not present a minimum of twelve semester hours in economics. For a broad foundation in Pre-Business Administration, wise selection from the following courses is suggested.

First Year

Rhetoric 106 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 100 A, B, C ......................................... 12 term hours
or
General Chemistry 100 A, B, C ....................................... 15 term hours
Modern Europe 108 A, B, C ........................................... 12 term hours
Fundamentals of Speech 105 A, B .................................... 8 term hours
French, German, or Spanish 100 A, B, C .............................. 12 term hours

Second Year

Principles of Economics 220 A, B ..................................... 8 term hours
Introduction to Statistics 211, Mathematics of Finance 227 ........ 8 term hours
Accounting 210 A, B, C ............................................. 12 term hours
General Psychology 200 ............................................. 5 term hours
Political Science 230 A, B, C ....................................... 12 term hours
French, German, or Spanish 102 A, B, C ............................ 12 term hours

Third and Fourth Years

I. Essential courses listed above which the student desires but has been unable to fit into his program during his first two years of college.

II. Additional selections from:
1. Advanced courses in economics.
2. Advanced courses in rhetoric and literature.
3. Advanced courses in speech.
4. Advanced courses in science and mathematics.
5. Economic history and economic geography.
6. Other electives.

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 of physical education. (A class hour is to be interpreted to mean one hour of class work for one term.)
DENTISTRY
(Combined Curriculum in Letters and Dentistry)

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106 A, B, C</td>
<td>9</td>
</tr>
<tr>
<td>General Biology 100 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>Elective (see notes below)</td>
<td>27</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Chemistry A, B, C or 101 A, B, C</td>
<td>15</td>
</tr>
<tr>
<td>Physics 203 A, B, C</td>
<td>15</td>
</tr>
<tr>
<td>Elective</td>
<td>18</td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organic Chemistry 306 A, B, C</td>
<td>15</td>
</tr>
<tr>
<td>Elective</td>
<td>33</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 a minimum of twelve class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)
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.
4. In the selection of electives the student should plan to meet the general degree requirements in Groups I, II, III, and IV. See page 81.

ENGINEERING

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106 A, B, C</td>
<td>9</td>
</tr>
<tr>
<td>Trigonometry and Algebra 103A, College Algebra and Analytic Geometry 103B, C</td>
<td>15</td>
</tr>
<tr>
<td>or College Algebra and Analytic Geometry 104A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>General Chemistry 100 A, B, C or 101A, B, C</td>
<td>15</td>
</tr>
<tr>
<td>Fundamentals of Speech 105A</td>
<td>4</td>
</tr>
<tr>
<td>Descriptive Geometry 222</td>
<td>4</td>
</tr>
<tr>
<td>Mechanical and Machine Drawing 221</td>
<td>4</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus 205A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>Mechanics and Sound 203A, Heat and Light 203B, Magnetism and Electricity 203C</td>
<td>15</td>
</tr>
<tr>
<td>Principles of Economics 220A, B</td>
<td>8</td>
</tr>
<tr>
<td>Financial Organization 221 or Labor Problems 325</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

Note.—A course in library methods and a minimum of eight class hours of physical education are required. (A class hour is to be interpreted to mean one hour of class work for one term.)
FORESTRY

(Combined Curriculum in Letters and Forestry)

First Year

Rhetoric 106 A, B, C ........................................ 9 term hours
General Biology 100 A, B, C .................................. 12 term hours
Elective* (see notes below) .................................. 27 term hours

Second Year

General Chemistry 100 A, B, C or
General Chemistry 101 A, B, C ................................ 15 term hours
Physics 203 A, B, C ........................................... 15 term hours
Elective* .......................................................... 18 term hours

Third Year

Organic Chemistry 306 A, B, C .................................. 15 term hours
Elective* .......................................................... 33 term hours

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 a minimum of twelve class hours. (A class hour is to be interpreted to mean one hour of class work for one term).
3. 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.
4. Electives should be so selected that the requirements of Groups I and III are met. The required work meets the requirements of Group II.
5. In the selection of electives the student should plan to meet the general degree requirements in Groups I, II, III, and IV. See page 81.

JOURNALISM

First Year

Rhetoric 106A, B, C ........................................ 9 term hours
General Biology 100A, B, C .................................. 12 term hours
or
General Chemistry 100A, B, C ................................ 15 term hours
United States History 201A, B, C ........................... 12 term hours
French, German, or Spanish 100A, B, C ................. 12 term hours

Second Year

History of American Literature 120 .......................... 4 term hours
General Psychology 200 ........................................ 5 term hours
Principles of Sociology 241A, B; Modern Social Problems 242 12 term hours
Principles of Economics 220A, B ............................. 8 term hours
Financial Organization 221 .................................. 4 term hours
or
Economic Development of the United States 312 ............ 3 term hours
Electives ......................................................... 3 or 4 term hours

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 a minimum of eight class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)
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 99 (without college credit.)
LAW  
(Combined Curriculum in Letters and Law)  
University of Michigan Law School  
Detroit College of Law  

First Year  
  Rhetoric 106A, B, C ........................................... 9 term hours  
  Trigonometry and Algebra 103A, College Algebra and Analytic  
    Geometry 103A, B, C ....................................... 12 term hours  
  or  
  General Chemistry 100A, B, C ................................ 15 term hours  
  or  
  General Biology 100A, B, C .................................. 12 term hours  
  English History 109A, B, C ................................... 12 term hours  
  Latin, French, German, or Spanish 100A, B, C ................ 12 term hours  

Second Year  
  English Literature 107A, B, C ................................. 12 term hours  
  or  
  Shakespeare 214A, B, C ....................................... 9 term hours  
  United States History 201A, B, C ............................... 12 term hours  
  Principles of Economics 220A, B, and Financial Organization  
    221 .............................................................. 12 term hours  
  Physics 203A, B, C ............................................. 15 term hours  

Third Year  
  National Government 230A, State and Local Government 230B,  
    and Practical Politics 230C .................................. 12 term hours  
  Principles of Sociology 240A, B, and Modern Social Problems  
    242 .............................................................. 12 term hours  
  General Psychology 200 ......................................... 5 term hours  
  Fundamentals of Speech 105A, B ................................ 8 term hours  
  Electives—Sufficient to make total of ................................ 144 term hours  

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 a minimum of eight class hours. (A class hour is to be inter-  
     preted to mean one hour of class work for one term).  
  3. An average scholarship of one and three-quarters honor points is required  
     by the University of Michigan Law School.  
  4. Credit in Trigonometry must be presented before the student may begin  
     the study of Physics.  
  5. The above requirements are those of the University of Michigan Law  
     School. Those of the Detroit College of Law are the same except that for  
     Psychology 200 in the third year, Accounting 210A, B, C (12 term hours) is  
     substituted.
The Medical School requires 90 semester hours (135 term hours) of pre-medical work of college level preceded by graduation from an approved high school. An average scholarship of one and three-quarters honor points is required. The college premedical requirements must include the following:

- English: 9 term hours
- Chemistry: 21 term hours
- Physics: 12 term hours
- Biology: 12 term hours
- French or German: 24 term hours
- Electives to total: 135 term hours

WAYNE UNIVERSITY
College of Medicine
(Combined Curriculum in Letters and Medicine)

First Year

- Rhetoric 106A, B, C: 9 term hours
- General Biology 100A, B, C: 12 term hours
- Chemistry 100A, B, C or 101A, B, C: 15 term hours
- French or German: 12 term hours

Second Year

- English Literature 107A, B, C: 12 term hours
- Physics 203 A, B, C: 15 term hours
- Chemistry 201A, B: 8 term hours
- French or German: 12 term hours

Third Year

- Volumetric Analysis 307A: 4 term hours
- Organic Chemistry 306A, B: 10 term hours
- Principles of Economics 220A, B: 8 term hours
- Principles of Sociology 241A, B: 8 term hours
- Psychology 200: 5 term hours
- Anatomy 211A, B: 8 term hours
- Advanced Rhetoric 323: 4 term hours
- Elective: 12 term hours

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 a minimum of eight class hours. (A class hour is to be interpreted to mean one hour of class work for one term).
3. Application for admission to the College of Medicine should be made by the middle of the school year preceding the year in which the student intends to enter the College of Medicine.
4. Credit in Trigonometry must be presented before the student may begin the study of Physics.
SOCIAL WORK

*First Year

Rhetoric 106A, B, C .................................................. 9 term hours
General Biology 100A, B, C ........................................... 12 term hours
Modern Europe 108A, B, C (unless the student plans to take
United States history in the sophomore year) .................... 12 term hours

Second Year

Principles of Sociology 241A, B ........................................ 8 term hours
Social Psychology 243 .................................................. 4 term hours
General Psychology 200 ................................................. 5 term hours
Principles of Economics 220A, B ..................................... 8 term hours
United States History 201A, B, C (unless the student has taken
the history suggested for the freshman year) ...................... 12 term hours

Third Year

Advanced Rhetoric 323 .................................................. 4 term hours
Any 2 or 3 of the following advanced sociology courses:
  Modern Social Problems 242 ........................................ 4 term hours
  Urban Sociology 340 .................................................. 4 term hours
  The Family 341 ......................................................... 4 term hours
  Criminology 342 ........................................................ 4 term hours
  Mental Deficiency 332 ............................................... 4 term hours
  Mental Hygiene 335 A, B, C ........................................ 6 term hours
  National Government 230A, State and Local Government 230B 8 term hours

Fourth Year

Any one of the following (if needed to complete 3 required
courses in advanced sociology):
  Rural Sociology 245 .................................................. 4 term hours
  Population 343 .......................................................... 4 term hours
  Principles of Social Work 348 ...................................... 4 term hours
Any two of the following:
  Social Work Practice 349 A ......................................... 4 term hours
  Social Work Practice 349 B ......................................... 4 term hours
  Psycho-Educational Problems 309 .................................. 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 88 or 89 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 a minimum of
   fourteen class hours. (A class hour is to be interpreted to mean one hour of
class work for one term.)
GROUP REQUIREMENTS

INTERPRETATION OF MAJOR, MINOR, AND GROUP REQUIREMENTS

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

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

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

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

3. Two or more courses are "consecutive, coherent courses" when they involve direct or logical relationships with each other, either because of essential prerequisites or because of obvious supplementation or for both reasons. Thus College Algebra and Analytic Geometry 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 205B, etc. Similarly, Comparative Government 333 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 twelve hours of chemistry. There is no reason why this should not be combined with twelve hours of additional, well-selected work in chemistry or some other closely related science to constitute a minor of twenty-four hours. Early-elementary-education majors have a specific requirement of eight hours in art. There is no reason why this art might not be combined with sixteen additional hours of art to constitute a minor. For majors in physical education for men it is specified that eight hours in biology and sixteen hours in physiology and hygiene are required. There is no reason why this requirement might not satisfy either the minor sequence or the group requirement. A student may
not, however, satisfy the requirements for a major or minor or a grouping in English by the application of the twelve hours of required rhetoric.

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

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

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

<table>
<thead>
<tr>
<th>History Major</th>
<th>History Major</th>
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<tbody>
<tr>
<td>12 Greek - Roman - Medieval or 12 English history</td>
<td>24 or 12 European history</td>
</tr>
<tr>
<td>12 Modern Europe</td>
<td>12 or 24 United States history</td>
</tr>
<tr>
<td>12 United States (elementary or advanced)</td>
<td>(12 first year)</td>
</tr>
<tr>
<td></td>
<td>(12 advanced, or economics)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Social Science Minor</th>
<th>Related Minor</th>
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<tbody>
<tr>
<td>12 Political science</td>
<td>8 Political science</td>
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<tr>
<td>12 Economics</td>
<td>8 Economics</td>
</tr>
<tr>
<td></td>
<td>8 Sociology</td>
</tr>
</tbody>
</table>

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

1. Physics, chemistry, or biology—36 hours
2. Biology—24 hours.
   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
DETAILS OF DEPARTMENTAL COURSES*

AGRICULTURE

HOWARD D. CORBUS

Prospective teachers in rural elementary schools should elect Agriculture 105.

Students preparing to teach agriculture in rural high schools should elect Agriculture 106, 107, 108, 201, 202, and 203.

Students preparing to teach in vocational agricultural schools should elect Agriculture 106, 107, 108, 201, 202, and 203; General Biology 100 A, B, C; Principles of Economics 220 A, B; Rural Economics 240, Rural Sociology 240, Rural Education 340; and Rural School Shop 203 A, B, C.

Further information regarding opportunities for teachers of agriculture and facilities for training such teachers will be found on pages 30, 48.

Opportunities for directed 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.

105. 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.

106. 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.


Dairy cattle; dairy practices, products, and feeding.


Poultry study and observation of feeding and marketing enterprises on the college farm.

201. 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.

202. 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

*Note.—For information regarding the significance of course numbers and credit for courses see page 89.
selection of seeds and in judging of products. Common treatments of diseases and insects.

203. 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
SELMAL E. ANDERSON
HAZEL I. PADEN
LOUISE F. STRUBLE
ELAINE L. STEVENSON

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

b) Art Structure 106, Elementary Design 105, Art Observation 300T.
c) Art Structure 106, Figure Drawing 205, Demonstration Drawing 301T.
d) Art Structure 106, History of Art 213A, B.

105. Elementary Design. 4 term hours. Fall term. Miss Anderson.
A beginning course in art structure, emphasizing principles of design and color theory and their application to the making of original borders, surface patterns, and other school art problems.

106. 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.

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.

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.

110. 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.

111. 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.

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.

204. 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 Industrial Arts, page 129.

205. Figure Drawing. 4 term hours. Prerequisite: Art Structure 106, 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.

207. 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 Industrial Arts, page 129.

208. Art Composition. 4 term hours. Prerequisite: Art Structure 106, Elementary Design 105. 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.

209. Costume Design. 3 term hours. Fall term. Mrs. Smith.
For description of course see Department of Home Economics, page 125.

212. Handicraft. 4 term hours. Prerequisite: Art Structure 106, Industrial Art 110 or consent of instructor. Fall term. Miss Anderson.
Includes problems in batik, gesso, metal, leather tooling, and other handwork.

213A. 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.

213B. History of Art. 4 term hours. Prerequisite: History of Art 213A. Spring term. Miss Siedschlag.
Study of the art of the Renaissance in Europe and of modern and contemporary art in Europe and America.
214. **Commercial Art.** 4 term hours. Prerequisite: Art Structure 106. 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, and 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.

221. **Home Furnishing.** 4 term hours. Winter term. Miss Paden.

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

300T. **Art Observation.** 4 term hours. Fall and spring terms. Mrs. Struble.

Observation of art activities in the training school and discussion and illustration of these problems.

301T. **Demonstration Drawing.** 4 term hours. Prerequisite: Art Structure 106. Spring term. Miss Siedschlag.

A drawing course reviewing perspective, composition, figure, object, and animal drawing. Large free work suitable for demonstration is encouraged.


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, and equipment and supplies planned.

305. **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.


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


Continuation of Elementary Design 105.

310. **Painting.** 4 term hours. Prerequisite: Art Structure 106, Elementary Design 105, 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 100 A, 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.

(a) General Biology 100 A, B, C.

(b) Botany: three terms selected from 221 A, B, C and 222.

(c) Zoology: three terms selected from 241 and 242 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.


(g) General Science 201 A, B, History of Science 204, Hygiene 112.

Group (g) is particularly valuable to students in the junior-high-school curriculum.

For students anticipating medicine or dentistry, a major consists of Groups (a) and (c) 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 100 A, B, Hygiene 112, and Group (d) above. A satisfactory major can be made by adding General Biology 100c, 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 100 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 221 A, B, C, 222, 234, 241.
   (c) Geology 330 A, B, C.
   (d) General Chemistry 100 A, B, C, or 101 A, B, C.

For students taking either the early-elementary or the later-elementary curriculum, a major in science may consist of any three of the above groupings, or the student may substitute the following combination for one group: Chemistry and the Modern World 106, Astronomy 210A, and General Geology 230.

A minor may consist of the following courses:

1. General Biology 100 A, B, C.

GENERAL COURSES

100A. General Biology. 4 term hours. Fall and winter terms. Dr. Goddard, Mr. Hinds, Dr. Kenoyer, Mr. Wiseman.

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.

100B. **General Biology.** 4 term hours. Prerequisite: General Biology 100A. Winter and spring terms. Dr. Goddard, Mr. Hinds, Dr. Kenoyer, Mr. Wiseman.

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.

100C. **General Biology.** 4 term hours. Prerequisite: General Biology 100A, B. Spring term. Dr. Goddard, Mr. Hinds, Dr. Kenoyer, Mr. Wiseman.

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.

201A. **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.

201B. **General Science.** 3 term hours. Winter term. Miss Hadley.

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.

305. **Genetics.** 4 term hours. Prerequisite: General Biology 100 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.

306. **Evolution and Ecology.** 4 term hours. Prerequisite: General Biology 100 A, B, C. Desirable antecedent: Genetics 305. 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
BIOLOGY

noting the ways in which evolutionary processes have brought about an adjustment of organisms to their environment.


The principles of heredity as applied to man, the present trend of civilization, means for the improvement of the race, population increase, temperance, the color problem, race suicide, immigration, and community welfare are considered in their eugenic bearing. Classroom, 3 hours a week; laboratory, 2 hours a week.

300T. **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 matters; 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.

**ANATOMY, PHYSIOLOGY, AND SANITARY SCIENCE**

112. **Hygiene.** 4 term hours. Desirable antecedent: General Biology 100 A, B. Offered each term. Dr. Borgman, Mr. Wiseman.

This course deals with the factors of both personal and social hygiene, with special emphasis upon the causes of ill-health and disease and their control and prevention.

211A. **Anatomy.** 4 term hours. Prerequisite: General Biology 100 A, B. Fall term. Dr. Borgman.

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. Borgman.

A continuation of course 211A. Classroom, 3 hours a week; laboratory, 2 hours a week.

211C. **Physiology.** 4 term hours. Prerequisite: Anatomy 211 A, B. Spring term. Dr. Borgman.

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 one term of General Biology. Fall term. Mr. Wiseman.

This course deals with microorganisms—protozoa, algae, fungi, and non-pathogenic bacteria. Their history, work, classification, growth, staining, sterilization, etc., are taken up in classroom and laboratory. Lecture 3 hours a week; laboratory, 3 hours a week.

212B. **Bacteriology.** 4 term hours. Prerequisite: Bacteriology 212A. Winter term. Mr. Wiseman.

This course deals with pathogenic bacteria, fungi, and protozoa. About a dozen disease producing organisms are grown and identified. Permanent
slides are made of each. Milk and water are tested for purity. Lecture 3 hours a week; laboratory, 3 hours a week.

212C. Advanced Hygiene and Community Health. 4 term hours. Spring term. Mr. Wiseman.

This course is a broad study of all forms and agencies of public health. The history of health work, the classification and prevention of disease, the purity of water, milk, and other food, sewage-disposal, housing, recreation, school health, the functioning of organized health agencies, etc., are topics which receive major emphasis. A thesis is required.

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 100 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. Spring term. Dr. Kenoyer.

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.

222. 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.

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. Winter and summer terms. 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.

235. **Field Course in Conservation.** 2 term hours. June 20-26, 1938, between spring and summer terms. Miss Argabright, Mrs. De Witt, Miss Hadley, Mr. Paquin, Mr. Rochester, and Dr. Smith.

The aim of this course is to develop an appreciation of the need of conserving our natural resources. The course will consist of lectures and field trips in botany, forestry, geology, and zoology. The course will be given at Pigeon River State Forest—a 77,000 acre forest of pines and hardwoods, rich in geologic formations, trees, flowers, forest animals, bird life, and fish—located twenty miles northeast of Gaylord. Field note-books will be kept and materials will be gathered for school collections. Students should provide themselves with clothing suitable for field trips, walking shoes, sweater or coat, and bird or field glasses. Baggage for each person will be limited to one suitcase. The cost of this course is $17.00: this covers board, bed, bedding, and towels for five days in the Pigeon River State Forest and transportation in the school bus from Kalamazoo to camp and return. The class will be limited to thirty members.

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

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.

**ZOOLOGY**

141. **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.

241. **Insect Study.** 4 term hours. Summer term. Dr. Goddard, Mr. Hinds.

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 insects and of preparing museum specimens are studied. Control of insects in relation to disease, destruction of crops, and household depredation is especially emphasized.

242A. **General Zoology.** 4 term hours. Prerequisite: General Biology 100 A, B, C. Fall term. Dr. Goddard, Mr. Hinds.

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 re-
Requirements in medicine or dentistry. Classroom, 2 hours a week; laboratory, 2 double periods.

242B. General Zoology. 4 term hours. Prerequisite: General Zoology 242A.
Winter term. Dr. Goddard, Mr. Hinds.
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 242A.

242C. General Zoology. 4 term hours. Prerequisites: General Zoology 242A, B.
Spring term. Dr. Goddard, Mr. Hinds.
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. Class and laboratory or field, as in 242A.

CHEMISTRY

WILLIAM MCCracken

JAMES W. BOYNTON

ROBERT J. ELDRIDGE

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 300T. A major in chemistry is 36 term hours and a minor 24 term hours.
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 and mathematics during the first year; qualitative analysis, calculus, and physics the second year; organic chemistry and quantitative analysis the third year; physical chemistry and special courses the fourth year.

100A. General Chemistry. Intended for students who have had no high school chemistry. 5 term hours. Fall term. Mr. Eldridge.
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, 3 hours a week; laboratory, 4 hours a week.
Note.—Courses 100 A, B, C and 101 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.

100B. General Chemistry. 5 term hours. Prerequisite: General Chemistry 100A. Winter term. Mr. Eldridge.
A continuation of General Chemistry 100A. Classroom, 3 hours a week; laboratory, 4 hours a week.

100C. General Chemistry. 5 term hours. Prerequisite: General Chemistry 101A, B. Spring term. Mr. Eldridge.
A continuation of General Chemistry 100B. Classroom, 3 hours a week; laboratory, 4 hours a week.

101A. General Chemistry. Intended for students who have had high school chemistry. 5 term hours. Fall term. Mr. Boynton, Dr. McCracken.
Similar to course 100A. Classroom, 3 hours a week; laboratory, 4 hours a week.
Note.—See note under 100A. General Chemistry.
101B. **General Chemistry.** 5 term hours. Prerequisite: General Chemistry 101A. Winter term. Mr. Boynton, Dr. McCracken.
Continuation of course 101A. Classroom, 3 hours a week; laboratory, 4 hours a week.

101C. **General Chemistry.** 5 term hours. Prerequisite: General Chemistry 101 A, B. Spring term. Mr. Boynton, Dr. McCracken.
A continuation of course 101B. Classroom, 3 hours a week; laboratory, 4 hours a week.

105A. **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.

105B. **General Chemistry.** 4 term hours. Prerequisite: General Chemistry 105A. Winter term. Mr. Eldridge.
A continuation of course 105A, 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.

105C. **Organic Chemistry.** 4 term hours. Prerequisite: General Chemistry 105A, 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.

106. **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.

201. **Qualitative Analysis.** 8 term hours. Prerequisite: General Chemistry 100 A, B, C or 101 A, B, C. First half of school year. Dr. McCracken.
Two lectures a week and a minimum of 8 hours a week in the laboratory. The work will include the detection of both basic and acidic radicals.

300T. **The Teaching of Chemistry.** 2 term hours. Prerequisite: General Chemistry 100 A, B, C or 101 A, B, C. May accompany either 100C or 101C. 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.
305. Advanced Qualitative Analysis. 2 or 4 term hours. Prerequisite: General Chemistry 100 A, B, C or 101 A, B, C and Analyticative Analysis 201. Offered each term. Dr. McCracken. The analysis of alloys. Laboratory work only.

306 A, B, C. Organic Chemistry. 15 term hours. Five hours a week throughout the year. Prerequisite: General Chemistry 100 A, B, C or 101 A, B, C. 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.

307. Quantitative Analysis. 8 term hours. Prerequisite: General Chemistry 100 A, B, C or 101 A, B, C and Qualitative Analysis 201. Knowledge of quadratic equations and of common logarithms is essential. Latter half of school year. Mr. Boyton. This course includes the theory and practice of volumetric and gravimetric analysis and methods of separation.

307S. Quantitative Analysis. 5 term hours. Prerequisite: General Chemistry 100 A, B, C or 101 A, B, C and Qualitative Analysis 201. Consult the instructor before enrolling. Summer term. Mr. Boyton. 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.

308. History of Chemical Theory. 2 term hours. Prerequisite: General Chemistry 100 A, B, C or 101 A, B, C, and Organic Chemistry 306 A, B, C. Spring term. Mr. Boyton. 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.

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.

395A. Physical Chemistry. 5 term hours. Prerequisite: General Chemistry 100 A, B, C or 101 A, B, C, Qualitative Analysis 201 A, B, Volumetric Analysis 307A, Elementary Physics 100 A, B, C, 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 rigor-
ous review of the fundamentals of chemistry, studies of physico-chemical theory, molecular weight determinations, properties of solutions, elementary thermodynamics, polarimetric and spectroscopic measurements.

395B. Physical Chemistry. 5 term hours. Prerequisite: Physical Chemistry 395A. 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.

395C. Electrochemistry. 5 term hours. Prerequisite: Physical Chemistry 395 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.

396A. 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.

396B. 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.


398. Inorganic Preparations. 2 or 4 term hours. Consult instructor before enrolling. Offered each term. Mr. Eldridge, Dr. McCracken. Laboratory work only.

399. 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.

EUGENE D. PENNELL

EMMA WATSON

100A. Shorthand and Typewriting (Beginning). 4 term hours. Fall term. Mr. Kirby. Training in the elementary theory of Gregg shorthand and the technique of touch typewriting. The Anniversary Edition of the *Gregg Manual* is the shorthand text used in this course. Students desiring typewriting alone should not elect this course.

Note.—Students electing shorthand and typewriting should plan to take 100 A, B, C. Students who present one unit of Gregg shorthand and one unit of typewriting for entrance will not be allowed credit for Shorthand and Typewriting 100A, and should enroll for 100B. Students who present two units of Gregg shorthand and two units of typewriting for entrance will not be allowed credit for Shorthand and Typewriting 100A or 100B, and should enroll for 100C. 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.
100B. Shorthand and Typewriting (Intermediate). 4 term hours. Prerequisite: Shorthand and Typewriting 100A. Winter term. Mr. Kirby.
The theory of Gregg shorthand and the principles of typewriting are completed. Accuracy and rhythm in typewriting are stressed and moderate speed is developed.
Note.—See Note under 100A. Shorthand and Typewriting.

100C. Shorthand and Typewriting (Advanced). 4 term hours. Prerequisite: Shorthand and Typewriting 100 A, B. Spring term. Mr. Kirby.
Application, discussion, and review 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 business forms.
Note.—See Note under 100A. Shorthand and Typewriting.

110. Introduction to Business. 3 term hours. Fall term. Miss Watson.
The purpose of this course is to familiarize the student with business as a social and economic organization through a consideration of its services to the individual and the benefits which it renders society. A study is made of the business structure as a whole, the factors contributing to its growth, the forces that influence it, and the way in which it functions. The course is intended to serve as a foundation for subsequent courses in commerce and economics.

200. Advanced Dictation and Secretarial Practice. 4 term hours. Prerequisite: Shorthand and Typewriting 100 A, B, C. Spring term. Mr. Kirby.
An intensive course for the increase of speed in taking notes and transcribing, together with study of the duties of a secretary.

210A. 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.

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

210C. Accounting. 4 term hours. Prerequisite: Accounting 210 A, B. Spring term. Mr. Pennell.
This course includes study of income and its determination, and a consideration of some of the problems of income accounting. Partnership accounting and corporate accounting are given special attention.

300T. The Teaching of Shorthand and Typewriting. 2 term hours. Prerequisite: Shorthand and Typewriting 100 A, B, C, or equivalent. Spring term. Miss Watson.
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 directed teaching in shorthand or typewriting. Not required of students in the commerce curriculum who do not elect shorthand and typewriting.

301T. The Teaching of Bookkeeping and Office Machines. 2 term hours.  
Prerequisite: Accounting 210 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, methods of instruction, tests and examinations, and helpful materials for the teacher's use will receive attention. A study will also be made of common office machines and appliances, their use in the classroom, and methods of instruction. It is recommended that this course either precede or accompany directed teaching in bookkeeping.

302T. The Teaching of Social-Business Subjects. 2 term hours. Fall term.  
Miss Watson.  
The principles and aims of junior and senior business training and organization. A consideration of the various objectives that are advanced for such courses—social science, intelligent consumption, exploratory, vocational, character development, and guidance. Discussion of methods of teaching such courses. It is recommended that this course either precede or accompany directed teaching in junior business training or economics.

303T. Principles of Commercial Education. 3 term hours. Spring term.  
Mr. Pennell.  
A study of the conditions which determine the aims and functions of commercial education in the high school. It is not a methods course, but deals rather with the organization and administration of business education for different types of students, for various levels of education, and for communities whose size and business interests differ. Open to seniors only.

310. Advanced Accounting Principles. 4 term hours. Prerequisite: Accounting 210 A, B, C. Fall term. Mr. Pennell.  
The purpose of this course is to supplement the elementary work of Accounting 210 A, B, C by a consideration of some advanced principles 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.

311. Cost Accounting. 4 term hours. Prerequisite: Accounting 210 A, B, C.  
Winter 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.

312. Agricultural Bookkeeping and Accounting. 3 term hours. Prerequisite: Accounting 210, A, B, C. Spring term. Mr. Pennell.  
This course is intended for those teachers who will begin their work in commercial departments of rural high schools. The material will deal with the business interests of small rural communities. A study will be made of recording and interpreting the business transactions of the merchant, the farmer, the stock breeder, the fruit grower, and those interested in other rural projects. Financial and operating statements, depreciation of equipment and buildings, simple cost finding, and the accounts of farmers' cooperatives are among the subjects that will receive attention.
320 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. Open to seniors only.

A. Contractual transactions involving a study of the principles of the law of contracts.

B. Special contractual transactions dealing with the 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.

330. Retail Selling and Store Service. 3 term hours. Winter term. Mr. Kirby.

Consideration of the need for a better distribution of business students among the job possibilities open to them. The function of the course in public secondary education. A study of the field of retail organization and the requirements for employment. Program making, methods of instruction, and materials for study. Cooperative plans and the place of the coordinator. Relative importance of attractive personality, general education, and specific skills. An evaluation of the various plans in operation in different school systems of the country. Status of Federal legislation for the distributive occupations.

EDUCATION AND PSYCHOLOGY

GEORGE H. HILLIARD
JANE A. BLACKBURN
ERNEST BURNHAM
HOMER L. J. CARTER
CARL R. COOPER
MANLEY M. ELLIS

THEODORE S. HENRY
KATHERINE A. MASON
RAY C. PELLETT
EFFIE B. PHILLIPS
LAVINA SPINDLER
ROXANA A. STEELE

ELMER H. WILDS

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 240 or 251.

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 250 A, B; Principles of Teaching 240 or 251; Foundations of Modern Education 353—a total of 13 term hours, the remaining seven term hours being elective. The specific curricula, however, usually prescribe that this remaining requirement is to be met with one course in special methods (such as the Teaching of Algebra 308T for students majoring in mathematics) and one course involving a survey of the student's field of education (such as Later Elementary Education 312 for students preparing to teach in the elementary school).

Additional or more specific requirements in courses in education are stated in the various special curricula outlines presented on pages 64 to 80 of this catalog.
Elective courses are available in education and psychology in the following fields: early-elementary education, later-elementary education, secondary education, special education, theory and principles of education, educational measurements, administration and supervision, rural education, health education, and psychology. Certain special-methods courses giving education credit are available in other departments of the institution.

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

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

99. Introduction to Learning and Adjustment. Fall, winter, and spring terms. Mr. Carter.

The course will give attention to student problems of two kinds: (1) The psychological principles of effective learning will not only be taught but will be demonstrated and applied under the supervision of the instructor. Students who feel themselves handicapped by poor habits of study are urged to enroll in this course. Methods of note-taking, reading, memorizing, and organizing will be discussed and practiced. The methods presented are to be applied to the different courses the student is carrying. (2) The psychological problems involved in the transition from control by adults to self-management will be considered. The resources of clinical psychology will be made available for the solution of difficulties of individual adjustment.

ELEMENTARY EDUCATION

200. Early Elementary Education. (Hygiene of the Young Child). 4 term hours. Offered each term. Mrs. Phillips.

A study of the physical child and the environmental conditions best suited to his normal, healthful development, together with methods used by the school to promote health habits and knowledge. Observation in the training school is provided.

208. Stories for Childhood. 4 term hours. Prerequisite: Fundamentals of Speech 105 A, B. Offered each term. Miss Blackburn, Mrs. Phillips.

A study of stories and poems suitable to childhood. Classroom practice in story telling.


A course in the psychology of learning as specifically involved in each of the elementary-school subjects.

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.
305A. Early Elementary Education. (Experience Curriculum). 4 term hours. Prerequisite: Early Elementary Education 200, 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.

305B. Early Elementary Education. (Beginning Reading). 3 term hours. Prerequisite: Early Elementary Education 305A, General Psychology 200, Psychology of Reading 212. Offered each term. Miss Blackburn.

The course will be devoted to the study of the technique of beginning reading.

306. Psychology of Childhood. 4 term hours. Prerequisite: Early Elementary Education 305B, General Psychology 200, Educational Psychology 250 A, 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 either the quarter previous to or simultaneously with directed teaching.


A study of existing practice in early-childhood education throughout the country, the nursery school movement, psychological clinics, recent literature in the field. Appropriate topics are handled in seminar fashion.

308. Parent Education. 3 term hours. Prerequisite: General Psychology 200, Early Elementary Education 305 A, B, or consent of the instructor. Spring and summer terms. Miss Blackburn.

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

309. Nursery School Education. 3 term hours. Prerequisite: General Psychology 200, Early Elementary Education 305 A, B, or the consent of the instructor. Fall and summer terms. Miss Blackburn, 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.

310. The Elementary Curriculum. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B; Principles of Teaching 240 or 251. Fall term. Dr. Hilliard. Not offered in 1938-1939.

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 250 A, B; Psychology of Reading 212. Spring term. Dr. Hilliard. Not offered in 1938-1939.

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.

312. Later Elementary Education. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B; Principles of Teaching 240 or 251. 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.

SECONDARY EDUCATION

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

321. The Secondary School Curriculum. 3 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B, Principles of Teaching 240 or 251, Principles of Secondary Education 320. Winter term. Dr. Wilds.

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 250 A, B, Principles of Teaching 240 or 251. Fall term. 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 250 A, B, Principles of Teaching 240 or 251, Principles of Secondary Education 320. Spring term. 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

230A. Vocational Education. 3 term hours. Fall term. Not offered in 1938.

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.

230B. Vocational Education. 3 term hours. Winter term. Not offered in 1939.

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.
230C. Vocational Education. 3 term hours. Spring term. Not offered in 1939.
History and literature of the industrial arts.

330. Gifted Child. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B. Summer term. Dr. Henry.
A course in the psychology and school treatment of gifted children.

331. Education of Exceptional Children. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 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.

332. Mental Deficiency. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 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.

335A. Mental Hygiene. 2 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B. Fall term. Dr. Ellis.
A course in the mental hygiene of childhood. Topics considered are: adjustment and maladjustment in the home and school; failure and its consequences; mental examination of children; sex development and instruction; discipline under modern conditions; the conditioning and reconditioning of emotional responses; and the genetic development of personality.

335B. Mental Hygiene. 2 term hours. Prerequisite: Mental Hygiene 335A or consent of instructor. Winter term. Dr. Ellis.
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.

335C. Mental Hygiene. 2 term hours. Prerequisite: Mental Hygiene 335B or consent of instructor. Spring term. Dr. Ellis.
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.

336. 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.

337. Methods of Teaching Subnormal Children. 2 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B. Education of Exceptional Children 331. Spring term. Not offered in 1939.
This course is designed to acquaint the student with the principles and practices of instruction of subnormal children.
338. Audio-Visual Education. 4 term hours. Winter term. Mr. Pellett.
Some attention will be given to the historical approach as well as to the
philosophy of audio-visual education. Special emphasis will be given to types
of audio-visual aids, technical processes, necessary educational procedures, and
the administration of audio-visual instruction. Some time will be devoted to
the principles and the methods of research in the field.

**RURAL EDUCATION**

145. Curriculum. 4 term hours. Offered each term. Miss Evans.
For description of course see Department of Rural Education, page 157.

240. Principles of Teaching. 3 term hours. Offered each term. Miss Evans.
For description of course see Department of Rural Education, page 157.

Robinson.
For description of course see Department of Rural Education, page 158.

345. Rural Education (Seminar). 2 term hours. Prerequisite: consent of
instructor. Dr. Robinson.
For description of course see Department of Rural Education, page 158.

346. Rural Education (Seminar). 2 term hours. Prerequisite: Rural Edu-
cation 345. Dr. Robinson.
For description of course see Department of Rural Education, page 158.

347. Rural Education (Seminar). 2 term hours. Prerequisite: Rural Edu-
cation 346. Dr. Robinson.
For description of course see Department of Rural Education, page 158.

348. Special Problems of Village and Consolidated Schools. 4 term hours.
Spring term. Dr. Robinson.
For description of course see Department of Rural Education, page 158.

**THEORY AND PRINCIPLES OF EDUCATION**

211. Introduction to Statistics. 4 term hours. Spring and summer terms.
Dr. Everett.
For description of course see Department of Mathematics, page 137.

250A. Educational Psychology. 3 term hours. Prerequisite: General Psy-
chology 200. Offered each term. Mr. Carter, 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.

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

251. Principles of Teaching. 3 term hours. Prerequisite: General Psy-
chology 200. Educational Psychology 250 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 all the methods of organizing the teaching period.

350. Educational Sociology. 4 term hours. Prerequisite: Principles of Sociology 241 A, B, General Psychology 200, Educational Psychology 250 A, B. Offered each term. Dr. E. Burnham.

For description of course see Department of Social Science, page 169.

351. Philosophy of Education. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 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.

352. History of Education in the United States. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B, Principles of Teaching 240 or 251. Spring term. 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.

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

This course, prescribed by the State Board of Education in all degree 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.

354. Adult Education. 2 term hours. Fall and winter terms. Miss Steele.

The course considers the history and philosophy of adult education, the nature of the people who are to benefit by the program of adult education, the psychology of adult learning, materials, and methods.

ADMINISTRATION AND SUPERVISION

360A. School Administration. 2 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B, Principles of Teaching 240 or 251, Directed 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, and educational organization.
360B. School Administration. 2 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B, Principles of Teaching 240 or 251, Directed 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.

360C. School Administration. 2 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B, Principles of Teaching 240 or 251, Directed 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, and relation to the community.

361A. School Supervision. 3 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B, Principles of Teaching 240 or 251, Directed Teaching. Fall term. Miss Steele. Not offered in 1938-1939.

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.

361B. School Supervision. 3 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B, Principles of Teaching 240 or 251, Directed Teaching. Winter term. Miss Steele. Not offered in 1938-1939.

This course is the continuation of 361A 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, and the selection of instructional material.

361C. School Supervision. 3 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B, Principles of Teaching 240 or 251, Directed Teaching. Spring term. Miss Steele. Not offered in 1938-1939.

The emphasis in this course is upon the practical application of material covered in School Supervision 361A 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 362 instead of 361C.


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

185. 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 make prospective teachers aware of modern methods and materials useful in helping school children solve their health problems.

PHILOSOPHY

390. 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. Not offered in 1938.

391A. 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. Not offered in 1939.

391B. History of Philosophy. 2 term hours. Spring term. Mr. Pellett.

   The study of the late medieval and modern systems of philosophical thought.

392. 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.

   Note.—Alternate with School Administration.

PSYCHOLOGY

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

200. General Psychology. 5 term hours. 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. Prerequisite: 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 term. Dr. Henry.
A study of the history of mind in the race and in the individual.

305. 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.

307. Mental Tests. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B, or its equivalent. Offered each term. Mr. Carter, Dr. Ellis.
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.

309. Psycho-Educational Problems. 3 to 6 term hours. Prerequisite: Abnormal Psychology 305, Mental Tests 307, or consent of the instructor. Fall, winter, and spring terms. Mr. Carter.
Five one-hour periods each week, including staff conference. Clinical studies of pupils presenting psycho-educational problems, such as behavior difficulties and deficiencies in reading, spelling, and arithmetic. Work involving individual case studies, home visits, conferences, laboratory and clinical procedure. Theory and practice of the case study, including history and physical, psychological, and educational examinations, as well as remedial treatment, will be considered. Detailed work of the course is carried out under the direction of the Psycho-Educational Clinic. Each student is advised to select from the Department of Education and Psychology a counselor, who will direct his investigation and study.
Note.—1. A student may elect this course a second time. Repetition does not involve repetition of content, but additional practice in procedure.
2. This course may not be counted toward fulfillment of a minimum requirement in Group II.
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**

**99. Grammar Drill.** Non-credit course. Offered each term. Miss Gary.

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.

**105A. Composition.** 4 term hours. Winter and summer terms. Miss Rawlinson.

A consideration of the principles of composition. The emphasis is on accuracy.

**105B. Composition.** 4 term hours. Fall, spring, and summer terms. Miss Rawlinson.

The time is devoted to writing and revision.

Note.—Composition 105 A, B cover the same ground as Rhetoric 106 A, B, C, for which they are substituted in certain cases.

**106 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.
Not more than 12 hours credit may be counted from courses in literature numbered below 200.

107 A, B, C. English Literature. 12 term hours. Four hours a week throughout the year. Miss Elcher, 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.

213 A, B. The English Novel. 6 term hours. Three hours a week through fall and winter terms. Dr. Brown. Not offered in 1938-1939.
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 A, B, C. 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.
223. Eighteenth Century Prose. 4 term hours. Fall term. 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: Defoe, Swift, Steele, Addison, Johnson, Hume, Goldsmith, and Burke.

224. Eighteenth Century Poetry. 4 term hours. Winter term. Mr. Foley. 
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 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.

225. The Ballad. 4 term hours. 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.

307 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 Literature 110 A, B, C. 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, 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 312, Tennyson 310, and Browning 311, 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.

313. 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, thoughtful 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, Miss Nobbs.

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.

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.

390. Anglo-Saxon

391. Chaucer. Courses 390 and 391 together yield 9 term hours credit. 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 390 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 391, 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.
Introductory Geography, either 105 A, B or 305, must precede all other courses except Michigan 306 and Conservation of Natural Resources 312. Course 305 should be substituted for 105 A, B by two groups of students: (1) those who do not begin the study of geography until the junior year and yet desire to complete a minor in the field and (2) upper classmen who are interested in electing a sequence in geography as a part of their general cultural training. There is no required sequence in the courses in regional geography.

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

A major in geography consists of 36 term hours, including Field Geography 320, Weather and Climate 325, and either General Geology 230 or Dynamic Geology 330A. Students majoring in geography are advised to elect Economics 220 A, B and modern American and European history and to acquire the ability to read German or French. A minor in geography consists of 24 term hours, including Field Geography 320. All major and minor students are required to elect Teaching of Geography 300T.

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

Some recommended sequences to meet particular interests are the following:
1. If major is history: 105 A, B or 305, 310, 315, and the regional geography of the continent of special interest.
2. If major is business administration or commerce: 105 A, B or 305 and 318.
3. If major is general science: 105 A, B or 305, 320, 325 and Geology 230 or 330 A, B, C.

105A. Introductory Geography. 4 term hours. Offered each term. Mr. Glasgow, 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.

105B. Introductory Geography. 4 term hours. Prerequisite: Introductory Geography 105A. Offered each term. Mr. Glasgow, 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 105A.

106. Major Geographic Patterns of the World. 4 term hours. Prerequisite: Introductory Geography 105A and 105B. Open only to freshmen. Spring term. Miss Logan.

A world view of man's major adaptations to the natural environment including such patterns of adjustment as the agricultural, manufacturing, recreational, mining, and the like.

206. United States and Canada. 4 term hours. Prerequisite: Introductory Geography 105 A, B or 305. Offered each term. Mr. Berry, Mr. Glasgow.

A study of the United States and Canada by geographic regions.
207. **Europe.** 4 term hours. Prerequisite: Introductory Geography 105 A, B, or 305. Fall and spring terms. Mr. Berry, Miss Logan.

The course proposes to point out the functions of the various natural conditions, such as climate, topography, minerals, and relative location in the economic, political, and social developments in the various regions of Europe.

208. **South America.** 4 term hours. Prerequisite: Introductory Geography 105 A, B or 305. Winter term. 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.

300T. **Teaching of Geography.** 4 term hours. Prerequisite: Introductory Geography 105 A, B or 305. 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.

305. **Introductory Geography for Juniors and Seniors.** 4 term hours. Not open to students who have received credit for Introductory Geography 105A or 105B. Fall and winter terms. Mr. Berry.

An introductory course designed for upper classmen who are electing their first course in geography.


A detailed but non-technical study of Michigan in which are 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.

307. **Asia.** 4 term hours. Prerequisite: Introductory Geography 105 A, B or 305 and one regional course. Winter and summer terms. Miss Logan.

An interpretation of the major geographic regions of Asia. Especial emphasis will be given to the organization of materials into geographic units.

308. **Mexico and the Caribbean Lands.** 4 term hours. Prerequisite: Introductory Geography 105 A, B or 305. Spring term. Miss Harrison.

Includes Mexico, Central America, and the West Indian Islands. The present economic, social, and political development of these lands and their future promise.

310. **Geographic Background of American Development.** 4 term hours. Prerequisite: Introductory Geography 105 A, B, or 305 and United States History 201 A, 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.

Note.—This course may not be counted toward fulfillment of a minimum requirement in Group II.
315. Geographic Background of World Problems. 4 term hours. Prerequisite: An interest in world affairs, at least one year of college history, and Introductory Geography 105 A, B or 305. Fall and spring terms. Miss Harrison.

The particular topics discussed in tracing relationships of current international and national problems to natural environmental conditions will necessarily vary with the trend of events. The study will include problems relating to the Far East, conflicting interests in the Mediterranean, the U. S. S. R., European colonies in Africa, and Hispano-America.

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

318. Industrial and Commercial Geography. 4 term hours. Prerequisite: Introductory Geography 105 A, B or 305. Fall and spring terms. Mr. Glasgow.

A consideration of the major products of the world and the economic, social, and political factors involved in the trading and transportation of them.

325. Weather and Climate. 4 term hours. Prerequisite: Introductory Geography 105 A, B or 305. Fall and winter terms. Mr. Glasgow.

A detailed analysis of temperature, pressure, wind, precipitation, clouds, and humidity made with reference to the forecasting of weather changes, to the climates of the different parts of the United States and of the world, and to the effects on transportation, agriculture, and city life.

340. Field Geography. 4 term hours. Prerequisite: Introductory Geography 105 A, B or 305. 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.

342. Geography—History Field Course. 8 term hours (4 in history, 4 in geography). Prerequisite: Consent of instructors; History 201A and Geography 105A are desirable. Summer term. Mr. Glasgow, Dr. Seibert.

A study of the geography and history of certain selected areas in North America. (The 1938 trip will include areas in the Middle Atlantic States, New England, the St. Lawrence region, and the Hudson Bay area.) The class will spend four and one-half weeks traveling in the areas studied, and the remainder of the term on the campus preparing reports and attending lectures.

GEOLOGY

230. General Geology. 4 term hours. Winter and spring terms. Miss Harrison.

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

Note.—This is a general cultural course, similar to survey courses in chemistry and biology. Students desiring a full year's work in geology should elect Geology 330A, B, C.
330A. Dynamic Geology. 4 term hours. Fall term. Mr. Berry.
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. A minimum of three field trips is required.

330B. Economic Geology. 4 term hours. Prerequisite: 330A. Desirable antecedent: General Chemistry. Winter term. Mr. Berry.
A study of minerals, ore deposits, and economic earth products. Classroom, 3 hours a week; laboratory, 2 hours a week.

330C. Historical Geology. Prerequisite: Geology 330A. Desirable antecedent: General Biology and General Chemistry. Spring term. Mr. Berry.
The geological history of the earth; its origin, development 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 of instruction, and the history of handwriting. The student is given practice in the measurement of handwriting, in the diagnosing of handwriting difficulties, and in determining the most beneficial remedial work. The student is also given sufficient directed practice to enable him to write with a quality and rate essential to the effective teaching of handwriting.

HOME ECONOMICS
Sophia Reed
Cora Walker Smith
Mary A. Moore

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

MAJOR AND MINOR

Required courses for a major in Home Economics. See Curriculum for Teachers of Home Economics page 67.

Required courses for minor in Home Economics.

Clothing 203 ........................................... 4 term hours
Food for the Family 218 ................................ 4 term hours
Home Furnishings 221 ................................ 4 term hours
The Home and Its Management 229 ................... 3 term hours
Teaching of Home Economics 300T ....................... 3 term hours
Home Nursing and Family Health 323 ................. 3 term hours
Child Development 326 ................................ 4 term hours

Note.—The following courses are open to students not majoring or minorin Home Economics: Home Economics 100, 103, 120, 203, 205, 209, 213, 219, 229, 321, 325, 326, 339.
100. **Problems in Home Living for Young Women.** 2 term hours. Fall term. Miss Reed.
The student studies her problems in adjustment to college. Course includes units on personality, food for health, the student's housing, use of leisure, social relationships, management of time and money, and vocations.

**CLOTHING AND TEXTILES**

103. **Textiles.** 2 term hours. Spring term. Mrs. Smith.
A study of textile materials will be taught from consumer point of view. Manufacturing processes and characteristics and identification of fibers through simple home tests will be studied from standpoint of affecting quality of materials. Interpreting of labels and advertisements and the technical information necessary to an efficient buyer of textiles will be considered. Emphasis will be placed on getting one's money's worth from the standpoint of the needs of the consumer and the quality of the material.

105 **Elementary Design.** 3 term hours. Spring term. Miss Anderson.
A beginning course in art structure, emphasizing principles of design and color theory and their application to the making of original borders, surface patterns, and other school art problems.

105 **Clothing Clinic.** 3 term hours. Fall term. Mrs. Smith.
This course is primarily to study the clothing needs of a college girl. Emphasis will be placed on getting the most for each clothing dollar spent in becomingness, appropriateness, durability of clothes. In addition to class work there will be opportunity for individual conferences with the instructor to solve individual clothing problems. One construction problem based on wardrobe needs of the individual is included to give opportunity for learning elementary technique of construction.

203. **Clothing.** Elective for non-majors. 4 term hours. Summer and fall terms. Mrs. Smith.
This course is to help the girl who is interested in spending her clothing dollars more wisely. Factors affecting choice of satisfactory clothes from standpoint of becomingness, current fashion, and economy will be studied. Laboratory work will consist of making one garment to develop a limited knowledge of construction. The student will choose her construction problem on the basis of her wardrobe needs and her manipulative skill.

205. **Clothing.** 4 term hours. Prerequisite: Textiles 103 and Clothing 105 or 203. Winter term. Mrs. Smith.
This course is planned to develop a high degree of technical skill. A paper dress form is made on each student to use at home and in clothing courses. A foundation pattern is developed from which flat pattern designing is taught. A further study of selection, textiles, and construction technique is developed through making a wool and a silk street dress. Comparisons of quality, cost, and workmanship are compared to similar ready made dresses.

209. **Costume Design.** 3 term hours. Prerequisite: Elementary Design 105. Fall term. Mrs. Smith.
This course is to develop more discriminating judgment in the selection of appropriate clothes for individuals through a better understanding of the relation of art principles, psychology, fashion, personality, and physical characteristics of individuals to this selection. Emphasis will be placed on the relation of wardrobe needs to social and economic status. Laboratory work will consist in an interpretation and adaptation of current fashion magazine designs to individual needs and original designing. A brief study of historic costume is made as a basis for understanding recurring cycles in fashions.
305. **Family Clothing.** 4 term hours. Prerequisite: Textiles 103, Clothing 105 or 203, Clothing 205, Costume Design 209. Spring term. Mrs. Smith.

This course is flexible in content to meet the needs of advanced students preparing to teach clothing selection and construction to definite groups of persons. Each part of the wardrobe, including all garments and accessories, will be studied with reference to its cost and its appropriateness and place in the wardrobe of specific individuals. Garments are made for persons of any age, using either new or old material.

306. **Clothing, Modeling.** 3 term hours. Prerequisite: Textiles 103, Clothing 105 or 203, Clothing 205, Costume Design 209. Winter term. Mrs. Smith.

This course is for advanced students to give them an opportunity to design in material on a dress form, thereby developing more skill in fitting. Emphasis will be placed on the relation of texture of material to design of dress. Besides modeling of several garments in practice material on the dress form, a cotton and a silk dress will be modeled and finished.

**FOODS AND NUTRITION**

111. **Foods.** 4 term hours. Winter term. Miss Moore.

A study of foods and the principles of cookery. The course includes planning, preparing, and servicing of meals to family groups. Emphasis is placed on the cost of meals.


A study of the essentials of adequate nutrition on food budget of various income levels. Application of such knowledge to the feeding of individuals and family groups.

218. **Food for the Family.** Elective for non-majors. 4 term hours. Spring term. Miss Moore.

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

219. **Nutrition.** Elective for non-majors. 3 term hours. Fall term. Miss Moore.

Study of nutrition in relation to health of individual and family groups; adequate nutrition on reduced food budgets; relation of individual to community nutrition problems.

311. **Advanced Foods.** 4 term hours. Prerequisite: Nutrition 221. Fall term. Miss Moore.

A study of unusual methods of preparation of foods and various types of table service. The course includes experimental work on a food problem of special interest to the individual student.


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

**HOME MANAGEMENT, CHILD DEVELOPMENT, AND FAMILY RELATIONSHIPS**

120. **Home Economics.** 2 term hours. Spring term. Miss Moore and others.

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 units such as selection and care of clothing, personal health and grooming, nutrition, the hot lunch, 4-H Club Work, school and fair exhibits.
221. **Home Furnishing.** 4 term hours. Winter term. Miss Paden.

This course is planned especially for students of home economics to develop taste, and judgment in the selection and arrangement of home furnishings. Color design and historic furniture will be studied.


This course will be adapted to needs of the students. Includes units on budgeting of time, labor, and money; mechanics of the household; purchase and cost of foods; and clothing for the family.

321. **The House.** 2 term hours. Prerequisite: Elementary Design 105 and Principles of Sociology 241 A or B. Spring term. Mrs. Smith.

Course is planned for advanced students to show the interrelating of social and aesthetic phases of housing. The adaptation of the house to needs and interests of the young, adolescent, and adult members of a family are studied. An analysis is made of recent developments in rural, single, and multiple housing projects.

322. **Home Management.** 4 term hours. Prerequisite: Economics of Consumption 223, Advanced Foods 311. Winter term. Miss Reed.

A survey of the scientific principles underlying up-to-date homemaking. Includes a study of housing problems, home sanitation and safety, mechanics of the household, buying of equipment and furnishing, and family finance. Home management in various types of family living is analyzed.

323. **Home Nursing and Family Health.** 3 term hours. Spring term. Miss Stankard.

The prevention and care of illness in the home and a consideration of administrative problems and health procedures used in school health work. A study of physiology of women and a study of maternity is included. Trips are a part of the course.

324. **Home Management Practice.** 4 term hours. Prerequisite: Home Management 330. Spring and summer terms. Miss Reed.

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

325. **The Family and Its Relationships.** 3 term hours. Prerequisite: General Psychology 200 or Principles of Sociology 241A. Fall term. Miss Reed and others.

A study of the contributions and problems of the family in modern society. Includes marital and personality adjustments in family living for changing age groups. Gives a perspective of the new tasks and obligations in urban and rural living as they affect social relationships, shared tasks, and legal problems.

326. **Child Development.** 4 term hours. Prerequisite: Nutrition 221 or 231, Home Nursing 331. Winter term. Mrs. Smith.

This course is planned to meet the needs of Home Economics students who are required to teach child care and training in High Schools. Through discussion and observation an effort will be made to develop some understanding of child needs (food, clothing, care), his physical and emotional development, and his relationship to other children and adults. Attention will also be given to the importance of desirable physical surroundings that the home should provide and its relation to the physical development and behavior of the child.
339. **Consumer Buying.** 4 term hours. Prerequisite: Economics of Consumption 223. Summer term. Mr. Bigelow or Miss Reed.

A study of the consumer education movement, sources of information for, and laws affecting the consumer, labelling, grading, and standardization of consumer goods. Theory of buying and an analysis of factors involved in prices.

**HOME ECONOMICS EDUCATION**

300T. **Teaching of Home Economics.** 3 term hours. Prerequisite: Foods 111, Clothing 205, Nutrition 221, Principles of Teaching 251. Spring term. Miss Reed.

The development of a philosophy of teaching through a study of objectives, courses of study, methods of instruction and types of measurements, units such as, child development, family relationships, consumer buying and housing found in recent courses of study are evaluated. A brief survey of history and leadership in the field is given. A vocational experience project is planned to be carried out during the summer between the junior and senior years.

301T. **Problems in Home Economics Education.** 4 term hours. Prerequisites: Teaching of Home Economics 300T, Directed Teaching 371. Winter term. Miss Reed.

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

371, 372. **Directed Teaching.** 8 term hours. Prerequisite: Principles of Teaching 251, Teaching of Home Economics 300T. Time to be arranged. Miss Reed.

Students teach under supervisor in the Western State high school, campus training school, or in the training centers at Paw Paw and Portage.

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**INDUSTRIAL ARTS**

**WOOD COURSES**

100. **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.

106. **Advanced Benchwork.** 4 term hours. Prerequisite: Woodshop 100 or equivalent. Fall, winter, and summer terms. Mr. Sherwood.

An advanced course in bench woodworking, with particular emphasis on technique of hand tools, grinding, and sharpening. Includes elementary pattern making, molding, shop sketching, and the elements of arts and crafts.

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. See description of Wood-Turning Design 204, Department of Art, page 93.

205. **Woodshop.** 4 term hours. Prerequisite: Advanced Benchwork 106. 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 filing. Types of furniture construction are worked out through a series of fundamental problems.

206. **Household Laboratory.** 4 term hours. Offered each term. Mr. Nichols. A course designed to meet the needs of elementary teachers in hand work and creative activities for children of the elementary school age. Hand tools and a variety of materials are employed giving the students a considerable choice of activities. Open to all women of the school.

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. See description of Color in Wood Finishing 207b, Department of Art, page 93.

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. Weaver. This course should be preceded by or accompanied by Electricity 160. An introductory course in the principles and application of electricity in the household, repair of appliances and other problems of electrical construction.

306. **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.

308A. **Woodshop.** 4 term hours. Prerequisite: Woodshop 205, Wood Finishing 207. Fall and summer terms. Mr. Nichols. An advanced course in machine woodshop designed for those who wish to specialize in woodwork. This course includes more advanced problems in furniture construction and design. Some attention is given to caning and simple upholstery, rod work, layouts, and the use of shaper and tenover. The course includes also the history of furniture design.
308B. Woodshop. 4 term hours. Prerequisite: Woodshop 308A. Winter and summer terms. Mr. Nichols.
A continuation of woodshop 308A with particular emphasis on steaming and bending, cabarole and form work, jig work as applied to moldings and shaper work, veneering and panel construction, marquetry and inlaying. Included with this course is more advanced work in furniture design, which requires the working out of type furniture problems according to the rules of modern furniture design.

308C. Woodshop. 4 term hours. Prerequisite: Woodshop 308A, B. Spring and summer terms. Mr. Nichols.
The work in this course falls under three headings: (1) Laboratory work, including a major project designed by the student and applying as many as possible of the principles outlined in the two preceding courses; (2) The working out of an ideal shop floor plan, including natural and artificial lighting, all power conduits, location of tool cases, lumber room, finishing room, glue room; (3) Selection, prices, and installation of the equipment to fix the students' layout.
The course continues the study of furniture history and design.

DRAWING COURSES

120. 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.

121A. Mechanical Drawing. 4 term hours. Prerequisite: General Mechanical Drawing 120 or equivalent. Offered each term. Mr. Huff.
A continuation of the principles emphasized in Mechanical Drawing 120. Lettering, sketching, drawing, tracing, and electric blueprinting of suitable shop projects.

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

221. Mechanical and Machine Drawing. 4 term hours. Prerequisite: General Mechanical Drawing 120 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.

222. Descriptive Geometry. 4 term hours. Winter term. Mr. Huff.
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.

225 A, B, C. Architecture. 12 term hours. Four hours a week throughout the year. Prerequisite: General Mechanical Drawing 120. 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.
METAL COURSES

130A. **General Metal.** 4 term hours. Fall and summer terms. Mr. Weaver.
   An introductory course presenting hand methods in manipulating and shaping metals through a series of unit activities. Processes in forging, welding, brazing, soldering, piercing, decorating, and polishing are demonstrated and applied.

130B. **General Metal.** 4 term hours. Winter and summer terms. Mr. Weaver.
   A course presenting hand and machine processes in forming and shaping sheet metals. Riveting, seaming, burring, wiring, turning, crimping, beading, hemming, double seaming and soldering are processes demonstrated and applied.

130C. **General Metal.** 4 term hours. Spring and summer terms. Mr. Weaver.
   A course presenting craft methods in handling brass, copper, pewter, nickel, silver, stainless steel gerraloy, and other semiprecious metals in making simple jewelry and other craft projects. Processes in raising, stretching, annealing, soldering and brazing, etching, piercing and electroplating are demonstrated and applied.

201. **Pattern Making.** 4 term hours. Prerequisite: Advanced Benchwork 106 or equivalent. Fall and summer terms. Mr. Sherwood.
   A continuation of course 106, 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.

234A. **Machine Shop.** 4 term hours. Fall and summer terms. Mr. Weaver.
   A course in the fundamentals of machine-shop operation, involving work at the bench and the use of machines for making simple projects.

234B. **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.

234C. **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.

235A. **Auto Mechanics.** 4 term hours. Fall and summer terms. Mr. Weaver.
   A study of automobile mechanics, highway safety, sound driving practices, and driver-training procedures.

235B. **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.

235C. **Auto Mechanics.** 4 term hours. Spring and summer terms. Mr. Weaver.
   Advanced practice in motor overhauling and rebuilding, general chassis repairs, and car refinishing.

PRINTING COURSES

140A. **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.
140B. **Printing.** 4 term hours. Prerequisite: Printing 140A. 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.

140C. **Printing.** 4 term hours. Prerequisite: Printing 140A, B. Winter, spring, and summer terms. Mr. Pullin.

Advanced work in the complete designing and producing of printed matter, with a study of plates, papers, and inks. Advanced imposition and press work are also included.

240. **Printing.** 4 term hours. Prerequisite: Printing 140 A, B, C. Spring and summer terms. Mr. Pullin.

Keeping of records and accounts, purchase of materials, planning and laying out equipment, and study of school publications. Students will work out courses of study with job sheets, using original ideas.

**PROFESSIONAL COURSES**

300T. **Shop Organization.** 2 term hours. Spring and summer terms. Mr. Sherwood.

This course includes the organization of models, outlines, and various teaching aids, as well as modern tool and equipment arrangements for school shops.

301T. **Teaching of Industrial Arts.** 4 term hours. Winter and summer terms. Mr. Sherwood.

This course aims to combine the student's previous educational contacts and practical experiences with the best modern school practices in the teaching of industrial arts. It includes observation studies and individual research problems.

**LATIN**

**Ada M. Hoebeke**

**Elisabeth T. Zimmerman**

**Eunice E. Kraft**

Thirty-six term hours, including Latin Writing 305, 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 300T, 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.

102 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.

Orations and letters of Cicero and selections from Ovid's *Metamorphoses* are read. Latin composition is given for two weeks each term.
103 A, B, C. Virgil. 12 term hours. Four hours a week throughout the year. Prerequisite: Three units of high-school Latin or Cicero and Ovid. 102 A, B, C. Miss Hoebek. 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.


204A. Horace. 4 term hours. Fall term. Miss Kraft. The Odes and Epodes are read. A study of the philosophy of Horace accompanies the reading.

204B. Horace. 4 term hours. Winter term. Miss Kraft. The Satires and Epistles are read.

204C. Latin Comedy. 4 term hours. Spring term. Miss Kraft. A study of the rise and development of Latin comedy, and the reading of selected plays of Plautus and Terence.

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.

300T. 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 is prerequisite to directed teaching in Latin.

305. 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.

306. 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.

310. Catullus, Tibullus, and Propertius. 3 term hours. Fall term. Miss Kraft. Selections from these poets and a study of the period in which they wrote.

311. Martial and Juvenal. 3 term hours. Winter term. Miss Kraft. Selections are studied from the Epigrams of Martial and the Satires of Juvenal.

312. Lucretius. 3 term hours. Spring term. Miss Kraft. This study includes selections from De Rerum Natura, with emphasis upon the poetic and philosophical aspects of the work.

LIBRARY

ANNA L. FRENCH

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.

Sequences in Mathematics

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For students who have studied calculus, a main array is offered consisting of the following courses: Solid Analytic Geometry 323, Theory of Equations 322, Differential Equations 321, Theoretical Mechanics 325. One of these courses will be offered each term at nine o'clock.

For all students, including those not majoring in mathematics, there is offered by the department a group of subjects consisting of the following courses: Mathematics of Finance 227, Mathematics of Insurance 228, Introduction to Statistics 211, College Geometry 330. One of these courses will be offered each term at eleven o'clock.

Opportunity is offered for more varied work in mathematics, but the courses should be chosen with some regard for the particular interests and objectives of the student. Members of the department will be glad to confer with students concerning the arrangement of their courses.

Attention is called to course 200, Mathematics of Buying and Investment, which is being offered experimentally to and for students of limited mathematical attainment.

Students expecting to teach mathematics are advised to elect the professional courses in the teaching of mathematics best suited to their particular requirements. 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 comprises not less than twelve term hours of work completed subsequent to a year’s course in calculus and elected with the approval of the departmental adviser.

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

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

100A. Elementary Algebra. 4 term hours. Prerequisite: One year of high school algebra and one year of high school geometry. 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, radicals, imaginaries, functions and their graphs.

100B. Solid Euclidean Geometry. 4 term hours. Prerequisite: One year of high-school geometry. Winter term. Mr. Bartoo, Dr. Everett, 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.

101T. 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 College Algebra. 5 term hours. Prerequisite: One and one-half years of high-school algebra and at least one year of high school geometry. Fall term. Mr. Ackley, Mr. Bartoo, Mr. Blair, Dr. Butler.

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, Dr. Butler.

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, Dr. Butler.
This course covers substantially all of the work offered in 104C.

104A. College Algebra and Analytic Geometry. 4 term hours. Prerequisite: Trigonometry. 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 industrial 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 College Algebra. Spring term. 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.

200. Mathematics of Buying and Investment. 2 to 4 term hours. Prerequisites: High-school algebra and geometry. Spring and summer terms.
Four one-hour periods each week. Dr. Everett.
Designed to give the individual actual concrete appreciation of the relation of cash and time payments to his own business or budgetary problems, and to afford students with a limited background of mathematics an appreciation of ways in which understanding of the relations of the individual to organized society is promoted by mathematics. Methods of financing installment purchases as commonly encountered are studied and their actual cost to the consumer is investigated. The student is introduced to tables of interest, annuities, and other readily available means of assistance in dealing with business practices. The amount of credit earned in the course will be determined by the extent to which the student participates in the investigation of illustrative exercises outside of the class hour.

205A. Calculus. 4 term hours. Prerequisite: College Algebra 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 term. 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.

210. Surveying. 4 term hours. Prerequisite: Trigonometry. Spring and summer terms. Mr. Ackley.
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.

222. Descriptive Geometry. 4 term hours. Winter term. Mr. Huff.
For description of course see Department of Industrial Arts, page 130.

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.

228. Mathematics of Insurance. 4 term hours. Prerequisite: Mathematics of Finance 227. Winter term. Dr. Everett.
An introduction to the mathematics of life insurance including the theory of probability as related to life insurance, the theory and calculation of mortality tables, expectation of life, life annuities, premiums and reserves.

302T. 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.

308T. 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 directed teaching in algebra.

309T. 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 directed teaching in geometry except for those students who elect College Geometry 330.
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 205C.
Spring term. Mr. Blair.
An elementary course in ordinary differential equations.

322. Theory of Equations. 4 term hours. Prerequisite: Calculus 205C.
Winter term. Dr. Everett.
Complex numbers, properties of polynomial 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 205C.
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 205C.
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. 2 to 4 term hours. Prerequisite: Calculus 205C.
Winter term. Mr. Ackley, Mr. Bartoo.
Students electing this course will not be required to take The Teaching of Geometry 309T as a prerequisite to directed 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 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, inversions, 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

Thirty-six term hours are required for a major in modern languages and twenty-four hours for a minor. This does not include the first year of the language.
Students desiring to do directed teaching in modern languages must have completed a minimum of twenty-four hours and must be approved by the chairman of the department.
A course in Modern European History is desirable for students majoring or minoring in this department.

It is strongly recommended that students who are planning to do directed teaching in French shall take Phonetics 305.

No credit will be given for less than twelve term hours of a beginning modern language.

Students are urged to take the advanced courses as full year units although credit may be obtained for one or two terms upon consultation with the instructor.

**FRENCH**

100 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.

201 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.

202. Readings from Modern French Novels and Stories. 4 term hours. Summer term. Miss Tamin.

This course is intended for those who have had two years of college French or its equivalent. Students having less prerequisite may consult the instructor for adjusting of work and credit. The course consists of reading, resumés, and discussions from the various points of view of language, ideas, and French life.

203 A, B, C. Nineteenth Century French Literature. 9 term hours. Three hours a week throughout the year. Prerequisites: Elementary French 100 A, B, C, Intermediate French 102 A, B, C, or equivalent. Miss Noble.

A. A study of the development of romanticism, with readings from Chateaubriand, Victor Hugo, Alfred de Vigny, de Musset. Fall term.

B. A study of the realistic school, with readings from George Sand, Balzac, Augier, Mérimée; and of the Parnassian group of poets.

C. A study of naturalism in the novel, symbolism in poetry, and the romantic revival in the drama, with readings from Flaubert, Zola, Rostand, Maupassant.

207 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 background for other courses and for general information.
305. 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.

306. Advanced Composition and Grammar Review. 4 term hours. Prerequisite: 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 grammar in those students who are planning to teach French. Recommended to all students majoring or minoring in French.

307 A, B, C. Contemporary French Literature. 6 term hours. Two hours a week throughout the year. Not offered in 1938-1939. Miss Tamin.

A. Contemporary Prose, a study of good contemporary prose works, especially novels. Reading of selections from Proust, Gide, and others. Fall term.

B. Contemporary Drama; readings from well-known contemporary authors such as Lenormand, Pagnol, Claudel, Romaine, etc. Winter term.

C. Contemporary Poetry; intended especially for students who wish to become acquainted with contemporary movements in poetry from the beginning of symbolism to our day. Spring term.

310 A, B, C. Seventeenth Century French Literature. 9 term hours. Three hours a week throughout the year. Prerequisite: Nineteenth Century French 203 or equivalent. Not offered in 1938-1939. Miss Tamin.

A. A study of the development of classicism and of the social background of seventeenth-century literature, with readings from Malherbe, Descartes, Voisine, Mademoiselle de Scudery, La Rochefoucauld, Madame de Sévigné, Boileau. Fall term.

B. A study of seventeenth-century literature, with emphasis on the philosophical background: Bossuet, Pascal, Fénelon. A great part of the term will be devoted to the study of La Fontaine, Molière, La Bruyère. Winter term.

C. Study of classical tragedy, its development, its great authors, Corneille and Racine, with detailed study of several tragedies. Spring term.

313 A, B, C. Survey of French Literature. 6 term hours. Two hours a week throughout the year. Prerequisites: three years of college French or equivalent. Miss Tamin.

A course intended to acquaint students with the masterpieces of French literature as expressing the best of French civilization at different periods of its history, with special emphasis on the mediaeval period, the Renaissance period, and the eighteenth century which are not offered in any other French course.

300T. Problems of Teaching French. 4 term hours. Prerequisite: three years of college French 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.
GERMAN

100 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 Steckelberg, Miss Zimmerman.

The work of this course consists principally of the 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: One year of college German or two years of high-school German. Miss Steckelberg.

This is a course in the extensive reading of scientific material. Students are given an opportunity for specialization in the field of their major interest. They may, upon the advice of the instructors in science and mathematics, suggest articles bearing upon particular problems. In the last term "Naturwissenschaften" and other current German scientific material is read.

201 A, B, C. German Conversation and Composition. 6 term hours. Two hours a week throughout the year. 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.

305 A, B, C. German Literature to 1775. 12 term hours. Four hours a week throughout the year. Prerequisite: the equivalent of two years of college German. Miss Zimmerman.

A. A survey of German literature through the time of Lessing, with readings from early German epics and lyrics and a detailed study of the times and works of Lessing.

B. The classic period. A study of the life and works of Goethe. The intensive reading of Iphigenie, Faust, lyrics and ballads. Extensive reading of other works with reports will also be included.

C. The classic period. A study of the life and works of Schiller.

306 A, B, C. German literature from the eighteenth century to the present. 12 term hours. Four hours a week throughout the year. Prerequisite: the equivalent of two years of college German. Miss Zimmerman.

A. The romantic movement in Germany. A study of the movement, with readings from the novels and lyric poetry of the period.

B. Modern drama, with a special study of the dramas of Kleist and Hebbel.

C. Modern drama, from Grillparzer to the present.
SPANISH

100 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 100 or two years of high-school Spanish. Mr. Greenwall.

MUSIC

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.

Courses 100 A, B, C; 206; 306; and 307 are designated eventually to supplant courses 104, 107, and 109 as required in the Early Elementary, Later Elementary, and Rural Education curricula.

100 A, B, C. Foundations 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.

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.

107. 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.

109. Rural School Music. 4 term hours. Fall and winter terms. 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.

109A. 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.

110. 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.

206. 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.

306. 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.

307. 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 cappella choirs, choruses, artist's programs, and the opera, will form the basis of the work.

COURSES FOR SPECIALIZING STUDENTS

105A. 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.

105C. Fundamentals of Music. 3 term hours. Prerequisite: Fundamentals of Music 105 B. Spring term. Mr. Maybee.
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.
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.

130. 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.

131. 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.

132. 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.

133. 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.

134. Auxiliary Choir. Four term hours credit for year's work. Mrs. Snyder.
The auxiliary choir is open to all students (men and women) wishing to obtain a knowledge of choral music. The choir participates in the annual Southwestern Michigan Messiah Festival at Christmas time and in the Southwestern College and High School Festival in May. Many from this organization find their way into the Women's Glee Club, Men's Glee Club, and College Choir.

209 A, B, C. Harmony. 12 term hours. Four hours a week throughout the year. Prerequisite: Fundamentals of Music 105 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 105 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. Mr. Maybee.
Music from the time of Bach to the present-day composers. The development of the orchestra, opera, oratorio, and various other musical forms is worked out with the aid of the piano, voice, and victrola, bringing within the hearing of the students various interpretations of the master works.
212C. Music Appreciation. 4 term hours. Spring term. Prerequisite: Ancient and Medieval Music 212A, 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.

300T. Music Education. 3 term hours. Prerequisite: Fundamentals of Music 105 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 directed teaching and is intended for those students who are majoring in music.

301T. Music Education. 3 term hours. Prerequisite: Music Education 300T. 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.

302T. Music Education. 3 term hours. Prerequisite: Music Education 300T, 301T. 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.

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 compositions.

321 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.

322 A, B, C. Choral Literature. 3 term hours. Two hours a week throughout the year. Prerequisite: Fundamentals of Music 105 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.
PHYSICAL EDUCATION FOR MEN

Judson A. Hyames  
Wallace Borgman  
Mitchell J. Gary  
John W. Gill  
James A. McDonald  
Charles H. Maher  
Frank S. Noble  
Herbert W. Read  
J. Towner Smith

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 105A .......................... 1 term hour
- General Athletics (Elementary School Gymnastics) 105B ... 1 term hour
- General Athletics (Outdoor Games) 105C ............. 1 term hour
- Psychology of Coaching 301T ..................... 3 term hours
- Fundamentals and Technique of Football 208 ......... 3 term hours
- Fundamentals and Technique of Basketball 209 ....... 3 term hours
- Fundamentals and Technique of Baseball 210 .......... 3 term hours
- Fundamentals and Technique of Track and Field 211 .... 3 term hours
- Organization and Administration of Physical Education 302T ... 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.

102A. Physical Education. Fall term. Mr. Maher, Mr. Noble, Mr. Smith. Classes meet twice a week.

This course is planned to give a larger appreciation of the value of physical activity and through exercise and the participation in games maintain a high degree of health.

102B. Physical Education. Winter term. Mr. Maher, Mr. Noble, Mr. Smith.

This course is a continuation of 102A but participation is in the gymnasium. Winter games, including more mass play, such as circle games, relays, etc., are stressed. This course also includes some marching and formal gymnastics.

102C. Physical Education. Spring term. Mr. Maher, Mr. Noble, Mr. Smith.

This course includes games and other organized group play pertaining to the spring season.

103 A, B, C. Physical Education. Fall, winter, and spring terms. Mr. Maher, Mr. Noble, Mr. Smith. Classes meet three times a week.

Content of courses similar to that of courses 102 A, B, C with more work done because of the extra day required each week.
PHYSICAL EDUCATION FOR MEN

202 A, B, C. Physical Education. Fall, winter, and spring terms. Mr. Maher, Mr. Noble, Mr. Smith.
Courses for students beyond the freshman year. Some review of freshman courses with advanced work in recreational leisure time activities.

203 A, B, C. Physical Education. Fall, winter, and spring terms. Mr. Maher, Mr. Noble, Mr. Smith.
Same as courses 202 A, B, C with additional day added for larger program.

COURSES FOR SPECIALIZING STUDENTS

105A. General Athletics. 1 term hour. Fall term. Mr. Gill.
The fundamentals of soccer, football, touch football, and speedball; practice and theory.

Group games, organized mass athletics, elementary apparatus work, gymnastic marching, calisthenics, indoor recreative games.

105C. General Athletics (Outdoor Games). 1 term hour. Spring term. Mr. Gill.
Mass athletics, track and field, and baseball. Practice and theory.

205A. Advanced Athletics. 1 term hour. Fall term. Mr. Read.
A more detailed study of the games and activities taught in 105A. The finer points are emphasized; practice is improved.

205B. Advanced School Gymnastics. 1 term hour. Winter term. Mr. Read.
Advanced gymnastics and apparatus work, graded athletic tests for mass athletics, team contests.

205C. Advanced Outdoor Games. 1 term hour. Spring term. Mr. Read.
Advanced instruction and practice in track and field sports, tennis, baseball. Intramural participation is required of those not making the varsity.

206. History of Physical Education. 3 term hours. Fall and winter terms. Mr. Read, 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.

207. Camping and Scouting. 4 term hours. Spring term. Mr. Read.
Managing and planning of summer camps, including such topics as housing, sanitation, commissary, program, activities; administration of canoeing, hiking, swimming, and various other camp interests.
History, aims, and principles of the Boy-Scout movement. Methods of the patrol and troop are studied. Students are given the opportunity of practical experience in the various phases of scouting and woodcraft. Particular emphasis is placed on the value of the scout program in supplementing the influences of the home, church, and school life of the adolescent boy. Those completing the course satisfactorily are awarded the standard leader's diploma, issued by the Boy Scouts of America.

208. Fundamentals and Technique of Football. 3 term hours. Fall term. Mr. Gary, Mr. Gill.
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.

209. Fundamentals and Technique of Basketball. 3 term hours. Winter term. Mr. Gill, Mr. Read.
Theory and practice of basketball coaching. History and development of the game: study of offensive and defensive systems, with an exposition of

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

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

232. First Aid.—American Red Cross Standard Course. 2 term hours. Fall term. Mr. Smith.
   The study includes the fundamentals of anatomy and physiology with the theory and practical application of immediate, temporary treatment, in case of accident or sudden illness, before the services of a physician can be secured.
   The topics involved are: safety and prevention, wounds, dressings, bandaging, shock, artificial respiration, injuries due to heat and cold, bone injuries, poisons, unconsciousness, common emergencies, and transportation.
   The Red Cross Standard Certificate will be issued to those who successfully complete the course.

300T. Principles of Physical Education. 3 term hours. Fall term. Mr. Read.
   This course covers 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 activities. Lectures, assigned readings, and reports.

301T. Psychology of Coaching. 3 term hours. Winter term. Mr. Hyames.
   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.

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

305. 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 activ-
ities 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.

306. First Aid and Athletic Training. 4 term hours. Winter and spring terms. Mr. MacDonald, Mr. Smith.
Knowledge and skill in meeting emergencies, use of massage in treatment of sprains and bruises, use of hot and cold applications.

307. Physiology of Exercise. 3 term hours. Prerequisite: Anatomy 211 A, B, Physiology 211C. Fall term. Mr. Hyames, Mr. MacDonald.
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 secreting glands to muscular activity and efficiency. Study of the effects of overexertion and fatigue.

308. 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.

309. Anthropometry. 4 term hours. Prerequisite: Anatomy 211 A, B, Physiology 211C. Winter and spring terms. Mr. Gary.
A study of the historical development of measurements in physical education 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.

310. Swimming. 1 term hour. Spring term. Mr. Noble, Mr. Read.
Instruction in the different strokes, resuscitation and life saving.

320. Playground and Community Recreation. 4 term hours. Spring term.
Mr. Hyames, Mr. Maher.
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, handiwork, and other physical activities. A survey of recreational material, athletic and field meets. Laboratory work with training-school children required.

PHYSICAL EDUCATION FOR WOMEN

CRYSTAL WORNER
MARY BOTJE
ISABEL CRANE

DOROTHY VESTAL

ELIZABETH GARDNER
DORIS A. HUSSEY
HELEN MERSON

The Department of Physical Education aims to provide an interesting and beneficial program of physical activity for each student. Physical fitness of the individual for participation is determined by medical and physical examinations. No student is excused from physical education, but program adjustments are arranged to take care of those with physical handicaps.

Appropriate uniforms, obtainable at the Co-operative Store, are required for the various activities.

Students other than those majoring in physical education may not earn more than one physical education credit in one term.

Students who wish to minor in physical education should elect the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Physical Education 170</td>
<td>2 term hours</td>
</tr>
<tr>
<td>History of Physical Education 171</td>
<td>2 term hours</td>
</tr>
<tr>
<td>Health Education 185</td>
<td>4 term hours</td>
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</tbody>
</table>
Playground Organization 270 .......................................................... 4 term hours
Massage 271 .............................................................................. 2 term hours
Methods in Physical Education 300T ............................................. 4 term hours
Theory of Athletics 274 ................................................................. 2 term hours
Directed Teaching in Physical Education 371 ............................... 4 term hours
Rhythmic Plays and Singing Games 371 ........................................... 2 term hours
Community Recreation, Scouting, and Camp Fire 376 ................. 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


100. Physical Education. Offered each term. Miss Bottje, Miss Vestal.
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.

105. Physical Education. Prerequisite: Physical Education 100. Winter term. Miss Bottje, Miss Hussey, Miss Merson, Miss Stephen.
Volleyball and folk dancing are emphasized. Tactics and gymnastics are included.

106. Physical Education. Prerequisite: Physical Education 100. 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.

107. Physical Education. Prerequisite: Physical Education 100. Offered each term. Miss Hussey.
A daily rest period for students who are physically unable to participate in class activity.

108 A, B, C. Restricted Exercise. Miss Bottje, Miss Vestal.
Exercise for restricted groups. Hiking, bowling, quoits, archery, and light activity suited to the season.

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.

110. Swimming. Prerequisite: Physical Education 100. Offered each term. Miss Bottje, Miss Hussey. Swimming, diving, and life-saving.

111. Basketball. Prerequisite: Physical Education 100. Winter term. Miss Bottje, Miss Vestal, Miss Worner.


113. Tennis. Prerequisite: Physical Education 100. Fall and spring terms. Miss Bottje, Miss Hussey, Miss Merson, Miss Vestal, Miss Worner.

114. Golf. Prerequisite: Physical Education 100. Fall and spring terms. Miss Vestal.
Practice of form for the various shots, with some work on the course.

115. Folk Dancing. Prerequisite: Physical Education 100. Fall and spring terms. Miss Worner.
Folk dances, country dances, and clogs.
116. **Advanced Swimming.** Prerequisite: Physical Education 100. Offered each term. Miss Hussey.
A course in swimming and life-saving; open to students who have passed the beginners' swimming test.

117. **Hiking and Skiing.** Prerequisite: Physical Education 100. Winter term. Miss Hussey, Miss Vestal.
Instruction in skiing whenever conditions are favorable. Three hours a week, not necessarily divided into one-hour periods.

118. **Archery.** Prerequisite: Physical Education 100. Fall term. Miss Vestal.

119. **Tap Dancing.** Prerequisite: Physical Education 100. Offered each term. Miss Gardner.

120. **Badminton.** Prerequisite: Physical Education 100. Fall term. Miss Hussey.
Minor individual sports such as shuffleboard, ring tennis, bowling, ping pong, and badminton.

121. **Interpretive Dancing.** Prerequisite: Physical Education 100. Offered each term. Miss Gardner.
Individual and group study of expression through rhythmical movement. Development of bodily co-ordination and control.

233. **Rural-School Physical Education.** Prerequisite: Physical Education 100. Spring term. Miss Bottje.
Suggested indoor and outdoor program for mixed-age groups. Ideas for track meets, picnics, play days, holiday programs, and student leadership systems.

330. **Early Elementary Physical Education.** Prerequisite: Physical Education 100. 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.

331. **Later Elementary Physical Education.** Prerequisite: Physical Education 100. 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.

332. **Junior and Senior High-School Physical Education.** Prerequisite: Physical Education 100. Winter term. Miss Vestal.
A course giving in theory and practice physical-education activities suitable for junior- and senior-high students.

333. **Nature Guiding and Recreational Activities.** 4 term hours. Summer term. Miss Bottje, Miss Hadley.
This course is intended to initiate the student into nature trail-making and recreational activities. It includes games and recreation for camp grounds, outdoor cookery, and recognition of the common trees, weeds, wild flowers, and birds.

334. **Public School Physical Education.** Prerequisite: Physical Education 100. Summer term. Miss Crane, Miss Vestal.
A survey of the needs and interests of children along physical education lines and presentation of suitable activities.
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 Gardner, Miss Hussey, 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 Gardner, Miss Hussey, Miss Vestal, Miss Worner.
Practice in gymnastics, tumbling, pyramids, interpretive dancing, games, swimming, sports, and in the teaching of these activities.

361 A, B, C. Physical Education. This course runs throughout the year. Miss Gardner, Miss Hussey, Miss Vestal, Miss Worner.
Practice in archery, golf, games, sports, swimming, and interpretive dancing.

PHYSICAL EDUCATION THEORY

170. 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.

171. 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.

270. Playground Organization. 4 term hours. Prerequisite: Introduction to Physical Education 170. Fall term. Miss Crane.
A study of the history, organization, and activities of playgrounds.

271. Massage. 2 term hours. Spring term. Miss Hussey.
Emergency treatment, technique of massage and its use.

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.

274. Theory of Athletics. 3 term hours. Prerequisite: Introduction to Physical Education 170, History of Physical Education 171. Spring term. Miss Worner.
A study of the rules and technique of track and field athletics and the administration of meets and tournaments.
PHYSICAL EDUCATION FOR WOMEN


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.

300T. **Methods in Physical Education.** 4 term hours. Prerequisite: Introduction to Physical Education 170, History of Physical Education 171, Playground Organization 270. Winter term. Miss Bottje.

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.

301T. **Administration and Organization of Physical Education.** 2 term hours. Prerequisite: Playground Organization 270, Methods in Physical Education 300T. 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.

302T. **Principles of Physical Education.** 3 term hours. Prerequisite: Administration and Organization of Physical Education 301T. 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.


The purpose of this course is to introduce the student to the field of the dance and its place in education.

371. **Rhythmic Plays and Singing Games.** 2 term hours. Winter term. Miss Crane.

Rhythmic material suitable for children in early-elementary grades.

372. **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 274 and 372, with emphasis on the coaching of activities. Practice is given in organizing and administering meets and play days.

375. **Modern Problems in Physical Education.** 4 term hours. Prerequisite: Methods in Physical Education 300T, Administration and Organization of Physical Education 301T. Spring term. Miss Worner.

A study of current trends and problems in the field of physical education in relation to modern educational principles.

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.

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PHYSICS

JOHN E. FOX

PAUL ROOD

WALTER G. MARBURGER

A major in physics consists of thirty-six term hours. By arrangement with the Department of Chemistry, a major in physical science may be made by taking twelve term hours of chemistry and twenty-four term hours of physics. A minor in physics consists of twenty-four 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 directed 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 directed teaching. The postponement of directed teaching until the student’s senior year, or until late in his junior year, is strongly recommended. Application for directed teaching in physics must be approved by the chairman of the department. Teaching of Physics 300T is a prerequisite for directed teaching.

In courses 203 A, B, C, 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.

105A. Introduction to Physical Science. 4 term hours. Fall term. Mr. Marburger.

This course is designed for students who want to do work in physics but are not adequately prepared to do the more mathematical courses, 203 A, B, C, which are required in engineering, medicine, and dentistry, and of those students preparing to teach the subject.

Students who have had courses in physics in the high school, as well as those who have had no previous courses in the subject, may elect this course for credit. The topics studied will be mechanics and heat.

105B. Introduction to Physical Science. 4 term hours. Prerequisite: Introduction to Physical Science 105 or high-school physics. Winter term. Mr. Marburger.

This course is designed to articulate with Course 105A and is conducted in the same manner.

Common electrical devices will be studied to illustrate and demonstrate the fundamental principles of electricity and magnetism. Sound and light problems will be considered as examples of wave phenomena.

160. Electricity. 4 term hours. Prerequisite: High-school physics or Elementary Physics 100A, B, C. Winter term. Dr. Rood.

Required of all industrial-arts students except those electing courses 203 A, B, C. Open to other students.

166. Practical Radio. 4 term hours. Prerequisite: High-school physics. Spring and summer terms. Mr. Marburger.

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

200. **Slide Rule.** 1 term hour. Fall term. Dr. Rood.

Students electing any of the physics courses are strongly advised to purchase a slide rule and elect this course.

202. **Household Physics.** 4 term hours. Spring term. Mr. Fox.

A course designed to help students appreciate and interpret the problems which arise in the home, such as volume and weight relationships; temperature control by thermostats; refrigeration; insulation; meter reading; computation of light and gas bills; electrical devices; illumination problems, etc.

Open only to women students.

203A. **Mechanics and Sound.** 5 term hours. Prerequisite: High-school physics or Introduction to Physical Science 105 A, B, and trigonometry. Fall term. Mr. Fox, Dr. Rood.

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 203 A. Winter term. Mr. Fox, Dr. Rood.

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, Dr. Rood.

Same general plan of presentation as in Mechanics and Sound 203A. Classroom, 5 hours a week; laboratory, 2 consecutive hours a week.

Note.—Courses 203A, 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.

220. **Photography.** 4 term hours. Fall term. Mr. Fox.

The aim of this course is to help the student answer a multitude of questions which arise in photography. The work will be divided between lecture-demonstrations, and laboratory work by the student.

300T. **Teaching of Physics.** 2 term hours. Prerequisite: Mechanics and Sound 203A, Heat and Light 203B, Magnetism and Electricity 203C. Mr. Marburger.

This course is a prerequisite to directed 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 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. Light. 4 term hours. Prerequisite: Mechanics and Sound 203A, Heat and Light 203B, Magnetism and Electricity 203C, Calculus 205 A, B, C. 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. 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.


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. Weaver.
This course consists of four hours a week in shopwork.
Note.—Courses 390A, 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.

399. Advanced Laboratory Physics. Credit depending upon work accomplished. Prerequisite: Mechanics and Sound 203A, Heat and Light 203B, Magnetism and Electricity 203C, and experience in other courses offered in this department. Offered each term. Mr. Fox, Mr. Marburger. Dr. Rood.
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

ANNA L. EVANS

ERNEST BURNHAM

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 47.
Facilities for training for work in rural education available at Western State Teachers College, page 48.
Certificates granted and degrees conferred, pages 74, 75, 76.
Provision for training teachers of agriculture, pages 48, 91.
Attention is called to the course in home economics which is especially designed for students in one-teacher, consolidated, and village schools, page 126.
Advanced courses in Rural Education majors are to be chosen from courses numbered 345 and over.

145. Curriculum. 4 term hours. Offered each term. Miss Evans.
A discussion of modern methods in curriculum making, with special attention to the elementary-school subjects; a survey of the development of these subjects, together with the objectives to be sought in each and the standardized tests used with each; a detailed study of the Michigan State Course of Study, and a brief comparison of the Michigan State Course of Study with the courses of other states.

240. Principles of Teaching. 3 term hours. 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 directed teaching.

246. Rural Sociology. 4 term hours. Fall term. Dr. 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.

This course attempts to increase specific understanding in rural economics. The work of the term concludes with a study of the possibilities of elementary and secondary rural-school instruction in vocational subjects.

Note.—Rural Economics 240 will be offered in the summer term, 1939.

245. **Rural Sociology.** (Primarily for students not in Rural Curricula.) 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.

271. **Directed Teaching.** The Hurd one-teacher, the Portage Rural Agricultural School, and the Richland Township Unit School provide directed-teaching facilities for students enrolled in the rural department. For description of courses in the Training Department, see page 172.


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.

345, 346, 347. **Rural Education.** (Seminar). 6 term hours. Two hours a week throughout the year. Prerequisite: Consent of instructor. Dr. Robinson.

This is a seminar course for advanced students who are interested in keeping abreast of current progress in rural education. The best material in print on rural life and education will be read and discussed. A study is made of problems relating specifically to administration, teaching, the curriculum, supervision of all types of rural schools, and the preliminary and in-service preparation of teachers. Research by individual members of the class may be on minor problems reported each term or on a major problem reported at the end of the year. Laboratory work in rural schools in southwestern Michigan is required.

345, 346, 347. **Rural Life.** (Seminar). 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.

348. **Special Problems of Village and Consolidated Schools.** 4 term hours. Spring term. Dr. 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 field trips to a number of nearby and affiliated rural-consolidated and township-unit schools connected with the college.

SOCIAL SCIENCES

SMITH BURNHAM
HOWARD F. BIGELOW
ROBERT S. BOWERS
ERNEST BURNHAM
CONSTANCE P. DE CAIR
LEONARD C. KERCHER
JAMES O. KNAUSS

SMITH BURNHAM
HOWARD F. BIGELOW
ROBERT S. BOWERS
ERNEST BURNHAM
CONSTANCE P. DE CAIR
LEONARD C. KERCHER
JAMES O. KNAUSS

W. VALDO WEBER

“Social Sciences” is a group title including four separate and distinct departments, namely: Economics, History, Political Science, 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, National Government 230A and State and Local Government 230B, Principles of Economics 220A, and Principles of Sociology 241 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. Carter, Dr. Ellis, Mr. Kercher.

ECONOMICS

125. Description of Industry. 5 term hours. Spring term. Miss Seekell.
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.

220A. Principles of Economics. 4 term hours. Offered each term. Mr. Bowers, 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 220 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 220A.

Primary emphasis is placed upon the principles involved in what is technically known as distribution of wealth. The list of problems studied in-
cludes railroad regulation, the control of industrial monopolies, risk bearing, insurance, speculation, public finance, taxation, employment relations, and proposed reforms of our economic system.

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.

223. Economics of Consumption. 4 term hours. Offered each term. Mr. Bowers.
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 220A and 220B as a year's sequence for students preparing to teach social science in junior high school.

240. Rural Economics. 4 term hours. Spring term. Dr. Robinson.
For description of course see Department of Rural Education, page 158.

320. Public Finance. 4 term hours. Prerequisite: Principles of Economics 220 A, B. Work in government may be substituted in special cases by permission of the instructor. Fall term. Mr. Bowers.
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.

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.

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.

323A. Marketing. 3 term hours. Prerequisite: Principles of Economics 220 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 323B: the marketing functions; the marketing of farm products, raw materials, and manufactured goods; the operation of middlemen and their place in the
market structure; retail types and policies; consumer and producer co-operation; market finance; brands and trade names; specialization; price maintenance; unfair competition; cost of marketing; prices and price factors; general criticism of existing market structure and proposals for its reform.


A continuation of Marketing 323A.

324A. Transportation. 2 term hours. Prerequisite: Principles of Economics 220 A, B. Fall term. Mr. Bowers.

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 324 A, B, 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.


An analysis of the nature and underlying causes of the problems facing the worker in modern economic society, followed by a consideration of the attempts which have been made at their solution by employers and public, as well as by the workers themselves. Present methods are evaluated in the light of underlying economic principles, in order to develop sound thinking about these problems.

326. Business and Government. 4 term hours. Prerequisite: Principles of Economics 220 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.

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

For description of course see Political Science, Course number 337, page 166.

HISTORY

105. 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.

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.

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.

108A. Modern Europe, 1500-1763. 4 term hours. Fall term. Dr. Scott, Dr. Seibert, Dr. Weber.
A study of the Reformation and the religious wars which followed it, the struggle between Spain and England, the rise of the Dutch Republic, the growth of absolutism in France, the establishment of Parliamentary supremacy in England, the rise of Russia and Prussia, and the world-wide colonial conflict between France and Great Britain.

108B. Modern Europe, 1763-1870. 4 term hours. Winter term. Dr. Scott, Dr. Seibert, Dr. Weber.
European life in the eighteenth century, the French Revolution, the era of Napoleon, the industrial revolution, reaction after 1815, the rise of democracy and nationality in the nineteenth century.

108C. Modern Europe, 1870 to the Present Time. 4 term hours. Spring term. Dr. Scott, Dr. Seibert, Dr. Weber.
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.

109A. 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.

109B. 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.

109C. 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.

201A. United States History to 1815. 4 term hours. Offered each term. Dr. S. 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. Dr. S. 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. Dr. S. 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.

300T. Teaching of the Social Studies. 4 term hours. Prerequisite: Two college courses in history. Offered each term. Dr. S. 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.

305A. United States History, 1783-1815. 3 term hours. Prerequisite: United States History 201 A, B, C. Fall term. Dr. S. Burnham.
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.

305B. United States History, 1815-1848. 3 term hours. Prerequisite: United States History 201 A, B, C. Winter term. Dr. S. Burnham.
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.

305C. United States History, 1848-1865. 3 term hours. Prerequisite: United States History 201 A, B, C. Spring term. Dr. S. Burnham.
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.

306A. United States History, 1865-1877. 3 term hours. Prerequisite: United States History 201 A, B, C. Fall term. Dr. S. 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.

306B. United States History, 1877-1901. 3 term hours. Prerequisite: United States History 201 A, B, C. Winter term. Dr. S. 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.

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.


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.

308. 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 308, 309, 310 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 108 A, B, C or 109 A, B, C is necessary for an effective understanding of the material studied in these courses.

309. 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 308 International Relations.

310. 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 308 International Relations.

311. Economic Development of Modern Europe. 4 term hours. Winter 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.

313. 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.

314. 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.
341. History-Geography Field Course. 8 term hours (4 in history and 4 in geography). Prerequisite: Consent of instructors. History 201A and Geography 105A are desirable. Summer term. Mr. Glasgow, Dr. Seibert.

A study of the history and geography of certain selected areas in North America. (The 1938 trip will include areas in the Middle Atlantic states, New England, the St. Lawrence region, and the Hudson Bay area.) The class will spend four and one-half weeks traveling in the areas studied, and the remainder of the term on the campus preparing reports and attending lectures.

POLITICAL SCIENCE

230A. National Government. 4 term hours. Fall term. Mr. Shilling, Dr. Weber.

A study of the national government of the United States, including its structure, functions, and operations, with special stress on the last two.

230B. State and Local Government. 4 term hours. Winter term. Mr. Shilling, Dr. Weber.

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.

230C. Practical Politics. 4 term hours. Prerequisite: National Government 230A or State and Local Government 230B. Spring term. Mr. Shilling, Dr. Weber.

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.


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.

331. Municipal Government. 3 term hours. Prerequisite: State and Local Government 230B 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.

332. County and Township Government. 3 term hours. Desirable antecedent: Government 230B. 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 and village government and their relation to the state, the types of organization, and problems of administration. A critical appraisal is made of rural government, together with a study of recent changes and plans proposed for further reorganization.

333. Public Administration. 3 term hours. Prerequisite: Government 230 A, B, or consent of instructor. Spring term. Mr. Shilling.

A general course in the theory and practice of public administration designed especially for students interested in the various governmental services.
The discussions and readings will center around problems connected with organization, personnel, administration including administrative law, and public relations. Alternates with course 332. Offered in 1939.

334. Survey of American Government. 4 term hours. Offered each term. Mr. Shilling.
This course covers our national, state, and local governments and is intended for those who do not find time for the more extensive study in courses 230 A and B.

335. Comparative Governments. 3 term hours. Prerequisite: Government 230A, B or eight hours of history. Fall term. Dr. Weber.
This course aims to acquaint the student with the structure, problems, and workings of the governments of the more important European countries. A study is made of England, France, Germany, Russia, and Italy. Special emphasis is given to problems of administration, civil service, taxation, and foreign relations.

336. Constitutional Law. 3 term hours. Prerequisite: Government 230A, B or consent of instructor. Winter term. Dr. Weber.
The nature, principles, and views of government in the United States as embodied in written constitutions and judicial decisions are considered. Leading cases in Constitutional Law will be read and discussed.

337. Contemporary Economic and Governmental Problems. 3 term hours. Prerequisite: Principles of Economics 220A, B or Government 230A, B or consent of instructor. Spring term. Dr. Weber.
This course deals with the more important current politico-economic problems of the national and state governments. The aim of the course is neither to condemn nor to support the methods used in politico-economic principles involved and the changes being wrought upon our economic and our governmental institutions.


SOCIOMETRY

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 241A, B and 243 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 88.
240. Rural Sociology. 4 term hours. Fall term. Dr. Robinson.
For description of course see Department of Rural Education, page 158.

241A. Principles of Sociology. 4 term hours. Fall and winter terms. Mr. Bowers, Mr. Kercher.
This course 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.

241B. Principles of Sociology. 4 term hours. Prerequisite: Principles of Sociology 241A. Winter and spring terms. Mr. Bowers, Mr. Kercher.
This course 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 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.

245. Rural Sociology. Primarily for students not in Rural Curricula. 4 term hours. Spring term. Dr. E. Burnham.
For description of course see Department of Rural Education, page 158.

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 241 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 241
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 241
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 241 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.

345, 346, 347. Rural Life (Seminar). 6 term hours. Two hours a week throughout the year. Prerequisite: Consent of instructor. Dr. E. Burnham. For description of course see Department of Rural Education, page 158.

348. Principles of Social Work. 4 term hours. Prerequisite: Consent of the instructor. Fall term. Mrs. DeCair.
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.

349A. Social Work Practice. 4 term hours. Prerequisite: Principles of Social Work 348 or consent of instructor. Winter term. Mrs. DeCair.
A continuation of Principles of Social Work 348 with emphasis on the evaluation of selected case material, the technique of the interview, and case recording. All students are required to complete seventy-five hours of supervised field work with either a case-work or group-work agency. Each student will have a weekly conference with the instructor on his particular field work problem. Placement of a student for field work experience will depend on his particular interests and abilities. Such agencies as the Federal Emergency Relief Administration, Federal Transient Bureau, Kalamazoo State Hospital, Civic Improvement League, Visiting Teacher, and W.P.A. Nursery School will offer practice in social case work. Social group-work experience may be obtained through the Y.M.C.A., Y.W.C.A., Boy Scouts, Girl Scouts, City Recreation Department, and Douglas Community Center.

A continuation of 349A. All students are required to complete seventy-five hours of supervised field work with the agency with which they began such practice in 349A.

350. Educational Sociology. 4 term hours. Prerequisite: Principles of Sociology 240A, B, General Psychology 200, Educational Psychology 250A. 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.

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SPEECH

Laura V. Shaw
Albert B. Becker
Dorothy M. Eccles

Carroll P. Lahman
Anna E. Lindblom
Charles Van Riper


A minor sequence in speech consists of courses 105A, 105B, 106, 210, and other courses totaling 8 hours.

A minor sequence in speech correction consists of courses 105A, 105B, 230, 300T, 301T, and 319.

For students specializing in English, courses 105A, 105B, 210, 310, 306, and 316 are recommended.

Students majoring in speech are strongly urged to minor in English.

105A. Fundamentals of Speech. 4 term hours. Fall and winter terms. Mr. Becker, 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.

105B. Fundamentals of Speech. 4 term hours. Prerequisite: Fundamentals of Speech 105A. Winter and spring terms. Mr. Becker, 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.

106. Informal Public Speaking. 4 term hours. Prerequisite: Fundamentals of speech 105A, 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 105A, 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 1.

215. **Acting.** 4 term hours. Prerequisite: Fundamentals of Speech 105A, 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 94.

Note.—This course may be counted for credit in speech.

225. **Argumentation and Debate.** 4 term hours. Prerequisite: Fundamentals of speech 105 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.

230. **Introduction to Speech Correction.** 4 term hours. Fall term. Dr. Van Riper.

A course designed to acquaint the student with the scope, history, and nature of speech correction. Topics considered are: the development of speech in the child, the psychology of the speech defective, and the relationship of speech disorders to reading disabilities and other psycho-educational problems.

231. **Principles of Speech Correction.** 4 term hours. Winter and summer terms. Dr. Van Riper.

A course intended especially for students in speech, speech correction, special education, and elementary education. The course is designed to acquaint the student with the general principles of speech correction as they relate to the types, causes, and development of the various speech disorders.

300T. **Applied Speech Correction.** 4-8 term hours. Offered each term. Dr. Van Riper.

This course is for students interested in the actual practice of speech correction. The course will involve training in the remedial treatment of speech defectives in the college clinic and schools associated with the college, service in a travelling speech clinic, and the study of the principles of clinical practice.

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.

316. **Oral Interpretation of the Drama.** 4 term hours. Prerequisite: Fundamentals of Speech 105 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 development of speech as a form of human behavior, studied from the biological and psychological standpoints.

318. **Phonetics.** 4 term hours. Winter or spring term. Dr. Van Riper.

This course is designed to acquaint the student with the standard of pronunciation, with the methods of sound formation and phonetic transcription and the application of these methods to foreign language, dialect, interpretative reading, dramatics, and speech correction.

319. **Basic Voice and Speech Science.** 4 term hours. Prerequisite: Fundamentals of Speech 105 A, B. Fall term. Dr. Van Riper.

This course is for students majoring in speech or speech-correction. Topics considered include: anatomy and physiology of hearing; speech and hearing; anatomy and physiology of articulation and phonation; the neurological organization of the speech function, and the physics and physiology of quality, pitch, and intensity, psychology of speech.

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**TRAINING DEPARTMENT**

**DIRECTED TEACHING**

Students should enroll for directed 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 directed teaching assignment will then be made in accordance with this program.

Directed Teaching 371, 372 and 373 are required in all the life-certificate curricula except the senior-high curriculum, which requires Directed Teaching 371 and 372 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 Directed Teaching 373 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 directed teaching is being done.
Each unit of directed teaching, 271, 371, 372 and 373 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 directed teaching in the lower grades of the Training School.

Students should enroll for double directed teaching for Paw Paw, Portage, and Richland assignments, which require a half-day of time.

271. Directed Teaching. 4 term hours. Prerequisite: Principles of Teaching 240, 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 curriculum of two years in length.

371, 372. Directed Teaching. 4 term hours each. Prerequisite: General Psychology 200, Educational Psychology 250 A, B; Principles of Teaching 240 or 251; 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 Directed 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 student 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 Hurd and Portage are held Tuesdays and Thursdays at 4 P.M. in the Campus School. Richland and Paw Paw student 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 directed teaching.

373. Directed Teaching. 4 term hours. Prerequisite: Directed Teaching 372. 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 directed teaching courses.

375. 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 31.)

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 stu-
dents in the first term of directed 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 designated as Demonstration Rooms—an early elementary grade, a later elementary grade, and a junior high grade. No student teachers are assigned to these rooms, and all the teaching is done by the grade and special supervisors. Opportunity is thus afforded students to observe 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 to gain 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.
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