1941

**Western State Teachers College Bulletin v36 n3: 1941 Summer Session**

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BULLETIN
Western State Teachers College
KALAMAZOO, MICHIGAN

Vol. 36 Issue of Winter Quarter, 1941 No. 3

1941 SUMMER SESSION
MONDAY, JUNE 30, TO FRIDAY, AUGUST 8

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BULLETIN
Western State Teachers College
KALAMAZOO, MICHIGAN

THE THIRTY-EIGHTH
SUMMER SESSION
MONDAY, JUNE 30, TO FRIDAY, AUGUST 8, 1941

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

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

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

b) Concerning the adjustment of credits—The Registrar.

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

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

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

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

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

h) Concerning graduate work—The Chairman of the Graduate Division.

i) Other general inquiries—The Registrar.

INFORMATION FOR NEW STUDENTS

A student applying for admission should

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

b) If entering with advanced standing from any county normal, normal school, teachers college, 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

1941-1942

Summer Session, 1941

Monday, June 30 .................................. Registration of students
Tuesday, July 1 .................................. Recitations begin
Friday, July 4 ................................... Holiday recess
Friday, August 8 .................................. Summer session ends

September 1941—June 1942

First Semester
Monday, September 29, to Wednesday, October 1 ........ Freshmen Days
Tuesday, September 30 ................................ Registration of freshmen
Wednesday, October 1 ................................ Registration of upper classmen
Thursday, October 2 ................................ Recitations begin
Saturday, October 10 ................................ Church Night
Wednesday noon, November 19 ........................ Thanksgiving recess begins
Friday, December 19 ................................ Holiday vacation begins
Monday, January 5 .................................. Classes resume
Friday, February 13 .................................. First semester ends

Second Semester
Monday, February 16 ................................ Registration of students
Tuesday, February 17 ................................ Recitations begin
Friday afternoon, April 3 ............................. Good Friday recess
Friday, April 10 ..................................... Spring vacation begins
Monday, April 20 ..................................... Classes resume
Sunday, June 14 ..................................... Baccalaureate services
Friday, June 19 ..................................... Second semester ends
Saturday, June 20 .................................... Alumni Day
Saturday, June 20 ..................................... Commencement exercises

Summer Session, 1942

Monday, June 29 .................................. Registration of students
Tuesday, June 30 .................................. Recitations begin
Friday, August 7 .................................... Summer session ends
Field Course in Conservation. A week will be spent in the 77,000-acre Pigeon River Forest Reservation, twenty miles northwest of Gaylord, Michigan. Lectures and field trips in botany, forestry, geology, and zoology. The cost of the course is $20.00. Enrollment limited. One semester hour of credit given for completion of the work.

Field course in Bird Study. A week will be spent at Higgins Lake Camp in the midst of the woods on the lake shore, rich in bird life. Mornings will be spent in the field; in the afternoons there will be illustrated lectures and laboratory work. The fee of $20.00 will cover tuition, room, board, and laundry. Students will furnish their own transportation.

For further description of these courses, see the Details of Courses in Biology on page 80 of this bulletin.

Summer Session, June 30-August 8

First Week, June 30-July 6

Monday, June 30—Registration.


Tuesday, July 1—8 P.M. Faculty Reception and Dance for Summer Session Students. Walwood Hall Ballroom.


Friday, July 4—Holiday.

Second Week, July 7-July 12

Tuesday, July 8—9 A.M. General Assembly. Address by Dean James B. Edmonson, School of Education, University of Michigan, on "Education for National Defense". Women's Gymnasium.

Tuesday, July 8—12 Noon. Luncheon of the Faculty and Students of the Graduate Division. Address by Dr. Clifford Woody, University of Michigan, Graduate Adviser to the Teachers Colleges. Walwood Hall Ballroom.

Thursday, July 10—8 P.M. Feature Entertainment. Te Ata in "Along the Moccasin Trail". Central High School Auditorium.


Third Week, July 14-July 20

Annual Book Week

Monday-Friday, July 14-18—Book Exhibits by the leading book companies and school supply concerns. Women's Gymnasium.

Tuesday, July 15—9 A.M. General Assembly. Dr. Leonard V. Parr presents "In a Picadilly Book Shop". Walwood Hall Ballroom.

Tuesday, July 15—5 P.M. Men's Picnic. Milham Park.

Fourth Week, July 21-July 27

Tuesday, July 22—9 P.M. General Assembly. Robert E. Friel, the "Vagabond Reporter". Women's Gymnasium.

Wednesday, July 23—4 P.M. Women's Tea. Bertha Davis Room, Walwood Hall.


Saturday, July 27—6 A.M. Art Excursion to Cranbrook and Detroit.

Fifth Week, July 28-August 3

Tuesday, July 29—9 A.M. General Assembly. Topic and speaker to be arranged. Women's Gymnasium.


Wednesday, July 30—8 P.M. Feature Entertainment. Bob Jones, Jr., in "Curtain Calls". Central High School Auditorium.

Sixth Week, August 4-August 8


Thursday, August 7—6:30 P.M. Reception and Dinner for Summer Graduating Class. Address by Dr. Ernest Burnham.

Post-Summer Session, August 18-September 1

Field Course, "Land Use Problems of the Northern Peninsula". The course will involve the study of four regions: Muskallonge Lake, Keweenaw Peninsula, Porcupine Mountain, and the Gardner Peninsula. Cost of the trip will be $45.00, including transportation from Higgins Lake and return, and board and lodging while on the excursion. For those who desire two semester hours of credit, there is an additional charge of $10.00.

For further description of this course, see the Details of Courses in Biology on page 80 of this bulletin.

Recreational Activities

Kalamazoo, located in Western Michigan, known as "The Summer Playground of America", offers numerous opportunities for recreation. Picnics in Milham Park or on the beaches of the numerous accessible lakes, swimming, and boating are popular pastimes. An outing on the shore of Lake Michigan is possible. A number of tennis courts are available on the campus. Five golf courses are within a mile of the campus, with special rates for summer students. A riding academy is nearby, where horses may be engaged at reasonable rates. Facilities near the campus are provided for students who desire to live in trailers.
THE STATE BOARD OF EDUCATION

The Hon. Wynand Wicbers ........................................ President
The Hon. Frank Cody ............................................. Vice-President
The Hon. Eugene B. Elliott ................................. Secretary
Miss Mary Farnsworth ........................................ Member

THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Dr. Eugene B. Elliott

THE OFFICERS OF ADMINISTRATION

Paul V. Sangren, Ph. D. ........................................ President
John C. Hoekje, A. B., Ed. M. ................................ Registrar
Bertha S. Davis .................................................. Dean of Women
Ray C. Pellett, A. M. ............................................ Dean of Men
Lofton V. Burge, Ph. D. ......................................... Director of Training Schools
Elmer H. Wilds, Ed. D. ......................................... Director of the Summer Session
THE FACULTY

The Department of Agriculture

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

The Department of Art

ELEANOR BANGHAM, A. M.
B. S., Western State Teachers College; A. M., Teachers College, Columbia University.

KATHRYN KEILOR, B. S.
B. S., Western State Teachers College.

HAZEL L. PADEN, A. M.
B. S., Massachusetts School of Arts; A. M., University of Syracuse; Massachusetts Normal Art School; Boston University; Cornish School of Art; University of Oregon.

ELIZABETH SHUTZ, A. M.
A. B., Oberlin College; A. M., Teachers College, Columbia University; Syracuse University.

The Department of Biology

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

WALLACE BORGMAN, M. D.
A. B., Kalamazoo College; M. D., Northwestern University Medical School; Butterworth Hospital, Grand Rapids.

ADRIAN G. GOULD, M. D.
Department of Hygiene and Preventive Medicine, Cornell University.

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

ROY E. JOYCE, A. M.
A. B., Ohio Wesleyan University; M. S., Ohio State University; A. M., University of Michigan.

EDWIN B. STEEN, Ph. D.
A. B., Wabash College; A. M., Columbia University; Ph. D., Purdue University.

The Department of Chemistry

ROBERT J. ELDREDGE, S. M.
B. S., Kalamazoo College; S. M., The University of Chicago; California Institute of Technology.

LAWRENCE G. KNOWLTON, Ph. D.
A. B., Oberlin College; Ph. D., Cornell University.

The Department of Commerce

J MARSHALL HANNA, Ed. D.
B. S., University of Nebraska; A. M., Columbia University; Ed. D., New York University; Harvard University.

GEORGE A. KIRBY, A. M.
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The Department of Education

IRA M. ALLEN, Ph. D.
A. B., Lawrence College; A. M., Ph. D., Teachers College, Columbia University; The University of Chicago.

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

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

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

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

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

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A. B., Earlham College; A. M., University of Iowa; Ph. D., Teachers College, Columbia University.

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A. B., Bethany College; A. M., University of Southern California; Ed. D., University of Oregon.

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

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

OLGA SCHALM ROEKLE, A. B. (Research Assistant)
A. B., Western State Teachers College; Ohio State University.

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

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

ELMER H. WILDS, Ed. D.

The Department of English

GEORGE SPRAU, A. M.
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EDITH M. EICHER, A. M.
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HERBERT SLUSER, A. M.
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CHARLES A. SMITH, A. M.
A. B., Western State Teachers College; A. M., University of Michigan.
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The Department of Geography and Geology

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The Department of Health

WALLACE BORGMAN, M. D.
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M. D., University of Michigan; Resident, University of Michigan Hospital; Instructor in Obstetrics and Gynecology, University of Michigan Hospital, Ann Arbor; Obstetrics, Johns Hopkins Hospital, Baltimore.
FRANCETTA E. PETERS, R. N.
Graduate St. Camillus School of Nursing, Borgess Hospital; Registered Nurse, Michigan; Nazareth College.
FLORENCE LARSON, R. N.
Graduate of Methodist Hospital, Sioux City, Iowa; Northwestern University College.

The Department of Home Economics

SOPHIA REED, A. M.
Ph. B., The University of Chicago; A. M., Teachers College, Columbia University; University of Iowa.
LUCILE R. DUNN, A. M.
B. S., University of Illinois; A. M., Teachers College, Columbia University; The University of Chicago; Iowa State College.
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B. S., Western State Teachers College; Kalamazoo College; Teachers College, Columbia University; Cornell University.
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The Department of Industrial Arts

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B. S., Wayne University.

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B. S., Western State Teachers College.

The Department of Languages

MATHILDE STECKELBERG, A. M.
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The Department of Mathematics

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WILLIAM H. CAIN, A. M.
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The Department of Music

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Michigan Conservatory of Music; American Conservatory of Music; Chicago Musical College; Student in Paris with Giulmant and Moskowski.

The Department of Physical Education for Men

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The Department of Speech

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ANNA E. LINDBLOM, A. M.
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The Department of Vocational Aviation Mechanics

ELMER C. WEAVER, A. M.
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JOSEPH W. GIACCHINO, A. M.
B. S., Wayne University; A. M., University of Detroit.

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Western State Teachers College
The Library

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EDITH E. CLARK, A. B., Periodicals
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HAZEL E. CLEVELAND, A. B., Training School Library and Circulation.
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VERA F. GRAHAM, A. M., Reference
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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; Columbia School of Library Science.

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

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

Union Building

Cornelius B. MacDonald ........................................... Manager
Grace E. Moore ........................................... Manager, Cafeteria
Beverly Eason .................................................. Clerk
Roseanna Nemrava ............................................... Clerk

Lavina Spindler Hall

Mrs. Gladys C. Hansen ........................................... Director; Assistant Dean of Women
Helen Merson .................................................. Counselor
Pearl M. Zanes .................................................. Counselor

Henry B. Vandercook Hall

J. Towner Smith .................................................. Director
Mrs. J. Towner Smith ......................................... House Mother
Harry Hefner .................................................. Counselor
Charles R. Starring ........................................... Counselor

Walwood Hall

Mrs. Florence Tyler ........................................... Director
Carrie Stoeri .................................................. Counselor

The Offices, Etc.

John C. Hoekje .................................................. Registrar
Eva Carlile .................................................. Clinic Secretary
Jean DeKoning .................................................. Clerk, High School Office
Blanche Draper .................................................. Publicity
Homer M. Dunham .............................................. Publicity
1. Members elected
   Terms expire 1943
   Mrs. Bess W. Baker
   Grover C. Bartoo
   Mary Bottje
   Terms expire 1942
   Lofton V. Burge
   Lucia C. Harrison
   Russell H. Seibert
   Terms expire 1941
   William R. Brown
   Roy C. Bryan
   Paul Rood
2. Members appointed
   Terms expire 1941
   Walter G. Marburger
   Gerald Osborn
   Bess L. Stinson
3. Members ex-officio
   President Paul V. Sangren
   Registrar John C. Hoekje
## FACULTY COMMITTEES

### Summer Session 1941

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<th>COMMITTEE</th>
<th>PERSONNEL</th>
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<th>Upper Classmen</th>
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<tr>
<td>1. Curricula</td>
<td>Steele, Blair, Berry, Hoekje</td>
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<td>2. Curricula Advisers</td>
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<td>3. Curricula Enrollers</td>
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### COMMITTEE personnel


### Note

In each case the person whose name appears first is the chairman of the committee.
General Information

PURPOSE

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

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

HISTORY

Summer sessions of six weeks' duration have been conducted since the foundation of Western State Teachers College in 1904. In the summer of 1940, 1,292 under-graduates and 175 graduates were enrolled; 23 limited certificates were granted; and 34 degrees involving life certificates and 70 general degrees were conferred. In addition, 11 provisional certificates were granted students who previously had earned degrees. Steady attendance indicates that these sessions have been found of distinct service to prospective and experienced teachers.

THE THIRTY-EIGHTH SUMMER SESSION

The thirty-eighth summer session will open June 30, and continue until August 8. Students will be enrolled and classified on Monday, June 30. Instruction will begin in all classes on Tuesday, July 1. The majority of the instructors will be members of the regular staff. Departments so arrange their work that it is possible for students to pursue sequences from summer to summer.

LOCATION

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

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

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

**BUILDINGS AND MATERIAL EQUIPMENT**

1. The Administration Building contains the administrative offices, the alumni office, the publicity office, and the college cooperative store. The Extension Department, the Music Department, the Rural Education Department, and the State High School, as well as several classrooms, are also located in this building.

2. The Athletic Plant. When the college reopened in the fall of 1939, a modern athletic plant was ready for use. It comprises the following features:
   - **The Hyames Baseball Field.** The baseball field is sodded. Concrete stands 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. 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 callisthenic apparatus work. There are also offices, classrooms, and locker rooms.
   - **Tennis Courts.** There are now ten courts available for students. These furnish opportunity for personal, class instructional, and inter-class and inter-collegiate competition.
   - **Track.** Around the football field, inside 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.** Waldo Stadium was dedicated November 4, 1939. Two concrete stands, each capable of seating 7,500 people and reaching from goal line to goal line, provide seating capacity for football enthusiasts, as well as for attendants at community functions. Surmounting the southeast stand is a modern press box, outfitted in most approved manner. Beneath the northwest stand are locker rooms, officials' rooms, coaches' rooms, squad headquarters, training rooms, and concession stands.

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 modern fireproof brick building and has over 150,000 square feet of working area. Recent changes and improvements have modernized most of the shops. The drafting room is a large shop with north and west light exposure. It has all needed equipment for drafting and for duplicating finished work. A modern print shop contains every major type of printing equipment. It has two intertype and one linotype machines, platen and cylinder presses, a saw trimmer, a stereotype casting machine, machinery for binding, and modern cases and stands. The
machine shop is equipped to do every kind of machine metalwork. Lathes, shapers, milling machines, grinders, electric welding equipment, heat treating equipment, etc., are part of the standard equipment. The sheet metal shop has equipment for beginning and advanced work in sheet metals. A recent development at Western is the establishment of a general shop for experimental purposes. The shop contains units in woodworking, metalworking, electrical work, and drawing. There are two woodworking shops in which facilities are available for both hand and machine work. Recent additions of new machines have increased the usability of these shops. The farm shop provides for every basic need that occurs in teaching shop in rural areas.

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 is one large lecture room and two classrooms. The basement provides more classrooms.

The library consists of 52,000 volumes, arranged according to the decimal classification and indexed by a card catalog of the dictionary type. There are 81 complete files of periodicals; 338 periodicals and 8 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.)

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.

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

The **Department of Agriculture** has its classrooms here. (The laboratory is a one-hundred fifty-acre farm of fertile silt loam, located in Portage township. 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, covercrop demonstrations, and modern machinery are maintained.)

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

The **Kleinstueck Wild Life Preserve** as well as other interesting localities in the region, including the campus itself, furnish abundant material for field studies in the biological sciences. The Kellogg Bird Sanctuary and the Wolf Lake Fish Hatchery are within easy driving distance.

A commodious greenhouse has just been added to the equipment of the department. This is stocked with more than two hundred species of plants from all parts of the world, and affords excellent facilities for illustrating biological principles as well as for preparing classroom material.

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 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 apparatus.

The Student Health and Personnel Building, erected in 1939, 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 certain 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 chairman of the Department of Education, and the Freshman Counselors; quarters for the psycho-educational clinic, the speech correction clinic, and the psychological laboratory; and classrooms for instruction in health, education, and psychology. The radio broadcasting studio is located in this building.

The Department of 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, and ergographs 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 journals, as well as a large list of the standard works of this and related fields.)

The Training Schools of Western State Teachers College are unique in that they include a wide range of typical schools: a one-room rural school, a consolidated school, a township-unit school, a large village school, a city graded school, and a high school—thus approximating the types of schools students may expect to work in after graduation. These schools give the student an opportunity for observation of and directed teaching in any subject and in any grade from 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, the administrative offices of which are located on the second floor of the Administration Building, serves a twofold purpose in the field of secondary education. One major function of the school is to offer a broad curriculum in which teaching procedures designed by the leaders in the field of secondary education are put into practice. Another function
is to offer an effective laboratory situation for training prospective teachers for secondary schools. (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 used. There are at present twenty-nine 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.

9. The Henry B. Vandercook Hall for Men, located on the west side of Oakland Drive, just south of the Men's Gymnasium, conforms architecturally with Walwood Hall. It houses 200 residents. Besides providing student rooms, equipped in modern style, the dormitory contains 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. This dormitory was ready for occupancy in September, 1939.

10. 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 ball-room in which are held most of the campus parties. This ball-room also serves as a lecture hall, theater, and banquet hall, as needed. Adjoining the ball-room are two well-planned reception or club rooms. The union building is supported by a small fee required of all students at the beginning of each semester.

The other unit, the Walwood Hall Residence for Women, which accommodates 115 girls, was especially designed for student use. The rooms are double, with individual beds, closets, dressers, and mirrors. The furniture is modern in style, and the draperies and bedspreads are in colors. Additional features such as built-in bookshelves, lamps, provisions for hanging pictures, and desks especially designed for work, give quality and individuality to the rooms. Each bed is provided with bed linen and one woolen blanket.
A beautiful living-room is used by the girls for teas, entertaining, and general meetings. A well-lighted dining room accommodates resident students for all meals. A reception room and a library are provided. On each floor are a sunroom and a kitchenette; the kitchenette is equipped with conveniences for preparing refreshments and for pressing. On the ground floor is a large laundry with facilities for laundering and for shampooing. On this floor also are two recreation rooms: a large game room, and a smaller room with radio and piano. In connection with the general health service there is a small unit in the dormitory, with a resident nurse and two infirmary rooms.

Application for residence in Walwood Hall should be sent to the Dean of Women, with a five-dollar deposit which will be refunded if the reservation is cancelled before June first. Room and board for the summer session is $48.00; room alone is $18.00. (The administration reserves the right to cancel the privilege of board during the summer session if fewer than 50 persons apply for it.)

11. The Lavina Spindler Hail for Women, the newest building on the Western State campus, providing housing for one hundred and ninety-three students, was dedicated in 1940. It is situated on a hill, to the general contour of which the exterior and interior architectural design of the hall conforms.

Upon entering the building the visitor finds himself in a most attractive lobby, with a large mural on either side, and pillars with circular benches, all done in an effective green and coral color scheme. The terrace, which affords a view of the valley to the north and west, circles the curve of the entrance hall and may be approached from the dining room on the west and the living room on the east as well as from the lobby. There are three attractively and individually furnished reception rooms and the office adjacent to the main hall.

In the living room east of the lobby the large mural above the fireplace, typifying strength and unity of the group, presents the circular theme, in harmony with which the furnishings of the room are arranged. Blue is the predominating color contrasted with coral and yellow green. To the west of the lobby is located the large dining room with windows on three sides, where seating accommodations are provided for residents and their guests. The dining room also contains a large circular table for special parties. Special facilities available to the students include: a large, attractive recreation room furnished with piano, ping pong table, and card tables and chairs; two music practice rooms; and a laundry equipped with stationary tubs, clothes driers, ironing boards, shampoo basins, and hair driers. Three kitchenettes and two sun rooms afford the opportunity for social gatherings and “spreads.” On the ground floor, adjacent to the nurse’s room, is located the infirmary providing accommodations for two persons.

Special furniture includes: single beds, dressers or dressing tables, shelves, a large desk, two straight chairs and an easy chair, is used in all student rooms. A lamp and harmonizing or contrasting draperies complete and add color to the room. Each girl is provided with one blanket, a pillow, a bedspread, sheets, and a pillow case. With the exception of seven singles, all rooms accommodate two girls.

For information concerning room and board and reservations in the Women’s Residence Halls, see page 28.

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

Students may enroll at the opening of any summer session or semester.

REQUIREMENTS FOR ADMISSION

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

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

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

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

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

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

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

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

Advanced algebra ½ or 1 unit, solid geometry ½ unit, trigonometry ½ unit, *physics 1 unit.

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

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

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

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

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

*Physics may not be counted in both of the Groups C and D.

**English History may be included under European History.

***Half units in the social studies are acceptable as part of a sequence only if taken in the 11th or 12th grade.

*Note.—Effective with the first semester, 1940-1941, students recommended unqualifiedly by their principals from high schools participating in the State "experimental plan" will be admitted without regard to the particular pattern of secondary-school credits they present.
The remaining units, required to make up the necessary fifteen units, are entirely elective from among the subjects listed above, and any others which are counted toward graduation by the accredited school.

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

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

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

High-School Credentials Should be Sent in Advance

Prospective students are urged to send their high-school credits to the registrar in advance, that there may be no delay when they present themselves for registration and enrollment.

Requests for filing of entrance credentials should be addressed to the principal of the high school from which the student was graduated.

Entrance with Advanced Credits

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

Orientation Tests

Standard intelligence and achievement tests are required of each student upon entrance. This applies not only to freshmen but to upperclassmen 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 tests taken at this institution.

The qualifying examinations are used to predict the student's ability to do academic work. These tests are also measures of the student's ability to read and interpret content material at the college level. The ability to use language is the criterion for the predictions and interpretations of the tests. These examinations do not deal with specific subject matter areas, and no intensive preparation should be made on the part of the examinee.

Transient Students

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

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

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

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 information indicated as possible.

EXPENSES

Tuition Fees

A. Regular Program Fees

For residents of Michigan, $6.00 for the summer session.
*For non-residents of Michigan, $10.00 for the summer session.

B. Irregular Program Fees

Resident students carrying an irregular program for the summer session pay tuition as follows: one, two, or three semester hours, $3.00; four, five, or six semester hours, $6.00; seven, or more semester hours, $9.00.

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

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

*RESIDENCE REQUIREMENTS

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

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

The residence of husbands 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.
EXPENSES

Miscellaneous Fees
A fee of $11.25 has been authorized by the State Board of Education for the support of student activities, student union, health service, library purposes, subscription to the Teachers College Herald, the official weekly student publication, etc. A student for whom no identification photo is on file pays an additional 25 cents when such photo is taken.

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

Late Enrollment Fee
By action of the State Board of Education, all students who enroll after the opening day, June 30, will be charged an additional fee of $2.00.

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

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

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Room (one-half of a double room)</td>
<td>$15.00 to $18.00</td>
</tr>
<tr>
<td>Board</td>
<td>27.00 to 36.00</td>
</tr>
<tr>
<td>Laundry</td>
<td>0.00 to 5.00</td>
</tr>
<tr>
<td>Textbooks and supplies</td>
<td>8.00 to 12.00</td>
</tr>
<tr>
<td>Incidents</td>
<td>8.00 to 12.00</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>17.00 to 17.00</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total for 6 weeks</td>
<td>$75.00 to $100.00</td>
</tr>
</tbody>
</table>

THE COLLEGE CAFETERIA
A large new cafeteria, 100 feet long by 50 feet wide, with seating capacity for 300, is maintained in Walwood Hall-Union Building. Breakfasts, lunches, and dinners are served. The aim is to provide wholesome food at low cost to students.

The Cafeteria hours are:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>7:00 A.M. to 9:00 A.M.</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:00 A.M. to 1:30 P.M.</td>
</tr>
<tr>
<td>Dinner</td>
<td>5:00 P.M. to 6:30 P.M.</td>
</tr>
<tr>
<td>Sundays</td>
<td>12:00 M. to 2:00 P.M.</td>
</tr>
</tbody>
</table>

Students may purchase $5.50 Meal Tickets for $5.00.
HOUSING FOR MEN

Men students of the summer session are required to live in residences approved by the office of the Dean of Men. Vandercook Hall, Western's new dormitory for men, will be open for the summer session. Students desiring to live there should correspond with the office of the Dean of Men.

HOUSING FOR WOMEN

Women students of the summer session are required to live in residences approved by the office of the Dean of Women. Walwood Hall Residence for Women will be open for the summer session. Students desiring to live there should correspond with the office of the Dean of Women.

ACCOMMODATIONS

For the summer session, 1941, in the residence halls.

**WALWOOD HALL**

Residence for Women

*Room and Board*

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double rooms (each person)</td>
<td>$48.00</td>
</tr>
<tr>
<td>Double Rooms rented as single</td>
<td>$54.00</td>
</tr>
</tbody>
</table>

**LAVINA SPINDLER HALL**

Residence for Women

*Room only*

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double rooms (each person)</td>
<td>$18.00</td>
</tr>
<tr>
<td>Double rooms rented as single</td>
<td>$24.00</td>
</tr>
</tbody>
</table>

**HENRY B. VANDERCOOK HALL**

Residence for Men

*Room only*

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double rooms (each person)</td>
<td>$18.00</td>
</tr>
<tr>
<td>Double rooms rented as single</td>
<td>$24.00</td>
</tr>
</tbody>
</table>

For information and reservations for men, write to Mr. Ray C. Pellett, Dean of Men.
For information and reservations for women, write to Mrs. Bertha S. Davis, Dean of Women.

All applications must be accompanied by a five-dollar deposit fee.

EMPOWERMENT FOR MEN AND WOMEN

Students interested in earning money with which to pay in part their expenses will be given advice and detailed information upon application. Students whose point-hour ratio is less than .8 are not eligible for campus employment. Off-campus employment for students is handled through the offices of the Dean of Men and the Dean of Women.
STUDENT WELFARE

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

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

REGISTRATION, CLASSIFICATION, ETC.

GENERAL INSTRUCTIONS FOR ENROLLMENT

Enrollment for the summer session will occur on Monday, June 30. A circular giving detailed information relative to registration may be obtained at the Information Desk in the Women's Gymnasium or at the Administration Office.

ADVISORY SYSTEM

All freshmen are advised and helped throughout the year by Freshman Counselors in planning and adjusting their academic programs. Each freshman works out his schedule semester by semester with the assistance of the counselor, at definite conference periods assigned to him. The details of the curricula, the sequence of studies, and 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 Department of Biology, Chemistry, Geography, History, Languages, Mathematics, or Physics are requested to confer with the department adviser concerning special courses to be pursued. For other upper classmen conferring with the adviser is optional but strongly recommended.

CLASSIFICATION OF STUDENTS

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

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.

CREDIT IN SEMESTER HOURS

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

No credit will be given for a course (even if pursued successfully) for which the student is not officially registered.
1941 SUMMER SESSION—SCHEDULE OF CLASSES

The following constitutes the official plan for scheduling classes for the Summer Session, 1941.

<table>
<thead>
<tr>
<th>Credit in Semester Hours</th>
<th>Class Meets Times Weekly</th>
<th>Length of Restitations (Minutes)</th>
<th>First Period</th>
<th>Second Period</th>
<th>Lunch Hour</th>
<th>Third Period</th>
<th>Fourth Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>110</td>
<td>7:40—9:30</td>
<td>9:40—11:30</td>
<td>11:30—12:10</td>
<td>12:10—2:00</td>
<td>2:10—4:00</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>110</td>
<td>7:40—9:30</td>
<td>9:40—11:30</td>
<td>11:30—12:10</td>
<td>12:10—2:00</td>
<td>2:10—4:00</td>
</tr>
</tbody>
</table>

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;
      d. 400-499, inclusive, are for graduate courses open both to seniors and to graduate students;
      e. 500-599, inclusive, are for graduate courses open only to graduate students.

   Note.—The numbers in parentheses following the courses referred to in d and e above are the numbers of these courses in the University of Michigan catalog.

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 Department 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. A course offered only in the summer session has an “S” added to the number.

9. A portion of a course of the regular year offered in the summer session has s1 or s2 (to indicate portion offered) following the number.

10. To the number of a course available by class extension there is added “Cl”.

11. To the number of a course available by correspondence there is added “Co.”

THE STANDARD CLASS LOAD FOR THE SUMMER SESSION

During the summer session the regular student load is five semester hours. The student may take not more than six semester hours, nor less than four, without special written permission.

EXTRA HOURS

No student may enroll for more than six semester hours of work without the permission of the Committee on Student Personnel.

Students may make application for an extra hour by securing an application blank at the Records Office and following the directions printed thereon. Only in exceptional cases is permission granted to carry extra hours 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 studies with mediocre success.

SUB-MINIMUM LOAD

Students desiring to carry less than four semester hours during the summer session must make application on the regular blanks provided for that purpose. These can be secured from the registrar.

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.

RULES RELATING TO EXAMINATIONS

1. 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.

2. Students are regularly examined at no 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 may be arranged by the instructor with the approval of the registrar.

MARKING SYSTEM

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

Grades are indicated by letters, to each of which is given a certain value in honor points.
The mark 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 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 the session, 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.

WITHDRAWAL FROM COURSES

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

The mark W will be given only when the registrar issues an Official Drop Slip. If a student withdraws from a class without the registrar's permission, the mark E (failure) will be given.

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

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.

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".

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.

*Note.—For Directed Teaching only.
Recipients of honors receive their degrees:

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

SPECIAL FEATURES

ADVANCED PROFESSIONAL COURSES OF INTEREST TO EXPERIENCED TEACHERS AND ADMINISTRATORS

The Department of Education announces several courses of special interest to experienced teachers who desire training for supervisory and administrative work. Details of these courses are given on pages 85 to 86. Various departments offer courses dealing with the teaching of their particular subjects.

THE ALUMNI ASSOCIATION

The Western State Teachers College Alumni Association was organized June 19, 1906, by the graduates of the first two classes of the college. Thirty-six classes are now associated in the organization with a total membership of more than 16,000. The Alumni Secretary's office is in the Administration Building. In this office information regarding any alumnus or alumna may be obtained. The Kardex filing system is used; it affords an accurate method of referring to the alumni directory.

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

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

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

ART COLLECTION

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

A gift from the Carnegie Corporation of New York of books, photographic prints, color facsimiles, and etchings was presented to Western State Teachers College in the summer of 1939. This teaching and reference material has been carefully selected with a view of enriching a college library with books and illustrations not ordinarily afforded by colleges. The collection consists of 331 large, well-mounted photographs, and 125 books, together with 30 colored reproductions, and portfolios containing illustrations of prints.

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 coordinate 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 answers questions relative to measurement and research activities; it carries on statistical work necessary to answer questions relative to educational problems; it edits bulletins of information concerning educational problems; it conducts the intelligence examinations of students of the college; it sends representatives to visit schools and school systems that wish to begin testing work to instruct the teachers, to demonstrate the methods of testing, and actually to conduct mental-educational surveys.

THE COLLEGE COOPERATIVE STORE

The Cooperative Store exerts every effort to keep adequate stocks of all supplies needed by students for class work, as well as many other items for their convenience.

COUNTY COMMISSIONERS’ SUMMER CONFERENCE

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

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

1. A maximum of 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 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 two and one-half class hours 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.
EXTENSION DEPARTMENT

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

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

Resident and extension work are not to be carried simultaneously. A person is not to enroll for extension work with Western State Teachers College if he is carrying work with any other educational institution.

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

HEALTH SERVICE

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

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

A health fee, paid upon enrollment, entitles the student to the following cooperative services:

1. Medical examinations and conferences
2. Dental examinations and conferences
3. Consideration (and often care) of emergencies
4. Consultory service for student problems
5. Scheduled clinics: dental, orthopedic, skin
6. Daily observation and care in wards at Health Service
7. Infirmary care for short time, noncommunicable cases; a nominal charge is made for over-night care.
8. Hospitalization at rates especially advantageous
9. Laboratory services and clinical tests to determine disease
10. Reports to home physicians and dentists.

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

THE HERALD

The Teachers College Herald is the student-published weekly paper of the college. It is issued each Thursday. It chronicles the important activities of the college as well as those of the student body. Every student and faculty member is entitled to a free copy.

The Herald staff has its headquarters in Room 12, Administration Building.

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 includes many of the native plant species of southern Michigan.

**ORCHESTRA**

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

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

**PLACEMENT BUREAU**

The Placement Bureau is a free service maintained to aid graduating students and alumni of Western State Teachers College in securing suitable teaching 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. Assisting in the work of the bureau is the Placement Committee, which consists of the Director of the Training Schools and members of the faculty who are in a position to know intimately the records of students in class work, directed teaching, and general school activities.

Each semester 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 data consist of (1) the student's academic record, (2) the recommendation of at least three faculty members who are familiar with the student's work, (3) a departmental recommendation, (4) the report from the supervisor of the student's directed teaching, (5) a record of his previous teaching experience, if any, and (6) the general rating of the Placement Committee. The records also include ability and personality ratings, and photographs.

The Bureau aims not only to place its new graduates, but also 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 of alumni is kept, including records of their current teaching experience and advanced study in other institutions. Copies of these records are available to superintendents at the time they desire to interview prospective candidates. These credentials are also sent to school administrators upon their request.

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

**PSYCHO-EDUCATIONAL CLINIC**

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

RURAL EDUCATION

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

Students of rural life and education accept the United States Census Bureau classification of rural as “communities in the open country or centers of less than 2,500 in population.” Half of the 30,000,000 young people in the United States of school age—five to seventeen—live in rural areas; 36 per cent of those in Michigan live in rural areas. The rural schools—one-teacher, consolidated, and village—of Michigan include 33 per cent of the children and 43 per cent of the teachers of the state. Approximately 88 per cent 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 four 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 fulfill more adequately 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 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. Inaugurated in the second semester of 1939-1940, a new one-teacher rural practice teaching affiliation was effected. In cooperation with the county school commissioners, teachers, and school boards in several counties, carefully
chosen one-teacher schools, one in each county, are used, one student at a time being sent to devote his entire energy for a period of six weeks in the school and community. Affiliation with typical one-teacher schools 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 teachers of the combination of agriculture, shop, and science in rural-agricultural and other small rural schools, related courses have been organized which will fulfill the requirements for these positions. Courses in agriculture have been supplemented with related courses in other departments.

Special attention is being given to the content of other courses so that they will meet the requirements of rural and 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.

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

**TRAINING SCHOOL FACILITIES**

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

**VOCATIONAL AVIATION MECHANICS**

Western State Teachers College prepares students, when licensing requirements are met, for positions as licensed airplane mechanics, licensed engine mechanics, and airplane factory mechanics. When educational qualifications permit, the combination of pilot and mechanic is possible by enrolling in the vocational pilot training program sponsored by the Civil Aeronautics Administration.

**VOCATIONAL HOME ECONOMICS**

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

PURPOSE AND CONTROL OF MICHIGAN STATE TEACHERS COLLEGES

The Constitution of the State of Michigan [Act XI, Sec. 10] places the State Teachers Colleges under the authority of the State Board of Education subject to such regulations as may be prescribed by the Legislature. In 1903 [Public 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 159, P.A. 1850; Act 192, P. A. 1889; Act 51, P. A. 1880].

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 four 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

**DEGREES DEFINED**

**BACHELOR OF ARTS (AND TEACHING CERTIFICATE)**

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 (AND TEACHING CERTIFICATE)**

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 either the degree of Bachelor of Science or the degree of Bachelor of Arts.

**GENERAL DEGREE (WITHOUT TEACHING CERTIFICATE)**

Students, who do not have in mind preparation for teaching, may elect basic courses which provide a general education or which satisfy preliminary re-
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 40 to 46 except the professional requirement in Group IV, the degree of Bachelor of Arts or Bachelor of Science may be granted without the teaching certificate.

SECOND BACHELOR'S DEGREE

A graduate of Western State Teachers College with the degree of Bachelor of Science who subsequently becomes a candidate for the degree of Bachelor of Arts, or vice versa, is required, in addition to the credits he already has, to complete 30 semester hours of resident credit and to satisfy any other specific requirements for the degree.

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. 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. See page 68).
4. Courses must be selected so that the requirements in some one of the provisional certificate curricula are fulfilled. (This requirement does not apply to the General Degree curriculum, without teaching certificate. See page 67).
5. All degrees include certain requirements of majors and minors.

MAJOR AND MINOR REQUIREMENTS AND REGULATIONS

Requirements

(A major is a sequence of courses totaling a minimum of 24 semester hours; a minor is a sequence of courses totaling a minimum of 15 semester hours.)

1. General Degree (without Teaching Certificate.) The academic training shall include a major and a minor. (See page 67.)

2. Bachelor's Degree and State Elementary Provisional Certificate. 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.

3. Bachelor's Degree and State Secondary Provisional Certificate. The academic training shall include one major and two minors, in subjects or subject fields in which the applicant expects to teach.
Regulations and Suggestions

1. In the "Details of Departmental Courses," pages 78 to 111, see the introductory statement for each department preceding its description of courses, for its approved major and minor course sequences. Students should consult the departmental advisers for approval of their major and minor programs.

2. It is permissible to use as a "group" major a combination of courses from related departments, as in the several science departments and in the several social science departments, if and as approved by departmental advisers.

3. Group requirements (Groups I, II and III) of the several curricula, may be satisfied through the use of major and minor sequences. Likewise short sequential requirements of some of the curricula may sometimes be included as parts of major or minor groupings.

4. Minors may often be related to majors, so as to recognize naturally or closely related fields; for example, mathematics and physics, history and geography, etc.

5. Students who wish to major in any of the "special" fields—art, commerce, home economics, industrial arts, music, physical education, and special education—should pursue the desired special curriculum. (See pages 51 to 66).

These curricula lead to either or both the Elementary Provisional Certificate and the Secondary Provisional Certificate.

For students, however, who are pursuing any of the elementary curricula (early, later, rural), or the secondary curriculum (including rural), a minor in the above fields is permitted, but not a major. (See footnotes of each curriculum.)

Restrictions

1. It is usually not permissible to use education as a major or minor in any undergraduate curriculum.

2. 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 from Group IV: Educational Psychology 250, Principles of Teaching 240 or 251, Foundations of Modern Education 353, and Directed Teaching 371, 372.
   c. Professional courses numbered 300T to 302T. These are courses in teaching school subjects, hence give credit in education.

3. A combination of foreign languages, or of English or American literature with a foreign language, is not permissible. The major or minor must be in one language only.

4. Mathematics may not be combined with Science (physics, geography, chemistry, biology) for a major or minor sequence.

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 Note 1.)

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 Note 2.)

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 “Important Directions to Holders of Limited Certificates Based on the Michigan Teachers’ Certification Code”, page 44.)

Academic and Residence Requirements for Degrees and Certificates

1. For the Bachelor’s Degree the candidate shall—
   a. present credits satisfying a prescribed curriculum aggregating 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;
Note 1. The holder of the State Elementary Provisional Certificate may be issued the State Elementary Permanent Certificate, when 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 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 3. A candidate presenting credits as a graduate of a Michigan County Normal School and who in addition thereto presents 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;

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

Note 5. No teacher’s certificate will be granted to any person who is less than eighteen years of age.

Note 6. 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.

"Important Directions to Holders of Limited Certificates Based on the Michigan Teachers’ Certification Code"

Caution: No person can be employed to teach in any school district unless he is legally qualified by holding a valid certificate. In order that the holder of any limited certificate may retain without interruption his status as a legally qualified teacher, he must make application for renewal to the State Board of Education between April 1 and September 1 of the year the certificate expires; if the candidate on the expiration of the certificate does not arrange for renewal as here stated, he will forfeit his status as a legally qualified teacher, and therefore will not be permitted to teach. He will, however, remain eligible to make application for renewal until June 30 of the year following expiration of his certificate after which date renewal privileges are canceled.
A. To the holder of the State Limited Certificate or of the State Limited Renewal Certificate.

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

   (a) Subsequent to the date of issue of the last certificate held, the candidate must have acquired 10 semester hours of credit, of an average grade of "C" or better, earned in an institution or accepted by an institution approved by the State Board of Education. These credits must be applicable toward the requirements of the curriculum prescribed for the State Provisional Certificate eventually desired. Not less than 5 semester hours must be earned in residence; the remainder may be earned in extension study, but of this not to exceed 3 semester hours may be correspondence study credit.

   (b) In order to assure that the credits earned toward renewal will apply on the State Provisional Certificate curriculum at the institution where the candidate intends to qualify eventually for that certificate, the candidate should arrange in advance in each case to have his course selections approved by that institution. Also all credits wherever earned should be submitted to that institution for evaluation and by it transmitted to the State Board of Education with recommendations.

B. To the holder of the County Limited Certificate or of the County Limited Renewal Certificate.

1. The holder of a County Limited Certificate may be issued (two times) a County Limited Renewal Certificate each valid for two years provided the candidate shall have met the following conditions:

   (a) Subsequent to the date of issue of the last certificate held, the candidate must have acquired 10 semester hours of credit, of an average grade of "C" or better, earned in an institution or accepted by an institution approved by the State Board of Education. These credits must be applicable toward the requirements of the curriculum prescribed for the State Limited Certificate and for the State Provisional Certificate. Not less than 5 semester hours must be earned in residence; the remainder may be earned in extension study, but of this not to exceed 3 semester hours may be correspondence study credit.

   (b) In order to assure that the credits earned toward renewal will apply on the State Limited Certificate curriculum and on the State Provisional Certificate curriculum at the institution where the candidate intends to qualify for either certificate, the candidate should arrange in advance in each case to have his course selections approved by that institution. Also all credits wherever earned should be submitted to that institution for evaluation and by it transmitted to the State Board of Education with recommendations.

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

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 8 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 page 67.)

9. All students who expect to obtain a degree and teaching certificate are required to present credits in the following courses: Educational Psychology 250; 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.
The Board of Regents of the University of Michigan at its 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 a graduate program of instruction. According to the action, a Graduate Division, organized and administered in cooperation with the University, has been set up at Western State Teachers College. All courses given in the graduate division are offered by instructors who have been given the status of graduate lecturer by the Executive Board of the Graduate School of the University. All courses given in the graduate division constitute a part of the regular program of instruction of the University and carry both course and residence credit toward the master's degree. Most courses are strictly of a graduate nature and do not give undergraduate credit. Some courses are open to well-qualified seniors, who are admitted on approval of the Chairman of the Graduate Division.

Graduate courses have been offered by the Graduate Division of Western State Teachers College since February, 1939. One hundred fifty-four graduate students attended the summer session of 1939, and one hundred seventy-nine, the summer session of 1940. All graduate courses offered here are two-hour courses. Eleven such courses were offered in the summer of 1939, fifteen were offered in the summer of 1940, and twenty courses are to be offered during the 1941 summer session. An attempt is made to keep the work balanced by offering a considerable proportion of the courses in cognate fields, and at the same time by giving all courses in Education for which there is a demand.

The courses offered are open, not only to students just entering upon a program of advanced study, but also to those who have already completed some of the work for the master's degree at the University. Such students should ascertain in advance whether the particular courses offered may be included as a part of their master's program.

All degrees are awarded by the University of Michigan. Students taking work in the Graduate Division shall be permitted to complete such requirements for the master's degree as may be satisfied by courses offered in the division. Unless specifically stated otherwise, a minimum of one summer session of full-time work on the campus of the University is required of all applicants for the master's degree. If a student completes as much as three-fourths of the requirements for the degree through courses offered in the Graduate Division, this shall be so indicated on the diploma awarded by the University of Michigan.

Registration for the summer session of the Graduate Division will be on Saturday, June 28, and Monday, June 30, 1941, from 9 to 12 A.M., and from 1 to 4 P.M. All students who enroll later than June 30 must pay in addition to the regular fee a penalty of one dollar for each day of late registration until a maximum penalty of three dollars is incurred.

Registration will take place in the Graduate Division Offices on the first floor of the Health and Personnel Building.

All classes for the summer session will begin on Tuesday, July 1, and will continue through Friday, August 8. All classes meet one hour a day, five days a week, Monday through Friday. All courses give two semester hours credit. Consult schedule of classes for instructors, hours, and places of meeting. Prerequisites for a course should be carefully determined by the student before enrolling in the course.
Generally speaking, prerequisites for courses offered in the graduate program are, in addition to graduation from a four-year curriculum in an accepted college or university, one year of work of college grade in the field of the subject elected. In some cases, however, courses may require specific prerequisites or an amount of prerequisite credit in excess of this general requirement.

The maximum amount of graduate work which may be carried by a student in a summer session is six semester hours. If a student has a part-time position or job, or if he carries one or more undergraduate courses, the number of hours of graduate work he may carry will be reduced in proportion to the amount of his time which is consumed by such outside work. A reduced schedule requires permission from the chairman of the Graduate Council, who serves as director of the Graduate Division.

The fees must be paid in advance, and no student can enter upon his work until after such payment. The fees are as follows:

<table>
<thead>
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<th>Fee for summer session</th>
<th>Michigan students</th>
<th>Nonresident students</th>
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<tbody>
<tr>
<td>Six or more credits</td>
<td>$35</td>
<td>$50</td>
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<tr>
<td>Four credits</td>
<td>35</td>
<td>50</td>
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<tr>
<td>Two credits</td>
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</tbody>
</table>

Tuition and fees totalling $45 will be collected from students carrying both graduate and undergraduate work up to and including six semester hours of each. Students carrying eight semester hours of graduate work along with undergraduate work will pay a fee of $60.

Students wishing to carry both graduate and undergraduate classes should confer with Dr. Elmer H. Wilds, Chairman of the Graduate Division, regarding enrollment in the Graduate Division. Enrollment for undergraduate credit should follow the regular plan for undergraduates.

In case of withdrawal, refunds are granted as follows: (1) at the end of the first week, the entire fee; (2) at the end of the second week, one-half of the fee; (3) at the end of the third week, forty per cent of the fee; (4) after the third week, no refund.

Health service and all other non-academic services of the summer session are free to graduate students.

Graduate students are subject to the rules of the Dean of Men and the Dean of Women and to other general regulations of this institution.

All questions regarding room, board, and other living expenses should be addressed to the Dean of Men or the Dean of Women.

The graduate courses for which credit will be given have been selected through cooperation of the Advisory Council of the Teachers College and the Graduate Adviser to Teachers Colleges from the Graduate School of the University of Michigan.

The privileges of admission are open to students who hold the bachelor's degree, or its equivalent, from schools of recognized standing and who are otherwise qualified to pursue with profit the work offered.

In order to be admitted to the courses offered, the student must comply with the regulations of the Graduate School, which are as follows:

1. A complete official transcript of scholastic records to date must be sent to the Graduate School Office in advance of registration. The transcript should specify degrees obtained, courses completed, scholarship grades attained, and the basis of grading. These records are kept permanently on file in the Graduate School Office.

2. A student who wishes to become an applicant for an advanced degree must indicate in his request for admission to graduate study a field of specialization; a student who is not an applicant for a degree is held to no special requirements, but he must furnish evidence of graduation from a recognized college.

Students who fail to make previous arrangements for admission may submit
their credentials to the Chairman of the Graduate Division and be given tentative admission, pending review by the Dean of the Graduate School.

A student should have in view a fairly complete program of studies before enrolling in the courses offered. The Chairman of the Graduate Division will assist the student in formulating such a program and recording it on the Schedule of Study blank which must be reviewed by the Graduate Adviser to Teachers College from the University and submitted by him to the Dean of the Graduate School for approval. Alterations in the program, resulting from the dropping or adding of courses, must receive approval in similar fashion.

Twenty-four semester hours of graduate credit chosen with the advice and approval of the University Adviser to Teachers Colleges, plus a master's thesis, are required for graduation. Eighteen hours of this graduate credit must be residence credit, earned either at the University or at a Michigan Teachers College. In certain cases students may apply for the privilege of taking six extra hours of credit instead of writing a thesis. However, this application may be made only after twelve hours of credit have been earned. Of the twenty-four hours regularly required for the master's degree, at least twelve hours of the credit earned must be in courses in which the enrollment is restricted to graduate students only, and at least twelve hours must be earned in full-time attendance during a semester or during two summer sessions. A student must complete his work for the master's degree within six years after his first enrollment in the Graduate School.

Students who desire credit must meet all the requirements set by the instructor. These include attendance, collateral reading reports, term papers, examinations, etc. An average grade of B is required for graduation. A grade lower than B for a given subject does not necessarily bar a student from obtaining credit for a graduate course, provided such a grade is balanced by other work of uniformly high character.

For details concerning other information, see the Announcements of the Graduate School of the School of Education, University of Michigan, and of the Graduate Division, Western State Teachers College; also the booklet, *Graduate Registration and Degrees in Education*, prepared by the School of Education.

Questions not answered by these sources should be addressed to Dr. C. S. Yoakum, Dean of the Horace H. Rackman School of Graduate Studies, University of Michigan, Ann Arbor; Dr. Clifford Woody, Graduate Adviser to the Teachers Colleges, University of Michigan, Ann Arbor; Dr. Elmer H. Wilds, Chairman of the Advisory Council, Graduate Division, Western State Teachers College, Kalamazoo, Michigan.
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

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2. Specific details for the two-year curriculum leading to a State Limited Certificate in rural elementary education are outlined on page 61.

3. Courses for the two-year curriculum in Vocational Aviation Mechanics are listed on pages 110, 111.
ART CURRICULUM
B.S. Degree

(For the preparation of teachers and supervisors of art)

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
Art Observation 300T ......................................................... 2 semester hours
Art Supervision 302T ......................................................... 3 semester hours
Directed Teaching 371, 372 .................................................... 8 semester hours

Group V. Fine Arts
Art Structure 106 ............................................................... 3 semester hours
Industrial Art 110 ............................................................... 2 semester hours
Elementary Design 105 ........................................................ 3 semester hours
Figure Drawing 205 ............................................................. 3 semester hours
Art Composition 208 ............................................................ 2 semester hours
History of Art 213A, B ......................................................... 6 semester hours
Commercial Art 214 ............................................................. 3 semester hours
Demonstration Drawing 306 .................................................... 3 semester hours
Advanced Design 309 ........................................................... 3 semester hours
Advanced Figure Drawing 305 ................................................ 2 semester hours
Advanced Art Composition 308 ............................................... 2 semester hours
Electives in art .................................................................. 4-9 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 each week for one semester.)
Electives (not in art) .............................................................. 13-18 semester hours

Note.—1. A course in library methods is required.
2. The academic training shall include a major and two minors in subjects or subject fields in which the applicant expects to teach.
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 67, and the Pre-Professional suggestions on page 68.)

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

Group II. Science
Science 2................................................................. 12 semester hours
General Psychology 200 ..................................................... 3 semester hours

Group III. Social Science
Principles of Economics 220A, B ......................................... 6 semester hours
Electives in economics ...................................................... 9 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 VI. 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 or 312 ................................. 9 semester hours
(3) Advanced Accounting Principles 310A, B ......................... 6 semester hours
(4) Business Law 320A, B .................................................... 6 semester hours

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

Electives ............................................................................. 18-20 semester hours

Note.—1. A course in library methods is required.
2. The academic training shall include a major and two minors in subjects or
subject fields in which the applicant expects to teach.
3. At least six hours from one of the following fields: biology, botany, chem-
istry, geology, physics, zoology.
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 ................................ 8 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 each week for one semester.)

Electives ................................................................................. 26 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.)

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

Group II. Science
- Biology 100A ....................................................................................... 4 semester hours
- Chemistry 105A, B ............................................................................. 8 semester terms
- Hygiene 112 ........................................................................................ 2 semester terms
- General Psychology 200 ..................................................................... 3 semester hours
- Household Physics 202 ....................................................................... 2 semester hours

Group III. Social Science ................................................................. 12 semester hours
Including two semester hours of political science, a course in sociology, and a course in economics.

Group IV. Education
- Educational Psychology 250 ............................................................. 3 semester hours
- Principles of Teaching 251. ................................................................. 2 semester hours
- Problems in Home Economics Education 300T ................................. 3 semester hours
- Foundations of Modern Education 353 ............................................. 2 semester hours
- Directed Teaching 371, 372 ............................................................... 8 semester hours
- Elective ............................................................................................... 2 semester hours

Group V. Fine Arts
- Elementary Design 105 ...................................................................... 2 semester hours
- Costume Design 209 .......................................................................... 2 semester hours
- Home Furnishings 221 ....................................................................... 2 semester hours

Group VI. Home Economics
- Problems in Home Living 100 .......................................................... 1 semester hour
- Clothing Clinic and Textiles 103 ....................................................... 3 semester hours
- Foods 111 .......................................................................................... 3 semester hours
- Clothing 205 ...................................................................................... 3 semester hours
- Nutrition 211 ..................................................................................... 3 semester hours
- Child Development 226 .................................................................... 3 semester hours
- Family Clothing 305 ......................................................................... 3 semester hours
- Advanced Foods 311 ......................................................................... 3 semester hours
- Quantity Food Management 312 ...................................................... 2 semester hours
- Home Management 322 ..................................................................... 2 semester hours
- Home Nursing and Family Health 323 ............................................. 2 semester hours
- Home Management Practice 324 ..................................................... 3 semester hours
- Marriage and Family Relationships 325 .......................................... 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 individual sport. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)

Electives ............................................................................................ 11 semester hours

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
Educative ......................................................................................... 2 semester hours

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

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

Electives (not in industrial arts) ....................................................... 12-24 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, during the freshman year.
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.
4. The specified courses under Group VI are possibilities for a 15 hour minor to be arranged with the head of the department.
5. The academic training shall include a major and two minors in subjects or subject fields in which the applicant expects to teach.
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 requested 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 each week 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)

<table>
<thead>
<tr>
<th>Group</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Language and Literature</td>
<td>12 semester hours</td>
</tr>
<tr>
<td></td>
<td>Rhetoric (in addition)</td>
<td>8 semester hours</td>
</tr>
<tr>
<td>II.</td>
<td>Science</td>
<td>12 semester hours</td>
</tr>
<tr>
<td></td>
<td>General Psychology 200 (in addition)</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>III.</td>
<td>Social Science</td>
<td>12 semester hours</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 semester hours</td>
</tr>
<tr>
<td></td>
<td>Principles of Teaching 251</td>
<td>2 semester hours</td>
</tr>
<tr>
<td></td>
<td>Foundations of Modern Education 353</td>
<td>2 semester hours</td>
</tr>
<tr>
<td></td>
<td>Music Education 300T, 301T, 302T</td>
<td>6 semester hours</td>
</tr>
<tr>
<td></td>
<td>Directed Teaching 371, 372</td>
<td>8 semester hours</td>
</tr>
<tr>
<td>V.</td>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Music 105A, B</td>
<td>6 semester hours</td>
</tr>
<tr>
<td></td>
<td>Voice Culture 116A, B, 216A, B</td>
<td>8 semester hours</td>
</tr>
<tr>
<td></td>
<td>Harmony 209A, B</td>
<td>8 semester hours</td>
</tr>
<tr>
<td></td>
<td>History of Music 212A</td>
<td>4 semester hours</td>
</tr>
<tr>
<td></td>
<td>Music Appreciation 212B</td>
<td>4 semester hours</td>
</tr>
<tr>
<td></td>
<td>Advanced Harmony and Musical Analysis 320A, B</td>
<td>6 semester hours</td>
</tr>
<tr>
<td></td>
<td>(An elective in music may be substituted)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orchestration 321A</td>
<td>2 semester hours</td>
</tr>
<tr>
<td></td>
<td>Elective in music</td>
<td>2 semester hours</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. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives (not in music)</td>
<td>12 semester hours</td>
</tr>
</tbody>
</table>

**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.
3. The academic training shall include a major and two minors in subjects or subject fields in which the applicant expects to teach.
### PHYSICAL EDUCATION FOR MEN CURRICULUM

**B.S. Degree**

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

<table>
<thead>
<tr>
<th>Group I.</th>
<th>Language and Literature</th>
<th>12 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rhetoric (in addition)</td>
<td>8 semester hours</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Speech 105A (in addition)</td>
<td>3 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II.</th>
<th>Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Biology 100A</td>
<td>4 semester hours</td>
</tr>
<tr>
<td></td>
<td>Hygiene 112</td>
<td>2 semester hours</td>
</tr>
<tr>
<td></td>
<td>Anatomy 211A</td>
<td>4 semester hours</td>
</tr>
<tr>
<td></td>
<td>Physiology 211B</td>
<td>4 semester hours</td>
</tr>
<tr>
<td></td>
<td>General Psychology 200</td>
<td>3 semester hours</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Group IV.</th>
<th>Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educational Psychology 250</td>
<td>3 semester hours</td>
</tr>
<tr>
<td></td>
<td>Principles of Teaching 251</td>
<td>2 semester hours</td>
</tr>
<tr>
<td></td>
<td>Foundations of Modern Education 353</td>
<td>2 semester hours</td>
</tr>
<tr>
<td></td>
<td>Organization and Administration of Physical Education 302T</td>
<td>3 semester hours</td>
</tr>
<tr>
<td></td>
<td>Directed Teaching 371, 372</td>
<td>8 semester hours</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>2 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VII.</th>
<th>Physical Education and Health</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>History and Principles of Physical Education 206</td>
<td>3 semester hours</td>
</tr>
<tr>
<td></td>
<td>First Aid and Athletic Training 306</td>
<td>3 semester hours</td>
</tr>
<tr>
<td></td>
<td>Principles and Technique of Gymnastic Teaching 305</td>
<td>2 semester hours</td>
</tr>
<tr>
<td></td>
<td>Kinesiology 308</td>
<td>2 semester hours</td>
</tr>
<tr>
<td></td>
<td>Fundamentals and Technique of Football 208</td>
<td>2 semester hours</td>
</tr>
<tr>
<td></td>
<td>Fundamentals and Technique of Basketball 209</td>
<td>2 semester hours</td>
</tr>
<tr>
<td></td>
<td>Physiology of Exercise 307</td>
<td>2 semester hours</td>
</tr>
<tr>
<td></td>
<td>Psychology of Coaching 312</td>
<td>2 semester hours</td>
</tr>
<tr>
<td></td>
<td>Fundamentals and Technique of Baseball 210</td>
<td>2 semester hours</td>
</tr>
<tr>
<td></td>
<td>Fundamentals and Technique of Track and Field 211</td>
<td>2 semester hours</td>
</tr>
<tr>
<td></td>
<td>Tests and Measurements in Physical Education 309</td>
<td>3 semester hours</td>
</tr>
<tr>
<td></td>
<td>General Athletics 105A, B</td>
<td>2 semester hours</td>
</tr>
<tr>
<td></td>
<td>Swimming 310</td>
<td>1 semester hour</td>
</tr>
<tr>
<td></td>
<td>Camping and Scouting 207</td>
<td>3 semester hours</td>
</tr>
<tr>
<td></td>
<td>Advanced Athletics 205A, B</td>
<td>2 semester hours</td>
</tr>
<tr>
<td></td>
<td>Playground and Community Recreation 320</td>
<td>3 semester hours</td>
</tr>
</tbody>
</table>

| Electives (not in physical education) | 12 semester hours |

**Note.**—1. A course in library methods is required.
2. The academic training shall include a major and two minors in subjects or subject fields in which the applicant expects to teach.
**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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
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<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>8</td>
</tr>
<tr>
<td>Fundamentals of Speech 105A (in addition)</td>
<td>3</td>
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</table>

**Group II. Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 100A, B</td>
<td>8</td>
</tr>
<tr>
<td>Hygiene 112</td>
<td>2</td>
</tr>
<tr>
<td>Anatomy 211A</td>
<td>4</td>
</tr>
<tr>
<td>Physiology 211B</td>
<td>4</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>3</td>
</tr>
</tbody>
</table>

**Group III. Social Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including two semester hours of political science</td>
<td></td>
</tr>
</tbody>
</table>

**Group IV. Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 250</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Teaching 251</td>
<td>2</td>
</tr>
<tr>
<td>Foundations of Modern Education 353</td>
<td>2</td>
</tr>
<tr>
<td>Methods in Physical Education 300T</td>
<td>2</td>
</tr>
<tr>
<td>Administration and Organization of Physical Education 301T</td>
<td>2</td>
</tr>
<tr>
<td>Directed Teaching 371, 372</td>
<td>8</td>
</tr>
</tbody>
</table>

**Group VII. Physical Education and Health**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Theory and Practice 151A, B</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Physical Education 170</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Theory and Practice 251A, B</td>
<td>4</td>
</tr>
<tr>
<td>Elementary School Physical Education 270A, B</td>
<td>4</td>
</tr>
<tr>
<td>First Aid 271</td>
<td>1</td>
</tr>
<tr>
<td>Applied Anatomy 273</td>
<td>2</td>
</tr>
<tr>
<td>Secondary School Physical Education 274A, B</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 285</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Theory and Practice 351A, B</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Theory and Practice 361A, B</td>
<td>2</td>
</tr>
<tr>
<td>Individual Gymnastics 373</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Physical Education 374</td>
<td>2</td>
</tr>
<tr>
<td>Community Recreation, Scouting, Camp Fire 376</td>
<td>2</td>
</tr>
</tbody>
</table>

**Electives (not in physical education)**

<table>
<thead>
<tr>
<th>Electives</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

**Note.**

1. A course in library methods is required.
2. The academic training shall include a major and two minors in subjects or subject fields in which the applicant expects to teach.
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 ... 12 semester hours
Rhetoric (in addition) ... 8 semester hours

Group II. Science
Biology, chemistry, geology, mathematics, physics ... 8 semester hours
Introductory Geography 105A, B ... 6 semester hours
General Psychology 200 ... 3 semester hours

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

Group IV. Education
Curriculum 145 ... 3 semester hours
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 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 each week for one semester.)

Electives ... 40 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 285

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)

(60 semester hours)

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

Group I. English
Rhetoric (in addition) ........................................... 6 semester hours
Group II. Science
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 120 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 each week 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 285 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, under the guidance of the departmental adviser, among both group and general electives that will facilitate individualization on the basis of personal and professional needs.
RURAL SECONDARY SCHOOL CURRICULUM

A.B. or B.S. Degree

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

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 (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 Secondary 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 each week 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. The academic training shall include a major (preferably a combination major) and two minors in subjects or subject fields in which the applicant expects to teach.
4. Students must elect a methods course in either the major or the minor field.
5. The remaining units are to be taken in groups of 3 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. The remaining sequences should be chosen with the consent of the adviser.
SECONDARY SCHOOL CURRICULUM

A.B. or B.S. Degree

(For the preparation of teachers of Grades 7, 8, 9, 10, 11, 12)

Group I. Language and Literature
Rhetoric (in addition) ........................................ 12 semester hours
Group II. Science
General Psychology 200 (in addition) ........ 3 semester hours
Group III. Social Science
Including two semester hours of political science
12 semester hours

Group IV. Education
Educational Psychology 250 ................................. 3 semester hours
Principles of Teaching 251 ................................. 2 semester hours
Special methods (e.g., Teaching of English 300T) .... 2 semester hours
Foundations of Modern Education 353 ................. 2 semester hours
Principles of Secondary Education 320 ................. 3 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 Secondary 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 each week
for one semester.)

Electives .......................................................... 53 semester hours

Note.—1. A course in library methods is required.
2. The academic training shall include a major and two minors in subjects
or subject fields in which the applicant expects to teach.
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 285)</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</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Modern Social Problems 242</td>
<td>3 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>2 semester hours</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. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)</td>
<td></td>
</tr>
</tbody>
</table>

| Electives                             | 41 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.
3. The academic training shall include a major (this may be a group major) and two minors, or four minors. The equivalent of two minors must be in subjects or subject fields taught in the elementary grades or in special classes for mentally retarded 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
Methods of Teaching Arts and Crafts (Kalamazoo State Hospital) .... 2 semester hours
Directed Teaching 373 .......................................................... 5 semester hours

Groups V and VI. Fine and Practical Arts
Art ................................................................. 2 semester hours
Special Education Shop 208 ................................................... 2 semester hours
Arts and Crafts (Kalamazoo State Hospital) ............................. 2 semester hours
Puppetry and Costuming ...................................................... 2 semester hours
Weaving ................................................................. 3 semester hours
Book-binding ............................................................... 2 semester hours
Rug Making ............................................................... 2 semester hours
Stitchery and Textiles ....................................................... 2 semester hours
Plastic Arts ............................................................... 2 semester hours
Metal and Jewelry .......................................................... 2 semester hours
Basketry and Stick Reed ..................................................... 1 semester hour
Interior Decoration .......................................................... 1 semester hour
Leather Work ............................................................... 2 semester hours
Handicrafts ................................................................. 1 semester hour

Electives ....................................................... 28 semester hours

Note.—1. A course in library methods is required.
2. Four semester hours of physical education are required. (A class hour is
to be interpreted to mean one hour of class work each week for one semester).
3. 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.
Two semester hours of the 40 allowed is credited in education, and 20 semester
hours is credited toward a major in Groups V and VI, Fine and Practical Arts.
4. 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 hours of credit must be earned by the student during the 27
months of training in Occupational Therapy.
5. 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**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>8</td>
</tr>
<tr>
<td>Fundamentals of Speech 105A, B</td>
<td>5</td>
</tr>
<tr>
<td>Introduction to Speech Correction 230</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Speech Correction 231</td>
<td>3</td>
</tr>
<tr>
<td>Phonetics 318</td>
<td>3</td>
</tr>
<tr>
<td>Basic Voice and Speech Science 319</td>
<td>3</td>
</tr>
</tbody>
</table>

**Group II. Science**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology 101A, B</td>
<td>8</td>
</tr>
<tr>
<td>Hygiene 112</td>
<td>2</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology 305</td>
<td>2</td>
</tr>
</tbody>
</table>

**Group III. Social Science**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Sociology 241</td>
<td>3</td>
</tr>
<tr>
<td>Modern Social Problems 242</td>
<td>3</td>
</tr>
<tr>
<td>Political science</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
</tr>
</tbody>
</table>

**Group IV. Education**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 250</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Teaching 251</td>
<td>2</td>
</tr>
<tr>
<td>Applied Speech Correction 300T</td>
<td>3</td>
</tr>
<tr>
<td>Mental Tests 307</td>
<td>2</td>
</tr>
<tr>
<td>Mental Hygiene 335A</td>
<td>2</td>
</tr>
<tr>
<td>Foundations of Modern Education 353</td>
<td>2</td>
</tr>
<tr>
<td>Directed Teaching 371, 372</td>
<td>8</td>
</tr>
</tbody>
</table>

**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 each week for one semester.)

<table>
<thead>
<tr>
<th>Electives</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38</td>
</tr>
</tbody>
</table>


**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 250; Principles of Speech Correction 231; Applied Speech Correction 300T; Phonetics 318 or Basic Voice and Speech Science 319. (See Department of Speech announcements in Catalog.)

3. The academic training shall include a major and two minors in subjects or subject fields in which the applicant expects to teach.
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 40 to 42, 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 each week 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.
3. One major and one minor sequence must be included.
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, and dentistry, 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 to 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 of which he has met the requirements. 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 which 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.

A minimum of two years in residence is required for the Bachelor's Degree in the combined curricula.
BUSINESS ADMINISTRATION

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

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106 A, B</td>
<td>6</td>
</tr>
<tr>
<td>Trigonometry and College Algebra 103 A, College Algebra and Analytic Geometry 103 B</td>
<td>10</td>
</tr>
<tr>
<td>or College Algebra and Analytic Geometry 104 A, B</td>
<td></td>
</tr>
<tr>
<td>General Biology 100 A, B</td>
<td>8</td>
</tr>
<tr>
<td>or General Chemistry 100 A, B, or 101 A, B</td>
<td>8</td>
</tr>
<tr>
<td>History 105 A, B, or 108 A, B, or 109 A, B</td>
<td>6-8</td>
</tr>
<tr>
<td>Fundamentals of Speech 105 A, B</td>
<td>5</td>
</tr>
<tr>
<td>French or German or Spanish 100 A, B, or 102 A, B</td>
<td>8</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (selected in the field of literature)</td>
<td>2-8</td>
</tr>
<tr>
<td>Principles of Economics 220 A, B</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 200, or 205 A, B, or 211, or 227, or 228</td>
<td>2-9</td>
</tr>
<tr>
<td>Accounting (Commerce) 210 A, B</td>
<td>6</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>3</td>
</tr>
<tr>
<td>American National Government 230</td>
<td>3</td>
</tr>
<tr>
<td>American State and Local Government 231</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Sociology 241</td>
<td>3</td>
</tr>
<tr>
<td>Modern Social Problems 242</td>
<td>3</td>
</tr>
<tr>
<td>French or German or Spanish 100 A, B, or 102 A, B</td>
<td>8</td>
</tr>
</tbody>
</table>

Third and Fourth Years

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

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

Note.—1. A course in library methods is required.
2. Women are required to take ten class hours of physical education, including one individual sport and one team sport. Men are required to take ten class hours of physical education. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)
DENTISTRY
(Combined Curriculum in Letters and Dentistry)

First Year
Rhetoric 106 A, B .............................................. 6 semester hours
General Biology 100 A, B ...................................... 8 semester hours
Electives (see notes below) ................................... 16 semester hours

Second Year
General Chemistry 100 A, B, or 101 A, B .................. 8 semester hours
Physics 203 A, B ................................................. 10 semester hours
Electives ......................................................... 12 semester hours

Third Year
Organic Chemistry 306 A, B ................................ 10 semester hours
Electives ......................................................... 20 semester hours

Note.—1. A course in library methods is required.
2. Women are required to take two semesters of physical education. Men are
required to take a minimum of six class hours. (A class hour is to be interpreted
to mean one hour of class work each week for one semester.)
3. If ½ unit of plane trigonometry is not presented by a student, the deficiency
must be made up (Trigonometry 100 C, 3 semester hours college credit,) before the
study of physics is begun in the second year.
4. In the selection of electives the student should plan to meet the general de-
gree requirements in Groups I, II, and III. (See page 41.)
ENGINEERING

First Year

Rhetoric 106 A, B .................................................. 6 semester hours
Trigonometry and College Algebra 103 A, College Algebra
and Analytic Geometry 103 B .................................. 10 semester hours
or
College Algebra and Analytic Geometry 104 A, B ........... 8 semester hours
General Chemistry 100 A, B, or 101 A, B .................... 8 semester hours
Fundamentals of Speech 105 A .................................. 3 semester hours
Descriptive Geometry 222 ...................................... 3 semester hours
Mechanical and Machine Drawing 221 ......................... 3 semester hours

Second Year

Calculus 205 A, B .................................................. 8 semester hours
Physics 203 A, B .................................................. 10 semester hours
Principles of Economics 220 A, B ............................... 6 semester hours
Labor Problems 325 A, B ........................................ 4 semester hours
Elective ............................................................... 2 semester hours

Note.—1. A course in library methods is required.
2. A minimum of six class hours of physical education is required. (A class
hour is to be interpreted to mean one hour of class work each week for one
semester.)
FORESTRY

(Combined Curriculum in Letters and Forestry)

First Year

Rhetoric 106 A, B ........................................ 6 semester hours
General Biology 100 A, B .................................. 8 semester hours
Trigonometry and College Algebra 103 A, B, or College
Algebra and Analytic Geometry 104 A, B ............... 8-10 semester hours
General Mechanical Drawing 120 .......................... 2 semester hours
Electives (to be selected from literature or language) .... 4-6 semester hours

Second Year

General Chemistry 100 A, B, or
   General Chemistry 101 A, B .............................. 8 semester hours
Botany 221 A, B ............................................. 8 semester hours
Principles of Economics 220 A, B ............................ 6 semester hours
Electives (to be selected from physics; Botany 222; Speech
   105 A, B; Sociology 241, 242; literature or language) ...... 8 semester hours

Third Year

General Geology 230 ......................................... 3 semester hours
Surveying 210 .................................................. 3 semester hours
Electives (to be selected from American National Govern-
   ment 230; American State and Local Government 231;
   Geology 330 A, B; Organic Chemistry 306 A, B; Zoology
   242; Botany 335; Conservation of National Resources 312
   or Climatology 325) ...................................... 24 semester hours

Note.—1. A course in library methods is required.
2. Women are required to take two semesters of physical education. Men are
   required to take a minimum of eight class hours. (A class hour is to be interpreted
to mean one hour of class work each week for one semester.)
3. If ½ unit of plane trigonometry is not presented by a student, the defi-
ciency must be made up (Trigonometry 100 C, 3 semester hours college credit), be-
fore the study of physics is begun in the second year.
4. Electives should be so selected that the requirements of Groups I and III
   are met. The required work meets the requirements of Group II.
5. In the selection of electives the student should plan to meet the general de-
gree requirements in Groups I, II, and III. (See page 41.)
JOURNALISM

First Year

Rhetoric 106 A, B ............................................. 6 semester hours
General Biology 100 A, B, .................................... 8 semester hours
or
General Chemistry 100 A, B ................................... 8 semester hours
United States History 201 A, B ............................ 6 semester hours
French, German, or Spanish 100 A, B ............... 8 semester hours

Second Year

Chief American Poets 121 or American Prose 122 .. 3 semester hours
General Psychology 200 .................................... 3 semester hours
Principles of Sociology 241 ................................ 3 semester hours
Modern Social Problems 242 .............................. 3 semester hours
American National Government 230 ................. 3 semester hours
American State and Local Government 231 ......... 3 semester hours
Principles of Economics 220 A, B ....................... 6 semester hours
Economic History of the United States 312 .......... 3 semester hours
Electives .................................................. 3 semester hours

Note.—1. A course in library methods is required.
2. Women are required to take two semesters of physical education. Men are required to take a minimum of six class hours. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)
3. Since journalists are using the typewriter constantly, it is of great advantage to the students to acquire facility in typing. It is strongly recommended that the student who is not already a proficient typist should take a course in typewriting.
LAW
(Combined Curriculum in Letters and Law)

University of Michigan Law School
Detroit College of Law

First Year

Rhetoric 106 A, B ........................................... 6 semester hours
Trigonometry and College Algebra 103 A, College Algebra
and Analytic Geometry 103 B ................................ 10 semester hours
or
General Chemistry 100 A, B .................................. 8 semester hours
or
College Algebra and Analytic Geometry 104 A, B ........ 8 semester hours
or
Introduction to Physical Science 105 A, B ................. 6 semester hours
or
General Biology 100 A, B .................................... 8 semester hours
English History 109 A, B ...................................... 6 semester hours
Latin, French, German or Spanish 100 A, B (Latin preferred) 8 semester hours

Second Year

English Literature 107 A, B ................................... 6 semester hours
or
Shakespeare 214 A, B ......................................... 6 semester hours
United States History 201 A, B ................................ 6 semester hours
Principles of Economics 220 A, B ............................. 6 semester hours
Accounting 210 A, B ............................................ 6 semester hours

Third Year

General Psychology 200 (University of Michigan) ........ 3 semester hours
American National Government 230 .......................... 3 semester hours
American State and Local Government 231 ................. 3 semester hours
Principles of Sociology 241 .................................. 3 semester hours
Modern Social Problems 242 ................................ 3 semester hours
Public Finance 320 ............................................. 3 semester hours
Electives (to be selected from Speech 105 A, B; Money and
Credit 221 A, B; language or literature, or laboratory
science) ......................................................... 12 semester hours

Note.—1. A course in library methods is required.
2. Women are required to take two semesters of physical education. Men are
required to take a minimum of eight class hours. (A class hour is to be interpreted
to mean one hour of class work each week for one semester.)
3. An average scholarship of two honor points is required by the University
of Michigan Law School.
4. The above requirements are those of the University of Michigan Law School.
Those of the Detroit College of Law are the same except that for Psychology 200
in the third year, Accounting 210 A, B (6 semester hours) is substituted.
 MEDICINE

University of Michigan Medical School

The Medical School requires 90 semester hours of pre-medical work of college level preceded by graduation from an approved high school. An average scholarship of one and three-quarters .honor points is required. The college premedical requirements must include the following:

- English ........................................ 6 semester hours
- Chemistry .................................... 14 semester hours
- Physics ....................................... 8 semester hours
- Biology ....................................... 8 semester hours
- French or German .............................. 12-16 semester hours
- Electives to total ............................ 90 semester hours

Wayne University College of Medicine
(Combined Curriculum in Letters and Medicine)

First Year

- Rhetoric 106 A, B ............................. 6 semester hours
- General Biology 100 A, B .................. 8 semester hours
- Chemistry 100 A, B, or 101 A, B ........ 8 semester hours
- French or German ............................ 8 semester hours

Second Year

- English Literature 107 A .................. 3 semester hours
- Physics 203 A, B ............................. 10 semester hours
- Chemistry 201, 202 .......................... 10 semester hours
- French or German ............................ 8 semester hours

Third Year

- English Literature 107 B .................. 3 semester hours
- Organic Chemistry 306 A, B ................ 10 semester hours
- Principles of Economics 220 A, B ......... 6 semester hours
- Principles of Sociology 241 ............... 3 semester hours
- Psychology 200 ................................ 3 semester hours
- Anatomy 211 A ................................ 4 semester hours
- Advanced Rhetoric 323 ..................... 2 semester hours

Note.—1. A course in library methods is required.
2. Women are required to take two semesters of physical education. Men are required to take a minimum of eight class hours. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)
3. Application for admission to the College of Medicine should be made by the middle of the school year preceding the year in which the student intends to enter the College of Medicine.
4. Credit in trigonometry must be presented before the student may begin the study of physics.
NURSING
(Combined curriculum in Letters and Nursing)
Bronson Hospital, Kalamazoo

A five-year curriculum leading to the B.S. and R.N. degrees. The first and fifth years are spent entirely at Western State Teachers College, the third entirely at Bronson Hospital. During the second and fourth years the student spends most of her time at the hospital, but takes part-time work at the college. Only that part of the combined curriculum for which the college is responsible is given below. A statement of the entire curriculum may be obtained from Bronson Hospital.

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106A, B</td>
<td>6</td>
</tr>
<tr>
<td>General Biology 100A, B</td>
<td>8</td>
</tr>
<tr>
<td>General Chemistry 100A, B</td>
<td>8</td>
</tr>
<tr>
<td>Modern Europe 108A, B</td>
<td>8</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy 211A</td>
<td>3</td>
</tr>
<tr>
<td>Physiology 211B</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry for Nurses 106</td>
<td>5</td>
</tr>
<tr>
<td>Bacteriology 212A</td>
<td>3</td>
</tr>
<tr>
<td>Hygiene 112</td>
<td>2</td>
</tr>
<tr>
<td>Nutrition 211</td>
<td>2</td>
</tr>
</tbody>
</table>

Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Sociology 241</td>
<td>3</td>
</tr>
<tr>
<td>Modern Social Problems 242</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>3</td>
</tr>
</tbody>
</table>

Fifth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or Foreign Language</td>
<td>12</td>
</tr>
<tr>
<td>Advanced Rhetoric 323</td>
<td>2</td>
</tr>
<tr>
<td>Organic Chemistry 306A</td>
<td>5</td>
</tr>
<tr>
<td>Foundations of Modern Education 353</td>
<td>2</td>
</tr>
<tr>
<td>Educational Psychology 250</td>
<td>3</td>
</tr>
</tbody>
</table>

Note.—1. A course in library methods is required.
2. Four class hours of physical education are required. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)
3. In addition to the 80 semester hours of work outlined above, the student is allowed 40 semester hours college credit on this curriculum only for the work done in the hospital. The student in this curriculum is permitted to present a major in nursing.
SOCIAL WORK

SOCIAL WORK*

First Year

Rhetoric 106A, B ........................................ 6 semester hours
General Biology 100 A, B ............................. 8 semester hours
Modern Europe 108 A, B (unless the student plans to take United States history in the sophomore year) ....... 8 semester hours

Second Year

Principles of Sociology 241 ............................ 3 semester hours
General Psychology 200 ................................ 3 semester hours
Principles of Economics 220A, B ...................... 6 semester hours
United States History 201 A, B (unless the student has taken the history suggested for the freshman year) .... 6 semester hours

Third Year

Advanced Rhetoric 323 ................................ 2 semester hours
Any 2 or 3 of the following advanced sociology courses:
  Modern Social Problems 242 .......................... 3 semester hours
  Social Psychology 243 ................................ 2 semester hours
  Problems of Family Life 247 ............................ 3 semester hours
  Criminology 342 ........................................ 3 semester hours
  Mental Deficiency 332 ................................ 2 semester hours
  Mental Hygiene 335 A, B ............................... 4 semester hours
  American National Government 230 .................... 3 semester hours
  American State and Local Government 231 ............. 3 semester hours

Fourth Year

Any 1 or 2 of the following (to complete 4 required courses in advanced sociology):
  Juvenile Delinquency 442 (159) ....................... 2 semester hours
  Urban Sociology 340 ................................ 2 semester hours
  Population 343 ......................................... 3 semester hours
  Principles of Social Work 348 ......................... 4 semester hours
  Social Work Practice 349 ............................. 3 semester hours
  Psycho-Educational Problems 300 ................. 2 semester hours

*Professional training for social work is today largely restricted to the graduate level by the leading schools of social work. This pre-professional curriculum permits from 49 to 53 hours of electives, only recommended courses being indicated in the above outline. Therefore students pursuing it should plan to complete a curriculum conforming to the degree requirements. Social science should be the field of major sequences, while a minor sequence may be chosen from any field of special interest to the student. If a certificate in teaching is also desired, courses must be selected so that the requirements in some one of the certificate curricula are fulfilled.

Note.—A course in library methods is required.
DETAILS OF DEPARTMENTAL COURSES*

AGRICULTURE

HOWARD D. CORBUS

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 livelihood 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 understand better 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.

201. Soils. 3 semester hours. Mr. Corbus.

The soils course offered in the summer session will cover the work given in the regular college year, but will include more actual field work on the college farm. The making of soil maps of the farm indicating grades, profiles, fertility, and acidity reactions will be part of the work done in the field. Observations of representative soil types for southwestern Michigan will also be made during the summer.

ART

ELEANOR BANGHAM
KATHRYN KEILLOR

106. Art Structure. 3 semester hours. Miss Bangham.

This course is especially arranged to help the student to direct art activities in the grades. The 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. Miss Smutz.

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

*Note.—For information regarding the significance of course numbers and credit for courses see pages 30 and 32.
110. Industrial Art. 2 semester hours. Miss Keillor.
Problems in handwork naturally evolving from a study of how the world provides itself with food, clothing, shelter, and utensils; of how it puts itself on record; and of its modes of transportation.

201. Free Brush. 2 semester hours. Miss Keillor.
A method of spontaneous drawing and designing, using large brushes, ink, and other poster paints.

220. Stage Design. 2 semester hours. Mr. York.
For description of course see Department of Speech, page 109.
Note.—This course may be counted for credit in speech.

300T. Art Observation. 2 semester hours. Miss Paden.
Observation of art activities in the training school and discussion and illustration of these problems.

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

BIOLOGY

Laverne Argabright
Wallace Borgman
Adrian G. Gould

100A. General Biology. 4 semester hours. Dr. Steen.
A study of plants and animals from a comprehensive viewpoint, their cellular organization, their physiology, and a detailed consideration of the lower plant groups and the invertebrate animals.

100B. General Biology. 4 semester hours. Mr. Joyce.
A combination of 100A, covering the vertebrate animals, the higher plants, genetics, embryology, evolution, ecology, and human biology.

112. Hygiene. 2 semester hours. Desirable antecedents: General Biology 100A, B. Dr. Borgman.
A study of the factors of both personal and social hygiene, with especial emphasis on the causes and the control of ill-health and disease.

222S. Local Flora. 2 semester hours. Prerequisite: General Biology 100A, B, or satisfactory equivalent. Mr. Joyce.
A course in the recognition of native and cultivated plants, featuring field studies, the use of manuals for identification, and the preparation of an herbarium.

231A. Nature Study. 4 semester hours. Miss Argabright.
The aim of this course is to cultivate the ability to interpret natural phenomena through the study of the animals, plants, and minerals of the student's environment; to develop an understanding of the fundamental natural laws; and to stimulate appreciation of the beauties of nature. It includes the study of wayside and garden flowers, of resident birds, of local aquatic life, of insect life, and of rocks and minerals.
234. **Bird Study.** 2 semester hours. Desirable antecedents: General Biology 100A, B, or Nature Study 231A, B. Mr. Hinds.

The course develops knowledge and appreciation of birds, directing attention to their structure and coloration; their song, their flight, their nesting habits, and their relation to man. Field work is an important part of the course. Students are expected to furnish their own field glasses.

235S. **Field Course in Conservation.** 1 semester hour. June 21—June 29, 1941.

Dr. Paul Barrett, Dr. Glenn Bradt, Dr. Don Douglas, Miss Theodosia Hadley, Dr. Leslie Kenoyer, Miss Helen Martin, Mr. Russell Martin, Mr. McIntyre, Mr. J. Poindexter.

The aim of this course is to develop an appreciation of the necessity of conserving our natural resources. It consists of lectures and field trips in botany, forestry, geology, and zoology.

The course will be given at the new Conservation Camp at Higgins Lake. The camp is situated on the lake front, with surrounding woods rich in plant and bird life. There is also an excellent bathing beach.

Field and lecture notebooks 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, cloth bags for rock specimens, bird or field glasses, and magnifying glass.

The cost of the course is $20.00. This fee covers the Extension Course tuition, and the expense of seven days in camp, including field trips, board, bed, bedding, and towels. Students will provide own transportation to and from Higgins Lake.

Those who can provide transportation, those who need transportation, and those who desire further information, address Mr. John C. Hoekje, Director of Extension, Western State Teachers College, Kalamazoo, Michigan.

236S. **Higgins Lake Bird Study Course.** 1 semester hour. June 21—June 29, 1941, between the close of the second semester and the opening of the summer session. Dr. Douglas, Miss Hadley.

Higgins Lake Camp is situated in the midst of the woods at the lake shore. Due to the variety of habitat in the vicinity, and the northern situation of the lake, there will be an unusual opportunity to observe many different kinds of birds. Mornings will be spent in the field, and afternoons in illustrated lectures and laboratory.

A fee of $20.00 will cover tuition, room, board, laundry, and field trips. Students will furnish their own transportation to and from Higgins Lake. Students must provide themselves with tramping shoes (preferably boots); slacks, knickers, or old clothes; and a warm sweater. Field or bird glasses are indispensable. A field note book and lecture note book will be kept. Roger T. Peterson’s *A Field Guide to the Birds*, 1939 edition, is required. Bird books will assist the student with the lecture work.

237S. **Land Use Problems of the Northern Peninsula.** 2 semester hours. August 18—September 1, 1941. Miss Argabright, Miss Uhvits, Mr. Wheeler.

The course will consist of four regional studies: Muskallonge Lake, Ke-weenaw Peninsula, Porcupine Mountains, and the limestone area of Gardner Peninsula. The topics to be studied are: historical and structural geology, plant ecology, the history of the development of mineral and lumber resources, animal ecology, and the social and economic relationships of the past and present land use problems.

Cost of the trip will be $45.00. This will include transportation from Higgins Lake and return, and board and lodging while on the excursion. For those who desire credit for the course there will be an additional charge of $10.00 for the two semester hours of credit.
CHEMISTRY 241S. Insect Study. 2 semester hours. Prerequisite: General Biology 100A, B, or satisfactory equivalent. Mr. Hinds.
Life habits, structural adaptations, life histories, natural homes, classification, and economic importance of insects are considered. The course includes field studies, use of keys, and preparation of museum specimens.

OPEN TO GRADUATES

512S. (201). Physiologic Hygiene. 2 semester hours. Dr. Gould.
Various factors in physiologic hygiene and health promotion, including ventilation; climate; water; nutrition; light; poisons; exercise; fatigue; sociosphere; mechanical world; health examinations; correction and prevention of defects.

513. (107). School Health Programs. 2 semester hours. Desirable antecedents: previous courses in biological sciences and especially in hygiene. Dr. Gould.
A comprehensive survey of school health problems.

CHEMISTRY

ROBERT J. ELDRIDGE

Students preparing to teach chemistry in high schools must have as a minimum in chemistry General Chemistry 100A, B, or General Chemistry 101A, B. Through arrangements 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 consists of 15 semester hours and may not be made by combining chemistry and physics.

100A. General Chemistry. 4 semester hours. Prerequisite: one year of high-school algebra. Dr. Knowlton.
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, four periods of 75 minutes each per week; laboratory, 24 hours per week.

201. Qualitative Analysis. 5 semester hours. Prerequisite: General Chemistry 100A, B, or 101 A, B. Mr. Eldridge.
The work includes the detection of both basic and acidic radicals. Classroom, four periods of 75 minutes each per week; laboratory, 24 hours per week.

202. Quantitative Analysis. 5 semester hours. Prerequisite: Qualitative Analysis 201 and a knowledge of quadratic equations and of common logarithms. Dr. Knowlton.
This course includes the theory and practice of volumetric and gravimetric analysis and of gravimetric separations. Classroom, four periods of 110 minutes each per week; laboratory, a minimum of 24 hours per week.

306A. Organic Chemistry. 5 semester hours. Prerequisite: General Chemistry 100A, B, or 101A, B. Open to qualified sophomores. Mr. Eldridge.
Preparation and reactions of organic compounds, with special emphasis on the aliphatic series, are studied. The following topics are included: ketones, carbohydrates, amines, fatty acids, esters, dyes, drugs, amino acids, peptides,
and proteins. This course is valuable not only to those students who wish to teach chemistry, but also to those who may later study medicine, dentistry, or chemical engineering. Classroom, four periods of 110 minutes each per week; laboratory, 24 hours per week.

COMMERCE

J MARSHALL HANNA

Students whose needs are not met by these courses in commerce should consult with either of the instructors at the earliest possible date.

101. Typewriting for Personal Use. 2 semester hours. For non-commerce students. Dr. Hanna.

A course designed to equip the prospective teacher and the professional, vocational, and general student to use the typewriter as a tool of expression in the writing of letters, reports, papers, and notebooks. Special attention will be given to punctuation, capitalization, footnotes and reference citations, bibliographies, proof-reading markings, filing, and letter-writing techniques.

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

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.

330. Retail Selling and Store Service. 3 semester hours. 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.

OPEN TO GRADUATES

502S. Curriculum Construction in Business Education. 2 semester hours. Dr. Hanna.

Principles, practices, and problems involved in the evaluation and reconstruction of business curricula to meet the needs of a democratic society. It is possible through this course for each class member to study and evaluate his own immediate curricula problems.
Courses in the Department of Education 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 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 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 51 to 66 of this bulletin.

Elective courses are available in education 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, and health education. Certain special-methods courses giving education credit are available in other departments of the institution.

Undergraduate 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 as will give them better professional preparation for teaching and serve their individual interests. Specialization in undergraduate study 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 sociology, 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 of the following: Mr. Carter, Dr. Kercher.

100T. Teaching of Handwriting. 2 semester hours. 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.

145. Curriculum. 3 semester hours.

For description of course see Department of Rural Education, page 103.
208. **Stories for Childhood.** 2 semester hours. Prerequisite: Fundamentals of Speech 105A, B. Mrs. Phillips.
A study of stories and poems suitable to childhood. Classroom practice in story telling.

212. **Psychology of Reading.** 3 semester hours. Prerequisite: General Psychology 200. Dr. Burge.
A summary of the results of the scientific studies made in the field of reading, with suggestions as to the bearing of these studies upon the materials and methods of teaching.

240. **Principles of Teaching.** 2 semester hours.
For description of course see Department of Rural Education, page 103.

250. **Educational Psychology.** 3 semester hours. Prerequisite: General Psychology 200. Dr. Allen.
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, manifestations 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 Psychology 200, Educational Psychology 250. Miss Shimmel.
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.

285. **Health Education.** 2 semester hours. Miss Worner.
In this course the fundamental scientific principles of healthful living are developed through a study of school health problems. An effort is made to advance healthful living on the part of the students, and to make prospective teachers aware of modern methods and materials useful in helping school children solve their health problems.

305B. **Early Elementary Education.** (Beginning Reading). 3 semester hours.
Prerequisite: Early Elementary Education 305A, General Psychology 200, Psychology of Reading 212.
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. 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.

312. **Later Elementary Education.** 3 semester hours. Prerequisite: General Psychology 200, Educational Psychology 250, Principles of Teaching 240 or 251. Miss Steele.
A study of the characteristics and needs of pupils in the later-elementary grades, and of the materials and methods of instruction.
320. **Principles of Secondary Education.** 3 semester hours. Prerequisite: General Psychology 200, Educational Psychology 250, Principles of Teaching 240 or 251. Dr. Bryan.

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

325S. **Consumer Education.** 2 semester hours. Mr. Bigelow and others.

A course for in-service teachers, dealing with the aims, philosophy, scope, materials, methods, teaching devices, and place in the curriculum of the education of intelligent consumers.

333A. **Mental Hygiene.** 2 semester hours. Dr. Ellis.

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

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

Character outcomes of education are emphasized in this course. The theories of character education are considered, the objectives of character education are studied and catalogued, and a bibliography of references to methods and materials is collected. Consideration of the individual and capacity, ability and performance, evaluation of teaching procedures, and the description of aptitudes, interests, and personality are stressed.

338. **Audio-Visual Education.** 2 semester hours. 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.

345 or 346. **Rural Education.** (Seminar). 2 semester hours. Dr. Robinson.

For description of course see Department of Rural Education, page 103.

353. **Foundations of Modern Education.** 2 semester hours. Prerequisite: General Psychology 200, Educational Psychology 250, Principles of Teaching 240 or 251. Dr. Allen.

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

OPEN TO SENIORS AND GRADUATES

435B. **(C120). The Mental Hygiene of Adolescence.** 2 semester hours. Dr. Ellis.

Deals with the cause, prevention, and resolution of the mental conflicts which arise in the adolescent's attempt to adjust to his environment. Makes extensive use of case materials and stresses practical school problems.

451. **(A125). The Philosophy of Education.** 2 semester hours. Dr. Wilds.

For graduate students and teachers of experience. Analyzes and interprets the changes in education taking place in this and other countries.
506. (C175). Psychology of Child Development. 2 semester hours. Dr. McDonald.

Gives a systematic knowledge of the facts and generalizations concerning the growth of children from birth to maturity. The emphasis will be on the child as a whole while major divisions of the course will deal with physical, mental, social, and emotional development.

510. (B105). The Construction of the Elementary-School Curriculum. 2 semester hours. Dr. McDonald.

Acquaints students with theories, techniques, and practices utilized in curriculum-building.

524. (B124). Administration of Secondary Schools. 2 semester hours. Dr. Jessup.

Designed for superintendents, principals, and experienced teachers interested in administrative matters. A detailed study will be made of the general problems of organization, supervision, and management of the high school.

525. (B156). Supervision of the High School Subjects. 2 semester hours. Dr. Bryan.

Deals with the measure, aims, and principles of supervision of secondary-school subjects.

528. (B228). Seminar in Secondary-School Administration. 2 semester hours. Dr. Bryan.

For advanced students interested in making an intensive study of a particular problem concerned with the administration of the secondary school.

550. (C102). Educational Psychology. 2 semester hours. Dr. Ellis.

Will deal with problems of individual differences, learning, and the social and emotional adjustment.

560. (B250). Principles of Educational Administration. 2 semester hours. Dr. Jessup.

Deals with the philosophy and principles underlying school administration. Presupposes a rudimentary knowledge of administration and some practical field experience.

ENGLISH

GEORGE SPRAU
WILLIAM R. BROWN
EDITH M. EICHER
LORENA M. GARY
FRANK C. HOUSEHOLDER

HELEN E. MASTER
LUCILLE A. NOBBS
HERBERT SLUSKER
CHARLES A. SMITH
LOUISE J. WALKER

Majors and minors: Students who intend to make a major or minor in English in any of the courses leading to a certificate to teach should confer with the chairman of the department as early as possible in their freshman year. In so far as possible an attempt will be made to select and arrange the work of each student in accord with his personal needs and the other requirements of his program of study. However, the following general outlines may be of service as tentative guides in planning programs of study: Students who major or minor in English for the State Elementary Provisional Certificate should plan to take Literature for Children 203; 3 to 6 hours in courses in poetry; 3 or 4 hours in courses in non-fiction prose; 3 hours in fiction; 3 or 6 hours in drama, and sufficient electives to meet the requirement for a major or minor.

Students who major or minor in English for the State Secondary Provisional Certificate should have a fundamental acquaintance with Latin, and a read-
ing knowledge of some modern language, preferably French or German. They
must take the courses in Anglo-Saxon and Chaucer, and should take Shakes-
peare, the English novel, some course in non-fiction prose, some course in
American literature, some course in poetry. For a minor, of course, the
student will elect 15 hours most suited to his needs. In all cases the student’s
general program of study from year to year should be considered in making
his elections in English.

**RHETORIC**

The first two semesters of rhetoric are planned to aid the student in devel-
oping greater facility in the use of language in common human experiences:
thinking, talking, reading, and writing.

106A. **Rhetoric.** 3 semester hours. Miss Walker.
In this first half of the course the procedure has to do specifically with
the ordinary uses of the mother-tongue and with such mechanics as the stu-
dent will have occasion to practice in his college work. The principles of
English grammar and punctuation are reviewed in their application to read-
ing, speaking, and writing. This is done by means of practice exercises, by
reading and the discussion of reading, by the writing and revision of themes.
Some attention is given to the mechanics of the outline, the methods of indi-
cating footnotes, and the making of a bibliography. One expository paper of
considerable length is generally undertaken.

106B. **Rhetoric.** 3 semester hours. Mr. Smith.
In this second half of the course, the general forms of discourse are intro-
duced with particular attention to description and narration. Some attention
is given to figures of speech and to those traits of style that give character
to writing. English prosody in its more elementary aspects is considered in
connection with the study of a small group of poems. Usually some master-
piece of English prose is studied in detail as an example of narrative writing.

323. **Advanced Rhetoric.** 2 semester hours. Miss Eicher, Miss Gary, 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.

**OPEN TO SENIORS AND GRADUATES**

415. (166). **Literary Criticism.** 2 semester hours. 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.

**LITERATURE**

121. **Chief American Poets.** 3 semester hours. Miss Gary.
The work of this course consists of wide reading in the poetry of Bryant,
This is supplemented by intensive study of some of their chief poems and by
some consideration of their significance in American Literature.
122. **American Prose.** 3 semester hours. Mr. Householder.

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

203. **Literature for Children.** 3 semester hours. Miss Master.

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

205A-B. **Nineteenth Century English Prose.** 4 semester hours. 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.

A. Coleridge, Hazlitt, Lamb, De Quincey, Landor, Macaulay.

207A-S. **Representative English Poetry.** 3 semester hours. Mr. Smith.

The aim of this course is to help the student become more familiar with representative poets of England and the relation of each to the period and movement in which he worked. Selections are read and discussed in class.

207B-S. **Representative English Prose.** 3 semester hours. Miss Eicher.

The purpose of this course is to give the student a greater familiarity with the most representative work of England's best prose writers. Stress is placed upon the significance of each work in relation to the literary and social movements of the time. Selections are read and discussed in class.

218A-B. **The English Bible.** 4 semester hours. 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.

A. The Old Testament.

219. **The Short Story.** 2 semester hours. Dr. Brown.

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.

322. **American Literature.** 3 semester hours. 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 permits.

**OPEN TO GRADUATES**

513. (102). **The Modern Novel.** 3 semester hours. Dr. Brown.

A study of social interpretation in the English novel from Jane Austen to John Galsworthy.
TEACHING

300T. Teaching of English. 2 semester hours. 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 J. BERRY
H. THOMPSON STRAW
MARGUERITE LOGAN

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 elective a few courses in geography as a part of their general cultural training. There is no required sequence in the courses in regional geography.

Teaching of Geography 300T may not be included in the 24 semester hours required in a major nor in the 15 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 340, Climatology 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 15 semester hours, including Field Geography 340. 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.

206. United States and Canada. 3 semester hours. Prerequisite: Introductory Geography 105A, B, or 305. Dr. Straw.

A regional study of the United States and Canada.

207. Europe. 3 semester hours. Prerequisite: Introductory Geography 105A, B, or 305. 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.

230. General Geology. 3 semester hours. Dr. Berry.

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.
300T. **Teaching of Geography.** 2 semester hours. Prerequisite: Introductory Geography 105A, B, or 305. Desirable antecedent: Principles of Teaching 240 or 251. 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. Dr. Berry.

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

306. **Michigan.** 2 semester hours. Prerequisite: Introductory Geography 105A, B, or the equivalent. Dr. Straw.

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.

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**HOME ECONOMICS**

**SOPHIA REED**

**LUCILE R. DUNN**

**MARY A. MOORE**

**REVA VOLLE**

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

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.

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

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

312. **Quantity Food Management.** 2 semester hours. Prerequisite: Advanced Foods 311. Miss Moore.

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.

324. **Home Management Practice.** 3 semester hours. Prerequisite: Home Management 322. 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. Open to both men and women. 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 adjustments in family living for changing age groups. It places emphasis on preparation for marriage and gives a perspective of the new tasks and obligations in urban and rural living as they affect social relationships, shared tasks, and legal problems.

326. Child Development. 3 semester hours. Prerequisite: Nutrition 211 or 219, or consent of instructor. Miss Volle.

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 or consent of instructor. 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.

INDUSTRIAL ARTS

LAWRENCE BRINK
FRED S. HUFF
JOHN H. PLOUGH

SHOP COURSES

202. General Shop. 3 semester hours. 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 and those interested in the unspecialized phases of industrial-arts work.

203A. Farm Shop. 2 semester hours. Prerequisite: General Shop 202. Mr. Nichols.

The application of the principles of General Shop 202 to farm problems: farm woodworking and carpentry; pipe fitting and plumbing, including water supplies, water uses, and water disposals; concrete construction, including floors, foundations, and septic tanks.

203B. Farm Shop. 2 semester hours. Prerequisite: General Shop 202. Mr. Nichols.

A continuation of Farm Shop 203A. Forging; electricity; general tool repair; farm machinery; organization, management, and planning of the farm plant and home shop.

205A. General Woodshop. 3 semester hours. Mr. Nichols.

An introductory course in the use of woodworking machinery: elementary spindle and face-plate turning, skeleton furniture construction, wood steaming and bending, caning, and furniture design.

Note.—This course is strongly recommended for all students following a woodworking sequence, or students who have a hobby in woodworking.
205B. **General Woodshop.** 3 semester hours. Prerequisite: 205A. Mr. Nichols.

Continuation of Wood Turning 204 to develop the skills and techniques of spindle turning; types of furniture; upholstery; care, buying, and installation of woodworking machines, with cost estimating.

Note.—This course is strongly recommended for Industrial Arts majors following a woodworking sequence.

**DRAWING COURSES**

120. **General Mechanical Drawing.** 2 semester hours. Mr. Huff.

A general elementary course dealing with those phases of the work found in modern high-school courses, with special emphasis on problems correlated with other departments.

121A. **Mechanical Drawing.** 3 semester hours. Prerequisite: General Mechanical Drawing 120 or equivalent. 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. 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. 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. Mr. Huff.

Instruction and exercises are given on combinations of the point, line, and plane, intersections, developments, tangent planes, and warped surfaces. This course is the equivalent of Drawing II of the Engineering Department, University of Michigan.

225A. **Architecture.** 2 semester hours. Prerequisite: General Mechanical Drawing 120. Mr. Huff.


225B. **Architecture.** 2 semester hours. Prerequisite: Architecture 225A. Mr. Huff.

Plans, elevations, details, mechanical perspective, rendering, tracing and prints of a modern house. Emphasis placed on styles of architecture and architectural appreciation.

**METAL COURSES**

130A. **General Metal.** 3 semester hours. Mr. Plough.

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. Mr. Plough.
A course in sheet metal working; hand and machine process in burring, seaming, turning, wiring, crimping, beading, and soldering are demonstrated in the construction of a variety of projects.

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

**PRINTING COURSES**

140A. **Printing.** 3 semester hours. Mr. Brink.
This course is for beginners and is intended to acquaint the student with the various tools and materials of a print shop and to teach him the fundamentals of plain type composition. Simple jobs are carried through the various stages from composition to make-ready and press work. Practical work is given in setting straight composition.

140B. **Printing.** 3 semester hours. Prerequisite: Printing 140A. Mr. Brink.
This course emphasizes proportion, balance, and the study of type faces. Practical work is given in the composition of more complicated printed matter which involves rule work, borders, and ornaments. Practical work is given in make-ready and press work.

245A. **Linotype Composition.** 3 semester hours. Prerequisite: Printing 140A, B. Mr. Brink.
This course deals primarily with the operation of the linotype keyboard. Straight composition is emphasized.

**PROFESSIONAL COURSES**

302T. **Teaching of Safety Education.** 2 semester hours. Mr. Odgers.
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.

**OPEN TO GRADUATES**

570S. (E100a). **Foundations of Industrial Arts.** 2 semester hours.
A general course intended to aid teachers, supervisors, and administrators to see the field of industrial arts in its entirety. Among the factors considered will be the philosophy, organization, and administration of industrial arts, types of schools, kinds of shops, teachers, teaching situations, shops, and students. This course offers a basis for understanding the place of industrial arts in education as a whole.

575S. (E105a). **Introduction to Research in Industrial Education.** 2 semester hours.
Systematic survey of the basic problems, methods, and tools for scientific survey in industrial education. The material is designed to help the student apply general research procedures to his individual study so that he may be able to carry out his own problems that must be solved in completing a study in the field of industrial education. Special attention will be given to the surveying and setting up of research techniques for specific problems in the industrial education field.
# LANGUAGES

**Mathilda Steckelberg**  
**Myrtle Windsor**  
**Marion Tamin**

## FRENCH

### 100A. Elementary French. 4 semester hours. Miss Windsor.

The rudiments of French grammar. Pronunciation and ear training are stressed. No credit for the work of this term will be given until the year's work is completed.

### 100B. Elementary French. 4 semester hours. Miss Windsor.

A continuation of 100A for those students who have had their first semester.

### 201A. Conversation and Free Composition. 2 semester hours. 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.

### 202S. Reading from Modern French Novels and Stories. 2 semester hours. Miss Windsor.

This course is intended for those who have had two years of college French or its equivalent. Students who do not have the necessary prerequisite may consult the instructor for adjusting of work and credit. The course consists of readings, resumés, and discussions from the various points of view of language, ideas, and French life.

### 305. Phonetics. 3 semester hours. Prerequisite: two years of college French or equivalent. 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.

## GERMAN

### 100A. Elementary German. 4 semester hours. Miss Steckelberg.

The work of this course includes the study of the elements of German grammar, oral work, and the reading of simple German. To capable students an opportunity of finishing the year's work by correspondence is offered.

### 102As. Intermediate German. 2 semester hours. Miss Steckelberg.

The work of this course covers half of the first semester of the second year of German and is also adapted to meet the needs of students who wish two hours of credit for German 100B. It includes a review of grammar, the reading of simple modern German texts, composition based upon them, and the study of songs and poems.

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## LIBRARY

**Anna L. French**  
**Hazel E. Cleveland**

### Library Methods. Non-credit course. Miss French.

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

### 306S. School Library Administration. 3 semester hours. Miss Cleveland.

A course for teacher-librarians; the organization of a school library.
Courses in the Department of Mathematics are designed to meet the needs of students presenting three types of preparation in the high school. A freshman electing work in mathematics for the first time should be careful to select from courses 100 A, 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 (115S and 116S) 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.

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.

During the regular academic year one or more 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 230. During the regular academic year one or more 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 116S 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. History of Mathematics 315A, B is also recommended. Application 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. 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.

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. Mr. Cain.

Trigonometric ratios, identities and equations, inverse functions, theory and use of logarithms, circular measure of angles, solution of triangles.

101T. **Arithmetic.** 3 semester hours. Mr. Blair.

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.

112. **Applied Mathematics.** 2 semester hours. Mr. Blair.

For students in industrial arts who desire a course in the application of elementary mathematics to machines and designs.

115S. **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. Miss Ford.

A review of exponents, radicals, and quadratic equations, including systems of quadratic equations, progressions, the binomial theorem, complex numbers; theory of equations, including Horner’s method, determinants, permutations and combinations.

116S. **Analytic Geometry.** 3 semester hours. Prerequisite: trigonometry and college algebra. Dr. Butler.

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

200. **Mathematics of Buying and Investment.** 2 or 3 semester hours. Prerequisites: high-school algebra and geometry. Mr. Cain.

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.

2018. Field Work in Mathematics. 2 semester hours. Prerequisite: high-school algebra and geometry. Dr. Butler.

Designed to provide first-hand acquaintance with both theoretical and practical aspects of the use of elementary mathematical instruments, this course will include studies in the nature and use of the angle mirror, alidade, hypsometer and clinometer, plane table, vernier, level, sextant, simple surveying instruments, and the slide rule. Attention will be given the construction, adaptation, and use of simple and inexpensive home-made instruments as well as the use of commercial equipment. In addition to classroom discussions the work will include field measurement, both by direct and indirect methods, scale drawing, plane table surveying, elementary mapping (level and contour), methods of approximating areas, methods of enlarging or reducing maps and drawings, and the use of approximate data and standard numbers. While planned primarily for teachers, the course is of general interest, and is especially useful to those engaged in scouting and club work.

325. Theoretical Mechanics. 2 semester hours. Prerequisite: Calculus 205B. 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.
134. **Summer School Choir.** 1 semester hour. Rehearsals twice a week. Mr. Maybee.

A summer school choir will be organized open to all students having had choral experience. Material will be used that will be sung in the following spring at the High School Music Festivals.

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

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

212A. **History of Music.** 4 semester hours. Prerequisite: Fundamentals of Music 105A, B. 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: one of the following: Fundamentals of Music 105A, B, Early Elementary Music 104, Later Elementary Music 107, Rural School Music 109. Mrs. Britton.

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

216B. **Voice Culture.** 2 semester hours. Mr. Maybee.

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

302T. **Music Education (instrumental).** 2 semester hours. Prerequisite: Fundamentals of band and orchestra instruments. 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. **Advanced Harmony and Musical Analysis.** 3 semester hours. Prerequisite: Harmony 209A, B. 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.

**PHYSICAL EDUCATION FOR MEN**

| JUDSON A. HYAMES  | FRANK C. HOUSEHOLDER  |
| WALLACE BOGMAN    | CHARLES H. MAHER       |
| MITCHELL J. GARY   | J. TOWNER SMITH        |
| JOHN W. GILL       | WILBUR D. WEST         |

Intramural tournaments, covering such activities as tennis and golf, will be held during the summer. There will also be a soft ball league playing a regular schedule from 3:00 to 5:00. Mr. Maher.

Tennis instruction will be given as requested. Mr. Householder.
PHYSICAL EDUCATION FOR MEN

101. Early American Dancing. 1 class hour. Miss Worner.

122. Social Dancing. 1 class hour. Miss Worner.

207S. Scouting. 2 semester hours. Mr. Gary.

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. Mr. Gary.

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

209. Fundamentals, and Technique of Basket Ball. 2 semester hours. Mr. Gill.


210. Fundamentals and Technique of Baseball. 2 semester hours. Mr. Maher.

Theory and practice in base running, fielding, batting, and pitching; detailed study of each position; offensive and defensive team play; officiating: scoring; study of rules.

211. Fundamentals and Technique of Track and Field. 2 semester hours. Mr. Smith.

The best accepted forms of starting, hurling, distance running, pole vaulting, discus and javelin throwing, sprinting. Study of physical condition affecting speed, endurance, and fatigue. The selection and preparation of contestants for the different track and field events. Managing and officiating of games and meets. Study of rules. Practice on the track.

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

302T. Organization and Administration of Physical Education. 3 semester hours. Mr. Hyames.

The planning of physical-education programs for city, village, and rural schools; the organization of health lessons, games, tests, meets, tournaments, and seasons of play; principles of supervision; construction and equipment of buildings, grounds, swimming pools, athletic fields, stadia. This course gives credit in education.
315S. Physical Education and Sports in National Defense. 2 semester hours. Mr. Gill.

The purpose of this course is to show the place of physical education and sports in the national defense plans. Reference is made to leisure time and sports, health and sports, principles for evaluating sports, methods of teaching sports appreciation, trends and future developments. Special attention will be given to the reports and proceedings of the various national physical education and sports conferences of the past year.

OPEN TO SENIORS AND GRADUATES

407S. (F190). The Camp as an Educational Agency. 2 semester hours. Dr. West.

Designed primarily for graduate students who are preparing for or who are holding positions in camp. Persons who teach courses on camping and school administrative officers generally should also find the course valuable. The work includes an extensive study of the literature on camping and visits to several camps.

420S. (F208). Community Recreation. 2 semester hours. Dr. West.

A general review of the whole field; a brief survey of the history, growth, and development of the community recreation movement; theory, principles, and modern trends; recreation programs—types, kinds, and their organization; national, state, county, and community programs; discussion of city, park, and school recreation; special emphasis on recreation leadership.

_________________________________________________________________________

PHYSICAL EDUCATION FOR WOMEN

MARY BOTTJE  CRYSTAL WORNER  DOBOTHY VESTAL

The Department of Physical Education aims to provide an interesting and beneficial program of physical activity for each student. Physical fitness of the individual for participation is determined by medical and physical examinations. No student is excused from physical education, but program adjustments are arranged to take care of those with physical handicaps.

Appropriate uniforms, obtainable at the Cooperative 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 credit in one semester. (A class hour is to be interpreted to mean one hour of class work each week for one semester).

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PHYSICAL EDUCATION COURSES

101. Early American Dancing. 1 class hour. Miss Worner.

110. Swimming. 1 class hour. Miss Bottje.

113. Tennis. 1 class hour. Miss Vestal.

118. Archery. 1 class hour. Miss Vestal.

129. Badminton. 1 class hour. Miss Worner.

122. Social Dancing. 1 class hour. Miss Worner.

236S. Camp Fire and Scouting. 1 semester hour. Miss Vestal.

The organization and administration of Camp Fire and Girl Scout Troops, with a study of suitable activities for the yearly program.
333. Recreational Activities. 1 semester hour. Miss Bottje.
Experience in organizing and conducting programs of games and recrea-
tional activities of a social nature for various age groups.

334S. Public School Physical Education. Miss Vestal.
A survey of the needs and interests of children as to physical education
and presentation of suitable activities. This course may be substituted for
Physical Education courses 233, 330, 331, or 332 which appear in the catalog.

OPEN TO SENIORS AND GRADUATES

407S. (F190). The Camp as an Educational Agency. 2 semester hours. Dr. West.
Designed primarily for graduate students who are preparing for or who
are holding positions in camp. Persons who teach courses on camping and
school administrative officers generally should also find the course valuable.
The work includes an extensive study of the literature on camping and visits
to several camps.

420S. (F208). Community Recreation. 2 semester hours. Dr. West.
A general review of the whole field; a brief survey of the history, growth
and development of the community recreation movement; theory, principles,
and modern trends; recreation programs—types, kinds, and their organization;
national, state, county, and community programs; discussion of city, park, and
school recreation; special emphasis on recreation leadership.

PHYSICS

Paul Rood

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 Mechani-
cs, Sound, and Heat 203A and Electricity and Light 203B.

105A. Introduction to Physical Science. 3 semester hours. Mr. Marburger.
This course is 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. This course is 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.

166S. Practical Radio. 2 semester hours. Prerequisite: high-school physics.
Mr. Marburger.
This course is designed to meet the needs of teachers and students prepar-
ing to teach this subject in high-school physics and general science. It is an
elementary course in the fundamental principles underlying radio communi-
cation. Types of transmitting and receiving circuits are studied. Laboratory
exercises in setting up, testing, and adjusting simple receiving and transmit-
ting equipment are included.

*Note.—There will be no credit course in photography this summer. Students inter-
ested in the subject may bring their cameras and other equipment and supplies and by
arrangement with Dr. Rood may get permission to use the dark rooms. Dr. Rood will
also advise students who have photographic problems.
203A. Mechanics, Sound, and Heat. 5 semester hours. Prerequisite: high-school physics or Introduction to Physical Science 105A, B, and trigonometry. 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.

Note.—Either 203A or 203B will be offered in response to the demand. Students desiring either of these courses should consult Dr. Rood upon arrival on the campus.

203B. Electricity and Light. 5 semester hours. Prerequisite: Mechanics, Sound, and Heat 203A. Dr. Rood.

Same general plan of presentation as in 203A.

210. Astronomy. 3 semester hours. High-school physics is a highly desirable antecedent. Dr. Rood.

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.

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PSYCHOLOGY

HOMER L. J. CARTER
OLGA SCHALM ROECKLE
STANFORD C. ERICKSEN

General Psychology 200 (or its equivalent) is required in all curricula leading to a provisional certificate and may be elected in all others. Abnormal Psychology 305, elective in other curricula, is required in the Special Education curriculum. Psycho-Educational Problems 309 and Mental Tests 307 offer approaches to the field of clinical psychology.

200. General Psychology. 3 semester hours. Dr. Ericksen.

A survey course serving as the scientific basis for subsequent courses in education, as well as an introduction to the field of psychology itself.

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

305. Abnormal Psychology. 2 semester hours. Prerequisite: General Psychology 200. Dr. Ericksen.

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.

309. Psycho-Educational Problems. 2 semester hours. Prerequisite: Abnormal Psychology 305, Mental Tests 307, or consent of instructor. Mr. Carter, Mrs. Roekle.

Clinical studies of pupils presenting psycho-educational problems, such as behavior difficulties, deficiencies in reading, educational and social maladjustment. Work of the course involves individual case studies, home visits, interviewing, conferences, laboratory and clinical procedure. Theory and practice of the case study, including case history, and physical, psychological, and educational examinations, as well as interpretation and treatment, will be considered. Detailed work of the course is carried out under the direction of the Psycho-Educational Clinic.

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.
SOCIAL SCIENCES

RURAL EDUCATION

Wm. McKinley Robinson

Additional information relating to the work of the Department of Rural Education may be found on the following pages:
- Facilities for training for work in rural education available at Western State Teachers College, pages 22, 37.
- Certificates granted, pages 42 to 45.
- Curricula offered, pages 60, 61, 62.

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

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

145. Curriculum. 3 semester hours.
A study of the elementary school child as a background for the examination of the various areas of the elementary school curriculum; a survey of these areas, together with the research in the several fields and the present-day classroom practices in each; a detailed study of the Michigan State Course of Study; and a brief comparison of the Michigan State Course of Study and the courses of other states.

240. Principles of Teaching. 2 semester hours.
A study of the general principles of teaching, with particular application to rural-school situations. Textbook discussions, supplementary reading, and observations in the training school are required. Prerequisite to practice teaching.

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

SOCIAL SCIENCES

Floyd W. Moore
Howard F. Bigelow
George O. Comfort
Leonard C. Kercher

James O. Knauss
Paul Meadows
Robert R. Russell
Nancy E. Scott
Pearl M. Zanes

G. Edith Seekell
Russell H. Seibert
D. C. Shilling
W. Valdo Weber

“Social Sciences” is a group title including the four separate and distinct departments of (1) Economics, (2) History, (3) Political Science, and (4) Sociology. Advisers should bear this fact in mind in helping students plan their work. It is frequently desirable that students majoring in one depart-
ment 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 coordinate departments in the group.

Students who select a group major in social sciences are required to present at least one minor in a field of study not represented in the social science field. A group minor in social sciences is not recommended.

Students preparing to teach "Community Civics," "Problems of Democracy," and similar subjects, are advised to take United States History 201 A, B, American National Government 230, American State and Local Government 231, and in addition either Principles of Economics 220A and Principles of Sociology 241, or six semester hours in either economics or sociology.

Teaching of the Social Studies 300T does not count toward either a major or a minor. (See page 42.) Additional information of a more specific nature follows the departmental headings below.

ECONOMICS

Courses in economics are designed (1) to contribute to general education by attempting to make students more familiar with the ways and means by which men make their living in modern times; (2) to fulfill the requirements for the training of teachers in certain professional groups, such as commerce and business administration; and (3) to furnish courses and explore areas of economic thought which are prerequisite to graduate study and are recommended as pre-professional in business administration, engineering, journalism, law, medicine, and social work.

All majors and minors in economics must include Principles of Economics 220A, B. These two courses are prerequisite to all other courses offered in the economics department.

220A. Principles of Economics. 3 semester hours. Mr. Bigelow.

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. Mr. Moore.

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

223. Economics of Consumption. 3 semester hours. 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 220 A, B as a year's sequence for students preparing to teach social science in junior high school.
SOCIAL SCIENCES

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. 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. Some phases of the economics of national defense will be stressed.

HISTORY

Students who desire to major or minor in history are advised to consult an instructor in the history department as early in their college careers as possible. They should consult the chairman of the Department of Social Sciences at the beginning of both their junior and senior years.

A major in history should include at least 12 semester hours in courses numbered above the one-hundreds. A minor should include at least 3 semester hours above the one-hundreds.

Students who are preparing to teach World History in high school are advised to take Ancient and Medieval Civilization 105 A, B, and Modern Europe 108 A, B.

Students preparing to teach history in the later-elementary grades are advised to take courses in both American and European history.

Students are advised not to take both Modern Europe 108A, B, and English History 109A, B, except in special cases.

Students who have made excellent grades in United States History in high school are advised to take two or more of the advanced courses in United States History — 305A, B, 306A, B, 312, and 317 in preference to 201A, B.

Students who have had United States History 201A, B and wish to do further work in the subject are advised to elect 305A, B, or 306 A, B rather than 312 and 317.

Since a reading knowledge of French or German, or both, is helpful in advanced courses in history and essential in graduate work in this field, students majoring in history are urged to elect at least two years of French or German.

105A. Ancient and Medieval Civilization. 3 semester hours. Miss Seekell.

Development of civilization from 3,000 B. C. to 27 B. C. 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.

108A. Modern Europe, 1500-1815. 3 semester hours. Dr. Seibert.

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. 3 semester hours. Dr. Seibert.

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.
201A. United States History to 1860. 3 semester hours. Dr. Knauss.
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. Dr. Comfort.
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. Miss Zanes.
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, 1783-1815. 2 semester hours. Prerequisite: six hours of history. Dr. Russel.
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 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.

309. Europe Since the World War. 3 semester hours. Prerequisite: a general knowledge of European history is desirable. Dr. Scott.
A study of the difficulties of adjustment to the new order established by the peace treaties; degree of success and of failure; revisionism; changes in Russia, Italy, and Germany; causes and progress of the present war.

312. Economic History of the United States. 3 semester hours. 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.

314. History of China and Japan. 2 semester hours. 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.

315. Downfall of the Old Regime, to 1792. 2 semester hours. Dr. Seibert.
A study of the life and thought of the eighteenth century, with special emphasis upon France; the causes of the French Revolution; belated efforts at reform; and the overthrow of the French Monarchy.

509. (282). Studies in Modern European History (1940): The Impact of the Present War on National Groups of Eastern Europe. 2 semester hours. Dr. Scott.
Migration and settlement of peoples of Eastern Europe; study of those periods of their early history, respectively, which gave them identity and the right to call themselves nations; revolutionary changes 1914-1918 and degree
of progress since 1918; significance to them and to the world of German or Russian encroachment. The earlier part of the course consists of lectures and reading; the latter part, of presentation and discussion of individual reports dealing for the most part with the more recent period.

POLITICAL SCIENCE

In this division of the social sciences the student has an opportunity to further his acquaintance with the theory and workings of governments at various levels, the nature of political processes and organization, and the privileges and obligations of a citizen. The significance of such knowledge is recognized by the fact that many of the states require that some instruction in this field be given in all tax-supported institutions of higher learning. The Michigan requirement may be met by any one of the following courses: American National Government 230, American State and Local Government 231, or Survey of American Government 334. Majors and minors in the social sciences should include, if possible, American National Government 230 and American State and Local Government 231.

230. American National Government. 3 semester hours. Dr. Weber.
The study of the organization and function of the legislative, executive, and judicial departments; parties and public opinion; recent social legislation; civil service; national conservation; and foreign relations. Special attention is given throughout the course to the application and interpretation of the Constitution and the part the citizen should play in the government.

231. American State and Local Government. 3 semester hours. Dr. Comfort.
A study of the nature of the American state; constitutions and conventions; suffrage; parties and elections; direct legislation; the organization and functions of the departments of government; state, local, and school taxation and finance; outline of the various forms of local government, with special attention to the relation of each to the state of Michigan.

334. Survey of American Government. 2 semester hours. Mr. Shilling.
American government as based upon the Constitutions of the United States and Michigan, wherein the principles of republican government will be emphasized. The course is intended for those who do not find time for the more extensive study in American National Government 230 and American State and Local Government 231. Open only to juniors and seniors.

335. Comparative Governments. 3 semester hours. Prerequisite: American National Government 230 and American State and Local Government 231, or eight hours of history. 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, Germany, Russia, and Italy. Special emphasis is given to problems of administration, taxation, and foreign relations.

OPEN TO SENIORS AND GRADUATES

431. (141). Municipal Government and Administration. 2 semester hours.
Prerequisite: American National Government 230 and American State and Local Government 231, or consent of instructor. 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. Considerable use is made of charters, reports, and other source material.

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, Mrs. DeCair, or Mr. Shilling. (Department of Social Sciences.)

241. **Principles of Sociology.** 3 semester hours. 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.

242. **Modern Social Problems.** 3 semester hours. Prerequisite: Principles of Sociology 241. Dr. Meadows.
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.

247. **Problems of Family Life.** 3 semester hours. Prerequisite: Principles of Sociology 241. Dr. Meadows.
A study of the institutional functions of the family, with particular attention to their nature, history, and problems. A minor emphasis will be laid on the inter-personal adjustments of family life.

**OPEN TO GRADUATES**

This course deals primarily with the quantitative and qualitative aspects of population trends in the United States, but is also concerned with the quantitative aspects of the world population situation. The basic objectives are: to become familiar with the theory and concepts of population movement, and to acquire knowledge of the major facts of contemporary population changes, to understand their underlying causes, to interpret their significance, and to evaluate the social policies aiming to control them.

**SPEECH**

**WILLIAM A. HACKETT**
**ANNA E. LINDBLOM**
**CHARLES VAN RIVER**
**ZACK YORK**

105A. **Fundamentals of Speech.** 3 semester hours. Miss Lindblom, Mr. York.
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 105A and 105B 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. Dr. Hackett.

Further study of principles, with additional opportunity for individual practice. Students interested in speech are advised to elect both 105A and 105B the first year.

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


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.

220. Stage Design. 2 semester hours. Mr. York.

A course for art and speech students. Class makes practical use of knowledge of scene painting, lighting, and mechanics of staging.

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 instructor. Dr. Hackett.

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.

230. Introduction to Speech Correction. 3 semester hours. 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.

300T. Applied Speech Correction. 3 semester hours. Prerequisite: Fundamentals of Speech 105A, B, Principles of Speech Correction 231, and consent of instructor. Dr. Van Riper.

This course is for students interested in the actual practice of speech correction. The course will involve training in the remedial treatment of speech defectives in the college clinic and schools associated with the college, service in a traveling speech clinic, and the study of the principles of clinical practice.
Pupil enrollment is by application. Children of students attending the summer session are among those accepted, but reservations must be made in advance. The work is designed to furnish profitable experience for the children, rather than to provide opportunity for the making up of grades by those who have failed of promotion.

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

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

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

Students may not enroll for more than 3 semester hours of directed teaching in the summer session.

**Directed Teaching 371S, 372S.** 3 semester hours each. Prerequisite: General Psychology 200, Educational Psychology 250, Principles of Teaching 240 or 251, adequate academic and professional training in the subject or subjects to be taught, and one-fourth as many honor points as semester hours of credit earned. Dr. Burge, grade and special supervisors.

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

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

**375S. Theory and Observation.** 2 semester hours. Prerequisite: maturity and teaching experience. Dr. Burge, grade and special supervisors.

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

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**VOCATIONAL AVIATION MECHANICS**

**Elmer C. Weaver**

**George R. Miller**

**Joseph W. Giachino**

For Aviation Mechanics trainees who are taking or starting the two-year curriculum.

**151. Machine Shop.** 2 semester hours. Mr. Miller.


**153. Engine Assembly.** 2 semester hours. Mr. Weaver.

Lectures and demonstrations in disassembly, inspection, and assembly of the aircraft engine. Selection and use of wrenches and special tools. Study of relationship of parts and their function. Assembly precautions and procedures.

**157. Aircraft Welding.** 2 semester hours. Mr. Giachino.

Practice on the fundamentals of oxyacetylene and arc welding in approved repair procedures, and the testing of welds to assure high strength standards.
161. Aircraft. 2 semester hours. Mr. Weaver.

252. Sheet Metal. 3 semester hours. Mr. Giachino.
Practice in fabrication of sheet metal aircraft parts, involving forming, bumping, use of wood forms and die blocks, seaming, riveting, and patch repairs of approved type.

261. Metallurgy. 3 semester hours. Mr. Miller.
A practical course in the heat treatment of aircraft metal alloys using the muffle furnace, pyrometer control, and hardness testing with the schlescope.
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