1939

Western State Teachers College Bulletin v34 n4: Catalog 1938-1939 and Announcements 1939-1940

Western Michigan University

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THIRTY-FIFTH CATALOG
1938 - 1939

WITH

ANNOUNCEMENTS
FOR 1939 - 1940

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 the Men's Dormitory—The Dean of Men.
e) Concerning board, rooms, and remunerative work for women—The Dean of Women.
f) Concerning Walwood Hall (Women's Dormitory)—The Dean of Women.
g) Concerning rural education—The Director of the Department of Rural Education.
h) Concerning extension work—The Director of the Extension Department.
i) Concerning educational research—The Director of the Bureau of Educational Measurement and Research.
j) 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
1939-1940
September 1939–June 1940

First Semester
Monday, September 25, to Wednesday, September 27 .... Freshman Days
Tuesday, September 26 .... Registration of freshmen
Wednesday, September 27 .... Registration of upper classmen
Thursday, September 28 .... Recitations begin
Wednesday noon, November 29, to Monday, December 4 .... Thanksgiving recess
Friday noon, December 15, to Wednesday, January 3 .... Holiday vacation
Friday noon, February 9 .... First semester ends

Second Semester
Monday, February 12 .... Registration of students
Tuesday, February 13 .... Recitations begin
Friday afternoon, March 22 .... “Good Friday” recess
Friday noon, April 5, to Monday, April 15 .... Spring vacation
Saturday, June 15 .... Second semester ends
Sunday, June 16 .... Baccalaureate address
Monday, June 17 .... Commencement exercises

Summer Session 1940
Monday, June 24 .... Registration of students
Tuesday, June 25 .... Recitations begin
Friday noon, August 2 .... Summer session ends

September 1940–June 1941

First Semester
Monday, September 30, to Wednesday, October 2 .... Freshman Days
Tuesday, October 1 .... Registration of freshmen
Wednesday, October 2 .... Registration of upper classmen
Thursday, October 3 .... Recitations begin
Wednesday noon, November 27, to Monday, December 2 .... Thanksgiving recess
Friday noon, December 20, to Monday, January 6 .... Holiday vacation
Friday noon, February 14 .... First semester ends

Second Semester
Monday, February 17 .... Registration of students
Tuesday, February 18 .... Recitations begin
Friday noon, April 11, to Monday, April 21 .... Spring vacation
Saturday, June 21 .... Second semester ends
Sunday, June 22 .... Baccalaureate address
Monday, June 23 .... Commencement exercises

Summer Session 1941
Monday, June 30 .... Registration of students
Tuesday, July 1 .... Recitations begin
Friday noon, August 8 .... Summer session ends
# CALENDAR OF ESTABLISHED COLLEGE EVENTS

## 1939-1940

### First Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>September 29</td>
<td>Faculty Reception to Freshmen</td>
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<tr>
<td>September 30</td>
<td>All College Party</td>
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<tr>
<td>October 7</td>
<td>All College Party</td>
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<tr>
<td>October 14</td>
<td>Class Games</td>
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<tr>
<td>October 21</td>
<td>All College Party</td>
</tr>
<tr>
<td>October 27</td>
<td>Women's League Masquerade</td>
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<tr>
<td>November 4</td>
<td>Homecoming</td>
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<tr>
<td>November 9</td>
<td>Principal-Freshman Conference</td>
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<tr>
<td>November 11</td>
<td>Dads' Day</td>
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<tr>
<td>November 17</td>
<td>Faculty Reception to Seniors</td>
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<tr>
<td>November 25</td>
<td>All College Party</td>
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<tr>
<td>December 5</td>
<td>Football Banquet</td>
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<tr>
<td>December 8</td>
<td>Fifth Annual Presentation of <em>The Messiah</em></td>
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<tr>
<td>December 9</td>
<td>Men's Union Formal</td>
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<tr>
<td>January 6</td>
<td>All College Party</td>
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<tr>
<td>January 13</td>
<td>Conference on Guidance</td>
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<tr>
<td>January 13</td>
<td>Sophomore Reception to Freshmen</td>
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<td>January 20</td>
<td>J-Hop</td>
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### Second Semester

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<tbody>
<tr>
<td>February 12</td>
<td>All College Party</td>
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<tr>
<td>February 17</td>
<td>Women's League Formal</td>
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<td>February 24</td>
<td>All College Party</td>
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<td>March 2</td>
<td>All College Party</td>
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<td>March 15</td>
<td>Rural Progress Day</td>
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<td>March 16</td>
<td>All College Party</td>
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<tr>
<td>March 30</td>
<td>Freshman Reception to Sophomores</td>
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<tr>
<td>April 27</td>
<td>Junior-Senior Dinner Dance</td>
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<tr>
<td>May 11</td>
<td>All College Party</td>
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<tr>
<td>May 14</td>
<td>Senior Swing-Out</td>
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<tr>
<td>May 14</td>
<td>Children's May Festival</td>
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<tr>
<td>May 17</td>
<td>Annual Music Festival</td>
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<tr>
<td>May 21</td>
<td>Honors Convocation</td>
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<tr>
<td>May 25</td>
<td>Senior Prom</td>
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<tr>
<td>June 3</td>
<td>Spring Athletic Recognition Banquet</td>
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<tr>
<td>June 4</td>
<td>Senior Class Day</td>
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<tr>
<td>June 8</td>
<td>June Breakfast</td>
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<tr>
<td>June 15</td>
<td>Alumni Day</td>
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<tr>
<td>June 15</td>
<td>Alumni Party</td>
</tr>
<tr>
<td>June 16</td>
<td>Baccalaureate Address</td>
</tr>
<tr>
<td>June 17</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
THE STATE BOARD OF EDUCATION

MRS. EARL F. WILSON .......................................................... President
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THE HON. FRANK CODY ......................................................... Member
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**Absent on leave, winter term, 1939.
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RUSSELL H. SEIBERT, Ph. D.
A. B., College of Wooster; A. M., The University of Chicago; Ph. D., Ohio State University; Bowling Green State College.

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

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

W. VALDO WEBER, Ph. D.
A.B., A.M., Ph.D., University of Iowa; River Falls State Teachers College; LaCrosse State Teachers College.

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

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

The Department of Speech

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

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

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

WALLACE L. GARNAU, A. M.
A. B., Western State Teachers College; A. M., University of Michigan.

*Absent on leave, 1938-1939.
CARROLL P. LAHMAN, A. M.
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

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

The Alumni Secretary

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

The Campus Training School

LOFTON V. BURGE, Ph. D. (Director)
B.S., University of Kentucky; A.M., Ph.D., University of Michigan.

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

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

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

ISABEL CRANE, B. S.
B.S., Battle Creek College; Eau Claire State Teachers College, Wiscon-
sin; 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; Uni-
versity of Akron; University of Iowa; University of California; Uni-
versity of Munich.

GRACE I. GISH, A. M.
B.S., Kansas State College; A.M., The University of Chicago; Colum-
bia 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.

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

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

*Absent on leave, first half year, 1938-1939.
G. EDITH SEEKELL, A. M.
A.B., A.M., University of Michigan; Teachers College, Columbia University; University of Colorado.

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

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

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

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; Michigan State Normal College; The University of Chicago; The Art Institute of Chicago.

MARY C. WILSON, A. M.
A.B., Louisiana Polytechnic Institute; A.M., George Peabody College for Teachers; Northwestern University; Clark University; Teachers College, Columbia 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. M. (Superintendent)
A. B., Western State Teachers College; A. M., 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. LINDQUIST, B. S.
B. S., University of Michigan; Baker's Business College; Central State Teachers College.

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

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

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

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

*Absent on leave, fall term, 1938.
The Portage Consolidated Training School

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

VERLE FRANCES COFFENS, A. M.
B. S., A. M., Teachers College, Columbia University; University of Edinburgh; University of California; State College, Pennsylvania; Adler Child Guidance Clinic, Vienna.

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.

ADINA GOERING, M. Mus.
A. B., Bethel College; M. Mus., Northwestern University; Kansas State College; Chicago Theological Seminary; Chicago Musical College; The University of Chicago.

MARIAN I. HALL, A. M.
Ph. B., The University of Chicago; A. M., 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.

ANN S. PEARSON, A. M.
Ph. B., The University of Chicago; A. M., Duke University; 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.

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.

*Absent on leave, second half year, 1938-1939.
FACULTY

DOROTHY ZYSKOWSKI, B. S.
B. S., Western State Teachers College.

The Richland Rural Agricultural 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.

CHARLOTTE BUCKLEY
Western State Teachers College.

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

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

ADINA GOERING, M. Mus.
A. B., Bethel College; M. Mus., Northwestern University; Kansas State College; Chicago Theological Seminary; Chicago Musical College; The University of Chicago.

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

MILDRED HUTCHENS, A. B.
A. B., Western State Teachers College.

CATHERINE BROADWELL JACKSON, B. S.
B. S., Michigan State College; Teachers College, Columbia University.

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

MAE T. McALEER, A. B.
A. B., Western State Teachers College.

LEON A. PLUMMER, 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 RYNEBERG, 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.

MYRNA K. VANDERBERG
Western State Teachers College.

CHARLES D. WEGNER, B. S.
B. S., Western State Teachers College.

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.

*Absent on leave, first half year, 1938-1939.
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, Ph. D.  
A. B., Iowa State Teachers College; M. S., Ph. D., The University of Chicago.

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

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 H. BUTLER, Ph. D.  
Ph. B., A. M., The University of Chicago; Ph. D., University of Missouri; University of Illinois; Illinois State Normal University.

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.

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

FRANK S. 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.

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.

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

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; University of Syracuse.

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

SOPHIA REED, A. M.  
Ph. B., The University of Chicago; A. M., Columbia University; University of Iowa.

*Absent on leave, spring term, 1939.  
**Absent on leave, second half year, 1938-1939.
MARION J. SHERWOOD, A. M.
B. S., A. M., Teachers College, Columbia University; Michigan State
College; University of Michigan.

MATHILDE STECKELBERG, A. M.
A. B., University of Nebraska; A. M., Teachers College, Columbia Uni-
versity; 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.

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.

EDNA WHITNEY, B. S.
B. S., Western State Teachers College; Central State Teachers College.

LEONARD P. WIE NIER, A. M.
B. E., Winona State Teachers College; A. M., Teachers College, Co-
lumbia University.

*ELMER H. WILDS, Ed. D.
A. B., Allegheny College; A. M., The University of Chicago; Ed. M.,
Ed. D., Harvard University; Teachers College, Columbia University.

MYRTLE WINDSOR, A. M.
A. B., A. M., University of Michigan; The University of Chicago; West-
ern Reserve University.

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

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

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, Uni-
versity 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, Uni-
versity of Illinois.

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

*Absent on leave, second half year, 1938-1939.
MEN'S DORMITORY

J. Towner Smith ........................................ Director
Mrs. J. Towner Smith ................................. House Mother
Frank J. Hinds ........................................ Counselor
Charles R. Starring ................................. Counselor

WALWOOD HALL

Mrs. Gladys C. Hansen ................................ Director of Walwood Hall Residence; Assistant Dean of Women
Cornelius B. MacDonald .............................. Manager of Union Building
Grace E. Moore ........................................ Manager of Cafeteria
Mrs. Guy Tyler ......................................... Housekeeper, Walwood Hall Residence
Beverly Eason .......................................... Clerk

THE OFFICES, ETC.

John C. Hoekje .......................................... Registrar
Sara Ackley ............................................ Manager of Co-operative Store
Blanche Draper ......................................... Publicity
Homer M. Dunham ...................................... Publicity
Eva Falk ................................................ Entrance Credentials
Margaret Feather ........................................ Clerk, Dean of Men
Alice Haefner .......................................... Recorder
Maxine Havens ........................................ Clerk, High School Office
Bernice Hesselink ..................................... Financial Secretary
Edna Hirsch ............................................. Clerk, Main Office
Lloyd Jesson ............................................ Secretary to the President
Eleanor Linden .......................................... Appointment Office
Maxine MacDonald ...................................... Clerk, Records Office
LeRoy Myers ........................................... Receiving Clerk
Olga Roekle ............................................ Clerk, Research Department
Lucile Sanders ......................................... Clerk, Rural Department
Alice Smith ............................................. Appointment Office
Leah Smith .............................................. Extension Secretary
Carrie Stoeri ........................................... Clerk, Dean of Women
Jane Vida ................................................ Clerk, Registrar
Virginia Wilcox ....................................... Bookkeeper

THE FACULTY COUNCIL

1. Members elected
Terms expire May, 1942
Lofton V. Burge
Lucia C. Harrison
Russell H. Selbert
Terms expire May, 1941
William R. Brown
Roy C. Bryan
Paul Rood
Terms expire May, 1940
George H. Hilliard
Anne Reidy
Lydia Siedschlag

2. Members appointed
Terms expire May, 1940
William J. Berry
Wallace Borgman
Doris A. Hussey

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

**Year 1939-1940**

<table>
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<tr>
<th>COMMITTEE</th>
<th>PERSONNEL</th>
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</thead>
<tbody>
<tr>
<td>1. Adult Education and Leisure Time Activities</td>
<td>Hoekje, Allen, Gish, Glasgow, Hilliard, Kirby, Loutsenhiser, Phillips, Steele</td>
</tr>
<tr>
<td>2. Assemblies</td>
<td>Siebert, Bottje, Cain, Gill, Hoekje, Nobbs, Noble, Rood, and three students named by the Student Council</td>
</tr>
<tr>
<td>3. Alumni Relations</td>
<td>Cooper, Argabright, Burge, Eccles, Gill, Hoekje, C. MacDonald, F. Moore, Slusser, Watson</td>
</tr>
<tr>
<td>4. Athletic Board</td>
<td>Hoekje, Berry, Dunham, Huff, C. MacDonald, Read, and four students ex-officio</td>
</tr>
<tr>
<td>5. Bulletins</td>
<td>Hoekje, Dunham, Evans, Rawlinson, Steele</td>
</tr>
<tr>
<td>6. Campus Planning and Building</td>
<td>Burge, Bond, Cooper, Everett, Hoekje, Kenoyer, Pellett, Siedschlag</td>
</tr>
<tr>
<td>7. Commencement</td>
<td>Brown, Butler, Davis, Hoekje, Maybee, Pellett, Shaw, Siedschlag, Worner</td>
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<tr>
<td>8. Curricula</td>
<td>Steele, Bartoo, Berry, Bryan, Burge, Ellis, Hoekje, Reed, Robinson, Seekell, Shilling</td>
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<td>9. Curricula Advisers</td>
<td><strong>Curriculum</strong></td>
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<tr>
<td>Art</td>
<td>Siedschlag</td>
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<tr>
<td>Commerce</td>
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<td>Early Elementary</td>
<td>Blackburn</td>
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<td>General Degree</td>
<td>Ellis</td>
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<td>Home Economics</td>
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<tr>
<td>Later Elementary</td>
<td>Mason</td>
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<td>Music</td>
<td>Maybee</td>
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<td>Physical Education—Men</td>
<td>Hyames</td>
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<td>Physical Education—Women</td>
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<td>Pre-Professional</td>
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<td>Robinson</td>
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<td>Senior High School</td>
<td>Wilds</td>
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<td>Special Education</td>
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<td>Ellis</td>
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<td>10. Curricula Enrollers</td>
<td><strong>Curriculum</strong></td>
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<tr>
<td>Art</td>
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<td>Early Elementary</td>
<td>Blackburn, Phillips, Seekell, Stinson</td>
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<td>General Degree</td>
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<td>Home Economics</td>
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<td>Berry, Henry</td>
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<td>Argabright, Hilliard, Logan</td>
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<td>Music</td>
<td>Maybee, Britton, Snyder</td>
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<td>Physical Education—Men</td>
<td>Hyames, Gary, Read</td>
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<tr>
<td>Physical Education—Women</td>
<td>Wornor, Hussey, Vestal</td>
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<td>Rural Education</td>
<td>Robinson, E. Burnham, Evans</td>
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<tr>
<td>Senior High School</td>
<td>Shilling, Brown, Ford, Master, Nobbs, Tamin</td>
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<tr>
<td>Special Education</td>
<td>Ellis</td>
</tr>
<tr>
<td>Unclassified</td>
<td>Ellis, Bartoo, Blair, Fox</td>
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<td>COMMITTEE</td>
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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. Walwood Hall, combined Dormitory and Union Building, was completed in September, 1938. Construction work on the new Waldo Stadium and base ball field and stands is under way. A Men's Dormitory and a Student Personnel Health Service Building will be ready by the fall of 1939.

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 1937-1938 there were 3,267 different students enrolled, and the faculty, including
the teaching staffs of the affiliated training schools, totalled more than 200 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.

From June 20, 1932 to June 30, 1939, all life-certificate curricula required four years of training. The provisional certificate now replaces the life certificate.

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.

The semester plan was authorized by the State Board of Education in December, 1938.

LOCATION

The location of Western State Teachers College is particularly favorable. Several railways, including the Michigan Central, the New York Central, 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 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, 1937–June 30, 1938**

(Students of collegiate rank only.)

A. Summer session, 1937 .................................................. 1,311
B. Total: fall, 1937, winter and spring, 1938 ............................ 2,162
C. Grand total ................................................................. 3,473
Names appearing twice ...................................................... 206

D. Total number of different students ...................................... 3,267

**BUILDINGS AND MATERIAL EQUIPMENT**

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

2. **The Athletic Plant.** When the college reopens in the fall of 1939, a most modern and adequate athletic plant will be ready for use. It will comprise the following features:

   * **The Hyames Baseball Field.** The baseball field has been completely rebuilt. The infield is newly graded and sodded. Concrete stands will seat 2,500 spectators. Dugouts, dressing-rooms, and storage space help to make the facilities for baseball second to those at no college in the Mid-West.

   * **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. Between 3,500 and 4,000 people may be seated around the varsity court during the big games of the season. There is a regulation basket-ball floor, with three cross courts for intramural purposes; a fourteen-lap running track; a vaulting and jumping pit; 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.

   * **Tennis Courts.** With the construction of a battery of four new concrete tennis courts, there are now ten courts available for students. These furnish ample opportunity for inter-class as well as inter-collegiate competition.

   * **Track.** Around the football field, inside the Waldo Stadium, runs an eight-lane, quarter-mile cinder track. The straightaway is 220 yards long. There is also adequate space for training for the several field events.

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

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

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

The library consists of 45,077 volumes, arranged according to the decimal classification and indexed by a card catalog of the dictionary type. There are 66 complete files of periodicals; 354 periodicals and 9 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 123,719 volumes.)

6. The Men's Dormitory, located on the west side of Oakland Drive, just south of the Men's Gymnasium, conforms architecturally with Walwood Hall. It will house 200 residents. Besides providing student rooms, equipped in the most modern style, the dormitory will also contain general offices, private offices for staff members, reception rooms, an auditorium with a stage, guest rooms, lounge, book room, kitchenette, infirmary rooms, pressing room, barber shop, and telephone booths. The Men's Dormitory will be ready for occupancy in September, 1939.

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

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

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

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

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

(In the chemistry section of the general library are 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 of 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.

8. The Student Health and Personnel Building is a three-story structure, 150 feet long and 42 to 50 feet wide, located on the east side of Oakland Drive, just north of the entrance driveway. Its purpose is to house the Health Service and other student-personnel activities of the college. The Health Service department, includes offices, examining rooms, treatment rooms, and infirmary rooms. The building also contains offices for the Dean of Men, the Dean of Women, the chairman of the Graduate Council, the Assistant Registrar, and the faculty counselors; quarters for the psycho-educational clinic, the speech correction clinic and the psychology laboratory; and class rooms for instruction in health, education, and psychology.

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

10. The 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 a 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, an eighteen-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 sixteen-teacher school, has a building and facilities similar to those of the Portage school above described. It is organized on the six-six plan.

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

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

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

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

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

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

Board and room are provided at Walwood Hall Residence at $138.00 per semester. (See page 45). Requests for reservations should be sent to Mrs. Bertha S. Davis, Dean of Women.

12. 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.

ADMISSION

Students may enroll at the opening of any semester.

GENERAL QUALIFICATIONS

The college expects that those who enter shall have shown intellectual capacity, and shall be able to apply themselves to their studies and to work systematically. While definite evidence of intellectual capacity is indispensable, the college believes that, after such evidence is established, positive qualities of character and personality should operate as determining factors in admission. Each application will be carefully reviewed and much weight will be attached to character, personality, previous record, and promise, as well as to scholarly attainments. Satisfactory showing in scholarship alone is not of itself sufficient to guarantee admission. The college will arrange for personal interviews whenever possible.

Attendance at Western State Teachers College is a privilege and not a right. In order to safeguard its ideals of scholarship, character, and personality, the college reserves the right, and the student concedes to the college the right, to require the withdrawal of any student at any time for any reason deemed sufficient to the college.

ADMISSION AS A STUDENT NOT A CANDIDATE FOR A DEGREE

Applicants who meet all the specific requirements for admission to this college, and who wish to pursue special studies not leading to one of the degrees of this college may, with the consent of the registrar, be permitted to enroll. Such students may elect courses totaling not less than twelve hours during each semester, for which they have the proper prerequisites. These students are subject to all of the general regulations covering scholarship and conduct.

CREDENTIALS SHOULD BE SENT IN ADVANCE

All students desiring admission to the college are urged to submit their problem 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. Appli-
cation for advanced standing, accompanied by credentials, should be made to the registrar.

Junior-college graduates will receive credit up to 60 semester hours, provided all of the work has been done in junior colleges and provided further that none has been done at junior colleges after a total of 60 semester hours of college credit has been completed.

FROM INSTITUTIONS OF HIGHER EDUCATION

Inquiries concerning admission from other institutions of higher education should be addressed to Mr. John C. Hoekje, Registrar, in charge of admissions on advanced standing.

Students with unsatisfactory scholarship or conduct records will not be admitted.

Students desiring to transfer to this college from other institutions of higher education must furnish complete official transcripts of their records, listing all credits earned by them up to the beginning of the session they wish to attend. The student should request the registrar of each institution attended to submit the official transcript directly to the admission officer named above. These transcripts should include (1) a complete list of and the record obtained in the college courses pursued, and (2) statements of honorable dismissal from the institutions attended. It is also necessary for the student to submit a personal application blank and to request his high-school principal to submit an official statement of his preparatory record. Blanks for personal application and for the high-school record may be secured from the admission officer named above. Consideration of admission on transfer is on the basis of the entire record of the student, both high school and collegiate. No part of the record may be disregarded. There are no exceptions to this regulation. Students applying for admission for the first semester are urged to submit their credentials as early as possible, preferably in July or August.

REGISTRATION

All students are required, at the beginning of each semester of residence, to enroll with the registrar of the college, to pay their fees to the cashier of the college, and to file an election blank properly filled out, showing the courses they expect to pursue during the semester. The completion of the foregoing constitutes registration in this college.

All students entering this college for the first time must present their credentials to the office of the registrar, whether they are transferring from another college or whether they are entering from high school. It is necessary to secure an admission card from the proper admission officer before enrolling. This should be done preferably by mail, at least one month prior to the date when admission is desired.

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 $\frac{1}{2}$ 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
- Chemistry 1 unit
- Botany 1 unit
- Zoology 1 unit
- Biology (botany $\frac{1}{2}$ unit and 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.
4. 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, 1$\frac{1}{2}$, or 2 units
- American history $\frac{1}{2}$ or 1 unit
- American government $\frac{1}{2}$ unit
- Economics $\frac{1}{2}$ 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, 1939

(Monday, September 25, to Wednesday, September 27)

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 required is becoming general in standard colleges.

IDENTIFICATION PHOTOGRAPH

When a student enrolls for the first time, he is required to have taken an identification photograph of which three copies are made. One copy 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 three is twenty-five cents.

ADVISORY SYSTEM

All freshmen are advised and helped throughout the year by the Freshmen Adviser, in planning and adjusting their academic programs. Each freshman works out each semester's schedule 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 a five-year certificate or 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 have received 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 semester 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—30 semester hours inclusive.
- Sophomores—Students credited with 30—60 semester hours inclusive.
- Juniors—Students credited with 60—90 semester hours inclusive.
- Seniors—Students credited with more than 90 semester hours.

The above classification relates to eligibility for participation:

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

CLASS LOAD

Number of Hours Allowed. Students are expected to carry fifteen hours a week. For all students the maximum number of hours a week that may be elected without special permission is sixteen; the minimum, twelve.

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 student may enroll for more than sixteen semester hours of work without the permission of the Committee on Student Personnel.

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 semester 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 semester.

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 E (failure) will be given.

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

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 capacity of the able student 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 effect 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 seven members of the faculty chosen by the president of the college.

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 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 semester’s work under an honors privilege ought to earn three hours’ credit, and no student working under an honors privilege may do more than three hours’ work a semester or gain more than six hours’ (two semesters’) credit altogether for activities pursued under honors privileges. A student may, however, undertake more than one privilege, within the six-hours’ credit limit.

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 was 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 semester 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 the 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 may 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 from each honors student at least every four weeks. This statement should reveal how nearly in conformity to the outlined plan each student’s work, under the privilege, is proceeding. This slight check-up is intended not only as a loosely held administrative guide, but also as a way of making possible a change of plan, supposing the originally accepted program of student-activity should have shown itself to be taking an at-first-unexpected course.

8. The purposes of the honors privilege are manifold: to help the able student to attain an added self-respect; to give him a sense of living in a world of larger dimensions than those of 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 college for his special personal promise.

Suggestions to Students Interested in Doing Honors Work

Although, as explained in 3 above, the application for an honors privilege must come to the Honors Privilege Committee from a member of the faculty, there is no reason why a student interested in carrying through an honors privilege should not personally suggest such a possibility to whatever faculty member he may wish to work with. It is not supposed that the privilege is
to be treated lightly, but an honest interest would justify any junior or senior student of proved ability in approaching a faculty member with a project he would like to attempt. Application for an honors privilege should be in the hands of the chairman of the Honors Privilege Committee, however, as early as possible before the beginning of the work of any college semester. The meetings of the committee are regularly held on the second and fourth Mondays of every month.

RULES RELATING TO EXAMINATIONS

1. A final examination is given in every course in accordance with the schedule issued each semester. No examination may be held except as announced in this schedule, and no date of examination may be changed without special permission of the Examination Schedule Committee.

2. Students are required to take the examinations in all courses except such as they may have dropped with consent of the Committee on Student Personnel.

3. Students are in no case examined at any other time than that set for the examination of the class in which the work has been done. In case of unavoidable conflicts a special examination during examination week may be arranged by the instructor with the consent of the Examination Schedule Committee.

MARKING SYSTEM AND EXAMINATIONS

Each course receives one grade, which combines the results of class work, tests, and examinations.

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 hour of 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 for some other cause, and that he may be given opportunity to complete it.

I's must be removed during the next succeeding semester (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.

Upon his entrance to the institution, after the acceptance of his entrance credentials, a "Student's Credit Book" is made out for each student. It may be secured at the Records Office (Room 109, Administration Building). If the credit book is left at the Records Office at the end of a semester, together with a large sized, self-addressed, stamped envelope, the Credit Book will be mailed as soon as the grades for the semester have been recorded. Freshmen grades are mailed directly to parents by the registrar.
Transcripts. A student desiring a transcript of his record in this college should write to the registrar, giving dates of attendance and, if a graduate, the date of graduation. He should give the full name under which he was enrolled. Each student is entitled to one transcript of his record without charge, but all additional copies are charged for at one dollar a copy.

Schools and boards of education desiring transcripts of records of Western State Teachers College students should furnish, together with their request, as much of the above information as possible.

Attendance at Commencement. All students who complete the requirements for graduation and are entitled to receive degrees in June are expected to be present at Commencement.

SCHOLARSHIP INDEX

The total number of honor points acquired divided by the total number of semester hours taken gives the scholarship index (courses repeated are counted each time taken).

STANDARD FOR GRADUATION

No student will be graduated on any curriculum, if his scholarship index based on the work of that curriculum is less than 1.0.

HIGH SCHOLARSHIP LIST

To have his name placed on the High Scholarship List for a semester a student must have a point-hour ratio of 2.7 or more. No grade below B may be counted. Not more than five semester hours of B credit may be counted. Grades for non-credit courses (library methods, physical education, etc.) are not considered.

LOW SCHOLARSHIP LIST

The name of a student whose point-hour ratio during any semester is less than .6 will be placed on the Low Scholarship List. Such a student is liable to disciplinary action by the Committee on Student Personnel. He may be "Warned", "Probated", or "Dismissed".

CREDIT FOR BAND, GLEE CLUB, AND ORCHESTRA WORK

1. A maximum of two semester 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. Eight semester 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 twelve semester 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 semester 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 semester.)
5. Official enrollment cards must bear notations of the work in music the student wishes to carry. Semester hour values must be indicated.

SIGNIFICANCE OF COURSE NUMBERS

I. Course numbering and availability

1. Courses numbered
   a. 100-199, inclusive, are primarily for freshmen;
   b. 200-299, inclusive, are primarily for sophomores;
   c. 300-399, inclusive, are primarily for juniors and seniors.
2. In general, students will be permitted to carry only courses numbered to correspond with their official classification. But exceptions may be made, with the approval of curricula advisers, for such reasons as maturity, experience, necessity of meeting prerequisites to other courses, etc.

II. Explanation of numbering

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

CREDIT IN SEMESTER HOURS

The unit of credit is the semester hour; the number of semester 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 semester will be given 1 semester hour of credit.

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

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

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

A minimum of 60 semester hours of credit is required for a State Limited Certificate in the two-year curriculum, and 120 semester hours of credit for the A. B. or the B. S. degree.

Five semester hours is the standard class load for a summer session.

No credit will be given for a course (even if pursued successfully) for which the student is not officially registered.
EXPENSES

Tuition Fees

For residents of Michigan, $15.00 for each semester.
*For non-residents of Michigan, $30.00 for each semester.

In determining the number of subjects, any single non-credit course will be counted as equivalent to 2 semester hours of credit. This ruling applies only to students carrying irregular programs.

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 $19.25 is collected each semester for the support of student activities, health service, student union, library purposes, and subscription to the Teachers College Herald.

"Class Dues" of 50 cents are collected from all students at the time of each annual initial registration.

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

Auditors’ Fees

Auditors (students who attend but who do not desire credit) are governed by the same regulations as are students desiring credit.

Irregular Program Fees

Persons carrying an irregular program for the semester pay tuition as follows: One, two, or three semester hours, $3.00; four, five, or six semester hours, $6.00; seven, eight, or nine semester hours, $9.00; more than nine semester hours, $15.00.

Graduation Fees

State Limited Certificate Curriculum ................................................. $2.00
Provisional Certificate Curricula .................................................... 3.00
Degree Curricula ............................................................................. 3.00
Degree and Certificate .................................................................... 3.00
Alumni fee (paid by all graduates) ................................................... 1.00

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 semester in which it is desired that they be granted.

*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.
Late Enrollment Fee

By action of the State Board of Education an additional fee of $2.00 will be charged, if a student does not pay his fees on the day officially designated for that purpose.

Refund

No refund of fees will be made after the second week of a semester.

ESTIMATE OF EXPENSES

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room (one-half the rent of a double room)</td>
<td>$40.50 to $54.00</td>
</tr>
<tr>
<td>Board</td>
<td>81.00 to 108.00</td>
</tr>
<tr>
<td>Laundry</td>
<td>0.00 to 15.00</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>33.50 to 35.00</td>
</tr>
</tbody>
</table>

Total for one semester (18 weeks) $185.00 to $262.00

THE MEN'S DORMITORY

Requests for reservations should be sent to Mr. Ray C. Pellett, Dean of Men. All rooms are double.

DATES OF PAYMENT FOR MEN'S DORMITORY ROOM

First Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, September 25, 1939</td>
<td>$13.25</td>
</tr>
<tr>
<td>Wednesday, October 25, 1939</td>
<td>13.00</td>
</tr>
<tr>
<td>Monday, November 27, 1939</td>
<td>13.00</td>
</tr>
<tr>
<td>Wednesday, January 3, 1940</td>
<td>13.00</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, February 12, 1940</td>
<td>$12.75</td>
</tr>
<tr>
<td>Wednesday, March 13, 1940</td>
<td>12.75</td>
</tr>
<tr>
<td>Monday, April 15, 1940</td>
<td>12.75</td>
</tr>
<tr>
<td>Wednesday, May 15, 1940</td>
<td>12.75</td>
</tr>
</tbody>
</table>

DATES OF PAYMENT FOR MEN'S DORMITORY, ROOM AND BOARD

First Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, September 25, 1939</td>
<td>$34.50</td>
</tr>
<tr>
<td>Wednesday, October 25, 1939</td>
<td>34.50</td>
</tr>
<tr>
<td>Monday, November 27, 1939</td>
<td>34.50</td>
</tr>
<tr>
<td>Wednesday, January 3, 1940</td>
<td>34.25</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, February 12, 1940</td>
<td>$34.50</td>
</tr>
<tr>
<td>Wednesday, March 13, 1940</td>
<td>34.00</td>
</tr>
<tr>
<td>Monday, April 15, 1940</td>
<td>34.00</td>
</tr>
<tr>
<td>Wednesday, May 15, 1940</td>
<td>34.00</td>
</tr>
</tbody>
</table>

$137.75

$136.50
DATES OF PAYMENT FOR WALWOOD HALL RESIDENCE
ROOM AND BOARD

(Women's Dormitory)

First Semester

Monday, September 25, 1939 ........................................ $34.50
Wednesday, October 25, 1939 ........................................ 34.50
Monday, November 27, 1939 .......................................... 34.50
Wednesday, January 3, 1940 ......................................... 34.50

Second Semester

Monday, February 12, 1940 .......................................... $34.50
Wednesday, March 13, 1940 ......................................... 34.00
Monday, April 15, 1940 ............................................. 34.00
Wednesday, May 15, 1940 ........................................... 34.00

$138.00

$136.50

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 Walwood Hall cafeteria offers employment to several students. Miss Grace E. Moore is in general charge of the cafeteria. 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 semester.

AWARDS AND PRIZES

The following awards and prizes are available.

Institutional

Athletic Medal ......................................................... A prize to the outstanding athlete
The award is based on scholarship and participation
Debate ........................................................................... Standardized Awards
Election to Tau Kappa Alpha
Music (Instrumental and Vocal) ................................. Standardized Awards
Student Council ......................................................... Standardized Awards
Departmental

Biology ........................................... The Harold Cook Memorial Prize

An annual prize of $15.00 is given at the time of Commencement in June to the student judged most proficient during that year in the subjects in which the late Professor Cook (Department of Biology) was most interested. The award is made by the Committee on Student Personnel, in cooperation with the president of the Faculty Science Club.

Industrial Arts .................................. A plaque to the outstanding student in that department

Education ........................................ Election to membership in Kappa Delta Pi

Science ............................................ Election to membership in Kappa Rho Sigma

Organizations

Kappa Delta Pi ...................................... A prize to the outstanding student
Men's Union ....................................... A prize to the outstanding man student
Pi Kappa Rho ...................................... Scholarship cup to the outstanding women's organization
                                               Awarded annually by the Committee on Student Personnel
Theta Chi Delta ................................... Scholarship cup to the outstanding men's organization
                                               Awarded annually by the Committee on Student Personnel
“W” Club .......................................... Election to membership
Women's League .................................... A prize to the outstanding woman student
Women's Physical Education Association ........ A prize to the outstanding student
                                               In that department

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 preceding 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 Scholarships, of which the registrar is chairman.

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 Student 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 Oscar S. Trumble Exchange Club Scholarships. These scholarships, one for a man and one for a woman, are sponsored by the Kalamazoo Exchange Club, in memory of Oscar S. Trumble who, from 1925 to 1936, was Professor of History at Western State Teachers College. They are full tuition scholarships and are limited to students from Kalamazoo County.

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.

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

STUDENT WELFARE

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

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

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 semester. 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 at the end of a semester, two weeks’ notice should be given the matron.

Women students interested in living in Walwood Hall Residence for Women should make application to Mrs. Bertha S. Davis, Dean of Women. Men students desiring accommodations in the new Men’s Dormitory should address Mr. Ray C. Pellett, Dean of Men.

ALUMNI ASSOCIATION

The Western State Teachers College Alumni Association was organized June 19, 1906, by the graduates of the first two classes of the college. Thirty-three classes are now associated in the organization, with a total membership of more than 14,000. The Alumni Secretary’s office is in the Administration Building. In this office information regarding any alumnus or alumna may be obtained. The Kardex filing system 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. An Alumni magazine is now being published at an annual subscription rate of $1.00.

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

Class courses begin regularly each year about the middle of October and the first of February.

Correspondence courses may be begun at any time when the college is in session. Correspondence students are expected to complete a course within eighteen weeks, though a time extension to twenty-four weeks may be arranged for in exceptional cases. Work not completed in twenty-four weeks is considered dropped.

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

Fees for extension courses are as follows:

- Class tuition, per hour of credit ........ $5.00
- On-campus class tuition (resident credit), per hour of credit 6.00
- Correspondence tuition, per hour of credit ........ 5.00
- Postage fee for any correspondence course ........ 1.00

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. On-campus class enrollment carries resident credit.

e. Extension students should not carry more than 5 semester hours of work at any one time.

f. A 2-hour correspondence course should be completed in a twelve-week period; a 3-hour one, in an eighteen-week period.

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 $2.25 a semester, paid upon enrollment, entitles the student to the following services:

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.

**KLEINSTUECK WILD LIFE PRESERVE**

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

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

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

**PHYSICAL EDUCATION AND ATHLETICS**

Every student is required to participate in some form of physical education which is in keeping with his individual physical condition and needs. It is hoped that as a result right habits and attitudes of recreation will be learned and developed, and 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, skating, and hiking.

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

Western has excellent facilities for physical education: two gymnasiums, a swimming pool, ten 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.

**PLACEMENT BUREAU**

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

Each semester 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 clinic 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 environ-
ment. 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 one of the oldest women's organizations on the campus. Its aim is to promote interest in scholarship, leadership, character, and personality, and to give more social opportunities to its members. Members are elected by the sorority.

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.

BROWN AND GOLD

*Brown and Gold* is the college yearbook, published by the students of Western State Teachers College. The editor-in-chief and the business manager are appointed by the president of the Student Council with the approval of the Student Council and the faculty Committee on Student Activities. Staff members are chosen by the editor and the business manager from upper-classmen.

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.

COMMERCE CLUB

This club is open to students interested in commerce and business administration. The club has for its purpose the promotion of acquaintance and 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 semi-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 composed of women students chosen from a special dancing class which meets once a week and is open to all women on the campus. In addition to having attended this class for one semester, a candidate for the Dance Club must have a response to rhythm and an interest in modern dancing. Initiation takes place during the winter. The aims of the club are to further the study of the art of the dance and to create compositions of various forms and themes.

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.

There is also a special program for freshmen, including intercollegiate competition.

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 conventions of the larger organizations. Early-elementary students will wish to identify themselves with this campus organization; they are assured of a hearty welcome.

EXTEMPORATE SPEAKING AND ORATORY

As a charter member of the Michigan Intercollegiate Speech League, Western participates in the League's annual contests in extempore speaking and oratory, the former in the fall, the latter in the winter. A representative is also sent to the state contest of the Intercollegiate Peace Association in the spring. Local contests are held to select representatives and to encourage these activities on the campus.

Under the auspices of the local chapter of Tau Kappa Alpha, national forensic fraternity, separate contests are held for freshmen. Various fitting awards are offered in the respective contests.

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 various clubs interested in debating. The Forensic Board supervises all debating activities, intramural and intercollegiate, and encourages debating in general.

FORESTRY CLUB

The Forestry Club is open to those interested in forestry, either as a vocation or as a hobby. At its semi-monthly meetings the club endeavors, by discussion and with the help of outside speakers, to study the various aspects of forestry.

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 semester. The club is affiliated with the Michigan and the American Home Economics Associations. Meetings are held two evenings 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 27 semester 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 Thursday evening of each month.

LE CERCLE FRANCAIS

Le Cercle Francais 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 COLLEGIUM

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 include addresses by members of the legal profession, book reviews, and discussions.

MEN'S UNION

All the men of the student body, the faculty, and the administration are members of the Men's Union. Since its organization in 1936, the Union has striven to create closer fellowship, spirit, and co-operation among the men of Western. A lounge and recreation room with ping pong, pool tables, checkers, and chess, are situated in the Union Building, for the use of the men during their leisure.

The men acquire insignia during their first year in residence at Western, by which they are easily recognized. The Union sponsors an assembly during the year and also a social program. Dues paid at enrollment by men of the college support the Union.

MUSIC ORGANIZATIONS

The Band meets twice a week for practice and furnishes music at athletic and other events. Students with a reasonable knowledge of band instruments are eligible to membership.

The Glee Clubs take an important part in the musical life of the college. Two are maintained; the Men's Glee Club and the Women's Glee Club.

Two choirs are maintained, the College Choir and the Auxiliary Choir. Members of the College Choir are selected from the Glee Clubs. The Auxiliary Choir is designed for students of less choral experience.

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

Omega Delta Phi is a men's social fraternity. The aim of the organization is to promote sustained interest and active participation in worthwhile college activities. Membership is based upon scholarship, personality, and leadership. The fraternity seeks to instill in its members a spirit of comradeship and school spirit. The fraternity house is located at 424 Davis Street.

PHI SIGMA RHO

Phi Sigmata Rho, a men's organization, is the oldest of the college fraternities. Although it developed originally from a debating society, it has now become chiefly interested in promoting fellowship and leadership among students.

PI KAPPA RHO

Pi Kappa Rho, the youngest women's organization on the campus, has for its aim discussion, leadership, and friendly association. High scholarship and an active interest in campus life are among the requirements for membership.

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 first semester.

**PSYCHOLOGY FORUM**

The Psychology Forum, organized in the fall of 1938, is unique in the fact that its meetings are held in the morning. An informal breakfast is followed by a prepared program. Membership is open to all students having the scholastic requirements and to faculty members. The purpose of the organization is to become acquainted with, and to discuss current theories, concepts, and literature in the field of psychology.

**SENATE**

The 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.

**SPEECH CLUB**

The purpose of the club is to give students actual speech practice in situations such as they will meet when they go out into the field. Programs are being arranged to this end. Tentative plans provide for mock trials for pre-law students; health talks and programs for pre-medic students; plays and debates for students interested in these activities; panel discussions; social programs, with opportunity for after-dinner speaking; interpretative readings; book reviews; and possibly puppet shows. It is proposed to give the members of the club an opportunity to work out programs that would be interesting for assemblies of students of various ages. No preliminary speech training is required for membership, interest in speech being the only requisite.

**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 617 West South Street.

THETA PI ALPHA

Theta Pi Alpha is a social sorority of women regularly enrolled at Western State Teachers College. Its primary purpose is the cultivation of friendship and a spirit of cooperation among its members and with the members of other campus organizations; its secondary purpose is the study of contemporary literature and an appreciation of all the fine arts. Candidates for membership must possess scholarship, leadership, and individuality.

THE TEACHERS COLLEGE HERALD

The Teachers College Herald is a weekly newspaper published by the students of the college under the guidance of a faculty committee. The editor-in-chief is a student appointed by the president of the Student Council with the approval of the Student Council and of the faculty Committee on Student Activities. An interest in journalism and a willingness to work are the only prerequisites for staff members who conform to the eligibility rules for college activities.

W CLUB

This organization is composed of men who have won an official letter in one of the major sports. Membership is by election. One of the objectives of the club is to help to stimulate and to maintain a high standard of sportsmanship both on and off the campus.

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 parties, hikes, roasts, and other 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 semester 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.

The League has as its headquarters the beautiful Davis Room in Walwood Hall. Here girls drop in for informal visiting, and many social events take place, prominent among them the weekly afternoon tea that has become a Wednesday tradition.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Y. W. C. A. exists for the purpose of providing a fellowship to which every girl on the campus is eligible. It aims to help its members acquire a religious balance adequate to face the life problems that confront students in college.
DETAILS OF CURRICULA

PURPOSE AND CONTROL OF MICHIGAN STATE TEACHERS COLLEGES

The Constitution of the State of Michigan [Act XI, Sec. 10] places the State Teachers Colleges under the authority of the State Board of Education subject to such regulations as may be prescribed by the Legislature. In 1903 [Public Act 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

A. "The program of study outlined for the first and second 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.

B. "This program represents sixty semester hours of work, at least half of which must fall in Groups I, II, III. The student must complete during the first year at least six semester hours of Rhetoric and at least fifteen semester 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 the fields of his special interest and which broaden his general education."
2. To pursue a curriculum designed to give him the knowledge and skills necessary for teaching in a specific field.

"Admission to the program of the third and fourth years is based upon the satisfactory completion of the work outlined under (A) above or upon evidence of equivalent work done satisfactorily elsewhere. In addition the student must satisfy such special tests or examinations as may be prescribed to determine his general intelligence, scholastic aptitude, and 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 consists of at least 120 semester hours of credit and must include:

- **Group I** at least 12 semester hours
- **Group II** at least 12 semester hours
- **Group III** at least 12 semester hours
- **Group IV** at least 20 semester hours
- **Rhetoric** at least 6 semester hours

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

1. Not more than 40 semester 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 24 semester hours and at least one minor subject of not less than 15 semester hours. (See pages 64, 65). Credits in the required Rhetoric and credits in Education which are required in general on all curricula do not count toward majors or minors.
4. No candidate is eligible for the Bachelor's degree who has not done at least 30 semester hours of work in residence and who has not been in residence during the semester or summer session immediately
preceding graduation. (An exception is made in the combined pre-professional curricula, page 89).

5. Courses must be selected so that the requirements in some one of the provisional certificate curricula are fulfilled. (In certain cases this requirement may be waived.)"

**Major, Minor, and Group Requirements**

**Regulations and Suggestions**

1. In all cases the student should have faculty advice before making his elections.

2. Group requirements I, II, and III, may be satisfied through the use of major and minor sequences.

3. The following courses are not to be counted as satisfying major and minor requirements:
   a. Required courses in rhetoric (See Group I).
   b. Uniformly required courses in education listed under Group IV: Educational Psychology 250, Principles of Teaching 240 or 251, Foundations of Modern Education 353, and Directed Teaching 371, 372.
   c. Courses in the teaching of school subjects or "professional" courses,—numbered 300T to 302T. (These give credit in education.)

4. It is preferable not to use education as a major or minor in any undergraduate curriculum.

5. Students and faculty advisers in planning programs to fulfill major, minor, and group requirements, should be guided by the following:
   a. Previous courses in the field pursued by the student, both in high school and college.
   b. The student's special interests and abilities.
   c. The value of courses for cultural development.
   d. The usefulness of courses for teaching or professional preparation.
   e. The applicability of courses toward graduate study.
   f. The curriculum to be pursued.

6. A student who desires recommendation for a position in teaching of a special subject should present at least a minor of 15 semester hours in that field.

A major and three minors would constitute desirable preparation for a secondary-school teacher.

A major and two minors, or four minors, are to be included in the preparation of the elementary-school teacher. (See footnotes pages 73 and 77 of Early and Later Elementary Curricula).

7. In so far as possible major and minor programs should include year-sequences of consecutive courses or consecutive-coherent courses. The former are numbered sequentially, the latter are lettered sequentially. (See p. 42.) Such groupings are made because of essential prerequisites, logical relationships, or obvious supplementation. Programs may be completed with other isolated courses.

8. Isolated or short-sequential requirements of particular curricula need not necessarily be excluded from major or minor groupings, except those listed in 3 above. Examples of such that could be applied to major or minor groupings are:

   Home Economics requirement of 8 semester hours of chemistry could be counted toward a chemistry minor. The Early Elementary requirement of two courses in art could be applied to an art minor. The curriculum in Physical Education for Men requires in Group II, biology, hygiene, anatomy, and physiology, which could be included as part of a minor fulfillment.
9. Valuable correlations or integrations may be secured by noting relationships between fields, such as the literature and history of the same country or period, or history and government, geography and history, science and the fields in which it functions, etc. Minors may on such a basis be related to majors.

10. Illustrations of major, minor, and year groupings are usually listed in the introductory paragraphs of the "Details of Departmental Courses," pages 90 to 164 and/or in the footnotes of curricula.

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.)

3. 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.)

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

Note 1. The holder of the State Elementary Provisional Certificate may be issued the State Elementary Permanent Certificate, 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 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 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.

(c) The training institution shall appraise the credentials of the candidate, recommend specific subjects, and obtain the approval of the director of teacher training and certification before the candidate enrolls.
Note 3. The holder of the State Secondary Provisional Certificate may be issued the State Secondary Permanent Certificate provided the candidate shall have met the following conditions:

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

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

(c) The candidate must have earned in addition ten semester 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, 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; 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 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, or the State Limited Renewal Certificate.

(b) The candidate must have earned in addition ten semester hours of acceptable college credit since the date of issue of the last certificate held. Not less than five semester hours must be earned in residence; not to exceed three semester 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 as a graduate from a Michigan County Normal School, he shall complete in residence in this Institution at least 30 semester 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, 25 semester hours;
(b) Toward the State Limited Certificate, 25 semester 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 Resident Requirements for Degrees and Certificates

1. For the Bachelor's Degree the candidate shall—
   a. present credits satisfying a prescribed curriculum aggregating 120 semester hours;
   b. have satisfactorily completed in residence at this institution at least 30 semester hours;
   c. have been in residence at this institution the semester or summer session 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 120 semester hours;
   b. have satisfactorily completed in residence at this institution at least 30 semester hours;
   c. have been in residence at this institution the semester or summer session 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 120 semester hours;
   b. have satisfactorily completed in residence at this institution at least 30 semester hours;
   c. have been in residence at this institution the semester or summer session 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 60 semester hours;
   b. have satisfactorily completed in residence in this institution 15 semester hours;
   c. have been in residence in this institution the semester or summer session immediately preceding graduation;
   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 30 semester hours.
Degrees Defined

BACHELOR OF ARTS

The student who regularly completes a curriculum conforming to the degree requirements and embracing at least 90 semester hours from Groups I, II, and III, including at least 8 semester 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 30 semester 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 54 semester 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 63 to 64 except the professional requirement in Group IV, the degree of Bachelor of Arts or Bachelor of Science may be granted without the teaching certificate.

Additional Regulations Governing Students at Western State Teachers College

1. All freshmen must carry Rhetoric 106 A, B.

2. At the end of the sophomore year all students must have had at least six class hours of physical education.

3. In general, freshmen should not elect two courses in a single department in the same semester. No student should elect more than seven semester hours in a single department in the same semester.

4. All students who expect to receive a degree must present at least 8 semester hours of credit in rhetoric.

5. Not more than a total of 60 semester 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 8 semester 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, unless his point-hour ratio is at least 1.0.
DIVISIONS OF GRADUATE STUDY AT TEACHERS COLLEGES
in cooperation with
THE UNIVERSITY OF MICHIGAN

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

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

<table>
<thead>
<tr>
<th>Fees for each semester</th>
<th>Michigan Student</th>
<th>Non-resident Student</th>
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</thead>
<tbody>
<tr>
<td>Four to six credit hours per semester</td>
<td>$55</td>
<td>$75</td>
</tr>
<tr>
<td>Three or less credit hours per semester</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Summer session (six or eight weeks period)</td>
<td>15</td>
<td>15</td>
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It is understood that the portion of the fee charged for the University Health Service and other special privileges given University students paying the full semester or summer session fee will be returned to the Graduate Division of the Teachers College in order that that institution may provide such similar service.

The admission requirements for graduate study in a Graduate Division of a Teachers College are the same as for entrance to the Graduate School at the University of Michigan. All students desiring to enroll in such Graduate Divisions must submit credentials of undergraduate work to the Dean of the Horace H. Rackham School of Graduate Studies at the University of Michigan for his approval for admission to graduate study. The student, after receiving such approval, will enroll in the same fashion as regular students in the Graduate School of the University, although the place of enrollment will be at the Teachers College at which the Graduate Division is located."
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 to students who are preparing to teach an opportunity for general higher education. Recognizing that the prospective teacher should have some opportunity to adapt his education to his peculiar ability or personal ambition, the faculty, in outlining curricula sufficiently flexible to prepare teachers for both general and special school work, has made provision for students to exercise individual preference in elective work. A prospective student should study carefully the details of the various programs of study as outlined, so that he may understand clearly the purpose of each. He should choose that program which seems best to fit his interests and abilities.

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

1. Degree and Provisional Certificate Curricula

<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
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<tbody>
<tr>
<td>Art</td>
<td>71</td>
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<tr>
<td>Commerce</td>
<td>72</td>
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<tr>
<td>Early Elementary</td>
<td>73</td>
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<td>General Degree</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>
<td>78</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>Pre-Professional</td>
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<td>Rural Elementary</td>
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<td>Rural High School</td>
<td>83</td>
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<tr>
<td>Senior High School</td>
<td>84</td>
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<tr>
<td>Special Education</td>
<td>85-87</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 80.
ART CURRICULUM

B.S. Degree

(For the preparation of teachers and supervisors of art)

<table>
<thead>
<tr>
<th>Group</th>
<th>Course Description</th>
<th>Hours</th>
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<tr>
<td>I</td>
<td>Language and Literature</td>
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<td></td>
<td>Rhetoric (in addition)</td>
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</tr>
<tr>
<td>II</td>
<td>Science</td>
<td>12</td>
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<tr>
<td></td>
<td>General Psychology 200 (in addition)</td>
<td>3</td>
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<tr>
<td>III</td>
<td>Social Science</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Including two semester hours of political science</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational Psychology 250</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Principles of Teaching 251</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Foundations of Modern Education 353</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Art Observation 300T</td>
<td>2</td>
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<tr>
<td></td>
<td>Art Supervision 302T</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Directed Teaching 371, 372</td>
<td>8</td>
</tr>
<tr>
<td>V</td>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art Structure 106</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Industrial Art 110</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elementary Design 105</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Figure Drawing 205</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Art Composition 208</td>
<td>2</td>
</tr>
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<td></td>
<td>History of Art 213A, B</td>
<td>6</td>
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<tr>
<td></td>
<td>Commercial Art 214</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Demonstration Drawing 306</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Advanced Design 309</td>
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<td>2</td>
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<tr>
<td></td>
<td>Advanced Art Composition 308</td>
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</tr>
<tr>
<td></td>
<td>Art electives</td>
<td>4-9</td>
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<tr>
<td>VII</td>
<td>Physical Education and Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical education: Women are required to take ten class hours including Physical Education 100 and one individual sport. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives (not in art)</td>
<td>13-18</td>
</tr>
</tbody>
</table>

Note.—A course in library methods is required.
COMMERCIAL 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 88 and the Pre-Professional suggestions on page 89.)

Group I. Language and Literature ........................................ 12 semester hours
        Rhetoric (in addition) ........................................... 8 semester hours

Group II. Science
        Biology, botany, chemistry, geology, physics, zoology .... 6-8 semester hours
        Mathematics 100A, B, C; or 103A, B; or 104A, B .... 8-10 semester hours
        General Psychology 200 ......................................... 3 semester hours

Group III. Social Science
        Principles of Economics 220A, B ................................ 6 semester hours
        Electives in economics ............................................ 6 semester hours
        Survey of American Government 334 ............................. 2 semester hours

Group IV. Education
        Educational Psychology 250 ...................................... 3 semester hours
        Principles of Teaching 251 ...................................... 2 semester hours
        Foundations of Modern Education 353 ......................... 2 semester hours
        Directed Teaching 371, 372 ...................................... 8 semester hours
        Teaching of Vocational Business Subjects 300T ............ 2 semester hours
        Teaching of Social Business Subjects 301T ................. 2 semester hours
        Elective .................................................................... 2 semester hours

Group V. Practical Arts
        Introduction to Business 110 ...................................... 3 semester hours
        Retail Selling and Store Service 330 .......................... 3 semester 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 .......................... 8 semester hours
        (2) Accounting 210A, B and 311 ................................... 9 semester hours
        (3) Cost Accounting 310A, B ...................................... 6 semester hours
        (4) Business Law 320A, B .......................................... 6 semester hours

Group VI. Physical Education and Health
        Physical education: Women are required to take ten class hours, including Physical Education 100, and one individual sport. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)

        Electives .................................................................... 15-21 semester 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 ........................................... 12 semester hours
   Rhetoric (in addition) ................................................... 8 semester hours
   Fundamentals of Speech 105A (in addition) ......................... 3 semester hours

Group II. Science ............................................................ 12 semester hours
   Nature Study 231A or 231B (in addition) ......................... 4 semester hours
   General Psychology 200 (in addition) ............................ 3 semester hours

Group III. Social Science ................................................... 12 semester hours
   Including two semester hours of political science

Group IV. Education
   Educational Psychology 250 ............................................. 3 semester hours
   Principles of Teaching 251 ............................................. 2 semester hours
   Psychology of Reading 212 .............................................. 3 semester hours
   Foundations of Modern Education 353 ............................... 2 semester hours
   Early Elementary Education 200, 305A, B .......................... 9 semester hours
   Psychology of Childhood 306 .......................................... 3 semester hours
   Teaching of Handwriting 100T ........................................ 2 semester hours
   Directed Teaching 371, 372 ........................................... 8 semester hours

Group V. Fine Arts
   Art Structure 106 .......................................................... 3 semester hours
   Illustrative Handwork 107 .............................................. 3 semester hours
   Early Elementary Music 104 ............................................ 3 semester hours

Group VII. Physical Education and Health
   Physical education: Women are required to take ten class hours, including Physical Education 100, one individual sport, and Early Elementary Physical Education 330.
   (A class hour is to be interpreted to mean one hour of class work for one semester.)

Electives ................................................................. 25 semester 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 subjects 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.)

<table>
<thead>
<tr>
<th>Group</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Language and Literature</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Rhetoric (in addition)</td>
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</tr>
<tr>
<td>II</td>
<td>Biology 100A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Chemistry 105A, B</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Hygiene 112</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>General Psychology 200</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Household Physics 202</td>
<td>2</td>
</tr>
<tr>
<td>III</td>
<td>Economics of Consumption 223</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Principles of Sociology 241</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives, including two semester hours of political science</td>
<td>6</td>
</tr>
<tr>
<td>IV</td>
<td>Educational Psychology 250</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Principles of Teaching 251</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Problems in Home Economics Education 300T</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foundations of Modern Education 353</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Directed Teaching 371, 372</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>V</td>
<td>Elementary Design 105</td>
<td>2</td>
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<td></td>
<td>Costume Design 209</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Home Furnishings 221</td>
<td>2</td>
</tr>
<tr>
<td>VI</td>
<td>Problems in Home Living for Young Women 100</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Clothing Clinic and Textiles 103</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foods 111</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Clothing 205</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Nutrition 211</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Family Clothing 305</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Advanced Foods 311</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Quantity Food Management 312</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Home Management 322</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Home Nursing and Family Health 323</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Home Management Practice 324</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Marriage and Family Relationships 325</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Child Development 326</td>
<td>3</td>
</tr>
<tr>
<td>VII</td>
<td>Physical Education and Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical education: Women are required to take ten class hours, including Physical Education 100 and one individual sport. (A class hour is to be interpreted to mean one hour of class work for one semester.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>10</td>
</tr>
</tbody>
</table>

**Note.**—1. A course in library methods is required.
2. One minor subject of 15 semester 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 ........................................ 12 semester hours
Rhetoric (in addition) .................................................... 8 semester hours

Group II. Science .............................................................. 12 semester hours
General Psychology 200 (in addition) ..................................... 3 semester hours

Group III. Social Science .................................................... 12 semester hours
Including two semester hours of political science

Group IV. Education
Educational Psychology 250 .............................................. 3 semester hours
Principles of Teaching 251 ............................................... 2 semester hours
Foundations of Modern Education 353 .................................. 2 semester hours
Shop Organization 300T .................................................. 1 semester hour
Teaching of Industrial Arts 301T ........................................ 3 semester hours
Directed Teaching 371, 372 ............................................. 8 semester hours
Elective ............................................................................. 2 semester hours

Group V. Fine Arts
Art Structure 106 ............................................................... 3 semester hours

Group VI. Practical Arts
Printing 140A ...................................................................... 3 semester hours
Mechanical Drawing 121A, B .............................................. 5 semester hours
Advanced Benchwork 106 .................................................... 3 semester hours
General Shop 202 .................................................................. 3 semester hours
Woodfinishing 207 .............................................................. 3 semester hours
General Metal 130A ............................................................. 3 semester hours
Electives in industrial arts .................................................... 14-17 semester hours

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

Electives (not in industrial arts) ............................................ 12-15 semester hours

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

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

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

<table>
<thead>
<tr>
<th>Group I. Language and Literature</th>
<th>12 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>8 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II. Science</th>
<th>12 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology 200 (in addition)</td>
<td>3 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III. Social Science</th>
<th>12 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including two semester hours of political science</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group IV. Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 250</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Principles of Teaching 251</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Foundations of Modern Education 353</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Principles of Secondary Education 320</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Special Methods (e.g. Teaching of English 300T)</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Directed Teaching 371, 372</td>
<td>8 semester hours</td>
</tr>
<tr>
<td>Teaching of Handwriting 100T</td>
<td>2 semester 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 ten class hours, including Physical Education 100, one individual sport, and Junior- and Senior-High-School Physical Education 332. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)</td>
<td></td>
</tr>
</tbody>
</table>

| Electives                           | 51 semester hours |

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**Note.**

1. A course in library methods is required.
2. One major sequence, consisting of 24 semester hours, is required.
3. One minor sequence, consisting of 15 semester 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 8 semester 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 ........................................ 12 semester hours
    Rhetoric (in addition) ................................................... 8 semester hours
    Literature for Children 203 (in addition) ......................... 3 semester hours

Group II. Science
    Biology, chemistry, geology, mathematics, physics ................ 8 semester hours
    Geography ....................................................................... 8 semester hours
    Nature Study 231A or 231B ................................................. 4 semester hours
    Hygiene 112 ..................................................................... 2 semester hours
    General Psychology 200 ................................................... 3 semester hours

Group III. Social Science ....................................................... 16 semester hours
    Including two semester hours of political science

Group IV. Education
    Educational Psychology 250 .............................................. 3 semester hours
    Principles of Teaching 251 ................................................. 2 semester hours
    Psychology of Reading 212 ................................................. 3 semester hours
    Later Elementary Education 312 .......................................... 3 semester hours
    Teaching of Handwriting 100T ........................................... 2 semester hours
    Foundations of Modern Education 353 ................................. 2 semester hours
    Directed Teaching 371, 372 ............................................... 8 semester hours

Group VII. Physical Education and Health
    Physical education: Women are required to take ten class hours, including Physical Education 100, one individual sport, and Later-Elementary Physical Education 331. (A class hour is to be interpreted to mean one hour of class work for one semester.)

Electives .................................................................................. 33 semester hours

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

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

   Group IV
   Arithmetic 101T
   Teaching of Geography 300T
   Teaching of Social Studies 300T

   Group V
   Later Elementary Music 107
   Art structure 106

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

B.S. Degree
(For the preparation of teachers and supervisors of music)

Group I. Language and Literature .......................... 12 semester hours
Rhetoric (in addition) .................................. 8 semester hours

Group II. Science .............................................. 12 semester hours
General Psychology 200 (in addition) ................. 3 semester hours

Group III. Social Science ...................................... 12 semester hours
Including two semester hours of political science.

Group IV. Education
Educational Psychology 250 ............................... 3 semester hours
Principles of Teaching 251 ............................. 2 semester hours
Foundations of Modern Education 353 .................. 2 semester hours
Music Education 300T, 301T, 302T ....................... 6 semester hours
Directed Teaching 371, 372 ............................ 8 semester hours

Group V. Fine Arts
Fundamentals of Music 105A, B ............................ 6 semester hours
Voice Culture 116A, B, 216A, B .......................... 8 semester hours
Harmony 209A, B .......................................... 8 semester hours
History of Music 212A ..................................... 4 semester hours
Music Appreciation 212B ................................. 4 semester hours
Advanced Harmony and Musical Analysis 320A, B ...... 6 semester hours
(An elective in music may be substituted)
Orchestration 321A ......................................... 2 semester hours
Elective in Music .......................................... 2 semester hours

Group VII. Physical Education and Health
Physical education: Women are required to take ten class
hours, including Physical Education 100 and one indi-
vidual sport. Men are required to take ten class hours.
(A class hour is to be interpreted to mean one hour of
class work for one semester.)

Electives (not in music) .................................... 12 semester hours

Note.—1. A course in library methods is required.
2. Membership in the orchestra, vocal ensemble, or band is required of all
students during the entire four-year course.
PHYSICAL EDUCATION FOR MEN CURRICULUM
B.S. Degree
(For the preparation of teachers and supervisors of physical education for men)

<table>
<thead>
<tr>
<th>Group</th>
<th>Course Description</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>Language and Literature</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Rhetoric (in addition)</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Speech 105A (in addition)</td>
<td>3</td>
</tr>
<tr>
<td>II</td>
<td>General Biology 100A</td>
<td>4</td>
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<td></td>
<td>Hygiene 112</td>
<td>2</td>
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<tr>
<td></td>
<td>Anatomy 211A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Physiology 211B</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General Psychology 200</td>
<td>3</td>
</tr>
<tr>
<td>III</td>
<td>Social Science</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Including two semester hours of political science</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Educational Psychology 250</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Principles of Teaching 251</td>
<td>2</td>
</tr>
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<td></td>
<td>Psychology of Coaching 301T</td>
<td>2</td>
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<td>Foundations of Modern Education 353</td>
<td>2</td>
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<td></td>
<td>Organization and Administration of Physical Education 302T</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Directed Teaching 371, 372</td>
<td>8</td>
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<tr>
<td>VII</td>
<td>Physical Education and Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History and Principles of Physical Education 206</td>
<td>3</td>
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<tr>
<td></td>
<td>First Aid and Athletic Training 306</td>
<td>3</td>
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<tr>
<td></td>
<td>Principles and Technique of Gymnastic Teaching 305</td>
<td>2</td>
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<td></td>
<td>Kinesiology 308</td>
<td>2</td>
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<tr>
<td></td>
<td>Fundamentals and Technique of Football 208</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Fundamentals and Technique of Basketball 209</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Physiology of Exercise 307</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Fundamentals and Technique of Baseball 210</td>
<td>2</td>
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<td>Fundamentals and Technique of Track and Field 211</td>
<td>2</td>
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<td></td>
<td>Tests and Measurements in Physical Education 300</td>
<td>3</td>
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<tr>
<td></td>
<td>General Athletics 105A, B</td>
<td>2</td>
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<tr>
<td></td>
<td>Swimming 310</td>
<td>1</td>
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<td>Camping and Scouting 207</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Advanced Athletics 205A, B</td>
<td>2</td>
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<tr>
<td></td>
<td>Playground and Community Recreation 320</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives (not in physical education)</td>
<td>14</td>
</tr>
</tbody>
</table>

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

B.S. Degree

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

Group I. Language and Literature ........................................ 12 semester hours
Rhetoric (in addition) .................................................. 8 semester hours
Fundamentals of Speech 105A (in addition) ........................ 3 semester hours

Group II. Science
- Biology 100A, B ......................................................... 8 semester hours
- Hygiene 112 ............................................................... 2 semester hours
- Anatomy 211A ............................................................ 4 semester hours
- Physiology 211B .......................................................... 4 semester hours
- General Psychology 200 ................................................ 3 semester hours

Group III. Social Science .................................................... 12 semester hours
Including two semester hours of political science

Group IV. Education
- Educational Psychology 250 ........................................... 3 semester hours
- Principles of Teaching 251 ............................................. 2 semester hours
- Foundations of Modern Education 353 ................................ 2 semester hours
- Methods in Physical Education 300T ................................... 3 semester hours
- Administration and Organization of Physical Education 301T ....... 2 semester hours
- Directed Teaching 371, 372 ............................................ 8 semester hours

Group V. Fine Arts
- Music Construction 110 .................................................. 2 semester hours

Group VII. Physical Education and Health
- Introduction to Physical Education 170 ............................. 2 semester hours
- First Aid 271 .................................................................. 1 semester hour
- Playground Organization 270A, B .................................... 4 semester hours
- Applied Anatomy 273 ..................................................... 3 semester hours
- Theory of Athletics 274A, B, C ........................................ 6 semester hours
- Theory of Swimming 275 ............................................... 1 semester hour
- Theory of the Dance 370 .................................................. 1 semester hour
- Individual Gymnastics 373 .............................................. 3 semester hours
- Principles of Physical Education 374 .................................. 2 semester hours
- Modern Problems in Physical Education 375 ........................ 2 semester hours
- Community Recreation, Scouting, Camp Fire 376 ................. 2 semester hours
- Health Education 185 ..................................................... 2 semester hours

Required in addition from Group VII:
- Physical Education 151A, B; 251A, B; 351A, B; 361A, B. 4 semester hours

Electives (not in physical education) ..................................... 13 semester 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

- Rhetoric (in addition) .................................................. 12 semester hours

Group II. Science

- Biology, chemistry, geology, mathematics, physics .................................................. 8 semester hours
- Introductory Geography 105A, B ........................................... 5 semester hours
- General Psychology 200 ................................................... 3 semester hours

Group III. Social Science (including two semester hours of political science) ....................... 6 semester hours

- Rural Economics 240 (in addition) ...................... 3 semester hours
- Rural Sociology 240 (in addition) ...................... 3 semester hours

Group IV. Education

- Educational Psychology 250 .............................................. 3 semester hours
- Principles of Teaching 240 .............................................. 2 semester hours
- Foundations of Modern Education 353 .................... 2 semester hours
- Rural Education 340 ...................................................... 2 semester hours
- Rural Education (advanced courses) ....................... 4 semester hours
- Curriculum 145 .............................................................. 3 semester hours
- Directed Teaching 371, 372 ............................................. 8 semester hours

Group V. Fine Arts

- Art Structure 106 .......................................................... 3 semester hours
- Rural School Music 109 .................................................... 3 semester hours

Group VI. Practical Arts

- Personal and Social Problems 120 or equivalent ....... 1 semester hour

Group VII. Physical Education and Health

Physical education: Women are required to take ten class hours, including Physical Education 100, one individual sport, and Rural School Physical Education 233. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)

Electives .............................................................. 41 semester hours

Note.—1. A course in library methods is required.
2. Fundamentals of Speech 105A, B may be included in this group.
3. Students will choose among the following according to the suggestion of the departmental adviser:

Group II
- Rural School Agriculture 105
- Hygiene 112
- Nature Study 231A or 231B

Group IV
- Arithmetic 101T
- Psychology of Reading 212
- Stories for Childhood 208
- Teaching of Geography 300T
- Teaching of Handwriting 100T
- Teaching of Social Studies 300T

Group V
- Industrial Art 110

Group VII
- Health Education 185

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

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

Group I. English* .................................. 6 semester hours
Rhetoric (in addition) ................................ 3 semester hours

Group II. Science* .................................. 8 semester hours

Group III. Social Sciences* 
- Rural Economics 240 ................................ 3 semester hours
- Rural Sociology 240 ................................ 3 semester hours
- Elective ........................................... 3 semester hours

Group IV. Education* 
- Curriculum 145 ................................... 3 semester hours
- Principles of Teaching 240 ......................... 2 semester hours
- Directed Teaching 271 ............................. 3 semester hours
- Rural Education 340 ................................ 2 semester hours
- Elective .............................................. 2-3 semester hours

Group V. Fine Arts
- Art Structure 106 or Rural School Music 109 ..... 3 semester hours

Group VI. Practical Arts
- Personal and Social Problems or equivalent .......... 1 semester hour

Group VII. Physical Education and Health
- Physical education: Women must take Physical Education 100 and Rural School Physical Education 233. Men are required to complete a minimum of six class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)

Electives .............................................. 17-18 semester hours

Note.—1. A course in library methods is required.
2. "... 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 8.
3. Fundamentals of Speech 105A may be included in this group.
4. Rural School Agriculture 105 or Nature Study 231A or Nature Study 231B; Introductory Geography 105A; and Health Education 185 or Hygiene 112 are among the courses advised 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. Arithmetic 101T and Teaching of Handwriting 100T are electives in this group.
7. Provision has been made in this ‘limited time’ curriculum for a flexibility of choice among both group and general electives, under the guidance of the departmental adviser, that will facilitate the supplementation of the most obviously needed subject matter and personal background of the individual student.
RURAL HIGH SCHOOL CURRICULUM

A.B. or B.S. Degree

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

Group I. Language and Literature\(^2\) ........................................ 12 semester hours
Rhetoric (in addition) .............................................................. 8 semester hours

Group II. Science ................................................................. 12 semester hours
General Psychology 200 (in addition) ........................................ 3 semester hours

Group III. Social Science (including two semester hours of political science) ...................................................... 6 semester hours
Rural Economics 240 (in addition) ............................................ 3 semester hours
Rural Sociology 240 (in addition) ............................................. 3 semester hours

Group IV. Education
Educational Psychology 250 ....................................................... 3 semester hours
Principles of Teaching 240 ......................................................... 2 semester hours
Foundations of Modern Education 353 ....................................... 2 semester hours
Rural Education 340 .................................................................. 2 semester hours
Rural education (advanced courses) ................................ .......... 4 semester hours
Directed Teaching 371, 372 ....................................................... 8 semester hours

Group VII. Physical Education and Health
Physical education: Women are required to take ten class hours, including Physical Education 100, one individual sport, and Junior- and Senior-High-School Physical Education 332. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)

Electives .................................................................................. 52 semester hours

Note.—1. A course in library methods is required.
2. Fundamentals of Speech 105A, B may be included in Group I.
3. One major sequence consisting of 24 semester hours is required.
4. One minor sequence consisting of 15 semester hours is required.
5. The major and the minor must involve subjects regularly taught in the high-school grades.
6. Students must elect a methods course in either the major or the minor field.
7. Students must also present two sequences, other than the major and the minor consisting of 8 semester hours each.
8. 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 14 semester hours from Animal Husbandry 106, 107, 108; Soils 201 (this course should be preceded by one year of college chemistry); Farm Crops 202; Horticulture 203; also, if desired, General Shop 202 and Rural School Shop 203. The remaining sequences should be chosen with the consent of the adviser.
<table>
<thead>
<tr>
<th>Group</th>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Language and Literature</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Rhetoric (in addition)</td>
<td>8</td>
</tr>
<tr>
<td>II</td>
<td>Science</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>General Psychology 200 (in addition)</td>
<td>3</td>
</tr>
<tr>
<td>III</td>
<td>Social Science</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Including two semester hours of political science</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational Psychology 250</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Principles of Teaching 251</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Special methods (e.g. Teaching of Social Studies 300T)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Foundations of Modern Education 353</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Principles of Secondary Education 320</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Directed Teaching 371, 372</td>
<td>8</td>
</tr>
<tr>
<td>VII</td>
<td>Physical Education and Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical education: Women are required to take ten class hours, including</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Education 100, one individual sport, and Junior- and Senior-High-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Physical Education 332. Men are required to take ten class hours.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(A class hour is to be interpreted to mean one hour of class work for one</td>
<td></td>
</tr>
<tr>
<td></td>
<td>semester.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>53</td>
</tr>
</tbody>
</table>

Note.—1. A course in library methods is required.
2. One major sequence consisting of 24 semester hours is required.
3. One minor sequence of 15 semester 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 8 semester hours.
# SPECIAL EDUCATION CURRICULUM—1

## B.S. Degree

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

<table>
<thead>
<tr>
<th>Group I. Language and Literature</th>
<th>12 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>8 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II. Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology 101A, B</td>
<td>8 semester hours</td>
</tr>
<tr>
<td>Hygiene 112 (or Health Education 185)</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Abnormal Psychology 305</td>
<td>2 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III. Social Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Sociology 241, Modern Social Problems 242</td>
<td>6 semester hours</td>
</tr>
<tr>
<td>Political science</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Elective</td>
<td>4 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group IV. Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 250</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Principles of Teaching 251</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Education of Exceptional Children 331</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Mental Tests 307</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Mental Deficiency 332</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Mental Hygiene 335A, B</td>
<td>4 semester hours</td>
</tr>
<tr>
<td>Methods of Teaching Subnormal Children 337</td>
<td>1 semester hour</td>
</tr>
<tr>
<td>Foundations of Modern Education 353</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Directed Teaching 371, 372</td>
<td>8 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group V. Fine Arts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrative Handwork 107</td>
<td>3 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VI. Practical Arts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Shop 208</td>
<td>2 semester 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 ten class hours, including Physical Education 100 and one individual sport. Men are required to take ten class hours. <em>(A class hour is to be interpreted to mean one hour of class work for one semester.)</em></td>
<td></td>
</tr>
</tbody>
</table>

| Electives                     | 42 semester 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.
SPECIAL EDUCATION CURRICULUM—2

B.S. Degree

(For the preparation of teachers of occupational therapy)

Group I. Language and Literature ........................................ 12 semester hours
Rhetoric (in addition) .................................................. 8 semester hours

Group II. Science
Science or mathematics .................................................. 5 semester hours
General Biology 101A, B .................................................. 8 semester hours
General Psychology 200 .................................................. 3 semester hours
Abnormal Psychology 305 .................................................. 2 semester hours

Group III. Social Science .................................................. 12 semester hours
Including two semester hours of political science

Group IV. Education
Educational Psychology 250 .............................................. 3 semester hours
Principles of Teaching 251 .............................................. 2 semester hours
Education of Exceptional Children 331 ................................ 2 semester hours
Mental Deficiency 332 .................................................... 2 semester hours
Foundations of Modern Education 353 ................................ 2 semester hours
Directed Teaching 373 .................................................... 4 semester hours

Group V. Practical Arts
Special Education Shop 208 .............................................. 2 semester hours

Electives ................................................................. 13 semester hours

Note.—1. A course in library methods and two semester hours of physical education are required.
2. In addition to the above 80 semester hours of college work, the student must spend 27 months at the Kalamazoo State Hospital and affiliated hospitals for which 40 semester hours of college credit is allowed on this curriculum only.
3. Sixty semester hours of college credit must be earned before the student is admitted to the study of Occupational Therapy at the Kalamazoo State Hospital. Twenty additional semester 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)

Group I. Language and Literature ........................................... 8 semester hours
Rhetoric (in addition) ......................................................... 8 semester hours
Fundamentals of Speech 105A, B ....................................... 5 semester hours
Introduction to Speech Correction 230 ........................... 3 semester hours
Principles of Speech Correction 231 ................................. 3 semester hours
Phonetics 318 .................................................................. 2 semester hours
Basic Voice and Speech Science 319 ............................... 3 semester hours

Group II. Science
General Biology 101A, B ................................................... 8 semester hours
Hygiene 112 ................................................................ 2 semester hours
General Psychology 200 ..................................................... 3 semester hours
Abnormal Psychology 305 ................................................. 2 semester hours

Group III. Social Science
Principles of Sociology 241 ................................................. 3 semester hours
Modern Social Problems 242 .............................................. 3 semester hours
Political Science ................................................................. 2 semester hours
Electives .................................................................... 4 semester hours

Group IV. Education
Educational Psychology 250 ................................................. 3 semester hours
Principles of Teaching 251 ................................................... 2 semester hours
Applied Speech Correction 300T .................................... 2 semester hours
Mental Tests 307 ................................................................ 2 semester hours
Mental Hygiene 335A ......................................................... 2 semester hours
Foundations of Modern Education 353 ............................. 2 semester hours
Directed Teaching 371, 372 .............................................. 8 semester hours

Group VII. Physical Education and Health
Physical Education: Women are required to take ten class hours, including Physical Education 100 and one individual sport. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)

Electives .................................................................... 40 semester hours

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

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. 159.
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 63 to 64, 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......................... 12 semester 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)................................. 8 semester hours

Group II. Science........................................ 12 semester 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............................... 12 semester hours
History, political science, philosophy, economics, sociology.

Group VII. Physical Education and Health.
Physical education: Women are required to take ten class hours, including Physical Education 100 and one individual sport. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)

Electives ..................................................... 76 semester hours

Note.—1. A course in library methods is required.
2. The total minimum requirement is 120 semester hours.
PRE-PROFESSIONAL CURRICULA

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

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

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

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

Details of pre-professional and combined curricula will be found in a special bulletin on the subject which may be obtained from the Registrar.
Courses in agriculture are planned to serve three and possibly four groups of students enrolled in the college. Students in one of these groups are preparing to teach either in one-teacher rural schools or in consolidated rural schools with elementary grades in which the pupils come from rural homes. The teacher in such a position should be well informed about the environment and means of support of people in a rural district.

A second group of students are those who enroll in a pre-professional curriculum with the intention of finishing their work in a college of agriculture, forestry, or veterinary science, to which their credits may be transferred.

A third group consists of those who are preparing to teach courses in agriculture and science, and perhaps shop courses, in consolidated rural high schools or agricultural schools.

Still other students, in whatever curriculum enrolled, who wish to know more about the general field of agriculture as an important national industry, may constitute a fourth group. Enough credits can be earned in agriculture and science to establish a major in these fields. Combinations of agriculture and manual arts, or agriculture and geography, are other desirable teacher-preparation courses.

Special effort has been made to fit courses into the rural education curriculum, and combinations have been arranged to fit the needs of small high schools. Those preparing to teach courses in agriculture in secondary schools should choose Animal Husbandry 106, 107, 108; Soils 201; Farm Crops 202; Horticulture 203. Rural School Agriculture 105 is planned to assist elementary rural teachers to better understand agricultural problems in connection with their school work in districts where farming is the main source of income. A well stocked, fertile, college demonstration farm provides opportunity for first-hand observation and for participation in actual farm experiences.

105. **Rural School Agriculture.** 3 semester hours. Offered each semester. Mr. Corbus.

This course is planned to assist teachers who are going into rural schools in districts where farming provides the main source of cash income. Attention is given to the sources and amounts of cash likely to be derived from farm enterprises in such districts, to the environment that surrounds the rural pupil during the time he is not in school, to the major problems confronting patrons of the rural school, to adaptation of elementary science work to the nature of the pupils' experiences, and to intelligent counsel with pupils regarding their personal problems.

106. **Animal Husbandry.** 3 semester hours. First semester. Mr. Corbus.

This course deals with market types, classes, grades, and breeds of cattle, hogs, sheep, and horses from the farm-use standpoint. Consumer problems in meat consumption are linked with producer and breeder problems. The origin of types and breeds is studied with the purpose of meeting demands with a satisfactory supply. Utilization of the products of farm enterprises, as wool, meats, etc., is studied.


This course concentrates on the dairy industry, particular attention being given to the nature and properties of the salable products and the systems used in manufacturing and distributing these products to the consumer. The feeding of animals as a means of furnishing raw materials for conversion into usable animal products, and animal feeding from the economic standpoint are considered.

*Note.—For information regarding the significance of course numbers and credit for courses see pages 41 to 42.*
108. **Animal Husbandry.** 2 semester hours. First semester. Mr. Corbus.

The subject of poultry is considered, both as a separate specialized type of industry and as a supplementary farm enterprise. Size of business, investment, selection of types and breeds, and equipment are studied. Attention is given to the problems of getting established in the various poultry enterprises, their approximate incomes, expenses, and handicaps.

201. **Soils.** 2 semester hours. Second semester. Mr. Corbus.

Soils and their management are studied as the source of livelihood, not only of those living on farms but also of others in related occupations. Soil types, productivity, methods of building and maintaining fertility are studied. Observations of actual soil management are made on the college farm: profiles, soil-erosion controls, commercial-fertilizer applications, liming, and organic-matter content, are seen and studied on this representative family-sized farm. Laboratory exercises to illustrate important principles are used in addition to class room work.

202. **Farm Crops.** 3 semester hours. First semester. Mr. Corbus.

This course deals with practices used to supply farm products for direct cash sales, or indirect cash production through feeds for farm animals. Improved practices in crop and soil management, better seed, more efficient culture, and better marketing are studied in connection with the survey of our domestic crops. The probable cash income from the production of these crops is used in the economic study of farm life.

203. **Horticulture.** 2 semester hours. Second semester. Mr. Corbus.

Horticulture is studied in its several divisions—the growing of fruits, vegetables, and flowers, and landscape decoration or home beautification. Consideration is also given to the size, location, production problems, and returns when these enterprises furnish the money needed to support a farm home. The commercial fruit industry is compared with general farm supplementary fruit work, as to the incomes and handicaps of each. Commercial nurseries, the college farm, and local greenhouses offer opportunities for class visitation.

**THE COLLEGE FARM**

The college owns a one-hundred-and-fifty-acre farm, located on the regular route between the college campus and the Portage Training School. The farm has modern equipment, and is stocked with a dairy herd and poultry. Demonstrations of approved farm practices are available to students.

**ART**

| Lydia Siedschlag | Hazel I. Paden |
| Selma E. Anderson | Elaine L. Stevenson |
| Louise F. Struble |

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

a) Art Structure 106, Industrial Art 110.
c) Art Structure 106, Figure Drawing 205.
d) Art Structure 106, Demonstration Drawing 301T.
f) History of Art 213A, B.

105. **Elementary Design.** 3 semester hours. First semester. 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.** 3 semester hours. Offered each semester. Miss Paden, Miss Siedschlag, Miss Stevenson.

This course is especially arranged to help the student to direct art activities in the grades. The semester'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.** 3 semester hours. Offered each semester. Miss Anderson.

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

108. **Lettering and Poster Making.** 2 semester hours. Second semester. Miss Stevenson.

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

110. **Industrial Art.** 2 semester hours. Offered each semester. 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.** 3 semester hours. First semester. 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. **Art Appreciation.** 1 semester hour. First semester. Miss Paden.

This course aims to develop esthetic judgment. In the fall a brief survey of the history of painting with special attention to modern painting is given.

113B. **Art Appreciation.** 1 semester hour. Prerequisite: Art Appreciation 113A. Second semester. Miss Paden.

A brief survey of the history of sculpture, architecture, and minor arts is given.

201. **Free Brush.** 2 semester hours. First semester. Miss Anderson.

A method of spontaneous drawing and designing, using large brushes, ink, and poster paints.

205. **Figure Drawing.** 3 semester hours. Prerequisite: Art Structure 106, or permission of instructor. First semester. 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.

208. **Art Composition.** 3 semester hours. Prerequisite: Art Structure 106, Elementary Design 105. First semester. 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.** 2 semester hours. First semester. Mrs. Smith.

For description of course see Department of Home Economics, page 118.
212. **Handicraft.** 3 semester hours. Prerequisite: Art Structure 106, Industrial Art 110, or consent of instructor. First semester. Miss Anderson.

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

213A. **History of Art.** 3 semester hours. Prerequisite: consent of the instructor. First semester. Miss Siedschlag.

Study of primitive, Egyptian, Chaldean, Greek, and Roman architecture, sculpture, painting, and minor arts.

213B. **History of Art.** 3 semester hours. Prerequisite: History of Art 213A. Second semester. Miss Siedschlag.

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

214. **Commercial Art.** 3 semester hours. Prerequisite: Art Structure 106. First semester. 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.** 2 semester hours. First semester. 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.

Note.—This course may be counted for credit in speech.

221. **Home Furnishing.** 3 semester hours. Second semester. 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.** 2 semester hours. First semester. Mrs. Struble.

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


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.** 2 semester hours. Prerequisite: Figure Drawing 205. Second semester. Miss Stevenson.

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


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


The work centers about the study of prints and print making, etching, and woodblock printing.
### 309. Advanced Design
Continuation of Elementary Design 105.

### 310. Painting
2 semester hours. Prerequisite: Art Structure 106, Elementary Design 105, Art Composition 208 or consent of the instructor. Second semester. 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.

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**BIOLOGY**

**Leslie A. Kenoyer**
**LaVerne Argabright**
**Wallace Borgman**

**Merrill R. Wiseman**

**Theodosia H. Hadley**
**Frank J. Hinds**
**Leonard Wienier**

To serve as the biological foundation for a cultural education, General Biology 100A, B 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, provided such election will give the required number of hours.

(a) General Biology 100A, B.
(b) Botany 221A, B.
(c) Zoology 242A, B.
(d) Anatomy 211A and Physiology 211B.
(e) Bacteriology 212A and Community Hygiene 212B.
(f) Evolution and Genetics 305 and Human Biology 306.

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).

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 100A, Hygiene 112, and Group (d) above.

For special nature-study students the required major in science consists of the following courses:

1. General Biology 100A, B.
2. Nature Study 231A, B.
3. Any one of the groups below:
   (a) Physics 100A, B (for those who have not had high-school physics).
   (b) Biology, any two from 221A, B, or 242A, B.
   (c) Geology 330A, B.
   (d) General Chemistry 100A, B, or 101A, B.

A minor may consist of the following courses:

1. General Biology 100A, B.
2. Nature Study 231A, B.

**GENERAL COURSES**

**100A. General Biology**
4 semester hours. First semester. Mr. Hinds, Dr. Kenoyer, Mr. Wiseman.

The study of the similarities and differences between plants and animals, cell organization, biological processes, and the structure and functions of the lower plants and animals. Kenoyer and Goddard's General Biology is used as the text. Classroom, 2 hours a week; laboratory, 2 two-hour periods a week.
100B. General Biology. 4 semester hours. Second semester. Mr. Hinds, Dr. Kenoyer, Mr. Wiseman.

A continuation of 100A, including the vertebrate animals, the higher plants, genetics, embryology, evolution, ecology, and human biology. Classroom, 2 hours a week; laboratory, 2 two-hour periods a week.

201A, B. General Science. 4 semester hours. Two hours a week with field and laboratory work throughout the year. Miss Hadley.

A survey of the field of natural science, both biological and physical, as a cultural course to those not wishing to go so deeply into the sciences; also valuable as preparation for the teaching of general science in the junior-high school.

204. History of Science. 2 semester hours. First semester. Miss Hadley.

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.

300T. Teaching of Biology. 2 semester hours. Second semester. Prerequisite: General Biology 100A, B, and a semester of either zoology or botany. Must precede or accompany practice teaching in high-school biology. Mr. Wierler.

The course deals with the practical problems of teaching biology in the junior- and senior-high schools. Among the topics considered are biological interests of high-school pupils, values and objectives, selection and survey of subject matter, methods of presentation, and projects in laboratory and field 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.

305. Evolution and Genetics. 3 semester hours. First semester. Prerequisite: General Biology 100A, B. Dr. Kenoyer.

Evolution is a biological principle of the first importance, attested by many classes of facts in the biological world. The evidence is examined and the method revealed by a study of the phenomena of heredity, the facts of which will be investigated in the laboratory. Classroom, 2 hours a week; laboratory, 2 hours a week.

306. Human Biology. 3 semester hours. Second semester. Prerequisite: General Biology 100A, B. Dr. Kenoyer.

Further investigation of the principles of heredity and their application to man, sociological problems and their biological basis, and possibilities for the improvement of human society. Classroom work, library studies, and visits to institutions.

ANATOMY, PHYSIOLOGY, AND SANITARY SCIENCE

112. Hygiene. 2 semester hours. Offered each semester. Desirable antecedent: General Biology 100A. Dr. Borgman, Mr. Wiseman.

This course deals with the factors of both personal and social hygiene, with especial emphasis upon the causes of disease and their control and prevention. Classwork and demonstrations.
211A. Anatomy. 4 semester hours. First semester. Prerequisite: General Biology 100A, B. 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. Physiology. 4 semester hours. Second semester. Prerequisite: Anatomy 211A. Dr. Borgman.

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

212A. Bacteriology. 4 semester hours. First semester. Prerequisite: General Biology 100A and Hygiene 112. Mr. Wiseman.

This course deals with microorganisms, including protozoa, algae, fungi, and bacteria. Their structure, classification, and growth, and methods of staining, sterilization, etc., are taken up in classroom and laboratory. Especial stress is placed on their economic importance. Classroom, 3 hours a week; laboratory, 2 hours a week.

212B. Community Hygiene. 4 semester hours. Second semester. 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 foods; sewage-disposal; housing; recreation; school health; and the functioning of organized health agencies are topics which receive major emphasis. A thesis is required. Classwork and demonstrations.

BOTANY

221A. Botany. 4 semester hours. First semester. Prerequisite: General Biology 100A, B, or a year of high-school botany. Dr. Kenoyer.

This and the following course furnish a good botanical background for high-school biology teachers and for foresters. A general study of the gross and microscopic structures of higher plants, accompanied by field studies which aim to give a closer acquaintance with the major groups of the plant kingdom. Morphology of the algae and fungi. The student prepares a herbarium of the autumn plants. Classroom, 2 hours a week; laboratory or field, 2 two-hour periods a week.

221B. Botany. 4 semester hours. Second semester. Prerequisite: Botany 221A. Dr. Kenoyer.

Morphology of moss-plants, fern-plants, and seed-plants, and a study of the local wild and cultivated types. Identification in the field and further herbarium preparation are included. Attention is given to plant habitats and ecology. Classroom, 2 hours a week; laboratory or field, 2 two-hour periods a week.

222. Local Flora. 2 semester hours. Summer session. Prerequisite: a year of biology. Dr. Kenoyer.

Plants are studied from the standpoint of classification and relationship to their environment. Field work constitutes an important part of the course.

231A, B. Nature Study. 8 semester hours. Four hours a week throughout the year. Miss Aragbright, 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 enjoy and appreciate the wonders of nature.

In the autumn are studied: wayside and garden flowers, bulbs, seed dispersal, fruits of trees, flowerless plants, beetles, crickets, grasshoppers, moths, butterflies, gall insects, spiders, bees, wasps, flies, ants, aphids, and winter
birds. In the winter: weather, rocks and minerals, electricity, astronomy, heat, and light. In the spring: spring flowers, spring birds, bird migration, and pond life.

234. Bird Study. 2 semester hours. Second semester. Prerequisite: Nature Study 231A, B, or the equivalent. 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 19-25, 1939, between the close of the spring term and the opening of the summer session. 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 $20.00: 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. 2 semester hours. Summer session. 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

241. Insect Study. 2 semester hours. Summer session. 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. Invertebrate Zoology. 4 semester hours. First semester. Prerequisite: General Biology 100A, B. Mr. Hinds.

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

242B. Vertebrate Zoology. 4 semester hours. Second semester. Mr. Hinds.

The work of this course covers the classes of vertebrates with emphasis on classification, structure, functions, environmental relations, and economic aspects. Field work is emphasized during the spring. Classroom, 2 hours a week; laboratory or field, 2 two-hour periods a week.
Students who wish to teach chemistry must have a minimum of 15 semester hours in chemistry. A major in chemistry is 25 semester hours and a minor is 15 semester hours.

Through arrangement with the Department of Physics, a major in physical science may be made by taking 15 semester hours of chemistry and 10 semester hours of physics. A minor in chemistry may not be made by combining chemistry with 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, quantitative analysis, calculus, and physics the second year; organic chemistry and physical chemistry the third year; special courses the fourth year.

100A. General Chemistry. 4 semester hours. Prerequisite: one year of algebra. Designed for students who have had no high-school chemistry. First semester. 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 100A, B and 101A, B each constitute a year's work. Students should plan to take the two semesters' work; however, credit is given for each semester's work.

100B. General Chemistry. 4 semester hours. Prerequisite: General Chemistry 100A. Second semester. Mr. Eldridge.

A continuation of General Chemistry 100A. Classroom, 3 hours a week; laboratory, 4 hours a week.

101A. General Chemistry. 4 semester hours. Prerequisite: one unit of high school chemistry and one unit of algebra. First semester. Mr. Boynton, Dr. Osborn.

Classroom, 3 hours a week; laboratory, 4 hours a week.

101B. General Chemistry. 4 semester hours. Prerequisite: General Chemistry 101A. Second semester. Mr. Boynton, Dr. Osborn.

A continuation of course 101A. Classroom, 3 hours a week; laboratory, 4 hours a week.

105A. General Chemistry. 4 semester hours. First semester. 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 semester hours. Prerequisite: General Chemistry 105A. Second semester. Mr. Eldridge.

A continuation of course 105A, including the study of metals and some of their compounds. The laboratory work includes a brief course in qualitative analysis and organic compounds. In organic chemistry, the following topics are studied: paraffins, alkyl halides, alcohols, aldehydes, ketones, sugars, amines, fatty acids, esters, 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.

201. Qualitative Analysis. 5 semester hours. Prerequisite: General Chemistry 100A, B or 101A, B. First semester. Dr. Osborn.

Two lectures a week and a minimum of 8 hours a week in the laboratory. The work includes the detection of both basic and acidic radicals.
202. **Quantitative Analysis.** 5 semester hours. Prerequisite: General Chemistry 100A, B or 101A, B and Qualitative Analysis 201. A knowledge of quadratic equations and of common logarithms is essential. Second semester. Mr. Boynton.

This course includes the theory and practice of volumetric and gravimetric analysis and gravimetric separations. Classroom, 2 hours a week; laboratory, a minimum of 12 hours a week.

300T. **Teaching of Physical Science.** 2 semester hours. Prerequisite: a major or minor in physics or chemistry. Second semester. Mr. Marburger.

303A. **Physical Chemistry.** 5 semester hours. Prerequisite: General Chemistry 100A, B or 101A, B, Qualitative Analysis 201, Quantitative Analysis 202 or 307S, Physics 203A, B, College Algebra and Analytic Geometry 104A, B or equivalent, and Calculus 205A, B. First semester. Mr. Boynton.

This course is valuable for students who expect to teach chemistry, physics, and mathematics in the high school. A thorough grounding is made in the fundamental principles in chemistry. The course includes studies in kinetic theories of gases, liquids, solids, solutions, thermodynamics, physical bases for molecular structure, thermochemistry, homogeneous equilibria, heterogeneous equilibria, etc. Classroom, 3 hours a week; laboratory, 8 hours a week.

303B. **Physical Chemistry.** 5 semester hours. Prerequisite: Physical Chemistry 305A. Second semester. Mr. Boynton.

A continuation of course 305A. The course includes radioactivity, quantum theory, atomic structure, conductance of solutions, pole potentials, oxidation potentials, polarization, chemical thermodynamics, colloids, etc. Classroom, 3 hours a week; laboratory, 8 hours a week.

305. **Advanced Qualitative Analysis.** 1 or 2 semester hours. Prerequisite: General Chemistry 100A, B, or 101A, B, and Qualitative Analysis 201. Offered each semester. Dr. Osborn.

This course consists of laboratory work only. The analysis of alloys.

306A. **Organic Chemistry.** 5 semester hours. Prerequisite: General Chemistry 100A, B or 101A, B. Open to qualified sophomores. First semester. 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 semester's work, but students are advised against taking one course only. Classroom, 3 hours a week; laboratory, 6 hours a week.


A continuation of course 306A.

307S. **Quantitative Analysis.** 3 semester hours. Prerequisite: General Chemistry 100A, B or 101A, B, and Qualitative Analysis 201. A knowledge of quadratics and of common logarithms is essential. Summer session only. Mr. Boynton.

This is a special summer-session course and less laboratory work is done than in Quantitative Analysis 202.

308. **History of Chemical Theory.** 2 semester hours. Prerequisite: General Chemistry 100A, B or 101A, B, Qualitative Analysis 201, Quantitative Analysis 202 or 307S, Organic Chemistry 306A, B, and Physical Chemistry 305A, B. First semester. Mr. Boynton.

This course is taught from the point of view of the history of chemical theory in which the evidence for the old theories is critically presented. The
reasons for the ultimate rejection of the old theories are studied, and a somewhat critical examination of modern theories is made.

396A. **Organic Preparations.** 2 semester hours. Consult instructor before enrolling. Offered each semester. Mr. Eldridge.

Methods for preparing the aliphatic compounds with an effort to produce the maximum yield at the minimum of expense. Theoretical interpretations of facts are sought. Classroom, 1 hour a week; laboratory, 10 hours a week.

396B. **Organic Preparations.** 2 semester hours. Consult instructor before enrolling. Offered each semester. Mr. Eldridge.

Methods of preparing the aromatic organic compounds. Classroom, 1 hour a week; laboratory, 10 hours a week.

398. **Inorganic Preparations.** 1 or 2 semester hours. Consult instructor before enrolling. Offered each semester. Mr. Eldridge, Dr. Osborn.

Laboratory work only.

399. **Organic Analysis.** 2 semester hours. Consult instructor before enrolling. Offered each semester. Mr. Eldridge.

Determination of carbon, hydrogen, and nitrogen by combustion methods. Laboratory work only.

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**COMMERCE**

**EUGENE D. PENNELL**

**EMMA WATSON**

**GEORGE A. KIRBY**

100A. **Shorthand and Typewriting.** 4 semester hours. First semester. Mr. Kirby.

A presentation of the theory and principles of Gregg shorthand and the technique of touch typewriting.

Note.—No college credit is given for shorthand and typewriting until both 100A and 100B have been completed. Students beginning shorthand and typewriting should plan therefore to complete both semesters.

Students who present one year of high-school shorthand and one year of high-school typewriting will not be allowed credit for Shorthand and Typewriting 100A, and should enroll for 100B. Students who present two years of high-school shorthand and two years of high-school typewriting will not be allowed credit for Shorthand and Typewriting 100A or 100B, and, for the purpose of satisfying Group VI, Combination (I) of the Commerce curriculum, will be required to earn credit in Advanced Dictation and Secretarial Practice 200. Early in the first week of the first semester, special examinations will be arranged for all students who have entrance credits in high-school shorthand or typewriting. If these examinations reveal unsatisfactory preparation for successfully beginning 100B or 200, the work of 100A or 100B in regular college classes will be required for review without credit.

100B. **Shorthand and Typewriting.** 4 semester hours. Prerequisite: Shorthand and Typewriting 100 B. Second semester. Mr. Kirby.

The discussion, application, and thorough review of the principles of Gregg shorthand as presented in 100A. The writing of shorthand notes under careful supervision from dictation at various rates of speed is developed, and extensive reading of expertly prepared shorthand plates is encouraged. 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 semester hours. Offered each semester. 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. 3 semester hours. Prerequisite: Shorthand and Typewriting 100A, B. First semester. Mr. Kirby.

An intensive course for increasing speed in taking notes and transcribing, together with a study of the duties of a secretary.

210A, B. Accounting. 6 semester hours. Three hours a week throughout the year. Mr. Pennell.

This course deals with the elementary principles of accounting and considers the more common technical devices for recording business transactions according to those principles. Particular attention is given to the effect of transactions on balance-sheet accounts and to the theory and practice of recording temporary changes of proprietorship in expense and revenue accounts. The importance of properly reporting from the records significant financial facts for purposes of control is emphasized. Problems and sets to be worked under the direct supervision of the instructor are assigned.

300T. Teaching of Vocational Business Subjects. 2 semester hours. Prerequisite: Shorthand and Typewriting 100A, B, and Accounting 210A, B. Second semester. Miss Watson.

Consideration of approved methods for presenting material for training in business occupational skills; methods of testing and determining standards of achievement for business occupational skills; the examination and compilation of supplementary and collateral material for the use of the teacher. It is recommended that this course either precede or accompany directed teaching in any of the business occupational skills.

301T. Teaching of Social Business Subjects. 2 semester hours. First semester. Miss Watson.

This course is a study of the growth and development of both junior- and senior-high-school business training for the social aspect of business as distinguished from such training for business occupational skills. The various objectives that are advanced for training in the social aspect of business—consumer-business training, occupational understanding and intelligence, social intelligence and economic understanding, background for general business career or background for specialized business occupational skill, character development, guidance, and some others—are considered. Newly developed material suitable for instructional purposes on a secondary level in economic citizenship, consumer relations, and occupational intelligence is studied, and methods of teaching this material are discussed.

310A, B. Advanced Accounting Principles. 6 semester hours. Prerequisite: Accounting 210A, B. Three hours a week throughout the year. Mr. Pennell.

This course is to supplement Accounting 210A, B by a consideration of some advanced principles of theory and practice that are usually embraced in second-year accounting in a well rounded undergraduate curriculum. The first semester, after a brief review of the material of 210A, B, will be devoted to problems of valuation and detailed classification. The second semester will be devoted to special applications of accounting principles to peculiar types of enterprise: installment sales, mergers, holding companies, receiverships, and estates and trusts.

311. Cost Accounting. 3 semester hours. Prerequisite: Accounting 210A, B. First semester. 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.

320A, B. Business Law. 6 semester hours. Three hours a week throughout the year. Mr. Pennell.
Organized to meet the particular need of teachers of business law in secondary schools, this course undertakes primarily to develop an appreciation and respect for law through a study of its sources, development, and social significance. The legal rules of ordinary business transactions are learned for the most part from a study of actual cases involving circumstances from which these rules have been developed and applied. The first semester will be devoted to a study of the law of contracts, together with as much consideration to special contractual transactions involving the law of negotiable instruments, sales, and bailments as time will permit. The second semester will be devoted to the various forms of business association as generally included in the law of agency, of partnership, and of corporations. Students who elect this course should plan to take it as a whole. Open to seniors only.

330. Retail Selling and Store Service. 3 semester hours. Second semester. 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
IRA M. ALLEN
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
OLGA SCHALM ROEKLE
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 provisional certificate curricula are required to take General Psychology 200 and Principles of Teaching 240 or 251.
All students pursuing a curriculum for a provisional certificate and a degree are required to take as a minimum General Psychology 200 and 20 semester hours of courses in education. The courses in education are distributed as follows: Educational Psychology 250; Principles of Teaching 240 or 251; Foundations of Modern Education 353—a total of 7 semester hours, the remaining 13 semester hours being elective. The specific curricula, however, usually prescribe that this remaining requirement is to be met with one course in special methods (such as the Teaching of Algebra 303T for students majoring in mathematics) and one course involving a survey of the student's field of education (such as Later Elementary Education 312 for students preparing to teach in the elementary school).
Additional or more specific requirements in courses in education are stated in the various special curricula outlines presented on pages 71 to 87 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. Carter, Dr. Ellis, Dr. Kercher.

100. **Introduction to Learning and Adjustment.** 1 semester hour. Open only to freshmen and sophomores. Offered each semester. Mr. Carter, Mrs. Rockie.

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). 3 semester hours. Offered each semester. 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.** 2 semester hours. Prerequisite: Fundamentals of Speech 105A, B. Offered each semester. Miss Blackburn, Mrs. Phillips.

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

210. **Psychology of School Subjects.** 2 semester hours. Prerequisite: General Psychology 200, Educational Psychology 250. Second semester. Dr. Hillard.

A course in the psychology of learning as specifically involved in each of the elementary-school subjects.
212. Psychology of Reading. 3 semester hours. Prerequisite: General Psychology 200. Offered each semester. Miss Blackburn, Dr. Hilliard.

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

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

306. Psychology of Childhood. 3 semester hours. Prerequisite: Early Elementary Education 305B, General Psychology 200, Educational Psychology 250. Offered each semester. 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 semester 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. 2 semester hours. Prerequisite: General Psychology 200, Early Elementary Education 305A, B, or consent of the instructor. Second semester and summer session. 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. 1 semester hour. Prerequisite: General Psychology 200. Early Elementary Education 305A, B, or the consent of the instructor. First semester and summer session. 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.

312. Later Elementary Education. 3 semester hours. Prerequisite: General Psychology 200, Educational Psychology 250, Principles of Teaching 240 or 251. Offered each semester. 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.** 3 semester hours. Prerequisite: General Psychology 200, Educational Psychology 250, Principles of Teaching 240 or 251. Offered each semester. 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. **Secondary School Curriculum.** 2 semester hours. Prerequisite: General Psychology 200, Educational Psychology 250, Principles of Teaching 240 or 251, Principles of Secondary Education 320. First semester. 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.

323. **Guidance in Secondary Education.** 2 semester hours. Prerequisite: General Psychology 200, Educational Psychology 250, Principles of Teaching 240 or 251, Principles of Secondary Education 320. Second semester. 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

331. **Education of Exceptional Children.** 2 semester hours. Prerequisite: General Psychology 200, Educational Psychology 250. First semester. 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.** 2 semester hours. Prerequisite: General Psychology 200, Educational Psychology 250. Second semester. 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 semester hours. First semester. 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 semester hours. Second semester. Dr. Ellis.

The mental hygiene of adolescence and adulthood. Topics considered are: development of adolescence; sex development in adolescence; adjustment and maladjustment in adolescence; personality disorders; psychoneuroses; psychoses; juvenile delinquency; mental hygiene of religion; courting, mating, marital relations; maladjustment in college.

336. **Character Education.** 2 semester hours. Offered each semester and summer session. 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. 1 semester hour. Prerequisite: General Psychology 200, Educational Psychology 250, Education of Exceptional Children 331. Second semester. Not offered in 1940.

This course is designed to acquaint the student with the principles and practices of instruction of subnormal children.

338. Audio-Visual Education. 2 semester hours. Second semester and summer session. 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. 3 semester hours. Offered each semester. Miss Evans. For description of course see Department of Rural Education, page 148.

240. Principles of Teaching. 2 semester hours. Offered each semester. Miss Evans. For description of course see Department of Rural Education, page 149.

340. Rural Education (Administration). 2 semester hours. Offered each semester. Dr. Amls, Dr. Robinson. For description of course see Department of Rural Education, page 149.

345. Rural Education (Seminar). 2 semester hours. Prerequisite: consent of instructor. Dr. Robinson. For description of course see Department of Rural Education, page 149.

346. Rural Education (Seminar). 2 semester hours. Prerequisite: Rural Education 345. Dr. Robinson. For description of course see Department of Rural Education, page 149.

348. Special Problems of Village and Consolidated Schools. 2 or 3 semester hours, depending on amount of field work done. Second semester. Dr. Amls, Dr. Robinson. For description of course see Department of Rural Education, page 149.

THEORY AND PRINCIPLES OF EDUCATION

211. Introduction to Statistics. 3 semester hours. Second semester and summer session. Dr. Everett. For description of course see Department of Mathematics, page 132.

250. Educational Psychology. 3 semester hours. Prerequisite: General Psychology 200. Offered each semester. Mr. Carter, Dr. Ellis, Dr. Hilliard.

An application of the principles of psychology to education. Such topics as original nature, feeling and emotion, motivation, adjustment, mental hygiene, and various aspects of learning constitute the first half of the course. The second part deals with individual differences, their nature, detection, and treatment. The course covers information of a practical nature about marking and promotion, new type tests, interpretation of test results, manifestation of
capacity, ability and performance, evaluation of teaching procedures, and the
description of aptitudes, interests, and personality.

251. Principles of Teaching. 2 semester hours. Prerequisite: General Psych-
ology 200. Educational Psychology 250. Offered each semester.
Dr. Ellis, Miss Mason, Dr. Wilds.
This course involves the discovery and application of the more significant
principles of the teaching process. Among the topics to be considered are
the nature of the teaching profession, the objectives of education, materials
affecting learning, lesson planning, the general principles of teaching, the
special methods of teaching technique, and the methods of organizing the
teaching period.

350. Educational Sociology. 3 semester hours. Prerequisite: Principles of
Sociology 241A, B, General Psychology 200, Educational Psychology
250. Offered each semester. Dr. Burnham.
For description of course see Department of Social Science, page 159.

351. Philosophy of Education. 3 semester hours. Prerequisite: General
Psychology 200, Educational Psychology 250. Desirable antecedent:
The History of Social Thought 344. Offered each semester. Dr. Burnham.
This course attempts an inclusive analysis in the large of the possibilities
of growth in normal human beings and inquires how education may progre-
sively 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.

353. Foundations of Modern Education. 2 semester hours. Prerequisite:
General Psychology 200, Educational Psychology 250, Principles of
Teaching 240 or 251. Offered each semester. Dr. Allen, Dr. Wilds.
This course, prescribed by the State Board of Education in all degree cur-
cricula 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 evalua-
tion of the current theories and practices in the public school system of
Michigan.

354. Adult Education. 1 semester hour. First semester. 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

360A. School Administration. 2 semester hours. Prerequisite: General Psy-
chology 200, Educational Psychology 250, Principles of Teaching 240
or 251, Directed Teaching. First semester. Mr. Pellett.
A course for students preparing for work as school superintendents. Pro-
blems 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,
built planning, and educational organization.
360B. School Administration. 2 semester hours. Prerequisite: General Psychology 200, Educational Psychology 250, Principles of Teaching 240 or 251, Directed Teaching. Second semester. 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.

HEALTH EDUCATION

185. Health Education. 2 semester hours. Offered each semester. 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 semester hours. First semester. Mr. Pellett.

To introduce the student to the meaning, scope, and problems of philosophy is the purpose of this course.

391A. History of Philosophy. 2 semester hours. Second semester. 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, will be followed with the study of the late medieval and modern systems of philosophical thought.

392. Ethics. 2 semester hours. Second semester and summer session. 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.—Alternates with School Administration.

PSYCHOLOGY

200. General Psychology. 3 semester hours. Offered each semester. 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. Elementary Experimental Psychology. 3 semester hours. Prerequisite: General Psychology 200. Offered each semester. Dr. Henry.

An introduction to the laboratory method through experimental work in the general fields of sensory, imaginal, and affective experience, perception, memory, learning, etc. One lecture and four hours of laboratory work per week.

205. Genetic Psychology. 2 semester hours. Prerequisite: General Psychology 200. Second semester. Dr. Henry.

A study of the history of mind in the race and in the individual.
305. Abnormal Psychology. 2 semester hours. Prerequisite: General Psychology 200. Second semester. Dr. Henry.
A discussion of the causes, 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. 2 semester hours. Prerequisite: General Psychology 200, Educational Psychology 250, or its equivalent. First semester. 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. 2 to 4 semester hours. Prerequisite: Abnormal Psychology 305, Mental Tests 307, or consent of the instructor.
Second semester. Mr. Carter.
Four 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 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.

ENGLISH

GEORGE SPRAU
WILLIAM R. BROWN
EDITH M. EICHER
LOUIS FOLEY
LORENA M. GARY
MINNIE D. LOUTZENHISER

HELEN E. MASTER
LUCILLE A. NOBBS
ELEANOR RAWLINSION
HERBERT SLUSSER
CHARLES SMITH
RUTH G. VAN HORN

Students who intend to make a major or minor of English should consult the chairman of the department some time during their freshman year.

RHETORIC AND CRITICISM

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.
106A, B. Rhetoric. 6 semester 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 master-
pieces as will awaken in the student a livelier appreciation of the value and
importance of style in speaking and writing.

315. Literary Criticism. 2 semester hours. Second semester. Mr. Sprau.
A careful study of the fundamental principles of literary criticism, supple-
mented 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. 2 semester hours. Offered each semester. 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.

LITERATURE

Not more than 6 hours credit may be counted from courses in literature
numbered below 200.

107A, B. English Literature. 6 semester hours. Three hours a week through-
out the year. Miss Eicher, Miss Loutzenhiser, Miss Van Horn.
A general survey of the whole field of English literature, with wide read-
ing in biography and representative selections from the various periods.
Students electing this course should take it throughout the year. Students
entering in the second semester may take B without having had A.

121. Chief American Poets. 3 semester hours. Second semester. Miss Nobbs,
Mr. Slusser.
An intensive study of the chief American poets.

122. American Prose. 3 semester hours. First semester. Miss Nobbs, Mr.
Slusser.
An intensive study of the chief American prose writers.

124A, B. General Literature. 6 semester hours. Three hours a week
throughout the year. Dr. Brown.
In this course the student is offered the opportunity of making acquaint-
ance 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, Span-
ish, 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, but students entering
the second semester may take B without having had A.

203. Literature for Children. 3 semester hours. Offered each semester.
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,
ENGLISH 111

205 A, B. Nineteenth Century English Prose. 4 semester 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 either A or B.
A. Coleridge, Hazlitt, Lamb, De Quincey, Landor, Macauley.

210. Literary Interpretation. 3 semester hours. First semester. 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. 3 semester hours. Second semester. 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 literature, and to suggest ways of using poetry with classes.

212. The Familiar Essay. 2 semester hours. Second semester. 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.

213. The English Novel. 3 semester hours. First semester. Dr. Brown.
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. Later 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. Shakespeare. 6 semester 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.
Students may not enroll in B who have not had A.

216. Contemporary Literature. 2 semester hours. First semester. 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. The English Bible. 4 semester 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, in so far 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. 2 semester hours. First semester. 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. 3 semester hours. Second semester. 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. 3 semester hours. First semester. 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. 2 semester hours. Second semester. 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.

226A, B. Masterpieces. 4 semester hours. Two hours a week throughout the year. Miss Loutzenhiser.

This course continues throughout the year, but students may elect either semester alone. 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, The Faerie Queen; in B, Heroes and Hero Worship, The Ring and the Book, The Return of the Native.

307A, B. History of English Literature. 6 semester hours. Three 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 107A, B. Students electing the course should take it throughout the year. Credit for A will not be counted until B is completed.

308A, B. The English Drama. 4 semester hours. Two hours a week throughout the year. Mr. Smith.

The year's work in this course is divided into two parts. During the first semester interesting and significant plays by Elizabethan and Jacobean playwrights—Lyly, Greene, Peele, Marlowe, Kyd, Webster, Jonson, Beaumont, Fletcher, Massinger, Shirley, and others—are read and discussed. In the second semester, Restoration and Eighteenth Century plays by Dryden, Wycherley, Farquhar, Steele, Addison, Gay, Garrick, Sheridan, and others are studied. The chief aim of the course is to give the student familiarity with many interesting and important, but too seldom read, English plays. Either A or B may be taken separately.
ENGLISH 113

309A, B. Nineteenth Century Poetry. 6 semester hours. Three 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 but students may elect either A or B without the other.

A. Wordsworth, Coleridge, Byron, Shelley, Keats, Scott, and Landor.
B. Tennyson, Mrs. Browning, Browning, Clough, Arnold, Rosetti, Morris, and Swinburne.

Note.—The courses in Wordsworth 312, Tennyson 310, and Browning 311, offered in the summer session and by extension, may not be counted together with the semesters of Nineteenth Century Poetry 309, in which these poets appear.

313. Carlyle. 2 semester hours. Summer session 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. 2 semester 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. 3 semester hours. Offered each semester. 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. 2 or 3 semester hours. Pre-requisite: freshman or sophomore courses in English literature. The instructor's consent is required. Second semester. 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. 2 semester hours. First semester. 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. 3 semester hours.

391. Chaucer. 3 semester hours. Courses 390 and 391 together yield 6 semester 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.

TEACHING

300T. Teaching of English. 2 semester hours. Offered each semester. Miss Walker.

The aim of the course is to give the prospective teacher the best educational information relative to the content and teaching of various phases of English in the junior- and senior-high school. Students should plan to take the course before enrolling for practice teaching in English.

GEOGRAPHY AND GEOLOGY

WILLIAM BERRY
JAMES GLASGOW

Introductory Geography, either 105A, B or 305, must precede all other courses except Michigan 306 and Conservation of Natural Resources 312. Course 305 should be substituted for 105A, B by two groups of students: (1) those who do not begin the study of geography until the junior year and yet desire to complete a minor in the field and (2) upper classmen who are interested in electing a 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 24 semester hours required in a major nor in the 18 semester 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 24 semester 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 220A, B and modern American and European history and to acquire the ability to read German or French. A minor in geography consists of 18 semester hours, including Field Geography 320. All major and minor students are required to elect Teaching of Geography 300T.

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

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

105A. Introductory Geography. 3 semester hours. Offered each semester. Dr. 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. 2 semester hours. Prerequisite: Introductory Geography 105A. Offered each semester. Dr. 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.** 2 semester hours. Prerequisite: Introductory Geography 105A and 105B. Open only to freshmen. Second semester. Miss Logan.

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

206. **United States and Canada.** 3 semester hours. Prerequisite: Introductory Geography 105A, B or 305. Open to freshmen in their second semester, and to sophomores and juniors. Offered each semester. Dr. Berry, Dr. Glasgow.

A study of the United States and Canada by geographic regions.

207. **Europe.** 3 semester hours. Prerequisite: Introductory Geography 105A, B or 305. Open to freshmen in their second semester, and to sophomores and juniors. Offered each semester. Dr. 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.** 3 semester hours. Prerequisite: Introductory Geography 105A, B or 305. Open to freshmen in their second semester and to sophomores and juniors. Offered each semester. Miss Harrison.

The relationship 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.** 3 semester hours. Prerequisite: Introductory Geography 105A, B or 305. Desirable antecedent: Principles of Teaching. Offered each semester. 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.** 3 semester hours. Not open to students who have received credit for Introductory Geography 105A or 105B. Offered each semester. Dr. Berry, Dr. Glasgow.

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

306. **Michigan.** 2 semester hours. Second semester. Dr. Berry or Dr. Glasgow.

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.** 2 semester hours. Prerequisite: Introductory Geography 105A, B or 305, and one regional course. Offered each semester. 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.** 2 semester hours. Prerequisite: Introductory Geography 105A, B or 305. Second semester. 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.** 3 semester hours.
Prerequisite: Introductory Geography 105A, B, or 305 and United States History 201A, B or equivalent. Second semester. Dr. 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.** 2 semester hours. Second semester.
Dr. Berry or Dr. Glasgow.
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.** 2 semester hours. Prerequisite: an interest in world affairs, at least one year of college history, and Introductory Geography 105A, B or 305. Second semester. 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.** 3 semester hours. Prerequisite: Introductory Geography 105A, B or 305. Second semester. Dr. 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.** 2 semester hours. Prerequisite: Introductory Geography 105A, B or 305. Offered each semester. Dr. 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.** 3 semester hours. Prerequisite: Introductory Geography 105A, B or 305. First semester. Dr. 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.

342S. **Geography-History Field Course.** 6 semester hours (3 hours in history, 3 hours in geography). Prerequisite: consent of instructors. Desirable antecedents: History 201A and Geography 105A. Summer session. Not offered in 1939. Dr. Glasgow, Dr. Seibert.
A study of the geography and history of certain selected areas in North America. The class spends 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.** 3 semester hours. Second semester. 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.

330A. Dynamic Geology. 4 semester hours. First semester. Dr. Berry.
A study of the origin and development of the surface features of the earth and the processes involved in their development. It involves principally studies of the works of streams, glaciers, and wind, and of volcanic and diastrophic activity. The last six-week period will be utilized in the study of rocks and minerals. Classroom, 3 hours each week; laboratory or field 2 hours each week. There will be two Saturday field trips.

330B. Economic and Historical Geology. 4 semester hours. Second semester. Prerequisite: Geology 330A. General Biology is a desirable antecedent. Dr. Berry.
During the first four weeks the work is a continuation of the study of minerals begun in the first semester. During the remainder of the semester the work will involve the origin of the earth, the development of plant and animal life as shown by fossils, and the major changes that have occurred in the elevation, size, and form of the continents. Classroom, 3 hours each week; laboratory, 2 hours each week. There will be one Saturday field trip.

HANDWRITING
ETHEL SHIMMEL

100T. Teaching of Handwriting. 2 semester hours. Offered each semester. Miss Shimmel.
This course aims to prepare students to teach handwriting. It includes a study of the history of handwriting and of the principles of education, the objectives in the teaching of handwriting, and the materials and methods of instruction, including blackboard writing and lettering. 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
Lucile Dunn

Mary A. Moore
Cora Walker Smith

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 Home Economics Curriculum, page 74.
Suggested courses for a minor in home economics.

Clothing Clinic and Textiles 103 .................. 3 semester hours
Food 111 .................................. 3 semester hours
Home Furnishings 221 .................... 2 semester hours
The Home and Its Management 222 .................. 2 semester hours
Child Development 326 ............................ 3 semester hours
Consumer Buying 339 .............................. 2 semester hours

Note.—The following courses are open to students not majoring or minoring in Home Economics: Home Economics 100, 103, 120, 209, 218, 219, 222, 321, 325, 326, 339.

ORIENTATION COURSE FOR FRESHMEN

100. Problems in Home Living for Young Women. 1 semester hour. Offered each semester. Miss Reed.

The student studies her problems in adjustment to college. The course includes units on personality, food for health, housing, use of leisure, social relationships, management of time and money, and vocations.

CLOTHING AND TEXTILES

103. Clothing Clinic and Textiles. 3 semester hours. Offered each semester. Mrs. Smith.

This course is primarily for the purpose of studying the clothing needs of a college girl. Emphasis will be placed on getting the most for each clothing dollar spent, in becomingness, appropriateness, and 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 the elementary technique of construction. Textiles is taught from the consumer point of view.

105. Elementary Design. 2 semester hours. Offered each semester. 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.

203. Clothes and Personality. 2 semester hours. Elective for non-majors.

First semester and summer session. Mrs. Smith or Miss Dunn.

This course is to help the student who is interested in spending her clothing dollars more wisely. Factors affecting the choice of satisfactory clothes from the standpoint of becomingness, current fashion, and economy are studied. Laboratory work consists of making one garment, to develop a limited knowledge of construction. The construction problem is based on the wardrobe needs and the manipulative skill of the student. Emphasis is placed on selection of clothes to suit personality types.

205. Clothing. 3 semester hours. Prerequisite: Clothing Clinic and Textiles 103. Offered each semester. Mrs. Smith or Miss Dunn.

This course is planned to develop a high degree of technical skill. A paper dress form is made on each student for 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. 2 semester hours. Prerequisite: Elementary Design 105. Offered each semester. Mrs. Smith.

This course is intended to develop more discriminating judgment in the selection of appropriate clothes for individuals, through a better understanding of the relation to this selection of art principles, psychology, fashion, personality, and physical characteristics of individuals. 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.** 3 semester hours. Prerequisite: Clothing Clinic and Textiles 103, Clothing 205, Costume Design 209. Second semester. 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 to its appropriateness in the wardrobe of specific individuals. Garments are made for persons of any age, from either new or old material.

306. **Clothing Modeling.** 2 semester hours. Elective for majors. Prerequisite: Clothing Clinic and Textiles 103, Clothing 205, Costume Design 209. First semester. Mrs. Smith.

This course is intended to give advanced students an opportunity to design in material on a dress form, thereby developing more skill in fitting. Emphasis is 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.** 3 semester hours. Offered each semester. Miss Moore.

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

211. **Nutrition.** 3 semester hours. Prerequisite: Chemistry 105A, B; Foods 111. Offered each semester. Miss Moore.

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.** 2 semester hours. Elective for non-majors. Second semester. Miss Moore.

Problems in the buying of foods and in the planning, preparing, and serving of family meals.


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

311. **Advanced Foods.** 3 semester hours. Prerequisite: Nutrition 221. First semester. Miss Moore or Miss Dunn.

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 a study of the buying, preparing, and serving of large amounts of food; the management of school lunches; the management of people, supplies, time, and equipment in large quantity cookery and serving. Some practical work is done in the college cafeteria and in the preparing and serving of teas, banquets, luncheons, and dinners.


Each student works on some problem in foods or nutrition in which she has special interest. The present nutritional status of children and adults, the
methods of judging nutrition, and the cause and effect of malnutrition are studied in relation to meal planning. Recent literature on foods and nutrition is evaluated. Feeding experiments are conducted to show the effect of diets of varying composition.

HOME MANAGEMENT, CHILD DEVELOPMENT, AND FAMILY RELATIONSHIPS

120. Personal and Social Problems. 1 semester hour. Second semester. Miss Moore and Miss Dunn.
This general course is primarily for those intending to teach in schools where home economics is not taught as a special subject. Consideration will be given such units as selection and care of clothing, personal health and grooming, nutrition, the hot lunch, 4-H Club work, school and fair exhibits.

221. Home Furnishings. 2 semester hours. Offered each semester. Miss Anderson.
This course is planned especially for students of home economics for the purpose of developing 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 the needs of the students. It includes units on budgeting of time, labor, and money; mechanics of the household; cost and purchase of foods; and clothing for the family.

221. The House. 2 semester hours. Prerequisite: Elementary Design 105 and Principles of Sociology 241A or B, or consent of instructor. First semester. Mrs. Smith.
This course is planned for advanced students, to show the interrelation of social and aesthetic phases of housing. The adaptation of the house to the needs and interests of the young, adolescent, and adult members of a family is studied. An analysis is made of recent developments in rural single-and multiple-housing projects.

222. Home Management. 2 semester hours. Prerequisite: Economics of Consumption 223, Advanced Foods 311. Second semester. Miss Reed or Miss Dunn.
The course consists of a survey of the scientific principles underlying up-to-date homemaking, including a study of housing problems, home sanitation and safety, mechanics of the household, buying of equipment and furnishings, family finance, and an analysis of home management in various types of family living.

323. Home Nursing and Family Health. 2 semester hours. Second semester. 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 furnish the material for this course. A study of the physiology of women and of maternity is included. Trips are a part of the course.

324. Home Management Practice. 3 semester hours. Prerequisite: Home Management 322. Second semester and summer session. Miss Dunn.
Students live together in family-size groups in a house where opportunity is provided for practice in the composite duties of homemaking. The house is managed on three economic levels of income, and students participate in social activities of a family group suited to each status of living.

325. Marriage and Family Relationships. 2 semester hours. Prerequisite: General Psychology 200 or Principles of Sociology 241. Offered each semester and summer session. Miss Reed and others.
This course is a study of the contributions and problems of the family in modern society. It includes a consideration of marital and personality adjust-
ments in family living for changing age groups. It places emphasis on preparation for marriage and gives a perspective of the new tasks and obligations in urban and rural living as they affect social relationships, shared tasks, and legal problems.

Open to both men and women.

326. **Child Development.** 3 semester hours. Prerequisite: Nutrition 211 or 219, Home Nursing 322, or consent of instructor. First semester. Mrs. Smith.

This course is planned to meet the needs of home-economics students who will be required to teach child care and training in high schools. Through discussion and observation an effort will be made to develop some understanding of the needs of the child (food, clothing, care), his physical and emotional development, and his relationship to other children and to adults. Attention will also be given to the importance of desirable physical surroundings in the home and the relation of the home to the physical development and behavior of the child.

339. **Consumer Buying.** 2 semester hours. Prerequisite: Economics of Consumption 223. Second semester and summer session. Mr. Bigelow or Miss Dunn.

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

**HOME ECONOMICS EDUCATION**

300T. **Problems in Home Economics Education.** 3 semester hours. Prerequisite: Directed Teaching 371. Second semester. Miss Reed.

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

371. **Directed Teaching.** 4 semester hours. Prerequisite: Principles of Teaching 251. Offered each semester. Time to be arranged. Miss Reed.

Methods of teaching home economics are an integral part of this course. Approximately eight weeks will be given to the study of methods. The student will teach ten or twelve weeks under supervision in the Campus High School, Campus Training School, or the training centers at Paw Paw and Portage.

372. **Directed Teaching.** 4 semester hours. May not precede Principles of Teaching 251, but may either parallel it or follow it. Offered each semester. Time to be arranged. Miss Reed.

Conferences scheduled at five o'clock are an essential part of this course. Each student will teach approximately fourteen weeks under supervision in the Campus High School, Campus Training School, or the training centers at Paw Paw and Portage.
INDUSTRIAL ARTS

MARION J. SHERWOOD
FRED HUFF
ELMER C. WEAVER
CHARLES S. NICHOLS
DON O. PULLIN

SHOP COURSES

100. Woodshop. 2 semester hours. First semester and summer session. Mr. Sherwood.
An introductory course, including shop drawing, blue print reading, and fundamental tool processes. A combination theory and laboratory course suitable for students enrolled in other departments.

106. Advanced Benchwork. 3 semester hours. Prerequisite: Woodshop 100 or equivalent. Offered each semester. Mr. Sherwood.
An advanced course in bench woodworking, with particular emphasis on technique of hand tools, grinding, and sharpening. It includes elementary pattern making, molding, and shop sketching.

202. General Shop. 3 semester hours. Offered each semester and summer session. Mr. Nichols.
A comprehensive course covering a variety of mediums used in the industrial-arts field with introductory laboratory experiences. The course is particularly helpful to those preparing for administrative positions or those interested in the unspecialized phases of industrial-arts work.

203. Rural School Shop. 3 semester hours. Prerequisite: General Shop 202. Second semester. Mr. Nichols.
The application of the principles of General Shop 202 to farm problems, as: general metal, sheet metal, forging, plumbing, gas engines, carpentry, painting, cement construction, mill-wrighting, electricity, and machinery repair.

204. Wood Turning. 2 semester hours. Offered each semester and summer session. Mr. Nichols.
An elementary course in the fundamentals of wood turning. It includes spindle and oval turning; church, faceplate, and spherical turning. Special attention is given to tool grinding, to the care of various types of wood lathes, and to the organization of a course of study. This course is accompanied by design, with special emphasis on turning problems.

205. Woodshop. 3 semester hours. Prerequisite: Advanced Benchwork 106. First semester and summer session. 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.

207. Wood Finishing. 3 semester hours. Offered each semester. Mr. Nichols.
An introductory course in the principles and methods of modern wood finishing. This course includes the working out of the standard and more popular finishes now in vogue and of industrial finishing. Much time is devoted to the study of wood structure, finishing materials, and the organization of a course of study in connection with wood laboratory work. Some time is devoted to the theory applied to interior decorating in a selection of wall hangings, floor coverings, and furniture fabrics.
208. Special Education Shop. 2 semester hours. First semester and summer session. 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 the type of problems suitable for special classes. Open only to those interested in special education.

212. Electrical Construction. 2 semester hours. Second semester. Mr. Weaver.
An introductory course in the design and construction of electrical equipment, a study of light and power applications, maintenance and repair of household appliances.

308A. Woodshop. 3 semester hours. Prerequisite: Woodshop 205, Wood Finishing 207. Summer session. Mr. Nichols.
An advanced course in machine woodshop designed for those who wish to specialize in woodworking. 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. 3 semester hours. Prerequisite: Woodshop 308A. Summer session. 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.

DRAWING COURSES

120. General Mechanical Drawing. 2 semester hours. First semester. 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. 3 semester hours. Prerequisite: General Mechanical Drawing 120 or equivalent. Offered each semester. 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. 2 semester hours. Prerequisite: Mechanical Drawing 121A. Second semester. 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. 3 semester hours. Prerequisite: General Mechanical Drawing 120 or equivalent. Second semester. 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. 3 semester hours. First semester. 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, Uni-
versity of Michigan.

225A, B. Architecture. 2 semester hours each. Prerequisite: General
Mechanical Drawing 120. Offered each semester. 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 prac-
tical work and architectural appreciation.

METAL COURSES

130A. General Metal. 3 semester hours. Second semester and summer
session. Mr. Weaver.
A course presenting craft methods in handling and shaping metals in a
series of unit activities. Processes in copper-smithing, metal spinning, hard
and soft soldering, brazing, forging, welding, polishing, buffing, and electro-
plating are demonstrated and applied in making and assembling a variety of
projects.

130B. General Metal. 3 semester hours. Second semester and summer
session. Mr. Weaver.
A course in sheet metal working, hand and machine processes in burring,
seaming, turning, wiring, crimping, beading, and soldering are demonstrated
in the construction of a variety of projects.

201. Pattern Making. 2 semester hours. Prerequisite: Advanced Bench-
work 106 or equivalent. First semester. 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. 3 semester hours. Second semester and summer ses-
sion. Mr. Weaver.
A course in the fundamentals of machine tool operation, involving turning,
milling, shaping, and grinding practices in machining parts of selected projects
to be assembled at the bench.

234B. Machine Shop. 3 semester hours. Second semester and summer session.
Not offered in 1939-1940. Mr. Weaver.
Advanced practice in the operation of machine tools in finishing machine
parts, making of jigs and fixtures for producing duplicate parts, tempering
and heat treatment of steel.

PRINTING COURSES

140A. Printing. 3 semester hours. Offered each semester and summer
session. Mr. Pullin.
This course is for beginners and is intended to acquaint the student with the
various tools and material 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. 3 semester hours. Prerequisite: Printing 140A. Offered
each semester and summer session. Mr. Pullin.
This course emphasises 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.
141. **Printing.** 2 semester hours. Prerequisite: Printing 140A, B. Summer session. 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.** 2 semester hours. Prerequisite: Printing 140A, B and 141. Second semester and summer session. 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.** 1 semester hour. Second semester and summer session. 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.** 3 semester hours. Second semester and summer session. 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.

302T. **Teaching of Safety Education.** 2 semester hours. Second semester and summer session. Mr. Weaver.

A course to develop ability to drive safely, to prepare for the individual adjustment necessary to changes that occur under modern traffic conditions, and to develop an appreciation of the responsibility of all citizens for bringing about greater safety. This course is based on materials and procedures developed by traffic and highway specialists for presentation in high schools. Laboratory hours for driver instruction to be arranged.

**LANGUAGES**

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<tr>
<th>ELISABETH T. ZIMMERMAN</th>
<th>FRANCES N. NOBLE</th>
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<tr>
<td>HARRY P. GREENWALL</td>
<td>MATHILDE STECKELBERG</td>
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<td>ADA M. HOEBEKE</td>
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<td>EUNICE E. KRAFT</td>
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Twenty-four semester hours are required for a major in foreign languages and fifteen for a minor. This minimum requirement does not include the first year of a language.

Students desiring to do directed teaching in foreign languages must have completed a minimum of fifteen hours and must be approved by the chairman of the department. Problems of Teaching French 300T and Teaching of Latin 300T are prerequisites to directed teaching in these subjects.

A course in modern European history is desirable for students majoring or minoring in a modern language. 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 eight semester hours of a beginning language.

Students are urged to take the advanced courses as full year units, although credit may be obtained for one semester upon consultation with the instructor.
100A, B. Elementary French. 8 semester 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.

102A, B. Intermediate French. 8 semester 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.

201A, B. Conversation and Free Composition. 4 semester 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.

203A, B. Nineteenth Century French Literature. 6 semester hours. Three hours a week throughout the year. Prerequisite: Elementary French 100A, B, Intermediate French 102A, B, or equivalent. Miss Noble.

A. A study of romanticism and the development of realism, with readings from Chateaubriand, Victor Hugo, Alfred de Vigny, George Sand.

B. A study of naturalism, with readings from Balzac, Flaubert, Zola, Maupassant; and of the Parnassian and symbolistic schools of poetry.

207A, B. France and the French. 2 semester 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.

300T. Problems of Teaching French. 1 semester hour. Prerequisite: three years of college French or equivalent. First semester. Miss Windsor.

Informal discussion of the daily problems arising in the teaching of French. Required of students planning to teach French.

305. Phonetics. 3 semester hours. Prerequisite: two years of college French or equivalent. First semester. 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. 3 semester hours. Prerequisite: two years of college French or equivalent. Second semester. Miss Windsor.

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.

307A, B. Contemporary French Literature. 4 semester hours. Two hours a week throughout the year. Not offered in 1939-1940. Miss Tamin.

A comprehensive study of contemporary literature, including prose, drama, and poetry, with a definite effort to find out the different trends of thought of contemporary writers. Readings from best known authors.
310A, B. Seventeenth Century French Literature. 6 semester hours. Three hours a week throughout the year. Prerequisite: Nineteenth Century French Literature 203A, B or equivalent. Miss Tamin.

A study of the development of classicism against the social background of the seventeenth century. The reading of Selected Letters of Madame de Sévigné will help build up a knowledge of "la cour et la ville". Plays of Molière and the Fables of La Fontaine will then be studied. The chronological order according to Lanson Tuffrau's History of French Literature will be followed as soon as the student has become familiar with the character of the century of Louis the Fourteenth.

313A, B. Survey of French Literature. 4 semester hours. Two hours a week throughout the year. Prerequisite: three years of college French or equivalent. Not offered in 1939-1940. 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.

GERMAN

100A, B. Elementary German. 8 semester 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.

102A, B. Intermediate German. 8 semester 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.

103A, B. Scientific German. 8 semester 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 second semester Naturwissenschaften and other current German scientific material is read.

201A, B. German Conversation and Composition. 4 semester 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.

305A, B. German Literature to 1825. 8 semester hours. Four hours a week throughout the year. Prerequisite: the equivalent of two years of college German. Not offered in 1939-1940. 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 and Schiller. The intensive study of selected dramas of Goethe and Schiller.

306A, B. German Literature from 1825 to the present. 8 semester 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 through the time of Kleist. A study of the movement with readings from the dramas, novels, and lyric poetry of the period.
B. Modern drama, from Hebbel to the present.

LATIN

100A, B. Elementary and Second-Year Latin. 8 semester 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.

102A, B. Cicero and Ovid. 8 semester hours. Five hours a week throughout the year. Prerequisite: two units of high-school Latin or Elementary and Second-Year Latin 100A, B. Miss Hoebeke.
Orations and letters of Cicero and selections from Ovid’s Metamorphoses are read. Latin composition is given for two weeks each semester.

103A, B. Virgil. 8 semester hours. Four hours a week throughout the year. Prerequisite: three units of high-school Latin or Cicero and Ovid 102A, B. Miss Hoebeke.
The first six books of the Aeneid are read and a survey of the last six books is made. A study of Greek and Roman mythology accompanies the reading.

104A, B. Latin Literature. 8 semester hours. 4 hours a week throughout the year. Prerequisite: four units of Latin. Miss Kraft.
Survey of Roman literature with reading of representative Latin authors:
A. Selections from Books I, V, XXI, XXII, XXVII, XXX of Livy.
B. Selections from Cicero’s philosophical works, Pliny’s Letters, and the Latin poets.

204A. Horace. 4 semester hours. First semester. Miss Kraft.
The Odes, Epodes, and Satires are read. A study of the philosophy of Horace accompanies the reading.

204B. Horace and Latin Comedy. 4 semester hours. Second semester. Miss Kraft.
The epistles of Horace are read, the Ars Poetica acting as an introduction to the study of the rise and development of Latin comedy, which is represented by selected plays of Plautus and Terence.

300T. Teaching of Latin. 2 semester hours. Second semester. Miss Kraft.
The problems of the first two years of high-school Latin are considered. Observations of teaching, reports, and discussions will form a part of the work. This course is prerequisite to directed teaching in Latin.

305. Latin Writing. 3 semester hours. First semester. Miss Kraft.
Practice is made in the fundamental principles of correct expression in Latin. Required of all students majoring in Latin.
   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 depart-
   ment.

310. **Catullus, Tibullus, and Propertius.** 2 semester hours. First semester.
   Miss Kraft.
   Selections from these poets and a study of the period in which they wrote.

311. **Lucretius, Martial, and Juvenal.** 2 semester hours. Second semester.
   Miss Kraft.
   The study includes selections from the *De Rerum Natura* of Lucretius, the
   *Epigrams* of Martial, and the *Satires* of Juvenal.

**SPANISH**

100A, B. **Elementary Spanish.** 8 semester 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.

102A, B. **Intermediate Spanish.** 8 semester hours. Four hours a week
   throughout the year. Prerequisite: Elementary Spanish 100 or two
   years of high-school Spanish. Mr. Greenwall.

**LIBRARY**

**ANNA L. FRENCH**

**Library Methods.** Non-credit course. Offered each semester and summer
   session. Miss French.
   A course of 9 lessons in the use of the library. Required of all freshmen.

**MATHMATICS**

**JOHN P. EVERETT**  **HAROLD BLAIR**
**HUGH M. ACKLEY**  **CHARLES H. BUTLER**
**GROVER C. BARTOO**  **WILLIAM H. CAIN**

Courses in the Department of Mathematics are designed to meet the needs
of students presenting three types of preparation in the high school. A fresh-
man 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 the
student to make up deficiencies in his high-school course by taking two courses (115 and 116) in the summer session following his freshman year. Note that the four sequences are mutually exclusive.

**Elementary Sequences in Mathematics**

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*Solid Euclidean Geometry 100B may be taken in combination with course 100A or course 100C, either the first or the second semester.

* * * *

205A
205B

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 semester 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 semester 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 Mathematics of Buying and Investment 200, 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 eight semester 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 eight semester hours of work completed subsequent to any one of courses 103B, 104B, 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 315A and 315B 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.** 3 semester hours. Prerequisite: one year of high-school algebra and one year of high-school geometry. First semester. 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.** 2 semester hours. Prerequisite: one year of high-school geometry. Offered each semester. 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 measurements of prisms, pyramids, cylinders, and cones; the properties of the sphere and the spherical triangle.

100C. **Plane Trigonometry.** 3 semester hours. Prerequisite: Elementary Algebra 100A or a year and a half of high-school algebra, and at least one year of Euclidean geometry. Second semester and summer session. 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.** 3 semester hours. Offered each semester and summer session. 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 semester hours. Prerequisite: one and one-half years of high-school algebra and at least one year of high-school geometry. First semester. 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 Plane Trigonometry 100C and, in addition, an introduction to college algebra.

103B. **College Algebra and Analytic Geometry.** 5 semester hours. Second semester. Mr. Ackley, Mr. Bartoo, Mr. Blair, Dr. Butler.

Simultaneous linear equations, rectangular and polar co-ordinates, and substantially all of the work offered in 104B.

104A. **College Algebra and Analytic Geometry.** 4 semester hours. Prerequisite: trigonometry. First semester. Mr. Blair, Dr. Everett, Miss Ford.

Designed for students who have taken trigonometry as part of their high-school course. Polar and cartesian co-ordinates, the straight line, with relations between two or more straight lines; simultaneous linear equations, determinants of any order, permutations and combinations, functions of the second degree and complex numbers, with geometric interpretations as applied to the circle and the parabola.

104B. **College Algebra and Analytic Geometry.** 4 semester hours. Prerequisite 104A. Second semester. Mr. Blair, Dr. Everett, Miss Ford.

Cubic functions, the general polynomial, Horner's method, the parabola, ellipse and hyperbola, the general equations of the second degree as related to the definition and classification of conic sections, rectangular co-ordinates of three dimensions, the plane and the straight line.

112. **Applied Mathematics.** 2 semester hours. Second semester. Mr. Ackley.

For students in industrial arts who desire a course in the application of elementary mathematics to machines and designs.
115. **College Algebra.** 3 semester 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. Summer session. 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.** 3 semester hours. Prerequisite: trigonometry and college algebra. Summer session. 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 or 3 semester hours. Prerequisite: high-school algebra and geometry. Summer session. 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 semester hours. Prerequisite: college algebra and analytic geometry. First semester. Mr. Ackley, Mr. Blair, Dr. Everett.

Functions, limits, continuity, the derivative of algebraic, trigonometric, inverse, exponential and logarithmic functions; applications of the derivatives, the differential, curvature, motion.

205B. **Calculus.** 4 semester hours. Prerequisite: Calculus 205A. Second semester. Mr. Ackley, Mr. Blair, Dr. Everett.

Elementary indefinite and definite integrals, trigonometric integrals, substitution, rational fractions, applications of the definite integral, indeterminate forms, curve tracing, infinite series, functions of several variables, multiple integrals.

210. **Surveying.** 3 semester hours. Prerequisite: trigonometry. Offered each semester. 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.** 3 semester hours. Prerequisite: one year of college mathematics. Second semester and summer session. 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.** 3 semester hours. First semester. Mr. Huff.

For description of course see Department of Industrial Arts, page 124.

227. **Mathematics of Finance.** 3 semester hours. Prerequisite: one year of college mathematics. First semester. Dr. Everett.

Simple and compound interest, annuities, amortization and sinking funds, valuation of bonds and other securities, mathematics of depreciation, and of building-and-loan associations.
228. **Mathematics of Insurance.** 3 semester hours. Prerequisite: Mathematics of Finance 227. Second semester, 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.

**308T. Teaching of Algebra.** 2 semester hours. First semester and summer session. 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. Teaching of Geometry.** 2 semester hours. Second semester and summer session. 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 semester hours. Prerequisite: analytic geometry. First semester and summer session. Mr. Blair.

Treats of the history of geometry and trigonometry from earliest times to the present.

**315B. History of Mathematics.** 2 semester hours. Prerequisite: History of Mathematics 315A. Second semester and summer session. Mr. Blair.

Treats of the history of arithmetic and algebra.

**321. Differential Equations.** 3 semester hours. Prerequisite: Calculus 205B. Second semester. Mr. Blair.

An elementary course in ordinary differential equations.

**322. Theory of Equations.** 2 semester hours. Prerequisite: Calculus 205B. Second semester. 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.** 2 semester hours. Prerequisite: Calculus 205B. First semester. Dr. Everett.

Coordinates of 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.** 2 semester hours. Prerequisite: Calculus 205B. Second semester. 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 semester hours. Prerequisite: Calculus 205B. Second semester. Mr. Ackley, Mr. Bartoo.

Students electing this course will not be required to take 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.
The Department of Music submits the following courses which may be taken as electives in any curriculum except the music curriculum:

Foundations of Music 100A, B; Voice Development 206A, B; Ensemble Singing 306A, B; and Music Discrimination 307A, B. They are designated eventually to supplant Early Elementary Music 104, Later Elementary Music 107, and Rural School Music 109, as required in the Early Elementary, Later Elementary, and Rural Education curricula.

Each of these courses will meet two hours a week without assignments and will carry laboratory credit—two semester hours' credit for the year's work or one semester hour's credit for each semester. 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 technique 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.

100A, B. Foundations of Music. 1 semester hour's credit per semester. Two hours a week throughout the year. Mr. Maybee.

This course has to do with the learning of the staff notation, the reading of simple music at sight, and the application of sight reading to the teaching of the fundamentals of music.

104. Early Elementary Music. 3 semester hours. Offered each semester. Mrs. Britton, Mrs. Snyder.

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

107. Later Elementary Music. 3 semester hours. Offered each semester. Mrs. Britton, Mrs. Snyder.

This course includes 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. 3 semester hours. Offered each semester. Mrs. Snyder.

This 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; materials for school singing, community singing, appreciation work, and recreational play are considered.

109S. Music Appreciation for Rural Schools. 2 semester hours. Summer session.

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

110. Music Construction. 2 semester hours. First semester. 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.

206A, B. Voice Development. 1 semester hour's credit per semester. Two hours a week throughout the year. 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 fundamental for the ensemble singing course.

306A, B. Ensemble Singing. 1 semester hour's credit per semester. Two hours a week throughout the year. 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.

307A, B. Music Discrimination. 1 semester hour's credit per semester. Two hours a week throughout the year. 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 opera, will form the basis of the work.

COURSES FOR SPECIALIZING STUDENTS

105A. Fundamentals of Music. 3 semester hours. First semester. Mr. Maybee.
This course prepares students for positions as supervisors of music in public schools. It presupposes some musical talent and the ability to read music of school-grade difficulty. The work includes a study of the development of musical theory, notation, rhythm, ear-training, scale construction, major and minor keys, interval work, rapid sight singing, chromatics in simple form, rounds, canons, and two- and three-part singing.

The course includes sight reading, involving part singing; ear-training is stressed; oral and written response is given to hearing of simple melodic and rhythmic forms; sight reading, involving part singing and more difficult melodic and rhythmic problems, is presented. Melody writing involving the above problems is given in both major and minor keys.
Note.—An examination in the fundamentals of music is required before credit is given.

116A, B. Voice Culture. 2 semester hours' credit per semester. Four 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. 2 semester hours' credit for a year's work. Mrs. Snyder.
The Women's Glee Club of fifty 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, and takes an active part in the musical work on the campus and in the city.
131. **Men's Glee Club.** 2 semester 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.** 2 semester 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.** 2 semester hours' credit in music for a year's work or credit in physical-education. Rehearsals twice a week throughout the year. Mr. Amos.
This organization of from fifty to sixty members affords to the student who plays some instrument an 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.** 2 semester hours' credit for a year's work. Mrs. Snyder.
The Auxiliary Choir is open to all students (men and women) who wish 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.

209A, B. **Harmony.** 4 semester hours' credit per semester. Prerequisite: Fundamentals of Music 105A, B, or consent of the chairman of the department. Four hours a week throughout the year. Mr. Henderson.
This course includes scales, intervals, triads, inversions, dominant and secondary seventh chords, embellishments, and modulation. Practical application is emphasized by extensive work in ear training, keyboard, and visual work.

212A. **History of Music.** 4 semester hours. Prerequisite: Fundamentals of Music 105A, B. First semester. 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 Brahms. The development of the symphony, opera, oratorio, and various other musical forms is worked out with the aid of piano, voice, and victrola, bringing within the hearing of the students various interpretations of the master works.

212B. **Music Appreciation.** 4 semester hours. Prerequisite: History of Music 212A. Second semester. Mrs. Britton.
This course includes a study of the masterpieces, and appreciation work in preparation for teaching children.

216A, B. **Voice Culture.** 2 semester hours' credit per semester. Prerequisite: Voice Culture 116A, B. Four hours a week throughout the year. 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 a 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.
220. **Fundamentals of Orchestral Instruments.** 2 semester hours. Offered each semester. Mr. Amos.

This course is designed to give an opportunity for students to learn the fundamental principles of tuning and playing the instruments used in the orchestra. Each student is required to learn to play at least three instruments.

221. **Foundations of Band Instruments.** 2 semester hours. Offered each semester. Mr. Amos.

This course is designed to give the student an opportunity to learn the fundamental principles of tuning and playing the instruments of the band. Each student is required to learn to play at least three instruments.


The aim of the course is to acquaint the student with the materials, methods, problems, procedure, and development of music in the first six grades. This course must precede directed teaching and is intended for those students who are majoring in music. 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 these grades. Courses in music appreciation, organization of grade-school orchestras, and instrumental class work are discussed, and suitable material for the work is considered.

301T. **Music Education.** 2 semester hours. Prerequisite: Music Education 300T. Second semester. 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.

302T. **Music Education (instrumental).** 2 semester hours. Prerequisite: Fundamentals of band and orchestra instruments. Offered each semester. Mr. Amos.

Class instruction such as is used in the grades and the high schools for the development of band and orchestra is stressed. Materials will be studied which will best serve organizations in the lower grades and the high school.

320A, B. **Advanced Harmony and Musical Analysis.** 3 semester hours' credit per semester. Prerequisite: Harmony 209A, B. Four hours a week throughout the year. Mr. Henderson.

Use of modern chords, chromatic alteration, suspensions and modal harmony, followed by chords and form analysis in the work of the classic, romantic, and modern composers.

322A, B. **Choral Literature.** 1 semester hour's credit per semester. Prerequisite: Fundamentals of Music 105A, B; Voice Culture 116A, B; and Glee Club. Two hours a week throughout the year. Mr. Maybee.

This course is intended to familiarize the student with choral literature for mixed voices, by means of 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.
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 during 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 and Elementary Gymnastics 105A........ 1 semester hour
Elementary Gymnastics and Outdoor Games 105B........ 1 semester hour
Psychology of Coaching 301T............................. 2 semester hours
Fundamentals and Technique of Football 208........... 2 semester hours
Fundamentals and Technique of Basketball 209......... 2 semester hours
Fundamentals and Technique of Baseball 210............ 2 semester hours
Fundamentals and Technique of Track and Field 211.... 2 semester hours
Organization and Administration of Physical Education 302T 3 semester hours

COURSES FOR NON-SPECIALIZING STUDENTS

Ten class hours of physical education are required of all men students for the curricula leading to a degree.

Six 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. First semester. Mr. MacDonald, Mr. Maher, Mr. Noble.

This course is planned to give a larger appreciation of the value of physical activity and through exercise and the participation in games to maintain in the student a high degree of health. Classes meet twice a week.

102B. Physical Education. Second semester. Mr. Gary, Mr. MacDonald, Mr. Maher, Mr. Noble, Mr. Smith.

This course is a continuation of 102A but participation is in the gymnasium. Seasonal games, including more mass play, such as circle games, relays, etc., are stressed. This course also includes some marching and formal gymnastics.

103A, B. Physical Education. Classes meet three times a week throughout the year. Mr. Gary, Mr. MacDonald, Mr. Maher, Mr. Noble.

The content of these courses is similar to that of Physical Education 102A, B, with more work done because of the extra day required each week.
PHYSICAL EDUCATION FOR MEN

202A, B. Physical Education. Two days a week throughout the year. Mr. Gary, Mr. MacDonald, Mr. Maher, Mr. Noble.

Courses for students beyond the freshman year. Some review of freshman courses with advanced work in recreational leisure-time activities.

203A, B. Physical Education. Mr. Gary, Mr. MacDonald, Mr. Maher, Mr. Noble.

Same as courses 202A, B, with additional day added for larger program.

232. First Aid.—American Red Cross Standard Course. 2 semester hours.

First semester. 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.

COURSES FOR SPECIALIZING STUDENTS

105A. General Athletics and Elementary Gymnastics. 1 semester hour. First semester. Mr. Gill.

This course covers material for mass playground and competitive games. The fundamentals of soccer, football, touch football, passball, baseball, and speedball; practice and theory. The activity is on the field during seasonable weather and transfers to the gymnasium for the fundamentals of gymnastics during the early winter months. The fundamentals of marching, calisthenics, and apparatus in addition to gymnastic games are covered indoors.

105B. Elementary Gymnastics and Outdoor Games. 1 semester hour. Second semester. Mr. Gill.

Virtually a continuation of 105A with gymnastics in the late winter months and a change to outdoor games in the spring. In addition to softball and other spring games, a track athletic program suitable for the playground is covered.

205A. Advanced Athletics and Gymnastics. 1 semester hour. First semester. Mr. Read.

This course covers material as initiated in 105A, but with more developed skills, and the angle of leadership is stressed. The work is outdoors during seasonable weather and transfers indoors to gymnastics during the early winter months.

205B. Advanced Gymnastics and Outdoor Games. 1 semester hour. Second semester. Mr. Read.

Virtually a continuation of 205A, with gymnastics in the late winter months and a complete program of playground games outdoors in the spring. In addition, a track athletic program suitable for a playground is covered.

206. History and Principles of Physical Education. 3 semester hours. Second semester. Mr. Read.

Courses formerly taught separately as History of Physical Education and Principles of Physical Education are combined in this course. Cycles in types of physical education practices are seen as related to political and economic cycles, while at the same time underlying principles common to all epochs have due consideration. The final effort is to arrive at guidance in setting up a sound program of physical education for the secondary schools. Lectures, assigned reading, discussions, and reports.
207. **Camping and Scouting.** 3 semester hours. Second semester. 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.** 2 semester hours. First semester. 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.** 2 semester hours. First semester. Mr. Gill, Mr. Read.

210. **Fundamentals and Technique of Baseball.** 2 semester hours. Second semester. Mr. Gill, 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.** 2 semester hours. Second semester. Mr. Gill, Mr. Smith.
The accepted forms of starting, hurdlng, 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.

301T. **Psychology of Coaching.** 2 semester hours. Offered each semester. Mr. Gill.
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.** 3 semester hours. Offered each semester. 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. 2 semester hours. First semester. Mr. Read.

The underlying principles used in the selection of activities of modern physical education in the United States; principles used in the selection of activities which are adapted to and suitable for elementary school, junior-high school, senior-high school, and college. The course presents methods of class organization and conduct of the activities. The field covered includes mass games, organized games, relay races, stunts, combative events, natural activities on the apparatus, folk dances, clogging, marching, and calisthenics. Testing and grading results are included. An opportunity is given for practice in class instruction and visitation.

306. First Aid and Athletic Training. 3 semester hours. Offered each semester. 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. 2 semester hours. Prerequisite: Anatomy 211A, Physiology 211B. First semester. 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. 2 semester hours. Prerequisite: Anatomy 211A, Physiology 211B. First semester. 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. Tests and Measurements in Physical Education. 3 semester hours. Prerequisite: Anatomy 211A, Physiology 211B, Educational Psychology 250. Second semester. 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 tests now used in physical education.

310. Swimming. 1 semester hour. Second semester. Mr. Noble, Mr. Read.

Instruction in the different strokes, resuscitation and life saving.

320. Playground and Community Recreation. 3 semester hours. Second semester. Mr. Maher, Mr. Noble.

Nature and function of play; age periods and adaptation of activities; social environment; playground development, construction, management, and supervision. Practice in class instruction in games, story plays, handiwork, and other physical activities. A survey of recreational material, athletic and field meets. Laboratory work with training-school children required.

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 exam-
inations. 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 three class hours of physical education in one term. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)

Students who wish to minor in physical education should elect the following courses:

Introduction to Physical Education 170 .......... 2 semester hours
Health Education 185 ........................ 2 semester hours
Playground Organization 270A, B .............. 4 semester hours
First Aid 271 ................................ 1 semester hour
Methods in Physical Education 300T ............ 3 semester hours
Theory of Athletics 274 ........................ 2 semester hours
Directed Teaching in Physical Education 371 .. 4 semester hours
Community Recreation, Scouting, and Camp Fire 376 .. 2 semester 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 semester. 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. Second semester. Miss Bottje, Miss Hussey, Miss Merson. Volleyball and folk dancing are emphasized. Tactics and gymnastics are included.

106. Physical Education. Prerequisite: Physical Education 100. Second semester. 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 semester. Miss Hussey. A daily rest period for students who are physically unable to participate in class activity.

108A, B. Restricted Exercise. Miss Bottje, Miss Vestal. Exercise for restricted groups. Hiking, bowling, quoits, archery, and light activity suited to the season.

109. Individual Gymnastics. Offered each semester. Miss Hussey, Miss Vestal. 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 semester. Miss Bottje, Miss Hussey. Swimming, diving, and lifesaving.

111. Basketball. Prerequisite: Physical Education 100. Second semester. Miss Bottje, Miss Vestal, Miss Worner.
112. **Baseball.** Prerequisite: Physical Education 100. Second semester. Miss Vestal.

113. **Tennis.** Prerequisite: Physical Education 100. Offered each semester during outdoor season. Miss Bottje, Miss Hussey, Miss Merson, Miss Vestal, Miss Worner.

114. **Golf.** Prerequisite: Physical Education 100. Offered each semester during outdoor season. Miss Vestal.

Practice of form for the various shots, with some work on the course.

115. **Folk Dancing.** Prerequisite: Physical Education 100. Offered each semester. Miss Worner.

Folk dances, country dances, and clogs.

116. **Advanced Swimming.** Prerequisite: Physical Education 100. Offered each semester. Miss Hussey.

A course in swimming and life-saving; open to students who have passed the beginners' swimming test.

117. **Winter Sports.** Prerequisite: Physical Education 100. Offered each semester. Miss Hussey, Miss Vestal.

Skiing, skating, and hiking during the winter season.

118. **Archery.** Prerequisite: Physical Education 100. First semester. Miss Vestal.

119. **Tap Dancing.** Prerequisite: Physical Education 100. Offered each semester. Miss Gardner.

120. **Badminton.** Prerequisite: Physical Education 100. First semester. Miss Hussey.

Minor individual sports such as shuffleboard, ring tennis, bowling, ping pong, and badminton.

121. **Modern Dance.** Prerequisite: Physical Education 100. Offered each semester. 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. Second semester. 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. Offered each semester. Miss Bottje.

A study of the physical, mental, and social nature of children in the early-elementary group and activities suited to their needs.

331. **Later Elementary Physical Education.** Prerequisite: Physical Education 100. Second semester. 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. First semester. 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.** 2 semester hours. Summer session. 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 session. 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

151A, B. 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.

251A, B. 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.

351A, B. 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.

361A, B. 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 semester hours. Second semester.

Miss Worner.

A brief historical survey of physical education, with a study of its relation to social and political ideals of different periods. Discussion of present objectives and types of activities most helpful in the realization of aims.

270A, B. Playground Organization. 4 semester hours. Two hours a week throughout the year. Prerequisite: Introduction to Physical Education 170. Miss Crane.

A study of the history, organization, and activities of playgrounds.

271. First Aid. 1 semester hour. First semester. Miss Hussey.

A course in emergency treatment leading to the Red Cross certificate.

273. Applied Anatomy. 3 semester hours. Prerequisite: Anatomy 211A, Physiology 211B. First semester. Miss Hussey.

Analysis of the mechanics of bodily movement. A study is made of the location and action of the larger muscles in developmental activities and exercises.

275. **Theory of Swimming.** 1 semester hour. Second semester. Miss Hussey. 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.** 3 semester hours. Prerequisite: Introduction to Physical Education 170, Playground Organization 270A, B. First semester. 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 semester hours. Prerequisite: Playground Organization 270A, B, Methods in Physical Education 300T. Second semester. 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.

370. **Theory of the Dance.** 1 semester hour. First semester. Miss Gardner. The purpose of this course is to introduce the student to the field of the dance and its place in education.

372A, B. **Technique of Coaching Athletics and Sports.** 4 semester hours. Two hours a week throughout the year. Miss Vestal. A study of rules and technique of sports. Practice in officiating and in organizing meets and play days.

373. **Individual Gymnastics.** 3 semester hours. Prerequisite: Anatomy 211A, Physiology 211B, Applied Anatomy 273. Second semester. Miss Hussey. 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.

374. **Principles of Physical Education.** 2 semester hours. Prerequisite: Playground Organization 270A, B, Methods in Physical Education 300T. First semester. 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.

375. **Modern Problems in Physical Education.** 2 semester hours. Prerequisite: Methods in Physical Education 300T, Administration and Organization of Physical Education 301T. First semester. Miss Worner. A study of current trends and problems in the field of physical education in relation to modern educational principles.

376. **Community Recreation, Scouting, and Camp Fire.** 2 semester hours. Second semester. Miss Worner. The study of the organization and administration of community play. Students beyond the sophomore year may elect this course by obtaining permission from the instructor.
A major in physics consists of 24 semester-hours. By arrangement with the Department of Chemistry, a major in physical science may be made by taking 8 semester-hours of chemistry and 16 semester-hours of physics. A minor in physics consists of 16 semester-hours and may not be made by combining physics and chemistry. A year of college mathematics should precede Mechanics, Sound, and Heat 203A and Electricity and Light 203B.

Students wishing 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 is strongly recommended. Application for directed teaching in physics must be approved by the chairman of the department.

In Mechanics, Sound, and Heat 203A, and Electricity and Light 203B 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, Sound, and Heat 203A.

105A. Introduction to Physical Science. 3 semester hours. First semester.
Mr. Marburger.

This course and the following one constitute a year's work in physical science. These two courses are designed for students who wish to do some work in this field but who have not time or are not adequately prepared to pursue the more mathematical courses, Mechanics, Sound and Heat 203A and Electricity and Light 203B, which are required in engineering, medicine, and dentistry and of students preparing to teach physics. Credit in Introduction to Physical Science A and B may be used to satisfy entrance deficiencies in this subject, and all students who plan to remove such deficiencies through work in this department should elect these courses. These courses are open to students who have had high-school physics as well as to those who have had no previous courses in this field.

Selected topics from mechanics, heat, electricity, and magnetism are taken up in this course.

105B. Introduction to Physical Science. 3 semester hours. Prerequisite: Introduction to Physical Science 105A or high-school physics. Second semester. Mr. Marburger.

Selected topics in electronics and atomic physics, together with modern applications, are considered, as are also sound and light phenomena.

160. Electricity. 3 semester hours. Prerequisite: high-school physics or Introduction to Physical Science 105A, B. First semester. Dr. Rood.

A study of the elementary principles of direct currents and alternating currents. Special attention is given to the demonstration of the principles studied and to their practical application. Required of all industrial-arts students, except those electing Mechanics, Sound and Heat 203A, and Electricity and Light 203B. Open to other students.

166. Practical Radio. 2 semester hours. Prerequisite: high-school physics.
Summer session. Mr. Marburger.

This course is designed to meet the needs of teachers and students preparing to teach this subject in high-school physics and general science. It is an elementary course in the fundamental principles underlying radio communication. Types of transmitting and receiving circuits are studied. Laboratory exercises in setting up, testing, and adjusting simple receiving and transmitting equipment are included.
200. **Slide Rule.** 1 semester hour. First semester. Dr. Rood.

Students electing any of the physics courses are strongly advised to purchase a slide rule and elect this course.

202. **Household Physics.** 2 semester hours. Second semester. 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, Sound, and Heat.** 5 semester hours. Prerequisite: high-school physics or Introduction to Physical Science 105A, B, and trigonometry. First semester. Mr. Fox, Dr. Rood.

A general course in mechanics of solids and fluids, together with a study of heat and sound. Demonstrations, lectures, and recitations, with the solution of many problems. Classroom 5 hours a week; laboratory two consecutive hours a week.

203B. **Electricity and Light.** 5 semester hours. Prerequisite 203A. Second semester. Mr. Fox, Dr. Rood.

Same general plan of presentation as in 203A. Classroom 5 hours a week; laboratory 2 consecutive hours a week.

210. **Astronomy.** 3 semester hours. High-school physics is a highly desirable antecedent. First semester. Mr. Fox.

A non-mathematical course in descriptive astronomy, which will serve as an aid to students in general science and to others who may desire an understanding of the elements of the subject. Open to students of all courses. A trip to the Adler Planetarium is required of students electing this course.

220. **Photography.** 3 semester hours. First semester. 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. To enroll in this course students should get permission from the instructor.

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

300T. **Teaching of Physical Science.** 2 semester hours. Prerequisite: a major or minor in physics or chemistry. Second semester. Mr. Marburger.

320. **Technical Mechanics.** 3 semester hours. Prerequisite: Courses 203A, B, Calculus 205A, B. First semester. Dr. Rood.

This course, together with course 340 provides a second year course in college physics. The subjects taken up in the first year, with the exception of light and sound, are considered more fully and certain new material is introduced. The topics covered in technical mechanics include force, motions of translation and of rotation, periodic motion, gravitation, and elasticity.

340. **Heat and Modern Physics.** 3 semester hours. Prerequisite: same as for 320. Second semester. Dr. Rood.

A study of the kinetic theory of gases, specific heats, change of state, the radiation laws, and elementary thermo-dynamics is made. This is followed with a study of some of the outstanding developments in physical science made since 1896.

350. **Light.** 3 semester hours. Prerequisite: Courses 203A, B and calculus. Second semester. Mr. Fox.

A course in light consisting of lectures and laboratory work. Studies in reflection, refraction, interference, diffraction, and polarization. Classroom 2 to 3 hours a week; laboratory 2 to 4 hours a week.
360. **Electrical Measurements.** 4 semester hours. Prerequisite: Mechanics, Sound, and Heat 203A; Electricity and Light 203B; and a year's work in calculus. First semester. Mr. Marburger.

This course deals with direct-current theory and measurements, together with the measurement of the magnetic properties of iron and magnetic alloys. Standard methods of measuring current, voltage, resistance, and power are studied in the laboratory. Elementary-circuit analysis is introduced. Ballistic galvanometer methods of measuring capacitance and insulation resistance are studied. The simple aspects of the mathematical theory of magnetism are treated, and B-H and hysteresis curves for samples of iron and alloys determined. Classroom, 3 hours a week; laboratory, 4 hours a week.

365. **Alternating Currents and Radio.** 4 semester hours. Prerequisite: Electrical Measurements 360. Second semester. Mr. Marburger.

This course deals with a.c. theory and bridge methods for measuring capacitances and inductances. A study is made of sinusoidal currents and voltages in various types of electric circuits, tuning and resonance effects, electrical oscillations, coupled circuits. Electron tubes and their uses in radio transmission and reception are studied. Experimental studies of high frequency generators, detectors, and amplifiers are made. Considerable attention is given to the measurement of high frequencies. Classroom, 3 hours a week; laboratory, 4 hours a week.

390. **Laboratory Glass Blowing.** 1 semester hour. First semester. Mr. Marburger.

This course requires about 4 hours a week in the laboratory. Open to students of physics and a limited number of students from other fields of science. The student is required to make samples of a number of pieces of simple glass apparatus used in physics and science laboratories.

399. **Advanced Laboratory Physics.** Credit depending upon work accomplished. Prerequisite: Mechanics, Sound, and Heat 203A; Electricity and Light 203B, and experience in other courses offered in the department. Mr. Fox. Mr. Marburger, Dr. Rood.

This course should be elected by students only after consultation with and permission of the instructor who will supervise it.

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**RURAL EDUCATION**

WM. MCKINLEY ROBINSON  
OTIS C. AMIS  

EDWARD MCKINLEY ROBINSON  
OTIS C. AMIS  

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 52.
- Facilities for training for work in rural education available at Western State Teachers College, page 53.
- Certificates granted and degrees conferred, pages 81, 82, 83.
- Provision for training teachers of agriculture, pages 53, 90.
- Attention is called to the course in home economics which is especially designed for students in one-teacher, consolidated, and village schools, page 120.

Advanced courses in Rural Education majors are to be chosen from courses numbered 345 and over.

**145. Curriculum.** 3 semester hours. Offered each semester. 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 some 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. 2 semester hours. Offered each semester. 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.

240. Rural Sociology. 3 semester hours. First semester. Dr. Amis, 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.

240. Rural Economics. 3 semester hours. Second semester. Dr. Amis, Dr. Robinson.
This course attempts to increase specific understanding in rural economics. The work of the term concludes with a study of the possibilities of elementary and secondary rural-school instruction in vocational subjects.

Note.—Rural Education 340 will be offered in the summer session, 1940.

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. 3 semester hours.
The Hurd One-Teacher School, 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 163.

340. Rural Education. 2 semester hours. Offered each semester. Dr. Amis, Dr. Robinson.
This course deals with the general questions of teaching, supervising, and administering rural schools. Executive facility and efficiency in the whole work of the school are the major considerations.

345, 346. Rural Education. (Seminar). 4 semester 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 semester or on a major problem reported at the end of the year. Laboratory work in rural schools in southwestern Michigan is required.

345, 346. Rural Life. (Seminar). 4 semester hours. Two hours a week throughout the year. Prerequisite: consent of instructor. Dr. Burnham.
In the first semester a recent college textbook in rural sociology will be critically studied, with supplementary references to other good books in this
and related fields. Typical researches in rural sociology, representing primarily the essentials in wholesome social life, will be given intensive consideration. In the second semester 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. 2 or 3 semester hours, depending on amount of field work done. Second semester. 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

Floyd W. Moore
Homer Arnett
Howard F. Bigelow
Robert S. Bowers
Ernest Burnham
Constance P. De Cair
Leonard C. Kercher

W. Valdo Weber

James O. Knauss
Robert R. Russell
Nancy E. Scott
G. Edith Seekell
Russell H. Seibert
D. C. Shilling
Charles R. Starring

“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 six semester 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 United States History 201A, B, American Government 230A, B, and in addition Principles of Economics 220A, and Principles of Sociology 241, or six semester hours in either economics, political science, or sociology.

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, Dr. Kercher.

Since a reading knowledge of French or German, or both, is very helpful in advanced courses in social science and is essential for graduate work, students majoring in social science are urged to elect at least two years of French or German.

ECONOMICS

125. Description of Industry. 3 semester hours. Offered each semester. Mr. Bowers.

A presentation of the important features and characteristics of our modern industrial structure, together with some of the important interrelations within
that structure. Strictly a descriptive course, with no economic principles presented; designed for those who care for only one semester 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. 3 semester hours. Offered each semester. Mr. Bigelow, 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 semester's work in economics should consult with the instructor before electing Principles of Economics 220A.

220B. Principles of Economics. 3 semester hours. Prerequisite: Principles of Economics 220A. Second semester. Mr. Bigelow, Mr. Bowers.

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

221A. Money and Credit. 2 semester hours. Prerequisite: Principles of Economics 220A, B. First Semester. Mr. Moore.

In this course an examination is made of the evolution and functions of money, monetary standards, and credit. Some attention is given to the history of currency in the United States, experiments with paper money, and price level control, together with considerable factual material relative to credit and credit instruments.

221B. Money and Credit. 2 semester hours. Prerequisite: Money and Credit 221A. Second semester. Mr. Moore.

This course is a continuation of 221A, stressing mainly the financial institutions of our present economic system. Commercial, saving, and investment banking, building and savings associations, Federal and semi-governmental financial institutions, consumptive credit agencies, the Federal Reserve System, and banking reform in the United States and abroad are among the subjects studied.

223. Economics of Consumption. 3 semester hours. Offered each semester. Mr. Bigelow.

A study of the present-day problems of the consumer. It helps to establish rational standards of expenditures, based on a careful analysis of human wants and on a consideration of the consumer's available income and of the existing standards of living. Careful analysis is made of the marketing system, investment, insurance, the recent development of installment buying, and the wise use of credit by the consumer.

Note.—It is suggested that this course follow Principles of Economics 220A, B as a year's sequence for students preparing to teach social science in junior high school.

240. Rural Economics. 3 semester hours. Second semester. Dr. Amis, Dr. Robinson.

For description of course see Department of Rural Education, page 149.

320. Public Finance. 3 semester hours. Prerequisite: Principles of Economics 220A, B. Work in government may be substituted in special cases by permission of the instructor. Second semester. Mr. Bigelow.

A study of public expenditure, revenues, debts, and problems of fiscal administration. Deals with the characteristics of and trends in public expenditures; the sources of government income; the principles and problems of
taxation; an analysis of typical modern taxes, such as the general property tax, income tax, inheritance tax, and customs duties; the use of public credit; and the budget system and other methods of fiscal administration.


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.

322. Corporations. 3 semester hours. Prerequisite: Principles of Economics 220A, B. First semester. Mr. Bigelow.

A study of the place of the corporation in modern business life. Consideration is given to the problems of organization, direction, finance, and control, from the point of view of the promoter, the manager, the creditor, the investor, and the public.

323. Marketing. 3 semester hours. Prerequisite: Principles of Economics 220A, B. First semester. Mr. Moore.

A study of 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.

324. Transportation. 3 semester hours. Prerequisite: Principles of Economics 220A, B. First semester. Mr. Bowers.

An analysis of the various means of transportation, of the problems of service, cost, and revenues, and of the development of government regulation. The problem of transportation is considered as one of co-ordinating the various means of transportation into an efficiently related whole serving the best interests of consumers, owners, and employees.

325A. Labor Problems. 2 semester hours. Prerequisite: Principles of Economics 220A, B. First semester. Mr. Bigelow, Mr. Bowers.

An analysis of the nature and underlying causes of the problems facing the worker in modern economic society.

325B. Labor Problems. 2 semester hours. Prerequisite: Labor Problems 325A. Second semester. Mr. Bigelow, Mr. Bowers.

A study of the methods by which workers, employers, and the public have been and now are attempting to solve labor problems. Present programs are evaluated in the light of underlying economic principles in order to develop sound thinking about these problems.

326. Business and Government. 3 semester hours. Prerequisite: Principles of Economics 220A, B. Work in government may be substituted in special cases by permission of the instructor. Second semester. Not offered in 1939-1940. 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 semester hours.  
Second semester. Dr. Weber.  
For description of course see Political Science, Course Number 337, page 157.

330. History of Economic Thought. 2 or 3 semester hours. Prerequisite:  
Not less than 12 semester hours in economics. First semester. Offered  
alternately with Marketing 323. Offered in 1939-1940. Mr. Moore.  
The course aims to give the student a historical background for modern  
economic thinking. Beginning with the leaders of ancient economic thought,  
the main currents of such thinking are brought down through feudalism, mercantilism, the physiocrats, Adam Smith's influence, the English classical  
school, socialistic tendencies and the controversial theories of the present experimental era.

HISTORY

Contributions of the cultures of the Nile valley, the Fertile Crescent, and the Aegean basin to the Greeks and to civilization; rise of the Greek city-states; development of Athenian democracy and culture of the age of Pericles; the Athenian empire; failure of the Greeks to unify; Alexander and Hellenistic civilization; rise of the Roman republic; struggle of the orders; conquest of Italy and the Mediterranean; break-up of the Roman republic; Roman culture and ideals.

Augustus and the Augustan age; success, peace, and prosperity of the Roman empire; rise of Stoicism and Christianity; forces of decay and attempts to arrest them; Diocletian and Constantine; barbarian invasions; the Frankish empire and Charlemagne; monasticism; Justinian and the Byzantine empire; Mohammedans; Norsemen; the feudal age; the Christian church; the crusades; rise of towns and commerce; rise of France and England.

108A. Modern Europe, 1500-1815. 4 semester hours. First semester. Dr. Scott, Dr. Selbert, 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; the world-wide colonial conflict between France and Great Britain; social and political ideas of the eighteenth century; the French Revolution; and the era of Napoleon.

108B. Modern Europe, 1815 to the Present Time. 4 semester hours. Second semester. Dr. Scott, Dr. Selbert, Dr. Weber.  
The reactionary period after 1815; the industrial revolution; the liberal and national movements of the nineteenth century; the Near-Eastern question; the expansion of Europe in Asia and Africa; international relations; the World War; the problems of reconstruction.

109A. English History, to 1689. 3 semester hours. First semester. Dr. Russel.  
The course deals with all aspects of English history, social, economic, political, cultural, and religious, but emphasizes constitutional and legal developments. Scotland and Ireland are given brief attention.

109B. English History, 1689 to the present. 3 semester hours. Second semester. Dr. Russel.  
A general survey of British history for the period, with emphasis as in 109A. The course includes the history of the acquisition and government of the British Empire and the relations of Great Britain and Ireland.
201A. United States History to 1860. 3 semester hours. First semester.
Dr. Knauss, Dr. Russel.
This course begins with the European background of American history, traces the origin and growth of the colonies, considers their relations to the mother country, gives special attention to the causes and course of the Revolution and to the beginnings of state and national government. A study is made of the first seventy-five years of national existence, showing the country's territorial, social, political, and economic changes.

201B. United States History, 1860 to the present time. 3 semester hours.
Second semester. Dr. Knauss, Dr. Russel.
The course of the Civil War and its results are discussed. The development of the nation from an agricultural country to an industrial world power is studied, together with the simultaneous social, cultural, and political changes.

300T. Teaching of the Social Studies. 2 semester hours. Prerequisite: nine hours credit distributed between two social sciences. Offered each semester.
This course is intended for students in the later-elementary and the junior- and senior-high-school groups. It deals with the nature, 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, 1783-1829. 3 semester hours. Prerequisite: six hours of history. First semester.
An intensive study of selected topics dealing with the making of the Constitution of the United States, the launching of the new federal government, and the problems of the young republic. The course is conducted as a pro-seminar. A principal object is to acquaint students with the various classes of historical materials and to introduce them to methods of advanced historical study.

305B. United States History, 1829-1865. 3 semester hours. Prerequisite: six hours of history. Second semester.
This course is primarily concerned with the great sectional quarrel over slavery, secession, and the Civil War. It is conducted in the same manner as 305A.

306A. United States History, 1865-1901. 3 semester hours. Prerequisite: six hours of history. It is desirable that the student shall have had Economics 220A, B, and Political Science, 230A, B. First semester. Not offered in 1939-1940.
The course deals largely with readjustment following the Civil War and with the problems and politics of an era of rapid economic expansion. It is conducted as a pro-seminar. An effort is made to use some of the more available sources and to compare and weigh divergent historical interpretations.

306B. United States History, 1901 to the present. 3 semester hours. Prerequisite: six hours of history. It is desirable that students shall have had Economics 220A, B and Political Science, 230A, B. Second semester. Not offered in 1939-1940.
A study of the more immediate historical background of present day problems, issues, and policies. The course is conducted in a manner similar to that of 305A, B and 306A, but a greater effort is made to present a complete outline.
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. European Diplomatic History, 1878-1919. 3 semester hours. First semester. Dr. Scott.
A study of the causes of the World War as revealed by an analysis of the principal diplomatic documents; the military events of the war; the revolutionary movements leading to the fall of the central and eastern empires and the creation of new states; the peace settlement.
Note.—Courses 308, 309 represent a consecutive year's work in recent European history for juniors and seniors. Each unit, however, may be taken separately. A general knowledge of European history, such as may be gained from 108A, B, or 109A, B, is necessary for an effective understanding of the material studied in these courses.

309. Europe Since the World War. 3 semester hours. Second semester. Dr. Scott.
A study of post-war reconstruction; the problems growing out of the peace treaties, reparations, war-debts, revisionism; successive changes in Italy, Russia, and Germany; the Spanish War; political aspects of the economic tension.
Note.—See note under 308, European Diplomatic History.

311. Economic History of Europe. 3 semester hours. Second semester. Dr. Russel.
A study of the evolution of the economic institutions of Europe. The emphasis is upon the interrelationships of the various parts of the economic system at different stages and the causes of the changes which have occurred.

312. Economic History of the United States. 3 semester hours. First semester. Dr. Russel.
A general survey of the subject. The object is to give a description of economic growth and expansion in the United States and of the changes which have occurred in technology, economic organization, and standards of living, and to account for and evaluate such changes.

313. History of Michigan. 3 semester hours. Prerequisite: United States History 201A, B. Offered each semester. 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. 2 semester hours. First semester. 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. 6 semester hours (3 hours in history, 3 hours in geography.) Prerequisite: consent of instructors. History 201A and Geography 105A are desirable. Summer session. Not offered in 1939. Dr. Selbert, Dr. Glasgow.
A study of the history and geography of certain selected areas in North America. The class spends four and one-half weeks traveling in the areas studied, and the remainder of the term on the campus preparing reports and attending lectures.
Students desiring one semester only should elect Survey of American Government 334.

230A, B. American Government. 3 semester hours each. Mr. Shilling, Dr. Weber.

These two courses treat American government at the various levels by the functional method of approach. The first semester covers the historical and legal bases, organization, powers and regulation of the various units of government, citizenship rights, structure and workings of legislative bodies.

The second semester includes the administrative, judicial, and financial phases of national, state, and local units; foreign affairs, national defense, conservation, governmental regulation, labor, and public welfare.

Credit will be given for each semester's work, but the student is urged to take both courses.

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

A study of the forms and types of government, associations and unions of states, theories of the functions of government and types of constitutions. Also a critical analysis of the theory and practice of the legislative, executive, and judicial organs of government of the leading countries of the world. This course is open to students who are majoring in the social sciences or who have received permission from the instructor.

331. Municipal Government. 2 semester hours. Prerequisite: American Government 230A, B or consent of instructor. First semester. 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.


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. Practical Politics. 3 semester hours. Prerequisite: American Government 230A, B. Second semester. Mr. Shilling.

A detailed study of the nature and activities of the political parties of the United States, including their rise, development, and mechanism. Elections, ballots, and civil service are given emphasis. Some use is made of laboratory materials.

334. Survey of American Government. 2 semester hours. Offered each semester. Mr. Shilling, Dr. Weber.

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 American Government 230A, B.

335. Comparative Governments. 3 semester hours. Prerequisite: American Government 230A, B or eight hours of history. First semester. 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.


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 semester hours. Prerequisite: Principles of Economics 220A, B or American Government 230A, B, or consent of instructor. Second semester. Dr. Weber.

A practical study of some of the more important politico-economic and politico-social problems, recent and pending, in Congress and in state legislatures.

SOCIOLOGY

Courses in sociology are designed (1) to give students in general a better understanding of the significant social factors and processes of modern life; (2) to meet the needs of students preparing to teach in the social-science field; and, (3) to stimulate interest in and provide some prerequisite study for the profession of social work.

Students who desire to major or minor in sociology should plan their work with an instructor in the department as early in their college career as possible. Courses 241 and 242 are intended to give the student a general knowledge of human relationships and of the more outstanding social problems. They are required of all students majoring or minoring in sociology and should constitute a minimum selection for students preparing to teach "Community Civics." All courses may be taken separately, and may be taken in any order by students who have had the prerequisite courses.

For students interested in social work there has been prepared a recommended curriculum for pre-professional education. Those students desiring to confer about the field of social work, or about the recommended curriculum should see Dr. Kercher (Department of Social Sciences), or Mr. Carter (Research Office), or Dr. Ellis (Department of Education and Psychology).

240. Rural Sociology. 3 semester hours. First semester. Dr. Amis, Dr. Robinson.

For description of course see Department of Rural Education, page 149.

241. Principles of Sociology. 3 semester hours. Offered each semester. Dr. Burnham, Dr. Kercher.

A study of man's social nature and of the social world in which he lives. The biological, social, and cultural factors underlying the development of human personality are considered. Chief emphasis, however, is placed upon an analysis of various forms and processes of group association, including such topics as the forms of collective behavior, the structure and functions of community organization, the nature of social interaction, and the character of social change.


A general survey of some of the major social problems now confronting American society, such as family disorganization, physical and mental ill health, economic insecurity, juvenile delinquency and crime, population changes, and industrial hazards. Special consideration is given to the cultural background and the social significance of these problems as well as to the various public and private proposals for their alleviation.

A study of the social and cultural aspects of individual personality, together with an analysis of the problems of personal adjustment that arise from the interaction of personalities and from the relation of the individual to the social environment in general. The major divisions of the course include the nature of the individual and society, the processes of socialization, the character of human personality and its problems of adjustment, and the meaning of social situations in personal behavior.


For description of course see Department of Rural Education, page 149.

325. **Marriage and Family Relationships.** 2 semester hours. Offered each semester. Miss Reed and others.

For description of course see Department of Home Economics, page 120.

340. **Urban Sociology.** 2 semester hours. Prerequisite: Principles of Sociology 241. First semester. Dr. Burnham.

A study of urban society. Its rise and development is traced. The ecological patterns of the city are studied with special reference to their influence on the development of personality and their effect on social relationships. The character and function of social organization in the modern urban community is analyzed, and the problems of social control and social planning are considered.

341. **The Family.** 3 semester hours. Prerequisite: Principles of Sociology 241. First semester. Dr. 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.** 3 semester hours. Prerequisite: Principles of Sociology 241. Second semester. Dr. Kercher.

A study of crime as a social problem. Beginning with a survey of the various theories of crime and punishment, both 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.** 3 semester hours. Prerequisite: Principles of Sociology 241. First semester. Dr. 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.** 2 semester hours. Prerequisite: Principles of Sociology 241. First semester. Dr. 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. **Rural Life (Seminar)**. 4 semester hours. Two hours a week throughout the year. Prerequisite: consent of instructor. Dr. Burnham.

For description of course see Department of Rural Education, page 149.

348. **Principles of Social Work**. 4 semester hours. Prerequisite: consent of the instructor. First semester. 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.

349. **Social Work Practice**. 3 semester hours. Prerequisite: Principles of Social Work 348 or consent of instructor. Second semester. 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 a minimum of 100 hours of supervised field work with either a case-work or a 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.


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 effect desirable changes in the social behavior of individuals and communities.

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**SPEECH**

**Laura V. Shaw**

**Albert B. Becker**

**Dorothy M. Eccles**

**Charles Van Riper**

**Wallace L. Garneau**

**Carroll P. Lahnman**

**Anna E. Lindblom**

A major sequence in speech consists of courses 105A, B, 106, 210, 215, 225, 231, 315, 317.

A minor sequence in speech consists of courses 105A, B, 106, 210, and other courses totaling 6 semester hours.

A minor sequence in speech correction consists of courses 105A, B, 230, 300T, and 319.

For students specializing in English, courses 105A, B, 210, 306, 310, and 316 are recommended.

Students majoring in speech are strongly urged to minor in English.

**99. Special Speech Problems**. Non-credit course. Offered each semester. Dr. Van Riper.

This course is designed to meet the needs of students with emotional conflicts or speech difficulties. Emphasis is placed upon the solution of the
individual speech problem through applied mental hygiene and intensive speech practice.

105A. Fundamentals of Speech. 3 semester hours. Offered each semester. Mr. Becker, Miss Eccles, Mr. Garneau, 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. 2 semester hours. Prerequisite: Fundamentals of Speech 105A. Offered each semester. Mr. Becker, Miss Eccles, Mr. Garneau, 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 not be counted toward fulfillment of a minimum requirement in Group I.

106. Informal Speaking. 3 semester hours. Prerequisite: Fundamentals of Speech 105A, B. Offered each semester. Mr. Lahman, Miss Lindblom.

Study and practice of speech appropriate to such private and semi-public situations as conversation, committee meetings, and group discussion, with some attention also given to informal public speaking.

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

201. Parliamentary Usage. 1 semester hour. Second semester. 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.

206. Public Speaking. 2 semester hours. Prerequisite: Fundamentals of Speech 105A. First or second semester. 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. Designed for upperclassmen.

210. Interpretive Reading. 3 semester hours. Prerequisite: Fundamentals of Speech 105A, B. Offered each semester. Miss Eccles, Miss Shaw.

Analysis and oral interpretation of the more simple types of prose and poetry.

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

215. Acting. 3 semester hours. Prerequisite: Fundamentals of Speech 105A, B, Interpretive Reading 210, or the consent of the instructor. First semester. Miss Shaw.

Improvisation and practical work on the stage. Through class discussion and criticism from the instructor, the student acquires an understanding of the basic principles of the art of acting.

220. Stage Design. 2 semester hours. First semester of alternate years. Miss Siedschlag.

For description of course see Department of Art, page 93.

Note.—This course may be counted for credit in art.
225. **Argumentation and Debate.** 3 semester hours. Prerequisite: Fundamentals of Speech 105A, B or consent of the instructor. First semester. 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 6 semester hours allowed during college course, and not more than 2 semester hours each year. Offered each semester. 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.

Note.—No credit is issued until a year's work has been completed.

230. **Introduction to Speech Correction.** 3 semester hours. First semester. 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.** 3 semester hours. Second semester. 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.** 2 or 3 semester hours. Prerequisite: Fundamentals of Speech 105A, B, Principles of Speech Correction 231, and consent of the instructor. Offered each semester. 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 defects in the college clinic and schools associated with the college, service in a traveling speech clinic, and the study of the principles of clinical practice.

306. **Advanced Public Speaking.** 2 semester hours. Prerequisite: Fundamentals of Speech 105A and Informal Public Speaking 206 or the consent of the instructor. Second semester of alternate years. Mr. Lahman, Miss Lindblom.

Advanced study of speech composition and audience psychology, analysis of model speeches, and frequent practice in constructing speeches for special occasions. Students interested in coaching or participating in oratorical contests will find this course useful.

310. **Advanced Interpretive Reading.** 2 semester hours. Prerequisite: Fundamentals of Speech 105A, B, Interpretive Reading 210, Acting 215. Second semester. Miss Shaw.

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.


A continuation of the work done in Acting 215, with more intensive work in the techniques of creative acting. Each student will create at least one role in a play.
316. Oral Interpretation of the Drama. 2 semester hours. Prerequisite: Fundamentals of Speech 105A, B, Interpretive Reading 210, Acting 215, and Advanced Interpretive Reading 310 or the consent of the instructor. Second semester 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.

317. Theory of Speech. 2 semester hours. Prerequisite: General Psychology 200 and Fundamentals of Speech 105A, B. Second semester of alternate years. Miss Lindblom.
The development of speech as a form of human behavior, studied from the biological and psychological standpoints.

318. Phonetics. 2 semester hours. Second semester. 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.

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; the physics and physiology of quality, pitch, and intensity; and the psychology of speech.

Methods of staging plays, including stage settings, costumes, and makeup. Plays are presented by the class. Each student directs at least one play.

TRAINING DEPARTMENT

Directed Teaching.

Students should enroll for directed teaching in the Training School office as soon as the schedule of classes for the ensuing semester is published. Directed teaching involves more than the mere observing and teaching of a given class over a period of time. Students are expected to become acquainted with the whole program of the training schools in which they are teaching. In addition to the regular teaching, students are expected to take part to the greatest extent possible in all extra-curricula programs, such as planning assemblies, sponsoring clubs, and participating in meetings with parents. Students therefore are strongly advised not to undertake too much class work or remunerative work during the semester or semesters in which their directed teaching is being done. Students should reserve sufficient time to make adequate preparation for effective teaching.

All students doing their first semester of teaching must reserve the hour from seven to eight o'clock on Tuesday evenings for general meetings, which are held in the Rotunda of the Training School.

Directed Teaching 271 (3 semester hours), of which Principles of Teaching 240 is prerequisite, is required of all prospective State-Limited-Certificate graduates.

Directed Teaching 371, 372 (4 semester hours each) are required of all prospective four-year graduates expecting to be certified for teaching. Students planning to teach in the Campus Elementary School should reserve at least two consecutive hours of the school day for each unit (4 semester hours) of teaching. This time should provide for both the preparation and the teaching.
Students planning to do their teaching in State High School must reserve the hours between four and five o'clock on Tuesday and Thursday during the semester in which they are teaching. In case the directed teaching extends over two semesters it is also recommended that students planning to teach in State High School avoid registering for an eight o'clock class during one of these semesters.

Students who are assigned to Paw Paw, Portage, or Richland must reserve a whole half day for teaching. This amount of time will be considered as double teaching and will give eight semester hours' credit.

Directed Teaching 373 (4 semester hours) is an elective. This course is planned primarily for those students who wish to extend their teaching over a wider grade range, and also for students who, in the opinion of the chairmen of the departments and the director of training schools, need more experience in teaching.

271. **Directed Teaching.** 3 semester hours. Prerequisite: Principles of Teaching 240, academic preparation in the subject or subjects to be taught, and as many honor points as semester hours of credit. Dr. Burge and supervisors.

For students enrolled in the two-year State-Limited-Certificate curriculum.

371, 372. **Directed Teaching.** 4 semester hours each. Prerequisite: General Psychology 200; Educational Psychology 250; Principles of Teaching 240 or 251; adequate academic and professional preparation in the subject or subjects to be taught; and as many honor points as semester hours of credit acquired. Dr. Burge and supervisors.

373. **Directed Teaching.** 4 semester hours. Prerequisite: Directed Teaching 372. Offered each semester. Dr. Burge and 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 semester hours. Prerequisite: Maturity and teaching experience. Summer session. Dr. Burge and supervisors.

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