1936

**Western State Teachers College Bulletin v31 n3: Summer 1936**

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BULLETIN

Western State Teachers College

KALAMAZOO, MICHIGAN

Vol. 31 Issue of Winter Quarter, 1936 No. 3

1936 SUMMER SESSION

MONDAY, JUNE 29, TO FRIDAY, AUGUST 7

Published Quarterly by Western State Teachers College

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BULLETIN

Western State Teachers College

KALAMAZOO, MICHIGAN

1936 SUMMER SESSION

MONDAY, JUNE 29, TO FRIDAY, AUGUST 7

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

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

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

b) Concerning the adjustment of credits—The Registrar.

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

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

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

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

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

h) Other general inquiries—The Registrar.

INFORMATION FOR NEW STUDENTS

A student applying for admission should

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

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

c) Have credits sent in at as early a date as possible.
PROGRAM OF SUMMER SESSION EVENTS—1936

First Week (June 29-July 3)

Monday, June 29
Registration

Tuesday, June 30
9 A. M. General Assembly.*
3 P. M. Matinee Tour. Kalamazoo State Hospital. Opportunity to observe care and treatment of patients, including methods of occupational therapy. Discussion of the problems of insanity by medical officer.

Wednesday, July 1
8:30 P. M. Faculty reception for summer-school students.

Thursday, July 2
3 P. M. Matinee Tour. Sutherland Paper Company. The manufacture of wood pulp into box paper. The manufacture of paper cartons for many uses.

Second Week (July 6-July 11)

Tuesday, July 7
1 P. M. Matinee tour. The Upjohn Company, manufacturers of high grade pharmaceuticals. Opportunity to observe how hundreds of different medicines prescribed by physicians are manufactured.

Wednesday, July 8
3 P. M. Matinee tour. Wolfe Lake Fish Hatchery. Largest fish hatchery in Michigan. Variety of fish, magnitude of operations and natural beauty make this an attractive trip.
8:30 P. M. The Quadrangle Evening Hour for faculty and students.

Thursday, July 9
3 P. M. Matinee trip to Kalamazoo State Hospital. Observation of patients in wards and industry, with member of medical staff conducting.

Saturday, July 11
7:30 A. M. Excursion to Elkhart and South Bend, Indiana. At South Bend a visit to Notre Dame and its noted art galleries and libraries, and St. Mary's. Other civic or historic attractions, such as site of Old Fort St. Joseph. In Elkhart, a visit to the C. G. Conn and the Leedy Drum companies, manufacturers of band instruments.

Third Week (July 13-July 18)

Week of Educational Exhibits of Textbooks and School Supplies

Tuesday, July 14
3 P. M. Beach Party, Lake Michigan. A swim, a steak, a sunset—all at minimum cost.

Wednesday, July 15
3 P. M. Matinee tour. Ann J. Kellogg School, Battle Creek. Inspection of this famous school, with its special facilities for work with handicapped as well as normal children.
3-5 P. M. Tea and informal program for faculty and students.
Thursday, July 16
3 P. M. Matinee tour to Kalamazoo Vegetable Parchment Company. The manufacture of bond and parchment paper and of many school supplies in the "World's Model Paper Mill".

Saturday, July 18
5 A. M. Excursion to Greenfield Village. Preservation of the life of the early American days—a hobby of Henry Ford's. Contrasting the old with the new, a visit to Cranbrook, an ultra modern boarding school, a visit to Kingswood, famous for its artistic architecture, furnishings, and weaving crafts.

(Fourth Week (July 20-July 25))

Tuesday, July 21
7 P. M. Evening tour of Kalamazoo Bread Company, to observe the commercial production of a variety of baked goods.

Wednesday, July 22
3 P. M. Matinee tour to Kalamazoo State Hospital. Limited party will visit the various corridors to observe the several types of insanity. Member of medical staff in charge.
8:30 P. M. The Quadrangle Evening Hour for faculty and students.

Thursday, July 23

Friday, Saturday, Sunday, July 24, 25, 26
3:15 P. M. Annual three days' excursion to Chicago to observe centers of sociological and civic interest.

Fifth Week (July 27-August 1)

Tuesday, July 28
3 P. M. Swim, Gull Lake.

Wednesday, July 29
3 P. M. Matinee tour. Kellogg Bird Sanctuary, in beautiful Gull Lake region, one of the country's famous bird retreats. Dr. Pirnie or representative will be present.
3-5 P. M. Tea and informal program for faculty and students.

Thursday, July 30
3 P. M. Matinee trip to Pretty Lake Vacation Camp, where 100 underprivileged children are now in camp. Beautiful site, superior equipment, modern program. Children will entertain. Return to campus at 9:00.

Saturday, August 1
Sixth Week (August 3-August 7)

Tuesday, August 4
3 P. M. Matinee tour. Kalamazoo State Hospital. Final inspection of various corridors and shops, under supervision of medical officer. Limited party.

Wednesday, August 5
8:30 P. M. The Quadrangle Evening Hour for faculty and students.

Seventh Week (August 10-August 13)

Western State Teachers College is exceptionally fortunate in being able to offer its friends and students the additional privilege of attending during this week the 19th annual national conference of the American Country Life Association.

*Note: Additional General Assemblies and Special Conferences will be announced in the summer bulletins.
THE STATE BOARD OF EDUCATION

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

THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Dr. Eugene B. Elliott

THE OFFICERS OF ADMINISTRATION

Dwight B. Waldo, A. M., LL.D. ........................................ President
Paul V. Sangren, Ph. D. ........................................ Dean of Administration
John C. Hoekje, A. B. ........................................ Registrar
Wm. McKinley Robinson, A. M. ................................... Director of Summer Session
Bertha S. Davis ........................................ Dean of Women
Ray C. Pellett, A. M. ........................................ Dean of Men
Frank E. Ellsworth, A. M. ................................... Director of Training School
THE FACULTY

The Department of Agriculture

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

The Department of Art

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

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

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

The Department of Biology

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

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

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A.B., Cornell College; M.S., Iowa State College; M.D., The University of Chicago; Iowa State Teachers College; State University of Iowa; Rush Medical College.

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The Department of Chemistry

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

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

The Department of Commerce

EUGENE D. PENNELL, A.M.
A.B., Western State Teachers College; A.M., University of Michigan; Ferris Institute; University of Minnesota.
EMMA WATSON, B.S.
B.S., Teachers College, Columbia University; Cleary Business College; Michigan State Normal College; Gregg School; University of California.

The Department of Education and Psychology

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

JANE A. BLACKBURN, A.M.

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

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

D. J. HEATHCOTE, A.M.
A.B., University of Michigan; A.M., Columbia University; University of Wisconsin.

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

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

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A.B., Huntington College; A.B., A.M., University of Michigan.

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

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

JOHN C. SULLIVAN, A.M.
B.S., Connecticut State College; A.M., Teachers College, Columbia University.

ELMER H. WILDS, Ed.D.

The Department of English

WILLIAM R. BROWN, Ph.D.
A.B., University of Texas; A.M., Ph.D., Harvard University.
AMELIA F. BISCOMB, A.B.
A.B., Kalamazoo College; Michigan State College; University of Michigan; The University of Chicago.

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

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

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

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

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

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

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

The Department of Geography and Geology

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

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

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

The Department of Handwriting

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

The Department of Health

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

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

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

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

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

The Department of Languages

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

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

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MARION TAMIN, A.M.
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The Department of Manual Arts

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

WILLIAM A. WYLIE, B.S., Wayne University.

The Department of Mathematics

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

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

PEARL L. FORD, A.M.
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EDSON H. TAYLOR, Ph.D.
B.S., National Normal University; A.M., Ph.D., Harvard University.
The Department of Music

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

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

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

DOROTHEA SAGE SNYDER, A.B.
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The Department of Physical Education for Men

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

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

J. TOWNER SMITH, B.S.
B.S., Western State Teachers College; University of Michigan.

The Department of Physical Education for Women

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

MARY BOTTJE, A.M.
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The Department of Physics

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The Department of Rural Education

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

Ernest Burnham, Ph.D.
Ph.B., A.M., Albion College; Ph.D., Columbia University; University of Wisconsin; Harvard University.

Anna L. Evans, A.M.
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The Department of Social Sciences

Smith Burnham, L.L.D.
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Howard F. Bigelow, A.M.
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Howard L. Hoag, A.M.
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Leonard C. Kercher, A.M.
A.B., A.M., University of Michigan; University of London.

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

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

G. Edith Seekell, A.M.
A.B., A.M., University of Michigan; Teachers College, Columbia University; University of Colorado.

David C. Shilling, A.M.
Pd.B., Ohio Northern University; A.B., Miami University; A.M., University of Wisconsin.

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

Oscar S. Trumble, A.M.
A.B., A.M., University of Michigan.
The Department of Speech

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

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

The Campus Training School

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

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

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

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

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

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

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

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

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

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

MARY C. WILSON, A.M.
A.B., Louisiana Polytechnic Institute; A.M., George Peabody College for Teachers; Northwestern University; Clark University.
The Alumni Secretary

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

The Library

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

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

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

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

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

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

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

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

THE FACULTY COUNCIL

1. Members elected
   Terms expire May, 1938
   Ernest Burnham, Anna Evans,
   Howard Corbus
   Terms expire May, 1937
   Wm. McKinley Robinson, Charles R. Starring,
   Louise S. Steinway
   Terms expire May, 1936
   William McCracken, Floyd W. Moore,
   Roxana A. Steele

2. Members appointed
   Terms expire May, 1936
   Harper C. Maybee, Leonard C. Kercher,
   Lavina Spindler

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

**Summer, 1936**

<table>
<thead>
<tr>
<th>Committee</th>
<th>Personnel</th>
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<tr>
<td>1. Adult Education</td>
<td>Hookje, Cooper, Sangren.</td>
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<td>2. Curricula</td>
<td>Sangren, Ellsworth, Hookje, Robinson, Seekell, Sherwood, Shilling, Spindler.</td>
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<td>3. Curricula Advisers</td>
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5. Faculty Meetings | Sangren, Kercher, Robinson, Zimmerman |
6. Friendship | Cooper, Wilson |
7. General Advisory | S. Burnham, Ellsworth, McCracken, Sangren, Spindler |
8. Health | Maher, Cook, Davis, Pellett, E. Walker |
9. Placement | Ellsworth, Brown, Cooper, Davis, Hilliard, Hyames, Mason, Pellett, Robinson, Spindler, Zimmerman |
10. Scholarship and Extra Studies | Hookje, Davis, Kraft, Pellett, Spindler |
11. Social Life | Davis, Bottje, Brown, Kercher, Maybee, Pellett, Siedschlag |
12. Student Loan Fund | Hookje, Pellett, Spindler |

N.B. 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 opportunity for professional advancement to varied groups. 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 1935, 1494 students of collegiate rank were enrolled; 30 life certificates and 10 limited certificates were granted, and 100 degrees conferred. Steady attendance indicates that these sessions have been found of distinct service to prospective and experienced teachers.

THE THIRTY-THIRD SUMMER SESSION

The thirty-third summer session will open June 29 and continue until August 7. Students will be enrolled and classified on Monday, June 29. Instruction will begin in all classes on Tuesday, June 30. 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 gravedled highways, and the trunk lines, U. S.-12, U. S.-131 and M-43, make it easily the hub of southwestern Michigan.

The site of the college is one of unusual beauty. Five of the buildings stand upon a hill, which rises a hundred feet above the broad plain of the old glacial Lake Kalamazoo, where are now the celery fields and much of the business and residence part of the city, and through which meanders the Kalamazoo River. From the hilltop on clear days can be obtained a most pleasing panorama, eastward and northeastward, over the wooded city in the bottom lands, to the broken moraine of the Saginaw-Michigan ice lobes. To the west of the hilltop is the old drainage valley of the once large and vigorous Arcadia Creek, along which now runs the main line of the Michigan Central Railroad. In this depression are the athletic field, the Men's Gymnasium, the Manual Arts Building, and classroom buildings.
The city of Kalamazoo has a population of 60,000, dependent upon the business growing out of the rich surrounding farming country, the celery fields within and adjacent to it, the widely known paper mills, and a diversity of other manufacturing industries. The exceptionally pure water supply is obtained from artesian wells that tap the deep glacial gravel beds of the old Kalamazoo Valley.

BUILDINGS AND MATERIAL EQUIPMENT

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

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

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

3. The Campus Training School includes a kindergarten, a room each for grades one to eight, special classrooms, a library, a gymnasium, and laboratories for both art and music. The center of the building, an open lightwell, forms a rotunda, in which is a stage for children's assemblies.

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

The library consists of 40,000 volumes, arranged according to the decimal classification, and indexed by a card catalog of the dictionary type. There are 60 complete files of periodicals; 262 periodicals and 12 newspapers were subscribed for during the current year.

(The upon the payment of a small fee students are accorded the services of the efficient staff of the Kalamazoo Public Library and the use of its collection of 80,000 volumes.)

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

5. The Manual Arts Building is a fireproof construction of modern factory type. It offers facilities for specialization in woodworking, metal working, and drafting. There are separate units for elementary woodworking, advanced woodworking, forging, sheet metal, machine shop, foundry, pattern making, and gas-engine and automobile repair work. The drafting room receives north and west light. Washrooms and shower baths adjoin the locker room.

6. 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. Between 3,500 and 4,000 people may be seated around the varsity court during the big games of the season.

There is a regulation basket-ball floor, with three cross courts for intramural purposes, a fourteen-lap running track, a vaulting and jumping pit
on the main floor; two handball courts and a dirt floor area for the training of hurdlers, shot putters, and vaulters, and for the early work of the baseball battery men; exercise rooms, wrestling and boxing rooms, and equipment for calisthenic apparatus work. There are also offices, classrooms, and adequate locker rooms.

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

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

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

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

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

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

(The general library of the college contains complete files of all the more important psychological and educational journals, as well as a large list of the standard works in these and related fields.)

The Department of Geography and Geology. The equipment includes a file of the United States topographic maps; a collection of the United States Geological Survey folios; a collection of foreign topographic maps; rainfall, vegetation, physical, political, population, and economic maps; collections of rocks, minerals, and fossils; meteorological instruments; and a 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. An experimental radio receiver and transmitter are maintained for the study of radio problems. In these laboratories the student has ample opportunity to become familiar with the manipulation and operation of modern high-grade apparatus.

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

9. The Women's Gymnasium. The floor space of this building is 119x68 feet. Sufficient apparatus is available for the needs of all physical-education activities, indoor and outdoor athletics. There is also a room equipped for
remedial work. In the basement are lockers, showerbaths, and a swimming pool.

ADMISSION

Students may enroll at the opening of any term.

THE NEW REQUIREMENTS FOR ADMISSION

Plan No. 1

Adopted by the State Board of Education at their meeting December 21, 1934
(Effective Immediately)

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

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.

<table>
<thead>
<tr>
<th><strong>Physics 1 unit</strong></th>
<th><strong>Zoology 1 unit</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 1 unit</td>
<td>Biology (Botany ½ unit and Zoology ½ unit) 1 unit</td>
</tr>
<tr>
<td>Botany 1 unit</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

**English History may be included under European History.

***Half units in the social studies are acceptable as part of a sequence only if taken in the 11th or 12th grade.
The remaining units, required to make up the necessary fifteen units, are entirely elective from among the subjects listed above, and any others which are counted toward graduation by the accredited school.

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

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

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

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

THE OLD REQUIREMENTS FOR ADMISSION

Plan No. 2
(Effective September, 1928)

I. Admission on Certificate. A graduate of a four-year high school, accredited by the University of Michigan, may be admitted to Western State Teachers College, provided that he is recommended by the principal of the high school and that he submits credits as follows:

I. Prescribed units.
   - Algebra ................................................................. 1
   - English ............................................................... 3
   - Foreign Language .................................................. 2
   - History ............................................................... 1
   - Laboratory Science (physics, chemistry, botany, or zoology) .... 1
   - Plane Geometry ..................................................... 1

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

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

Total ........................................................................ 15

List A

Algebra, 1, 1½ or 2 units................................................................. Greek, 2 or 3 units
Botany, ½ or 1 unit ........................................................................ History, 1, 2 or 3 units
Chemistry, 1 unit ........................................................................... Latin, 2, 3, or 4 units
Economics, ½ unit .......................................................................... Physics, 1 unit
English, 3 or 4 units ................................................................. Physiography, ½ or 1 unit
French, 2, 3, or 4 units ............................................................... Physiology, ½ unit
Geology, ½ unit ............................................................................ Spanish, 2, 3, or 4 units
Geometry, 1 or 1½ units ............................................................ Trigonometry, ½ unit
German, 2, 3, or 4 units ............................................................. Zoology, ½ or 1 unit
List B

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

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

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

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

4. In order that a half unit of science may be accepted, it must be supplemented by a second half unit of science. For this purpose the only groupings permitted are the following:

(a) Botany and Zoology.
(b) Zoology (or Botany) and Physiology.
(c) Physiology and Geology.
(d) Physiography and Physiology.

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

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

Entrance with Advanced Credits

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

High-School Credentials Should be Sent in Advance

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

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

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.

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-one classes are now associated in the organization with a total membership of more than 13,000. The Alumni Secretary's office is in the Administration Building. In this office information regarding any alumnus or alumna may be obtained. The Kardex filing system 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.

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

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

THE CAFETERIA

Teachers College maintains a cafeteria in the basement of the Training School Building. Breakfast, lunches, and dinners are served. The aim is to provide wholesome food at a low cost to the students.

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

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

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

3. A grand total of not to exceed twenty-four term hours of 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 a maximum of two physical-education exemptions will be given for the first year of membership in the Band, and a maximum of three physical-education exemptions for membership during a succeeding year.
CREDIT RELATIONS WITH OTHER COLLEGES AND UNIVERSITIES

Graduates receiving the five-year 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 receiving a life certificate. A student who desires to earn a life certificate in the college and then complete the work for a degree in some other college or university should plan his work with the requirements of the particular institution in mind.

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

DEGREES AND CERTIFICATES

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

Applications for degrees and certificates must be filed with the registrar early in the term in which it is desired that they be granted.

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

1. The Degree of Bachelor of Arts.
2. The Degree of Bachelor of Science.
4. The Five Year Certificate, valid for five years in the Public Schools of Michigan (See Note 1).

ACADEMIC AND RESIDENT REQUIREMENTS

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

2. "For the Life Certificate the candidate shall—
   a. present credits satisfying a prescribed curriculum and aggregating 192 term hours or four years;
   b. have satisfactorily completed in residence at this institution at least 48 term hours;
   c. have been in residence at this institution the term immediately preceding graduation."

IMPORTANT NOTICE

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

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

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

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

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

Note 3. A candidate presenting credits as a graduate of a Michigan County Normal School and who in addition thereto presents entrance credits satisfying the requirements of this institution shall be granted—

1. For the Life Certificate, 40 term hours;
2. For the Five Year Certificate, 40 term hours.

CREDITS ORDINARILY ACCEPTED FROM COUNTY NORMAL

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Art Structure</td>
<td>4</td>
</tr>
<tr>
<td>Music</td>
<td>4</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>4</td>
</tr>
<tr>
<td>Agriculture</td>
<td>4</td>
</tr>
<tr>
<td>Psychology of Reading</td>
<td>4</td>
</tr>
<tr>
<td>Grammar (English elective)</td>
<td>4</td>
</tr>
<tr>
<td>United States History</td>
<td>4</td>
</tr>
<tr>
<td>Geography (elective)</td>
<td>4</td>
</tr>
</tbody>
</table>

40 term hours

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

Tuition Fees

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

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

RESIDENCE REQUIREMENTS

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

The residence of minors shall follow that of the legal guardian. The residence of wives shall follow that of the husband. Persons of other countries who have taken out their first citizenship papers and who have otherwise met these requirements for residence, shall be regarded as eligible for registration as residents of Michigan.

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

Miscellaneous Fees

A fee of $6.25 has been authorized for the support of student activities, 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

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

Late Enrollment Fee

By action of the State Board of Education, all students who enroll after opening day, June 29, will be charged an additional fee of $2.00.

Refunds

No refund of fees will be made after the first week of the summer session.
ESTIMATE OF EXPENSES

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room (one-half of a double room)</td>
<td>$12.00 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>Incidentals</td>
<td>8.00 to 12.00</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>12.25</td>
</tr>
</tbody>
</table>

Total for 6 weeks: $67.25 to $95.25

HOUSING REGULATIONS FOR COLLEGE STUDENTS

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

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

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

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

EXTENSION DEPARTMENT

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

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

Resident and extension work are not to be carried simultaneously.

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

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

HEALTH SERVICE

The aim of the Health Service is to guard the health of the students and, if possible, to improve it.

This implies two responsibilities: that each student enter college in as perfect physical condition as he can, and that conditions for the maintenance and improvement of his health be as ideal as possible.

The first responsibility must, of necessity, be assumed by the student and his parents or guardian. A student entering should come with all obvious remedial defects corrected: teeth in good repair; eyes fitted with glasses, if glasses are assuredly needed; menacing tonsils removed or under observation; etc. Further, the budget to meet college needs should include an available fund which can be drawn upon should illness occur or should physical weakness, as so often happens, threaten success of the college course.
The second responsibility involved in the maintenance and improvement of health rests upon coöperation between student, college, and parents. In this coöperation Western offers the following for a fee of twenty-five cents a term:

1. Medical examinations, at the beginning of each year, are given to all new students. Initial examinations, at times other than those arranged to meet the needs of entrants, can be had for an additional fee of twenty-five cents.

2. Medical consultations, as the year progresses, are arranged for students wishing to confer with physicians.

3. Physical and scholastic loads are adapted to the strength and health of the students.

4. Medical and nursing care are rendered in so far as the college is equipped to give such service. Many minor indispositions and emergencies are considered daily through preventive rather than curative medicine. A prompt reporting of indisposition at the Health Service will aid in arranging for diagnosis of incipient disease.

5. Medical and dental services, through cooperation with many of the professional men of Kalamazoo, are often rendered to students referred from the college, at distinctly advantageous rates.

6. Consultation with home physicians and dentists is encouraged. It is most important that every student, when he completes his college course, should be in as perfect physical condition as possible. Health is one of the most important qualifications considered when a position is in question.

7. Special arrangements have been made with hospitals to accommodate students at a reduced rate.

THE HERALD

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

THE PLACEMENT BUREAU

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

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

It is preferable that superintendents select teachers as a result of personal interviews with candidates suggested by the committee, but vacancies may be filled satisfactorily through correspondence.
The Bureau likewise aims to afford equally satisfactory replacement service to former graduates qualified for better positions. For superintendents who desire to fill positions requiring a greater degree of maturity and experience, a complete file is kept of alumni, including records of their current teaching experience. Each year a number of former graduates are placed in more responsible positions, in county normal work, and in superintendencies of larger school systems.

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

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

**REMUNERATIVE OCCUPATION**

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

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

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

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

**ROUTINE OF REGISTRATION, CREDITS, ETC.**

**GENERAL INSTRUCTIONS FOR ENROLLMENT**

Registration for the summer session occurs on Monday, June 29. A circular giving detailed information relative to registration may be obtained at the Information Desk.

**CLASSIFICATION OF STUDENTS**

*(Effective January 1, 1932)*

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

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

The above classification relates to eligibility for participation:

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

**CREDIT IN TERM HOURS (SUMMER SESSION)**

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

**THE STANDARD CLASS LOAD FOR THE SUMMER SESSION**

Eight term hours of work carrying academic credit is the standard student class load for a summer session. As all courses do not carry the same number of term hours of credit, the load may vary.

**EXTRA STUDIES**

No student may enroll for more than ten term hours of work carrying academic credit during the summer session without the permission of the Extra Studies Committee. Physical Education and Library Methods are not counted in term hours.

Students may make application for an extra study by securing an application blank from the chairman of the Extra Studies Committee, filling out the same, and filing the application with the chairman of the committee. Only in exceptional cases is permission granted to carry extra studies during the first term of residence.

It is deemed more desirable for a student to do work of a high grade of excellence with a normal class load than to take extra subjects with mediocre success.

**IDENTIFICATION PHOTOS**

When a student enrolls for the first time he is required to have taken an identification photo. One copy of the photo becomes part of the student's permanent record, another copy is given to the student to serve to identify him at college functions, while a third copy is filed in the dean's office. The charge for the photos is 25c.

**MARKING SYSTEM**

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

Grades are indicated by letters, to each of which is given a certain value in “honor points.”

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
<th>Honor Points (Per 4 term hours credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>0</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
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<tr>
<td>E</td>
<td>Failure</td>
<td>0</td>
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<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td></td>
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</tbody>
</table>

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

I’s must be removed during the next succeeding term (except when the student does not return, and then within one year) or they automatically become E's.
The mark of $E$ means that the student has failed. $E$'s and $W$'s can be removed only by taking again all the work involved.

WITHDRAWAL FROM COURSES

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

SIGNIFICANCE OF COURSE NUMBERS

Unless otherwise noted subjects numbered
- 1-99 inclusive are reserved for high-school students.
- 100-199 inclusive are intended for freshmen.
- 200-299 inclusive are open only to students above the rank of freshmen.
- 300-399 inclusive are open only to juniors and seniors.
- 400-499 inclusive are open only to seniors.

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

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

STANDARD FOR GRADUATION (HONOR POINTS)

The minimum number of honor points required of each student for graduation equals the number of four-term-hour subjects carried.

ADVISORY SYSTEM

Experience has demonstrated that college students, especially beginners, need to be advised. Immediately upon registration each freshman is assigned to the Freshman Adviser, with whom he consults concerning the details of the curriculum he wishes to pursue, sequence of studies, etc. The adviser plans with him his daily program for the term.

Required departmental advising for seniors and juniors was begun on an experimental basis in November, 1933.

RURAL EDUCATION

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

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

Courses adapted to the needs of rural-school administrators—county commissioners, principals, and superintendents—county normal principals and critics, and supervisors and helping teachers are available in the summer session.

Two consolidated schools and a one-teacher school provide practice-teaching facilities for students enrolled during the regular school year. Affiliation with six typical one-teacher schools furnishes additional laboratory oppor-
opportunities for advanced students interested in administration and supervision.

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

BURNHAM RURAL LIFE FUND

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

COUNTY COMMISSIONERS' SUMMER CONFERENCE

A conference is called of the county school commissioners of Southwestern Michigan during the early part of the summer session to consider their professional problems. These meetings 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. This meeting gives commissioners an excellent opportunity to meet the teachers from their counties in attendance at the summer session.

AMERICAN COUNTRY LIFE ASSOCIATION

The 19th annual meeting of the American Country Life Association will be held in Kalamazoo, August 11-14, 1936. This is the week following the conclusion of the summer session at Western. The program will center around "Education and Democracy." A preliminary day will be devoted specifically to the interests of women. The Student Section programs will discuss "Educating Young People for the Rural Community." All groups will unite for the most significant sessions of the Association. In a sense the whole Middle West is host to this national association, more definitely Michigan is host, and most specifically Kalamazoo and Western State are responsible for the comfort and happiness of the delegates, who will come from many states. The public is most cordially invited to share the satisfactions of this national occasion.

SCHOLARSHIP AND MEMORIAL FUNDS

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

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

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

The Harvey Memorial Loan Fund was established in 1925 by the Students Science Club to honor the memory of Dr. LeRoy H. Harvey, who was, until his death, the active and inspiring head of the Department of Biology.
The fund is administered by a joint committee of students and faculty members who are interested in science. Loans are made to students whose major interests are in the field of science.

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

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

SPECIAL FEATURES

ADVANCED PROFESSIONAL COURSES OF INTEREST TO EXPERIENCED TEACHERS AND ADMINISTRATORS

The Department of Education and Psychology announces several courses of special interest to experienced teachers who desire training for supervisory and administrative work. Details of these courses are given on pages 68-71. Various departments offer courses dealing with the teaching of their particular subjects.

ART COLLECTION

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

BUREAU OF EDUCATIONAL MEASUREMENT AND RESEARCH

The Bureau of Educational Measurement and Research of Western State Teachers College has been established for a three-fold purpose: (1) to direct and co-ordinate the measurement and research activities of the training schools and the college; (2) to aid in the more adequate preparation of teachers for participation in measurement work; (3) to aid schools and school systems of the state in carrying forward testing programs and experimental work.
The Bureau has on hand a large number of intelligence and educational tests to serve as sample and informational material. It will answer questions relating 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 conduct the in-
telligence examinations of students of the college; it will send representatives to visit schools and school systems that wish to begin testing work to instruct the teachers, to demonstrate the methods of testing, and actually to conduct mental-educational surveys.

THE CO-OPERATIVE STORE

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

KLEINSTUECK WILD LIFE PRESERVE

In 1922, the late Mrs. Caroline Hubbard Kleinstueck deeded to the State Board of Education nearly fifty acres of 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. Nine thousand trees were planted one arbor day, and other groups of trees are planted each year.

The nature-study classes raise pheasants to plant in the preserve, and they have made several nature trails to increase the pleasure of the public who may enjoy walking through the preserve.

LECTURES, ENTERTAINMENTS, EXCURSIONS, CONFERENCES

During the summer session, lectures, travelogues, round-table discussions, and conferences with different faculty members and guest speakers will be held, usually in the late afternoon, and will be open to all who are interested. Week-end trips outside of the city and mid-week excursions to places of interest in Kalamazoo are planned on a definite schedule. A faculty reception, evening parties, and afternoon teas are social features of former summer sessions to be repeated in 1936. Announcement of each event will be made in the Teachers College Herald.

ORCHESTRA

An orchestra under expert conducting will be organized. Those interested in joining are urged to bring their own instruments, although the college provides the larger pieces.

PHYSICAL EDUCATION

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

Western has excellent physical-education facilities; two large gymnasiuims, several tennis courts, a fine gridiron covered with an excellent turf, a baseball field, a quarter-mile cinder running track, and other play fields for the use of soccer, hockey, speedball, and baseball players.

RECREATIONAL LEADERSHIP

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

RECREATIONAL OPPORTUNITIES

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

STUDENT LOAN FUND

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

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.

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 practice teaching will be offered for students not in residence during other terms, who can thus complete the work for a life certificate. Three grades will be designated as demonstration rooms for observation and discussion courses. A few practice-teaching assignments will be made in the city summer schools in junior-high classes and in the later-elementary grades. Application for enrollment for practice teaching should be made to the Director of the Training School well in advance of the opening of the summer session.
DETAILS OF CURRICULUM

GENERAL REGULATIONS

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

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

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

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

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

PURPOSE AND CONTROL OF MICHIGAN STATE TEACHERS COLLEGES

The Constitution of the State of Michigan [Act XI, Sec. 10] places the State Teachers Colleges under the authority of the State Board of Education subject to such regulations as may be prescribed by the Legislature. In 1903 [Public Acts 203] the Legislature decreed: "The State Board of Education is hereby authorized and required to prescribe the courses of study for students, to grant such diplomas and degrees and issue such licenses and certificates to the graduates of the several normal schools of the state as said State Board of Education shall determine." From time to time the Legislature has also defined the objectives and scope of work of the teachers colleges. It has repeatedly declared that the purpose of these institutions "shall be the instruction of persons in the art of teaching and in all the various branches pertaining to the public schools of the state of Michigan." [Act 139, P. A. 1850; Act 192, P. A. 1889; Act 51, P. A. 1899]

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

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

Objectives and General Scope of Curricula

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

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

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

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

"The program for the third and fourth years is designed to enable the student

1. To pursue more extensively and intensively courses which acquaint him with fields of his special interest and which broaden his general education.

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

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

Subject Groupings

"The Instructional Departments of the State Teachers Colleges of Michigan shall be classified in Groups as follows:

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

Group II. Astronomy; Anatomy; Biology; Botany; Chemistry; Geography; Geology; Mathematics; Nature Study; Physics; Physiology; Hygiene; Psychology; Zoology; Certain courses as indicated in Agriculture.

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

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

Group V. Art; Music.

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

Group VII. Physical Education; Health.

Degree Requirements

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

Group I ........................................ at least 20 term hours
Group II ........................................ at least 20 term hours
Group III ....................................... at least 20 term hours
Group IV ........................................ at least 24 term hours
English Composition ................................ at least 9 term hours
“The remaining term hours may be selected from the courses regularly offered by the college, subject to the following restrictions:
1. Not more than 64 term hours may be taken in any one subject.
2. At least two-thirds of the work beyond the second year must be in courses not open to first-year students.
3. The student must complete a major subject of at least 36 term hours and at least one minor subject of not less than 24 term hours. (See pages 63, 64). Credits in the required English composition and credits in education which are required in general on all curricula do not count toward majors and minors.
4. No candidates shall be eligible for the Bachelor’s degree who has not done at least 48 term hours of work in residence and who has not been in residence during the term immediately preceding graduation.
5. Courses must be selected so that the requirements in some one of the life certificate curricula are fulfilled. (In certain cases this requirement may be waived).

Degrees

BACHELOR OF ARTS

“The student who regularly completes a curriculum conforming to the degree requirements and embracing at least 144 term hours from Groups I, II, and III, is eligible for the degree of Bachelor of Arts.

BACHELOR OF SCIENCE

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

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

SPECIAL NOTE

Students, who do not have in mind preparation for teaching, may elect basic courses which provide a general education or which satisfy preliminary requirements for other professional curricula. When such a program of work is carried on for four years and conforms to the degree requirements stated on pages 39, 40, except the professional requirement in Group IV, the degree of Bachelor of Arts or Bachelor of Science may be granted without the life certificate.

Additional Regulations Governing Students at Western State Teachers College

1. Before being admitted to the regular program of work of the third year, the student shall have earned at least 12 term hours in each of the Groups I, II, and III. He shall have maintained at least a C average for work already completed and shall give evidence of his fitness for teaching.
2. All freshmen must carry Rhetoric 104 A, B, C
3. All students who expect to receive a degree must present at least 12 term-hours of credit in rhetoric.
4. To satisfy the minimum requirements in Groups I, II, and III, the student shall not present a series of isolated courses.
5. Not more than a total of 48 term hours of credit from Groups IV, V, VI, and VII may be accepted for the Bachelor of Science degree.
6. All students who are planning to pursue the program of work of the third and fourth years leading to certification are required to present a credit in General Psychology 200 or its equivalent.
This course is not required in the General Degree curriculum. (See Special Note, p. 40.
7. All students who expect to obtain a degree and life certificate are required to present credits in the following courses: Educational Psychology 203 A, B; Principles of Teaching 230; History of Educational Thought 433; Practice Teaching 301, 302.
8. A student will not be permitted to carry practice teaching if he is deficient in honor points.
9. Freshmen must carry physical education for at least two terms. At least three credits in physical education must have been earned by the end of the sophomore year. All candidates for a degree and life certificate must have obtained a credit in library methods and five credits in physical education. In their five terms of physical education, women must include one individual sport and one team sport.
10. All candidates for the degree and life certificate must have spent at least thirty-six weeks in residence at the college.
11. The law of Michigan requires every candidate for a certificate or degree to take “a course of six one-hour lectures on the form and functions of our federal and state governments, and of counties, cities, and villages.”
12. In general, freshmen should not elect two courses in a single department in the same term.

THE CURRICULA

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>42</td>
</tr>
<tr>
<td>Business Administration</td>
<td>43</td>
</tr>
<tr>
<td>Commerce</td>
<td>44</td>
</tr>
<tr>
<td>Early Elementary</td>
<td>45</td>
</tr>
<tr>
<td>Home Economics</td>
<td>46</td>
</tr>
<tr>
<td>Junior High School</td>
<td>47</td>
</tr>
<tr>
<td>Later Elementary</td>
<td>48</td>
</tr>
<tr>
<td>Manual Arts</td>
<td>49</td>
</tr>
<tr>
<td>Music</td>
<td>50</td>
</tr>
<tr>
<td>Physical Education for Men</td>
<td>51</td>
</tr>
<tr>
<td>Physical Education for Women</td>
<td>52</td>
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<td>Rural Elementary</td>
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<tr>
<td>Rural High School</td>
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<td>Senior High School</td>
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<tr>
<td>Special Education</td>
<td>57</td>
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<tr>
<td>General Degree</td>
<td>58</td>
</tr>
</tbody>
</table>

2. Specific details for the two-year curriculum leading to a Five-Year Certificate in Rural Elementary Education are outlined on page 54.
ART CURRICULUM
(For the preparation of teachers and supervisors of art)

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

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

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

Group IV
  Educational Psychology 203 A, B ............................... 6 term hours
  Principles of Teaching 230 ...................................... 3 term hours
  History of Educational Thought 433 ......................... 4 term hours
  Art Observation 206 ............................................. 4 term hours
  Art Supervision 313 ............................................. 4 term hours
  Practice Teaching 301, 302, 303 ............................. 12 term hours

Group V
  Art Structure 102 ............................................... 4 term hours
  Industrial Art 103 ............................................... 4 term hours
  Elementary Design 109 .......................................... 4 term hours
  Figure Drawing 205 .............................................. 4 term hours
  Art Composition 208 ............................................. 4 term hours
  History of Art 211 A, B ........................................ 8 term hours
  Demonstration Drawing 207 .................................... 4 term hours
  Commercial Art 214 ............................................. 4 term hours
  Advanced Design 309 ............................................. 4 term hours
  Advanced Figure Drawing 304 .................................. 4 term hours
  Advanced Art Composition 308 .................................. 4 term hours
  Art Electives .................................................... 16 term hours

Group VII
  Physical education: 5 terms. Women must include one indi-
  vidual sport and one team sport.

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

Note: A course in library methods is required.
### BUSINESS ADMINISTRATION CURRICULUM

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

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

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

**Group III**
- Principles of Economics 201 A, B ...................................... 8 term hours
- Financial Organization 202 ............................................. 4 term hours
- General Business Administration 302 ............................... 4 term hours
- Corporations 303 .......................................................... 4 term hours
- Marketing 304 A, B ....................................................... 6 term hours
- Transportation 305 A, B, C ............................................. 6 term hours
- Business and Government 306 ........................................... 4 term hours
- United States History 201C (201 A, B elective) ................. 4 term hours
- Economic Development of the United States 303 ................... 4 term hours
- Political Science 201 A, B, C ........................................... 12 term hours

**Group IV**
- Educational Psychology 203 A, B ...................................... 6 term hours
- Principles of Teaching 230 ............................................. 3 term hours
- Principles of Secondary Education 320 ............................... 4 term hours
- Practice Teaching 301, 302 ............................................. 8 term hours
- History of Educational Thought 433 ................................ 4 term hours

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

**Group VII**
- Physical education: 5 terms
- Electives ................................................................. 19-22 term hours

**Note:** A course in library methods is required.
COMMERCE CURRICULUM

(For the preparation of teachers of commerce)

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

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

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

Group IV
Educational Psychology 203 A, B ....................................... 6 term hours
Principles of Teaching 230 ................................................ 3 term hours
History of Educational Thought 433 .................................. 4 term hours
Principles of Secondary Commercial Education 305 .......... 3 term hours
Practice Teaching 301, 302, 303 ........................................ 12 term hours
Teaching of Shorthand and Typewriting 202 ...................... 2 term hours
Teaching of Handwriting 100 ............................................. 2 term hours
Teaching of Bookkeeping 204 ........................................... 2 term hours
Teaching of Junior Business Science 205 ......................... 2 term hours

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

Group VII
Physical education: 5 terms. Women must include one individual sport and one team sport.

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

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

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

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

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

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

Group IV
Educational Psychology 203 A, B ............................... 6 term hours
Principles of Teaching 230 ....................................... 3 term hours
Psychology of Reading 212 ...................................... 4 term hours
History of Educational Thought 433 ......................... 4 term hours
Early Elementary Education 140, 241A, 241B ............... 12 term hours
Stories for Childhood 242 ....................................... 4 term hours
Psychology of Childhood 340 ................................... 4 term hours
Teaching of Handwriting 100 .................................... 2 term hours
Practice Teaching 301, 302, 303 ................................ 12 term hours

One of the following:
Early Elementary Problems 441 ................................. 3 term hours
Parent Education 442 ............................................ 3 term hours
Nursery School Education 443 .................................. 3 term hours

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

Group VII
Physical education: 5 terms. Women must include one individual sport, one team sport, and Early Elementary Physical Education 230
Electives .......................................................... 37 term hours

Note: A course in library methods is required.
HOME ECONOMICS CURRICULUM
(For the preparation of teachers and supervisors of home economics)

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

Group II
Chemistry 103 A, B, C and 203 .................................. 16 term hours
Biology 201 .......................................................... 4 term hours
Physiology 211C ...................................................... 4 term hours
General Psychology 200 .......................................... 5 term hours

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

Group IV
Educational Psychology 203 A, B ................................. 6 term hours
Principles of Teaching 230 ...................................... 3 term hours
History of Educational Thought 433 ............................ 4 term hours
Home Economics Education 209 ................................ 4 term hours
Home Economics Education 409 ................................ 4 term hours
Practice Teaching 301, 302, 303 ............................... 12 term hours

Group V
Costume Design 110 .................................................. 4 term hours
Home Furnishing 210 ................................................. 4 term hours

Group VI
Introductory Home Economics 101, 102 ......................... 4 term hours
Clothing 103 and 205 ............................................... 8 term hours
Foods 104 and 312 ..................................................... 8 term hours
Home Management 306 ............................................. 4 term hours
Nutrition 206 .......................................................... 4 term hours
Home Mechanics 300 ................................................ 2 term hours
Electives in home economics (or related departments) ...... 20 term hours

Group VII
Physical education: 5 terms, including one individual sport
and one team sport.
Electives ......................................................... 20 term hours

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

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

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

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

Group IV
   Educational Psychology 203 A, B ....................... 6 term hours
   Principles of Teaching 230 ................................ 3 term hours
   History of Educational Thought 433 .................... 4 term hours
   Principles of Secondary Education 320 .................. 4 term hours
   Special Methods (e.g., Teaching of Geography) ........ 4 term hours
   Practice Teaching 301, 302, 303 ....................... 12 term hours
   Teaching of Handwriting 100 ........................... 2 term hours

Group VII
   Physical education: 5 terms. Women must include one individual sport, one team sport, and Junior- and Senior-High-School Physical Education 232.

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

Note: 1. A course in library methods is required.
   2. One major sequence, consisting of 36 term hours, is required.
   3. One minor sequence, consisting of 24 term hours, in another subject is required.
   4. The major and minor must involve subjects regularly taught in the junior-high-school grades.
   5. Students must also present at least two sequences other than the major and minor, consisting of twelve hours each.
LATER ELEMENTARY CURRICULUM
(For the preparation of teachers of Grades 3, 4, 5, and 6)

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

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

Group III .................. 24 term hours

Group IV
Educational Psychology 203 A, B .................. 6 term hours
Principles of Teaching 230 .................. 3 term hours
Psychology of Reading 212 .................. 4 term hours
Later Elementary Education 211 .................. 4 term hours
Teaching of Handwriting 100 .................. 2 term hours
History of Educational Thought 433 .................. 4 term hours
Practice Teaching 301, 302, 303 .................. 12 term hours

Group VII
Physical education: 5 terms, including one individual sport, one team sport, and Later-Elementary Physical Education 231.
Electives .................. 60 term hours

Note: 1. Students must elect three of the following courses that are in the line of major interest:
   Group IV
   Arithmetic 101
   Teaching of Geography in Grades 212
   Teaching of Social Studies 202
   Group V
   Music 105
   Art Structure 102
2. A course in library methods is required.
MANUAL ARTS CURRICULUM

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

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

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

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

Group IV
Educational Psychology 203 A, B ......................... 6 term hours
Principles of Teaching 230 ............................... 3 term hours
History of Educational Thought 433 .................... 4 term hours
Teaching of Manual Arts 302 ............................. 4 term hours
Vocational Education 260 ................................. 3 term hours
Practice Teaching 301, 302, 303 ......................... 12 term hours

Group VI
Printing 116A ............................................ 4 term hours
Mechanical Drawing 111 A, B ............................ 8 term hours
General Shop 212 ........................................ 4 term hours
Advanced Benchwork 103A ................................. 4 term hours
Woodfinishing 207 ....................................... 4 term hours
Sheet Metal 108 or 222, or 224A ......................... 4 term hours
Shop Organization 301 .................................. 2 term hours
Electives in manual arts .................................. 20 term hours

Group VII
Physical education: 5 terms
Electives (not in manual arts) ......................... 33 term hours

Note: 1. A course in library methods is required.
2. Students who enter without high-school physics must elect Elementary Physics 100 A, B, C.
3. Woodshop 99 and Mechanical Drawing 98 are required of all students who have not had similar work in high school.
4. Ordinarily students will be required to take Applied Mathematics 112 and Electricity 160. Those who elect a year of college physics are not required to take either Applied Mathematics 112 or Electricity 160. Those who elect a year of college mathematics are not required to take Applied Mathematics 112.
MUSIC CURRICULUM

(For the preparation of teachers and supervisors of music)

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

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

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

Group IV
   Educational Psychology 203 A, B ........ 6 term hours
   Principles of Teaching 230 ............. 3 term hours
   History of Educational Thought 433 .... 4 term hours
   Music Education 206 A, B, C ........... 9 term hours
   Practice Teaching 301, 302, 303 ....... 12 term hours

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

Group VII
   Physical education: 5 terms. Women must include one individual sport and one team sport.
   Electives (not in music) .................. 17 term hours

Note: A course in library methods is required.
PHYSICAL EDUCATION FOR MEN CURRICULUM

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

Group I .......................................................... 20 term hours
Rhetoric (in addition) ........................................... 12 term hours
Speech 101A (in addition) ......................................... 4 term hours

Group II
General Biology 101 A, B ......................................... 8 term hours
Hygiene 112 ........................................................ 4 term hours
Anatomy 211 A, B .................................................. 8 term hours
Physiology 211C ..................................................... 4 term hours
General Psychology 200 ............................................ 5 term hours

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

Group IV
Educational Psychology 203 A, B ................................. 6 term hours
Principles of Teaching 230 ......................................... 3 term hours
Psychology of Coaching 210 ....................................... 3 term hours
History of Educational Thought 433 ............................ 4 term hours
Organization and Administration of Physical Education 404 4 term hours
Principles of Physical Education 403 ............................ 3 term hours
Practice Teaching 301, 302, 303 ................................ 12 term hours

Group VII
History of Physical Education 202 ............................... 3 term hours
First Aid and Athletic Training 205 .............................. 4 term hours
Principles and Technique of Gymnastic Teaching 301 ........... 3 term hours
Kinesiology 312 .................................................... 4 term hours
Football Technique 313 ........................................... 3 term hours
Basketball Technique 315 ........................................ 3 term hours
Physiology of Exercise 304 ....................................... 3 term hours
Baseball Technique 317 ............................................ 3 term hours
Track and Field Technique 319 ................................... 3 term hours
Anthropometry 401 ............................................... 4 term hours
Physical Education 121 A, B, C .................................. 3 term hours
Swimming 327 ..................................................... 1 term hour
Camping and Scouting 332 ........................................ 4 term hours
Physical Education 221 A, B, C .................................. 3 term hours
Playground and Community Recreation 406 ..................... 4 term hours
Electives (not in physical education) ............................. 24 term hours

Note: A course in library methods is required.
PHYSICAL EDUCATION FOR WOMEN CURRICULUM
(For the preparation of teachers and supervisors of physical education for women)

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

Group II
Biology 101 A, B .................................................. 8 term hours
Hygiene 112 ........................................................ 4 term hours
Anatomy 211 A, B .................................................. 8 term hours
Physiology 211 C .................................................. 4 term hours
General Psychology 200 ......................................... 5 term hours

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

Group IV
Educational Psychology 203 A, B ................................ 6 term hours
Principles of Teaching 230 ........................................ 3 term hours
History of Educational Thought 433 ............................ 4 term hours
Methods in Physical Education 217 .............................. 4 term hours
Administration and Organization of Physical Education 325 ............................ 2 term hours
Principles of Physical Education 421 ............................ 3 term hours
Practice Teaching 301, 302, 303 ................................ 12 term hours

Group V
Musical Construction 229 ......................................... 4 term hours

Group VII
Introduction to Physical Education 120 .......................... 2 term hours
History of Physical Education 121 ................................ 2 term hours
Theory of Dancing 215 ............................................. 1 term hour
First Aid and Massage 218 ......................................... 1 term hour
Playground Organization 219 ..................................... 4 term hours
Applied Anatomy 220 .............................................. 4 term hours
Theory of Athletics 222 .......................................... 3 term hours
Theory of Swimming 224 .......................................... 2 term hours
Rhythmic Plays and Singing Games 318 ............................ 2 term hours
Theory of Games 320 .............................................. 2 term hours
Individual Gymnastics 323 ........................................ 4 term hours
Advanced Athletics 324 ............................................. 3 term hours
Modern Problems in Physical Education 401 ............................ 4 term hours
Community Recreation, Scouting, Camp Fire 422 ......... 4 term hours
Health Education 190 ............................................. 4 term hours

Required in Addition from Group VII:
Dancing 110 A, B, C; Physical Education 113 A, B, C; Swimming 125 A, B; Soccer 126A; Basketball 126B; Baseball 126C; Dancing 210A; Interpretative Dancing 210 B, C; Physical Education 213 A, B, C; Swimming 225 A, B, C; Hockey 226A; Basketball 226B; Baseball 226C; Interpretative Dancing 310 A, B; Dancing 311; Physical Education 313 A, B; Golf 313C; Swimming 325 A, B, C; Soccer 326A; Basketball 326 B; Baseball 326C.

Electives (not in physical education) ............................ 27 term hours

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

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

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

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

Group III
Rural Economics 201B ............................................... 4 term hours
Rural Sociology 201C ............................................... 4 term hours
Elective ............................................................ 12 term hours

Group IV
Educational Psychology 203 A, B .................................. 6 term hours
Principles of Teaching 230R ........................................ 3 term hours
History of Educational Thought 433 ................................ 4 term hours
Rural Education 201A ................................................ 4 term hours
Rural education (advanced courses) ................................ 4 term hours
Curriculum 101 ........................................................ 6 term hours
Teaching of Handwriting 100 ........................................ 2 term hours
Practice Teaching 301, 302, 303 ................................... 12 term hours

Group VII
Physical education: 5 terms. Women must include one individual sport, one team sport, and Rural-School Physical Education 233.
Electives ............................................................ 74 term hours

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

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

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

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

   Group VI
   Home Economics 120 or equivalent

   Group VII
   Health Education 190

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

(Two Years in Length)

Leading to a Five-Year Certificate for teachers of one-teacher, consolidated, and village schools

Group I
Rhetoric 104 A, B, C (in addition) ........................................ 12 term hours
Rural History 201A, B ........................................ 9 term hours

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

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

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

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

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

Group VII
Physical education: 3 terms. Women must include one individual sport, one team sport, and Rural-School Physical Education 233.
Electives ........................................ 20 term hours

Note: 1. A course in library methods is required.
2. A minimum of 96 term hours is required for completion of this curriculum.
**RURAL HIGH SCHOOL CURRICULUM**

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Courses</th>
<th>Total Term Hours</th>
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<tbody>
<tr>
<td>I</td>
<td>Rhetoric (in addition)</td>
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<td>General Psychology 200 (in addition)</td>
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<td>II</td>
<td>Rural Economics 201B</td>
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<td>Rural Sociology 201C</td>
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<td>III</td>
<td>Educational Psychology 203 A, B</td>
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<td>Principles of Teaching 230R</td>
<td>3</td>
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<td></td>
<td>History of Educational Thought 433</td>
<td>4</td>
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<tr>
<td></td>
<td>Rural Education 201A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Rural education (advanced courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Practice Teaching 301, 302</td>
<td>8</td>
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<tr>
<td>IV</td>
<td>Physical education: 5 terms. Women must include one individual sport, one team sport, and Junior- and Senior-High-School Physical Education 232.</td>
<td>84</td>
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</table>

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

**Rural Agricultural High School Curriculum:** Students desiring to complete their degrees and receive Smith-Hughes vocational agricultural teaching certificates from Michigan State College may meet the requirements by completing the first two years of this curriculum. As sequences they should elect 20 hours from Animal Husbandry 142 A, B, C; Soils 143; Farm Crops 144; Horticulture 145; also, if desired, Rural School Shop 203 A, B, C. The remaining sequences should be chosen with the consent of the adviser.
SENIOR HIGH SCHOOL CURRICULUM

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

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

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

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

Group IV
Educational Psychology 203, A, B ............. 6 term hours
Principles of Teaching 230 ...................... 3 term hours
History of Educational Thought 433 .......... 4 term hours
Principles of Secondary Education 320 ..... 4 term hours
Practice Teaching 301, 302 ..................... 8 term hours

Group VII
Physical education: 5 terms. Women must include one individual sport, one team sport and Junior- and Senior-High-School Physical Education 232.

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

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

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

Group I ........................................... 20 term hours
Rhetoric (in addition) ................................ 12 term hours
Speech 101A (in addition) ................................ 4 term hours

Group II
General Biology 101 A, B, C ................................ 12 term hours
Genetics 302 ........................................... 4 term hours
Eugenics 303 ........................................... 4 term hours
Organic Evolution 301 ..................................... 4 term hours
Hygiene 112· (or Health Education 190) .............. 4 term hours
Laboratory science (other than biology) or mathematics 12 term hours
General Psychology 200 ................................... 5 term hours
Abnormal Psychology 300 ................................ 4 term hours
Mental Tests 350 ......................................... 4 term hours

Group III
Sociology 201 A, B; 301B .................................. 12 term hours
Elective .................................................. 8 term hours

Group IV
Educational Psychology 203 A, B ......................... 6 term hours
Principles of Teaching 230 ................................ 3 term hours
Education of Exceptional Children 361 ................... 4 term hours
Mental Deficiency 362 ...................................... 4 term hours
Mental Hygiene 365 ......................................... 4 term hours
Methods of Teaching Subnormal Children 364 .......... 2 term hours
History of Educational Thought 433 ....................... 4 term hours
Teaching of Handwriting 100 ................................ 2 term hours
Practice Teaching 301, 302, 303 .......................... 12 term hours

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

Group VI
Introductory Home Economics 101, 102 .................... 4 term hours
Special Education Shop 208 ................................ 2 or 4 term hours

Group VII
Physical education: 5 terms. Women must include one team sport and one individual sport.

Electives ............................................... 28 or 30 term hours

Note:
1. A course in library methods is required.
2. One of the courses in practice teaching must be with normal children, and the other two with subnormal children.
3. To receive a teaching certificate and recommendation for a position in Special Education, the student must have had at least one year of successful teaching experience.
4. Courses in home economics are not required of men students.
GENERAL DEGREE CURRICULUM
(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 as outlined in the annual catalog, except the professional requirements in Group IV and such other special requirements as concern professional training for teaching, the degree of Bachelor of Arts or Bachelor of Science may be granted without the life certificate.

GROUP REQUIREMENTS

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

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

Group III ............................................. 20 term hours
(History; political science; philosophy; economics; sociology.)

Group VII. Physical education: 5 terms
Electives .......................................... 120 term hours

Note: 1. Credit in library methods is required.
2. The total minimum requirement is 192 term hours.

PRE-PROFESSIONAL COURSES

The amount of college training required by leading universities in preparation for the various professions such as law, medicine, dentistry, etc., has in late years been materially increased. Dentistry formerly requiring 3 years now requires 5; medicine, formerly a 4-year course, now requires 7 years; etc. A number of professions such as business administration, library science, and increasingly, social work, are now entirely on the graduate level; that is, a four-year college degree must be presented before one may enter upon the study of those professions.

For the most part, the additional college work now required is of a cultural nature, or is definitely preparatory to professional courses to be taken later. Examples of the latter are work in mathematics basic to engineering, and the social sciences essential to law and social work. Western State Teachers College offers two and, in some cases, three or four years of work preparatory to professional study. The recommendations outlined in the following pages are based on the pre-professional requirements of the University of Michigan. If the student contemplates entering a professional course in some other college or university, he should procure a catalog of the institution he plans to attend, to assist the advisers in mapping out his course.
## BUSINESS ADMINISTRATION

(Combined curriculum in letters and business administration)

### First Year

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

### Second Year

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

Note: 1. Modern language or a laboratory science recommended.

2. A course in library methods and three terms of physical education are required.

## DENTISTRY

### First Year

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

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organic Chemistry 302 A, B, C</td>
<td>15</td>
</tr>
<tr>
<td>Mechanics and Sound 203 A, Heat and Light 203 B, Magnetism and Electricity 203 C</td>
<td>15</td>
</tr>
<tr>
<td>Elective</td>
<td>20</td>
</tr>
</tbody>
</table>

Note: 1. A course in library methods and three terms of physical education are required.

2. If ½ unit of plane trigonometry is not presented by a student, the deficiency must be made up (Trigonometry 100 C, 4 hours college credit) before the study of physics is begun in the second year.
ENGINEERING

First Year

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

Second Year

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

Note: A course in library methods and three terms of physical education are required.

FORESTRY

First Year

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

Second Year

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

Note: A course in library methods and three terms of physical education are required.
### JOURNALISM

**First Year**

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

**Second Year**

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

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

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### LAW

(Combined course in letters and law)

**First Year**

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

**Second Year**

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

**Note:** A course in library methods and three terms of physical education are required.
MEDICINE

First Year
Rhetoric 104 A, B, C .................................................. 9 term hours
General Biology 101 A, B, C ........................................... 12 term hours
General Chemistry 101 A, B, C or 102 A, B, C ..................... 15 term hours
French or German 101 A, B, C ........................................ 12 term hours

Second Year
English Literature 102 A, B, C ........................................ 12 term hours
Organic Chemistry 302 A, B, C ....................................... 12 term hours
Mechanics and Sound 203 A, Heat and Light 203 B, Magnetism and Electricity 203 C ............................................... 15 term hours
French or German 102 A, B, C ........................................ 12 term hours

Third Year
General Zoology 252, 253, 254 ............................................ 12 term hours
General Psychology 200 ................................................... 5 term hours
General Chemistry 201 A, B ........................................... 8 term hours
French or German ......................................................... 12 term hours

(2 years of one language and one of the other must eventually be presented. High-school French or German may be used to reduce this requirement.)

Note: 1. A course in library methods and three terms of physical education are required.
2. First class medical colleges require 90 semester hours (3 years) of college credit for entrance, in addition to high-school graduation. If two units of high-school Latin are not presented by a student, the deficiency must be made up without college credit. If 1½ unit of plane trigonometry is not presented by a student, the deficiency must be made up (Trigonometry 100 C, 4 hours college credit) before the study of physics is begun in the second year.

PHARMACY

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

Second Year
Qualitative Analysis 201 A, B ........................................... 8 term hours
General Psychology 200 ................................................... 5 term hours
Mechanics and Sound 203 A, Heat and Light 203 B, Magnetism and Electricity 203 C ............................................... 15 term hours
Principles of Economics 201 A, B or General Botany 221 A, B .... 8 term hours
Hygiene 112 ................................................................. 4 term hours
French or German 102 A, B, C ........................................ 12 term hours

Note: A course in library methods and three terms of physical education are required.
INTERPRETATION OF MAJOR, MINOR, AND GROUP REQUIREMENTS

1. In fulfilling the requirements for major and minor sequences as well as the group requirements I, II, and III, the following questions should be uppermost in the mind of the student as he elects and the faculty member as he advises:
   1. What is the background of the student so far as previous courses in this field are concerned?
   2. What are the special interests and abilities of the student?
   3. What is the usefulness of the course in teaching?
   4. What is the value of the particular course from the point of view of the cultural development of the student?
   5. What is the value of the course from the point of view of graduate study?

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

2. As a rule it is preferable not to use education as a major in any undergraduate curriculum. The student may choose work in education according to his interests, but should attempt to satisfy his major and minor requirements in the fields having content for teaching. Special methods courses in the teaching of certain subjects, and practice teaching should not be counted as satisfying a part of the requirements for majors or minors in fields such as history, art, and home economics. Uniformly required courses in education: i.e., Educational Psychology 203 A, B, Principles of Teaching 290, History of Educational Thought 433, and Practice Teaching 301, 302, may not be applied toward a major or minor in education.

3. Two or more courses are "consecutive, coherent courses" when they involve direct or logical relationships with each other, either because of essential prerequisites or because of obvious supplementation, or for both reasons. Thus College Algebra and Analytic Geometry 104 A, B, C and Calculus 205 A, B, C are "consecutive, coherent courses" because a knowledge of college algebra and analytic geometry is an essential prerequisite to calculus, and Calculus 205A is essential to successful work in Calculus 205B, etc. Similarly, Comparative Government 301 A, B constitute "consecutive, coherent courses" with a series of courses in modern European history because of the obvious way in which an understanding of the latter is supplemented by a knowledge of the former.

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

5. It should be understood that "isolated" or short sequential requirements of particular curricula may at the same time be applied to meet parts of the requirements in majors, minors, or groupings. For example, the Department of Home Economics makes a requirement of sixteen hours in chemistry. There is no reason why this should not be combined with eight hours of additional, well-selected work in chemistry or some other closely related science to constitute a minor of twenty-four hours. Early-elementary-education majors have a specific requirement of eight hours in art. There is no reason why this art might not be combined with sixteen additional hours of art to constitute a minor. For majors in physical education for men it is specified that eight hours in biology and sixteen hours in physiology and hygiene are required. There is no reason why this requirement might not satisfy either the minor sequence or the group requirement. A student may not, however, satisfy the requirements for a major or minor or a grouping in English by the application of the twelve hours of required rhetoric.
6. So-called "isolated courses" need not necessarily be excluded from a student's major, minor, or group sequences. For example, French literature might easily combine with English in certain instances; the short story might make a fine combination with previous courses in French; or business and government might be a valuable combination with political science. In other words, the fact that a certain course does not fit into a particular sequence in terms of specific prerequisites does not mean that it is "isolated" in relation to the previous work of the student nor in its contribution to a more complete understanding of a subject in which the student is interested.

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

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

<table>
<thead>
<tr>
<th>History Major</th>
<th>History Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Greek-Roman-Medieval, or 12 English History</td>
<td>24 or 12 European history</td>
</tr>
<tr>
<td>12 Modern Europe</td>
<td>12 or 24 United States history</td>
</tr>
<tr>
<td>12 United States (elementary or advanced)</td>
<td>(12 first year)</td>
</tr>
<tr>
<td>Related Social Science Minor</td>
<td>Related Minor</td>
</tr>
<tr>
<td>12 Political science</td>
<td>8 Political science</td>
</tr>
<tr>
<td>12 Economics</td>
<td>8 Economics</td>
</tr>
<tr>
<td>8 Sociology</td>
<td>8 Sociology</td>
</tr>
</tbody>
</table>

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

1. Physics, chemistry, or biology—36 hours
2. Biology—24 hours
   Hygiene and physiology—12 hours, or chemistry—12 hours
3. Physics—24 hours
   Mathematics—12 hours
4. Chemistry—24 hours
   Physics—12 hours
5. Physiology and hygiene—24 hours
   Chemistry—12 hours

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

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

AGRICULTURE

HOWARD D. CORBUS

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

ART

LYDIA SIEDSCHLAG

ELAINE L. STEVENSON

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

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

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

304. Advanced Figure Drawing. 4 term hours. Prerequisite: Figure Drawing 205. Miss Siedschlag.
A continuation of Figure Drawing 205, developing technical skill and imagination.

309. Advanced Design. 4 term hours. Prerequisite: Art Structure 102, Elementary Design 109, Art Composition 208. Miss Anderson.
Problems are developed in different materials and are governed by the possibilities and limitations of the mediums.

321. Painting. 4 term hours. Prerequisite: Art Structure 102, Elementary Design 109, Art Composition 208 or consent of the instructor. Miss Stevenson.
Painting of still life and landscape, in the studio and outdoors. Oil or water color is used. The course involves the study of composition, color value, and technique.

BIOLOGY

THEODOSIA H. HADLEY
LAVERNE ARGABRIGHT

HAROLD B. COOK
MERRIL R. WISEMAN

101C. General Biology. 4 term hours. Desirable antecedents: General Biology 101 A, B. Mr. Wiseman.
Emphasis upon plant biology. A study is made of representatives of the leading groups of higher plants as to their physiology, adaptations, and life
relations. Practical problems, such as plant diseases and plant propagation, are given prominence. Considerable field work is attempted for acquaintance with common groups of higher plants. A general treatment is given to questions of histology, embryology, heredity, and evolution. Daily.

**ANATOMY, PHYSIOLOGY, AND SANITARY SCIENCE**

112. **Hygiene.** 4 term hours. Desirable antecedents: General Biology 101 A, B. Dr. Cook.

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

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

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

**BOTANY**

223. **Summer Flora.** 4 term hours. Prerequisite: A year of biology. Mr. Wiseman.

Plants are studied from the standpoint of classification and group relationship. Some stress is placed on plant ecology. Field work constitutes an important part of the course. Daily.

**NATURE STUDY**

232. **Physical Nature Study.** 4 term hours. Miss Argabright.

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

233. **Biological Nature Study.** 4 term hours. Miss Argabright.

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

234. **Bird Study.** 4 term hours. Prerequisite: Biological Nature Study 233 or its equivalent. Miss Hadley.

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

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

This course is intended to initiate the student into nature trail-making and recreational activities. It includes games and recreation for camp grounds, outdoor cookery, and recognition of the common trees, weeds, wild flowers, and birds.
Students preparing to teach chemistry in high schools must have as a minimum in chemistry either General Chemistry 101 A, B, and C, or General Chemistry 102 A, B, and C. Through arrangement with the Department of Physics a major in physical science may be made by taking two years of chemistry and one year of physics. A minor in chemistry consists of 24 term hours and may not be made by combining chemistry and physics.

102A. General Chemistry. 5 term hours. Dr. McCracken.
Intended for students who have had no high-school chemistry.
Classroom, 3 double periods a week; laboratory, 4 double periods a week.
Note.—Courses 102A, 102B, 102C will be offered according to demand.

102B. General Chemistry. 5 term hours. Prerequisite: General Chemistry 102A. Mr. Eldridge.
Classroom, 3 double periods a week; laboratory, 4 double periods a week.

102C. General Chemistry. 5 term hours. Prerequisite: General Chemistry 102 A, B. Mr. Eldridge.
Classroom, 3 double periods a week; laboratory, 4 double periods a week.

201A. Qualitative Analysis. 4 term hours. Prerequisite: General Chemistry 101 A, B, C, or 102 A, B, C. Dr. McCracken.
Basic Analysis.
Classroom, 2 double periods a week; laboratory, 8 double periods a week.

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

303S. Quantitative Analysis. 5 term hours. Prerequisite: Qualitative Analysis 201 A, B. Consult the instructor before enrolling. Mr. Eldridge.
This special summer course aims to meet the requirements of the student.
Classroom, 2 double periods a week; laboratory, a minimum of 12 hours a week.

COMMERCIAL EDUCATION

EUGENE D. PENNELL

102A Shorthand and Typewriting (Beginning). 4 term hours. Miss Watson.
This course is planned for those who have had no instruction in shorthand and typewriting and who desire training in the elementary theory and practice of Gregg shorthand and of touch typewriting. The Anniversary Edition of the Gregg Manual will be used as the text in shorthand and as much of it will be covered as time will permit. The major portion of the class period will be devoted to shorthand. Instruction in typewriting is to be supplemented by individual practice outside of class. Both shorthand and typewriting must be taken together for credit, although either may be taken separately without credit.

Note.—No college credit is given for this course until 102B and 102C have been completed. See regular catalog for specific information.

201A. Accounting. 4 term hours. Mr. Pennell.
No previous study of bookkeeping or accounting is necessary to understand the work in this course. It is designed for beginning students who desire to get an understanding of the fundamental principles of the double-entry system of account keeping. It includes a study of common business reports,
the gathering and classification of the information upon which these reports are based, and the influence of business transactions upon proprietorship. Simple rules of debit and credit are developed, and some study is made of columnar journals, subsidiary ledgers, and control accounts.

206S. The Teaching of Commercial Subjects. 4 term hours. Miss Watson. 
Prerequisite: Teaching experience in commercial or related subjects. A course in assigned reading and discussion, designed to keep experienced teachers in touch with the best modern practice. Students will be encouraged to present concrete problems from actual classroom experience for discussion. A term paper, dealing preferably with an actual problem of teaching within the experience of the student, will be required. This course gives credit in education. Credit for this course will not be given to prospective commercial teachers.

305. Principles of Secondary Commercial Education. 4 term hours. Mr. Pennell. A study of the principles which determine the aims and functions of commercial education in the modern high school. It is not a methods course, but deals rather with the organization and administration of business education for various levels of education and for various communities whose size and business interests differ. The relation of business education to industrial education and to education for general information, the purpose and proper articulation of the junior and senior periods of business education, curriculum building based on needs, and a study of the various agencies cooperating in performing the function of education for business, are some of the subjects considered. This course gives credit in education.

EDUCATION AND PSYCHOLOGY

PAUL V. SANGREN
JANE A. BLACKBURN
CARL R. COOPER
MANLEY M. ELLIS
DAN J. HEATHCOTE
THEODORE S. HENRY
EDNA RICKEY LOTZ
KATHERINE A. MASON
RAY C. PELLETT
EFFIE B. PHILLIPS
LAVINA SPINDLER
JOHN SULLIVAN
ELMER WILDS

Courses in the Department of Education and Psychology are designed primarily to meet the professional needs of the student preparing to teach. Certain regulations are set up which affect all students. Students in all curricula are required to take General Psychology 200 and Principles of Teaching 101R, 230, or 230R. All students pursuing a curriculum for a life certificate and a degree are required to take as a minimum General Psychology 200 and 20 term hours of courses in education. The courses in education are distributed as follows: Educational Psychology 203A, B; Principles of Teaching 230 or 230R; History of Educational Thought 433—a total of 13 term hours, the remaining seven term hours being elective. The specific curricula, however, usually prescribe that this remaining requirement is to be met with one course in special methods (such as the Teaching of Algebra 209 for students majoring in mathematics) and one course involving a survey of the student's field of education (such as Later-Elementary Education 211 for students preparing to teach in the elementary school). Additional or more specific requirements in courses in education are stated in the various special curricula outlines presented on pages 42-57 of this catalog. Elective courses are available in education and psychology in the following fields: early-elementary education, elementary education, secondary education, special education, theory and principles of education, educational meas-
urements, administration and supervision, rural education, health education, and psychology. Certain special-methods courses giving education credit are available in other departments of the institution.

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

EDUCATION

101. Curriculum. 4 term hours. Miss Evans.
For description see Department of Rural Education, page 83.

190. Health Education. 4 term hours. Miss Crane.
In this course the fundamental scientific principles of healthful living are developed through a study of school health problems. An effort is made to advance healthful living on the part of the students, and to help prospective teachers to find the health problems of school children and to solve those problems.

201B. Rural Education (Economics). 4 term hours. Mr. Robinson.
For description see Department of Rural Education, page 84.

203A. Educational Psychology. 3 term hours. Prerequisite: General Psychology 200. Mr. Sullivan.
An application of the principles of psychology to education. The principal topics to be considered in this course are the meaning and scope of educational psychology, original nature, motivation, adjustment, mental hygiene, and the learning process.

203B. Educational Psychology. 3 term hours. Prerequisite: Educational Psychology 203A. Mr. Sullivan.
This course deals primarily with individual differences, their nature, detection, and treatment. Among the topics to be considered are variations in human traits, provisions for individual differences, marking and promotion, the new-type test, interpretation of test results, intelligence classification and grouping of pupils, diagnosis of learning difficulties, evaluation of teaching procedures, the description of aptitudes, interests, and personality.

211. Later Elementary Education. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B; Principles of Teaching 230. Miss Mason.
A study of the characteristics and needs of pupils in the later-elementary grades and of the materials and methods of Instruction.

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

230. Principles of Teaching. 3 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B. Miss Mason.
This course involves the discovery and application of the more significant principles of the teaching process. Among the topics to be considered are the nature of the teaching profession, the objectives of education, materials affecting learning, lesson planning, the general principles of teaching, the
special methods of teaching technique, and the methods of organizing the teaching period.

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

320. Principles of Secondary Education. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B, Principles of Teaching 230. Mr. Heathcoate.
A study of the principles determining the aims and functions of the modern high school at both the junior and the senior levels, the criteria available for the evaluation of the various high-school subjects, and the techniques most effective in carrying on the different phases of the high-school teacher's work.

A study of the principles underlying the revision and reorganization of junior and senior high-school curricula and a survey of current practices in adapting the high-school offering to modern social conditions and adolescent needs.

340B. Early Elementary Education. 3 term hours. Prerequisite: Early Elementary Education 241A, General Psychology 200, Psychology of Reading 212. Miss Blackburn.
The course will be devoted to the study of oral and written language and the technique of beginning reading.

341. Psychology of Childhood. 4 term hours. Prerequisite: Early Elementary Education 340B, General Psychology 200, Educational Psychology 203 A, B. Mrs. Phillips.
A study of the mental development of the young child: his original nature, conditions best suited to conditioning behavior in relation to his own needs and to his social environment. Discussion will be based on experimental studies. It is desirable that this course be taken simultaneously with practice teaching.

350. Mental Tests. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B, or its equivalent. Dr. Ellis.
The primary purpose of this course is to give the student careful training in the administration and interpretation of intelligence tests. About two-thirds of the course will be given over to supervised training in the administration of individual intelligence tests, emphasis being placed on the Binet tests. The remaining one-third of the course will be devoted to a more thorough training in the use and interpretation of group intelligence tests.
Note.—This course may not be counted toward fulfillment of a minimum requirement in Group II.

362. Mental Deficiency. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203A, B. Education of Exceptional Children 361. Dr. Ellis.
A course in the psychology and the school treatment of subnormal children. Major emphasis will be placed upon the educational treatment of subnormal children and of the moron and borderline classes.

364. Methods of Teaching Subnormal Children. 2 term hours. Prerequisite: Psychology 200, 203 A, B, Education of Exceptional Children 361. Dr. Lotz.
This course is designed to acquaint the student with the principles and practices of instruction of subnormal children,
366. Character Education. 2 term hours. Mr. Cooper.

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

370A. School Administration. 2 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B, Principles of Teaching 230, Practice Teaching. Mr. Pellett.

A course for students preparing for work as school superintendents. Problems commonly met by school superintendents are studied in some detail. Among the problems discussed are the following: relation of city to state educational organization, growth of city school organization, functions of school boards, nature of the superintendent’s work, financial organization, building planning, educational organization.

433. History of Educational Thought. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B, Principles of Teaching 230. Dr. Wilds.

A study of the evolution of educational theory from primitive man down to the present time. A careful analysis of the various conceptions of education as found in the writings of outstanding educational thinkers and reformers. The development of each phase of contemporary educational opinion is traced from its origins, in order to provide a sound basis for the interpretation and evaluation of current theories and practices.

441. Early Elementary School Problems. 3 term hours. Prerequisite: Psychology of Childhood 341 or consent of the instructor. Mrs. Phillips.

A study of existing practice in early-childhood education throughout the country, the nursery-school movement, psychological clinics, recent literature in the field. Laboratory work in the training school is provided.

PSYCHOLOGY

200. General Psychology. 5 term hours. Dr. Henry.

An introductory course serving as the scientific basis for subsequent courses in education as well as an introduction to the field of psychology itself. Freshmen who enroll in the five-year certificate curricula will be admitted to this course by special permission.

300. Abnormal Psychology. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B. Dr. Henry.

A discussion of the more common forms of mental abnormality and maladjustment. Some attention will be given to feeble-mindedness. The relationship between such conditions and character development will also be considered.
ENGLISH

WILLIAM R. BROWN
AMELIA BISCOMB
EDITH M. EICHER
LOUIS FOLEY

MINNIE D. LOUTZENHISER
HELEN E. MASTER
ELEANOR RAWLINSON
HERBERT SLUSSER

RUTH G. VAN HORN

COMPOSITION AND RHETORIC

101A. Composition. 4 term hours. Miss Loutzenhiser.
A consideration of the principles of composition with emphasis upon sentence and paragraph structure. Representative prose selections are read and analyzed, and many written compositions are required.

101B. Composition. 4 term hours. Mrs. Biscomb.
A general discussion of the four forms of discourse, with analysis of specimens of each form. Most of the time is devoted to the writing and correction of themes.

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

LITERATURE

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

202A. Representative English Poetry. 4 term hours. Miss Master.
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.

202B. Representative English Prose. 4 term hours. Miss Van Horn.
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.

203. Literature for Children. 4 term hours. Miss Master, Miss Rawlinson.
This course aims to give a general survey of the fields 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.

213. The English Novel. 4 term hours. Dr. Brown.
The purpose of this course is to give the student some acquaintance with the method of studying and teaching prose fiction. The leading English novelists from Jane Austen to Thomas Hardy will be studied with as much detail as time will permit.

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

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

338. **Modern Drama.** 4 term hours. Miss Eicher.

A study of the plays of Ibsen, Pinero, Jones, Galsworthy, Shaw, and others, with a careful inquiry into the relations among the Continental, the English, and the American drama.

407. **Chaucer.** 4 term hours. Dr. Brown.

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

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**GEOGRAPHY AND GEOLOGY**

**LUCIA C. HARRISON**

**MARGUERITE LOGAN**

**LOUISE BOSWELL**

Courses 101A and 101B are foundation courses in geography and must precede all other courses except 301 and 304. Course 301 is designed to meet the needs of senior-college students who desire to get the viewpoint of modern geography but who will probably not specialize in the subject; it may be used in sequence with two other geography courses.

There is no inherent sequence in the regional courses in geography. A desirable sequence, however, following 101A and 101B or 301, consists of 202, 203, 204, 205, 303, 304. Courses 210 and 305 should be preceded by at least one regional course.

The Teaching of Geography 212 gives credit in education (Group F of the General Requirements) and may not be counted as science credit. Students who expect to teach geography in either elementary grades or high school are advised to elect this course. No student will receive the recommendation of the department for practice teaching or for a teaching position in geography who has not successfully completed this course.

Application for practice teaching in geography must be approved by the chairman of this department.

A major in geography consists of 36 term hours including Teaching of Geography 212, Field Geography 305, and Climatology 307.

A minor in geography consists of 24 term hours and should include Field Geography 305.

A major in earth science may be had by combining Geology 320 and six courses in geography, elected in proper sequence.

Students majoring in geography are advised to elect Geology 207 or 320, Economics 201 and 305, Modern European and American History, and to acquire the ability to read German and French.

Some recommended sequences to meet particular situations are the following:

1. If chief interest is history: 101, or 301, the regional geography of the country of special interest, and 310.
2. If major is in business administration: 101 or 301, a regional course, and 210.
3. If major is in general science: 101 or 301, a regional course, and 207 or 320A.
4. If electing geography merely as a year sequence in science: 101 and a regional course, or 301 and two other courses, one of which should be regional.

101A. **Elements of Geography.** 4 term hours. Miss Harrison.

An introductory study of the mutual relationships between man and the natural environment, with special emphasis upon types of climate and some of the adjustments which man makes to climatic conditions in selected regions.
101B. **Elements of Geography.** 4 term hours. Prerequisite: Elements of Geography 101A. Miss Boswell.

A study is made of the relationships between various human activities and the major elements of natural environment not studied in Geography 101A. The course includes an elementary study of map projections.

202. **Geography of United States and Canada.** 4 term hours. Prerequisite: Elements of Geography 101 A, B or Elements of Geography for Senior-College Students 301. Miss Boswell.

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

203. **Geography of Europe.** 4 term hours. Prerequisite: Elements of Geography 101 A, B, or 301. Miss Logan.

Attention is centered upon the functions of the various natural conditions, such as climate, topography, minerals, and relative locations, and upon the economic, political, social, and other significant developments in the regions of Europe.

212. **The Teaching of Geography.** 4 term hours. Prerequisite: Elements of Geography 101 A and B or Elements of Geography for Senior-College Students 301. Desirable antecedent: Principles of Teaching 230. Open to qualified freshmen with consent of the instructor. Miss Logan.

Objectives in the teaching of geography, evaluation and technique of visual aids, organization and presentation of textual materials, geographic tests. This course gives credit in education.

**HANDWRITING**

**Ethel Shimmel**

100. **Teaching of Handwriting.** 2 term hours. Miss Shimmel.

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

**HOME ECONOMICS**

**Ruth V. Schumacher**

**Cora W. Smith**

**Rosaline Ivey**

206. **Nutrition.** 4 term hours. Miss Ivey.

A general discussion of the essentials of an adequate diet; application of such knowledge to the feeding of individuals and family groups and to the planning of typical dietaries.

210. **Clothing.** 4 term hours. Prerequisite: Clothing 110 or equivalent. Mrs. Smith.

A course for non-specializing students. Clothing appreciation and garment construction are taught, with emphasis on the application of art principles to costume design.

215. **Foods.** 4 term hours. Prerequisite: Introductory Home Economics 102, Foods 207 or equivalent. Miss Ivey.

Problems in planning, marketing, preparing, and serving meals.
230. **Home Management.** Elective. 3 term hours. Mrs. Schumacher.  
For students not majoring in the department. The managerial aspect of homemaking is studied, with emphasis upon economy in planning and buying for the household.

305. **Millinery.** 3 term hours. Prerequisite: Home Economics 101, Clothing 103. Mrs. Smith.  
A study of line and design in hats as a part of the complete costume. The fundamental processes in millinery construction are taught in the blocking and draping of inexpensive hats of felt, straw, ribbon, and fabric.  
Note.—This course is open to other than Home-Economics students upon recommendation of the adviser.

405. **Clothing.** 3 term hours. Prerequisite: Clothing 101, 103, 205. Mrs. Schumacher.  
Tailoring, taught through the making of women's coats and suits.

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**LATIN**

**Eunice E. Kraft**

205. **Teaching of Latin.** 4 term hours. Miss Kraft.  
The problems of the first two years of high-school Latin are considered. Reports and discussion will form a part of the work. This course gives credit in education and is prerequisite to practice teaching in Latin.

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

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**LIBRARY**

**Anna L. French**

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

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**MANUAL ARTS**

**Marion J. Sherwood**  
**Fred S. Huff**  
**Don O. Pullin**  
**William A. Wylie**

101. **Woodshop.** 4 term hours. Mr. Sherwood.  
An introductory course, including shop drawing, blue-print reading, and fundamental tool processes, as well as general information helpful in organizing elementary woodworking classes. A combination theory and laboratory course suitable for students enrolled in other departments. This course is of special advantage to those students who are preparing to go into rural high schools.

103. **Advanced Benchwork.** 4 term hours. Prerequisite: Elementary Woodshop 101 or equivalent. Mr. Sherwood.  
An advanced course in bench woodworking, with particular emphasis on technique of hand tools, grinding, and sharpening. Includes elementary pattern making and molding.
108. General Metal. 4 term hours. Mr. Wylie.
   A course presenting, through a series of unit activities, the methods used in
   handling and shaping metals. Processes in forging, bending, riveting, oxyacetylene welding, brazing, soldering, spinning, stamping, etching, and polishing are demonstrated and applied.

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

111A. Mechanical Drawing. 4 term hours. Prerequisite: General Mechanical Drawing 110, or equivalent. Mr. Huff.
   A continuation of the principles emphasized in Mechanical Drawing 110. Lettering, sketching, drawing, tracing, and electric blueprinting of suitable shop projects.

111B. Mechanical Drawing. 4 term hours. Prerequisite: Mechanical Drawing 111A. 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.

116A. Printing. 4 term hours. Mr. Pullin.
   This course is for beginners and is intended to acquaint the student with the various tools and materials of a print shop and to teach him the fundamentals of plain type composition. Simple jobs are carried through the various stages from composition to make-ready and press work. Practical work is given in setting straight composition.

116B. Printing. 4 term hours. Prerequisite: Printing 116A. Mr. Pullin.
   This course emphasizes proportion, balance, and the study of type faces. Practical work is given in the composition of more complicated printed matter which involves rule work, borders, and ornaments. Practical work is given in make-ready and press work.

116C. Printing. 4 term hours. Prerequisite: Printing 116 A and B. Mr. Pullin.
   Advanced work in the complete designing and producing of printed matter, with a study of plates, papers, and inks. Advanced imposition and press work are also included.

224A. Machine Shop. 4 term hours. Mr. Wylie.
   A course in the fundamentals of machine tool operation, involving work at the bench and the use of machines for making simple projects.

224B. Machine Shop. 4 term hours. Mr. Wylie.
   Advanced practice in the operation of machine tools and in making parts of simple machines, requiring some assembling and fitting of parts.

224C. Machine Shop. 4 term hours. Mr. Wylie.
   The making of simple tools, taps, reamers, small dies, and designs for jigs and fixtures. A study is made of shop layouts and equipment, and a course is outlined for teaching machine-shop practice.

242A. Auto Mechanics. 4 term hours. Mr. Wylie.
   A study of the various parts of the automobile and of simple repairs, to be made with the use of job sheets. A laboratory course.
242B. Auto Mechanics. 4 term hours. Mr. Wylie.
Shop practice in automotive oxyacetylene welding, battery repairing, tire vulcanizing, and electrical work. Repairs to starters, generators, and ignition apparatus, with the use of job sheets.

242C. Auto Mechanics. 4 term hours. Mr. Wylie.
Advanced practice in motor overhauling and rebuilding, general chassis repairs, and car refinishing.

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

302. Teaching of Manual Arts. 4 term hours. Mr. Sherwood.
This course aims to combine the student's previous educational contacts and practical experiences with the best modern school practices in the teaching of manual arts. It includes observation studies and individual research problems. This course gives credit in education.

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**MA.THEMATICS**

**HUGH M. ACKLEY**  
**GROVER C. BAETTO**

**GENERAL INFORMATION**

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

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

**SEQUENCES IN MATHEMATICS**

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205A  
205B  
205C

For students who have studied calculus a main sequence is offered, consisting of the following courses: Solid Analytic Geometry 323, Theory of Equations 322, Differential Equations 321, Theoretical Mechanics 325.
For all students, including those not majoring in mathematics, there is offered by the department a group of subjects consisting of the following courses: Mathematics of Finance 227, College Geometry 330, Introduction to Statistics 211.

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

A major in mathematics consists of 36 term hours, including courses 205A, 205B, and 205C, and some courses in the teaching of mathematics.

A minor in mathematics consists of 24 term hours, including courses 103A, 103B, and 103C, or 104A, 104B, and 104C, and some courses in the teaching of mathematics.

Students desiring to do practice teaching in mathematics must have completed a major or a minor in this subject and have included in the preparation at least one of the following courses: Teaching of Algebra 209, Teaching of Geometry 208. The History of Mathematics 315A, B is also recommended. Solid Euclidean Geometry 100B is a prerequisite to practice teaching in either algebra or geometry.

DESCRIPTION OF COURSES OFFERED IN THE SUMMER TERM OF 1936

100A. Elementary Algebra. 4 term hours. Prerequisite: One year of high-school algebra and one year of geometry. Mr. Bartoo.

A review of fundamental operations, with emphasis upon factoring and fractions, exponents and radicals, linear equations in one unknown, simultaneous linear equations, quadratics.

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

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

101. Arithmetic. 4 term hours. Dr. Taylor.

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

115. College Algebra. 4-term hours. Prerequisites: One and one-half years of high-school algebra and one or one and one-half years of high-school geometry, or the equivalent. Mr. Ackley.

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

116. Analytic Geometry. 4 term hours. Prerequisite: College Algebra 115, Trigonometry 100C. Dr. Taylor.

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

205A or 205B. Calculus. 4 term hours. Prerequisite: College Algebra, Analytic Geometry. Miss Ford.

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

Course B is a continuation of Course A into the differential, curvature, motion, and elementary indefinite and definite integrals.
208. The Teaching of Geometry. 2 term hours. Mr. Bartoo.
The aim of this course is to give the prospective teacher the best educational information relating to the content and teaching of geometry in the high school. This course gives credit in education and is prerequisite to practice teaching in geometry.

209. The Teaching of Algebra. 2 term hours. Mr. Bartoo.
The aim of this course is to give the prospective teacher the best educational information relating to the content and teaching of algebra in the high school. It is prerequisite to practice teaching in algebra. This course gives credit in education.

210. Surveying. 4 term hours. Prerequisite: Trigonometry. Mr. Ackley.
A course in field work, involving actual problems in surveying and leveling. The final test consists of field notes and a map from a personal survey of an irregular tract.

MODERN LANGUAGES

ELISABETH T. ZIMMERMAN
HARRY P. GREENWALL

FRENCH

101A. Elementary French. 4 term hours. Miss Tamin.
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.
Students wishing to secure credit for 101B or 101C may do so by making special arrangement with the instructor.

203. Readings from Modern French Novels and Stories. 4 term hours. Miss Tamin.
This course is intended for those who have had two years of college French or its equivalent. Students having less prerequisite may consult the instructor for adjusting of work and credit. This course consists of reading, resumés, and discussions from the various points of view of language, ideas, and French life.

GERMAN

101A. Elementary German. 4 term hours. Miss Zimmerman.
The work of this course includes the study of the elements of German grammar, oral work, and the reading of simple German. To capable students an opportunity of finishing the year's work by correspondence is offered.

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

SPANISH

101A. Elementary Spanish. 4 term hours. Mr. Greenwall.
The elements of grammar and pronunciation are given particular attention. The use of oral Spanish is encouraged.

102A, B, or C. Intermediate Spanish. 4 term hours. Mr. Greenwall.
A modern novel is read, which serves as a basis for composition and grammar work.
Note.—This course may be substituted for 101C with the consent of the instructor.
104. Early Elementary Music. 4 term hours. Mrs. Snyder.
This course gives a singing knowledge of syllables in all major and minor keys, study of song material for first three grades, treatment of monotonies, experience in presentation and teaching of rote songs, and introduction of notation.

105. Later Elementary Music. 4 term hours. Mrs. Snyder.
Material suitable for upper grades, method of introducing part singing, and experience in unison and part singing in all major and minor keys.

106A. Music Appreciation for Rural Schools. 2 term hours. Miss Doty.
Stresses beauty through music, as developed by means of a phonograph and records; correlation with other school subjects; and, in general, rhythmic, melodic, and harmonic development.

209. Harmony. 4 term hours. Prerequisite: Fundamentals of Music 101 A, B, C, and at least the ability to play hymns. Mr. Henderson.
The course presents sufficient material to enable a student to gain an intelligent knowledge of modern harmonic treatment. Part writing from given basses and melodies, chord and melodic progressions required.

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

216A. Voice Culture. 2 term hours. Mrs. Snyder.
The work in this course is designed to further the development of the first year's work. The class is divided into sections with the idea of having voices of similar character and quality work together for more intensive and individual study. Suggestions are made to individuals before the class so that all may have the advantage of the work. Songs are taught to the groups and eventually sung by the individual.

320A. Musical Composition and Analysis. 4 term hours. Prerequisite: Fundamentals of Music 101, Harmony 209 A, B, C. Mr. Henderson.
Advanced harmony and the analysis of the various musical forms; working out of original vocal and instrumental selections.

331A. Orchestration. 4 term hours. Prerequisite: Consent of the instructor. Mr. Amos.
The orchestration of hymns, songs, and larger works. Opportunity will be provided for students to learn to tune the various instruments of the orchestra, and to study the fundamental principles of playing them.
PHYSICAL EDUCATION FOR MEN

Judson A. Hyames
Frank Householder
Towner Smith

Charles Maher
Herbert W. Read

101. Physical Education. One hour period four days a week. Mr. Maher.
Athletics, team games, and general recreation for physical-education pro-
grams. Tennis instruction is offered if requested.

101A. Tennis. Mr. Householder.
May be substituted for Physical Education 101.

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

205. First Aid and Athletic Training. 4 term hours. Mr. Smith.
Knowledge and skill in meeting emergencies, use of massage in treatment
of sprains and bruises, use of hot and cold applications.

313. Football Technique. 3 term hours. Mr. Read.
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. Build-
ing and formations of plays, generalship, signal systems, and scouting. Some
problems of the coach. Study of the rules.

315. Basketball Technique. 3 term hours. Mr. Read.
Theory and practice of basketball coaching. History and development of
the game; study of offensive and defensive systems, with an exposition of
underlying fundamentals and principles. Training and conditioning. Study
of rules. Classroom work supplemented with practice on gymnasium floor.

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

319. Track and Field Technique. 3 term hours. Mr. Smith.
The best accepted forms of starting, hurdling, distance running, pole
vaulting, discus and javelin throwing, sprinting. Study of physical condi-
tion affecting speed, endurance, and fatigue. The selection and preparation
of contestants for the different track and field events. Managing and offi-
ciating of games and meets. Study of rules. Practice on the track.

404. Organization and Administration of Physical Education. 4 term 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.

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

ISABEL CRANE

MARY BOTTJE

Marion Spalding

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

The required gymnastic costume consists of black circular bloomers and white blouse. A gray tank suit is required for swimming. This equipment may be purchased at the Co-operative Store.

Students are not permitted to earn more than one credit in physical education in any one term and are not given credit for more than three terms of the same activity.

PHYSICAL EDUCATION PRACTICE

201. Tennis. Miss Bottje, Miss Spalding.


Practice of form for the various shots, with some work on the course.

203. Folk Dancing. Miss Crane.

Folk dances, country dances, and clogs.

207. Archery. Miss Spalding.

208. Tap Dancing. Miss Bottje.


Badminton, ring tennis, shuffle board.

234. Physical Education. Miss Crane.

A survey of the needs and interests of children along physical education lines and presentation of suitable activities.

PHYSICAL EDUCATION THEORY

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

For description of course, see page 66.

PHYSICS

WALTER G. MARBURGER

JOHN W. HORNBECK

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

Although it is desirable that students start their college physics with the course in mechanics, exceptions may be made to this requirement in the case of students enrolled in the summer.
166. **Practical Radio.** 4 term hours. Prerequisite: High-school physics. Mr. Marburger.

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

Classroom, 4 double periods a week; laboratory, 1 double period a week.

203A. **Mechanics and Sound.** 5 term hours. Prerequisite: High-school physics and trigonometry. Mr. Hornbeck.

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

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

203B. **Heat and Light.** 5 term hours. Prerequisite: Mechanics and Sound 203A. Mr. Marburger. A general course dealing with the phenomena of heat and light.

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

203C. **Magnetism and Electricity.** 5 term hours. Prerequisite: Mechanics and Sound 203A. Mr. Marburger.

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

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

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

210. **Astronomy.** 4 term hours. Mr. Hornbeck.

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

404. **Advanced Laboratory Physics.** Credit dependent upon work accomplished. Prerequisite: Mechanics and Sound 203 A, B, C and experience in other courses offered in this department. Mr. Marburger, Mr. Hornbeck.

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

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**RURAL EDUCATION**

**Wm. McKinley Robinson**  
**Anna L. Evans**  
**Ernest Burnham**

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

- Facilities for training for work in rural education available at Western State Teachers College, page 33.
- Certificates granted, pages 53, 54, 55.
- Curricula offered, pages 53, 54, 55.
- Attention is called to the course in Music Appreciation 106A, which is especially designed for students in one-teacher, consolidated, and village schools.

**101. Curriculum.** 4 term hours. Miss Evans.

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

201B. Rural Education. (Economics). 4 term hours. Mr. Robinson.
This course attempts to increase specific understanding in rural economics. The work of the term concludes with a study of the possibilities of elementary and secondary rural-school instruction in vocational subjects.
Note.—Rural Education 201C will be offered in the summer term, 1937.

203. Rural Sociology. 4 term hours. Dr. E. Burnham.
This course will present the materials of the several excellent up-to-date textbooks in rural sociology and will make students aware of the research and constructive activities of the national and state associations working in this field. The results of the work of the experiment stations in social research in small communities under the federal subsidy provided by the Purnell Act will be kept in view.

230R. Principles of Teaching. 3 term hours. Miss Evans.
A study of the general principles of teaching, with particular application to rural-school situations. Textbook discussions, supplementary reading, and observations in the training school are required. Prerequisite to practice teaching.

404. Rural Education. 2 term hours. Prerequisite: Consent of instructor. Dr. E. Burnham.
In this course, a college textbook in rural sociology will be studied, and supplementary reading will be directed and discussed. The organization of the class will be on the problem basis, enabling students to choose among the A, B, and C parts of the work, which are taken in consecutive terms in the regular academic year.

SMITH BURNHAM
HOWARD F. BIGELOW
ERNEST BURNHAM
HOWARD L. HOAG
LEONARD C. KIRCHER

SOCIAL SCIENCES

ROBERT R. RUSSEL
NANCY E. SCOTT
G. EDITH SEEKELL
DAVID C. SHILLING
CHARLES R. STARRING

ECONOMICS

201A. Principles of Economics. 4 term hours. Mr. Hoag.
A study of the fundamental principles of economics and their application to some of the more important of our economic problems. Special emphasis is placed upon the laws of price, the fundamental principles involved in production, and the principles underlying our monetary and banking systems. A few problems such as those presented by the business cycle, inter-regional trade, business organization, and marketing are frequently included.
Note.—Principles of Economics 201 A and B form a single course in Principles of Economics, and are prerequisite to advanced work in the field. A student planning to take only a single term's work in economics should consult with the instructor before electing Economics 201A.

201B. Principles of Economics. 4 term hours. Prerequisite: Principles of Economics 201A. Mr. Hoag.
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.
204. Economics of Consumption. 4 term 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 201A and 201B as a year's sequence for students preparing to teach social science in junior high school.

301. Public Finance. 4 term hours. Prerequisite: Principles of Economics 201 A, B. Mr. Bigelow.
A study of public expenditure, revenues, debts, and problems of fiscal administration. Deals with the characteristics of and trends in public expenditures; the sources of government income; the principles and problems of taxation; an analysis of typical modern taxes, such as the general property tax, income tax, inheritance tax, and customs duties; the use of public credit; and the budget system and other methods of fiscal administration.

HISTORY

102. History of Greece. 4 term hours. Miss Seekell.
After a brief survey of ancient Oriental civilization, this course deals with the political, social, and cultural life of the Greek people from their earliest history to the breaking up of the Empire of Alexander the Great. Emphasis is placed upon our debt to the Greeks for the elements which they contributed to modern civilization.

106A. Modern Europe, 1500-1763. 4 term hours. Mr. Trumble.
A study of the Reformation and the religious wars which followed it, the struggle between Spain and England, the rise of the Dutch republic, the growth of absolutism in France, the establishment of parliamentary supremacy in England, the rise of Russia and Prussia, and the world-wide colonial conflict between France and Great Britain.

106B. Modern Europe, 1763-1870. 4 term hours. Mr. Trumble.
European life in the eighteenth century, the French Revolution, the era of Napoleon, the industrial revolution, reaction after 1815, the rise of democracy and nationality in the nineteenth century.

106C. Modern Europe, 1870 to the Present Time. 4 term hours. Dr. Scott.
The history of the Third French Republic, political and social reform in England, the German Empire, the problem of the Near East, the expansion of Europe in Asia and Africa, international relations, the World War, and the problems of reconstruction.

201A. United States History to 1815. 4 term hours. Mr. Starring.
This course begins with the European background of American history, traces the origin and growth of the colonies, considers their relation to the mother country, gives special attention to the causes and course of the Revolution and to the beginnings of state and national government, and concludes with the study of the Federalist and Jeffersonian periods.

201B. United States History, 1815-1877. 4 term hours. Dr. Russel.
This course treats the history of the rising West, the influence of the frontier, the industrial revolution and its consequences, the rise of democracy, the slavery controversy, the Civil War, and the period of reconstruction.

201C. United States History, 1877 to the Present Time. 4 term hours. Mr. Starring.
The industrial development of the United States; the coming of big business, the organization of labor; settlement of the Far West; recent industrial,
social, and political problems and the efforts to solve them; America as a world power and its part in the Great War; and the history of recent years.

202. Teaching of the Social Studies. 4 term hours. Prerequisite: Two college courses in history. Mr. Burnham.

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

301C. United States History, 1848-1865. 3 term hours. Prerequisite: United States History 201 A, B, C. Mr. S. Burnham.

This course treats the rise of sectionalism, the struggle over the extension of slavery into the territories, the crisis of 1860, the Southern Confederacy, and the Civil War.

304. Latin American History. 3 term hours. Dr. Russel.

A survey of the history of the Latin-American countries. Particular attention is given to the political, the economic, and the social institutions and problems of Latin America.

306. World War. 3 term hours. Dr. Scott.

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

POLITICAL SCIENCE

A college course in United States history is prerequisite to all courses in this department.

201A. National Government. 4 term hours. Mr. Shilling.

A study of the national government of the United States, including its structure, functions, and operations, with special stress on the last two.

201C. Practical Politics. 4 term hours. Prerequisite: National Government 201 A or State and Local Government 201B. Mr. Shilling.

A detailed study of the nature and activities of the political parties of the United States, including their rise, development, and mechanism. Elections, ballots, and civil service are given emphasis. Some use is made of laboratory materials.

SOCIOLOGY

201A. Society and the Individual. 4 term hours. Mr. Kercher.

A discussion of the psychological approach to the study of sociology. Some consideration is given to the biological basis of personality and social life. The chief emphasis is upon the social origin and character of human nature and individuality.

201B. Social Organization. 4 term hours. Prerequisite: Society and the Individual 201A. Mr. Kercher.

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

203. **Rural Sociology.** 4 term hours. Dr. E. Burnham.
For description of course see Department of Rural Education, page 84.

301C. **The Family.** 4 term hours. Prerequisite: Society and the Individual 201A, Social Organization 201B. Dr. E. Burnham.
A historical study of the institution of marriage, followed by a careful analysis of modern family disorganization and its social significance. In general, attention will be centered on the normal rather than on the definitely pathological family.

**SPEECH**

**CARROLL P. LAHMAN**

**101A. Fundamentals of Speech.** 4 term hours. Mr. Lahman.
The basic course for all work in the department. A study and application of the fundamental principles underlying the use of the voice and body for effective communication.

**101B. Fundamentals of Speech.** 4 term hours. Prerequisite: Fundamentals of Speech 101A. Miss Lindblom.
Further study of principles, with additional opportunity for individual practice.

**120. Informal Public Speaking.** 4 term hours. Prerequisite: Fundamentals of Speech 101A, B. Spring term. Miss Lindblom.
Introductory study of the rhetorical principles of public speech and audience psychology. The primary aim is to develop clear thinking, and ease and effectiveness in speaking. Frequent opportunity for platform work is given.

**201. Parliamentary Usage.** 2 term hours. Mr. Lahman.
Designed for upperclassmen who desire some knowledge of how to organize meetings and conduct business according to parliamentary procedure. Study of such matters as motions and their order of precedence, committees and their duties, and election of officers. Constant application in the classroom of the principles studied.

**TRAINING SCHOOL**

**PRACTICE TEACHING**

The Campus Training School is open in the summer session from 9:00 A. M. to 12:00 M. Courses in observation and practice teaching are offered.
Practice-teaching assignments are reserved for students who have not been in residence during the other terms, and for those who can complete the work for a life certificate. Since the number of such opportunities is limited, application should be made to the director of the Training School well in advance of the summer-session enrollment day.
Pupil enrollment is by application. Children of students attending the summer session are among those accepted, but reservations must be made in advance. The work is designed to furnish profitable experience for the children, rather than to provide opportunity for the making up of grades by those who have failed of promotion.
Students enroll for teaching at the Training School office on enrollment day. At this time assignment is made to a definite grade and supervisor.
Class meetings with the supervisors are held Mondays, Tuesdays, Thursdays and Fridays, 7:30-8:30 A.M. Meetings with the director are held Wednesdays 7:00-8:00 A.M. All who enroll for teaching must reserve the hours from 8:00 to 12:00.

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

301, 302. Practice Teaching. 4 term hours each. Prerequisite: General Psychology 200, Principles of Teaching 230, adequate academic and professional training in the subject or subjects to be taught, and one-fourth as many honor points as term hours of credit earned. Mr. Ellsworth, grade and special supervisors.

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

305. Theory and Observation. 4 term hours. Prerequisite: Maturity and teaching experience. Mr. Ellsworth, grade and special supervisors.

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration Building</td>
<td>20</td>
</tr>
<tr>
<td>Administration, officers of</td>
<td>8</td>
</tr>
<tr>
<td>Admission, requirements for</td>
<td>22</td>
</tr>
<tr>
<td>Advanced credits</td>
<td>24</td>
</tr>
<tr>
<td>Advanced professional courses</td>
<td>35</td>
</tr>
<tr>
<td>Advisers</td>
<td>18</td>
</tr>
<tr>
<td>Advisory system</td>
<td>21.33</td>
</tr>
<tr>
<td>Agriculture, equipment for</td>
<td>65</td>
</tr>
<tr>
<td>Alumni Association</td>
<td>23</td>
</tr>
<tr>
<td>American Country Life Association</td>
<td>34</td>
</tr>
<tr>
<td>Art Collection</td>
<td>35</td>
</tr>
<tr>
<td>Art Curriculum</td>
<td>42</td>
</tr>
<tr>
<td>Art, description of courses</td>
<td>65</td>
</tr>
<tr>
<td>Band, credit for</td>
<td>25</td>
</tr>
<tr>
<td>Barracks</td>
<td>20</td>
</tr>
<tr>
<td>Biology, description of courses</td>
<td>65</td>
</tr>
<tr>
<td>Biology, equipment for</td>
<td>21</td>
</tr>
<tr>
<td>Buildings and material equipment</td>
<td>20</td>
</tr>
<tr>
<td>Bureau of Educational Measurement and Research</td>
<td>35</td>
</tr>
<tr>
<td>Burnham Rural Life Fund</td>
<td>34</td>
</tr>
<tr>
<td>Business Administration</td>
<td>50</td>
</tr>
<tr>
<td>Business Administration Curriculum</td>
<td>43</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>25</td>
</tr>
<tr>
<td>Calendar announcements, 1936-1937</td>
<td>4</td>
</tr>
<tr>
<td>Certificates and degrees</td>
<td>26</td>
</tr>
<tr>
<td>Certificates, renewal of</td>
<td>28</td>
</tr>
<tr>
<td>Chemistry, description of courses</td>
<td>64</td>
</tr>
<tr>
<td>Chemistry, equipment for</td>
<td>21</td>
</tr>
<tr>
<td>Classification of students</td>
<td>31</td>
</tr>
<tr>
<td>Class load</td>
<td>32</td>
</tr>
<tr>
<td>Commerce Curriculum</td>
<td>44</td>
</tr>
<tr>
<td>Commerce, description of courses</td>
<td>67</td>
</tr>
<tr>
<td>Commerce, equipment for</td>
<td>20</td>
</tr>
<tr>
<td>Committees of the faculty</td>
<td>17</td>
</tr>
<tr>
<td>Conditions of admission</td>
<td>23</td>
</tr>
<tr>
<td>Co-operative Store</td>
<td>36</td>
</tr>
<tr>
<td>Country Life Association</td>
<td>34</td>
</tr>
<tr>
<td>County Commissioners’ Conference</td>
<td>34</td>
</tr>
<tr>
<td>Courses of instruction</td>
<td>65-88</td>
</tr>
<tr>
<td>Credit relations with other colleges</td>
<td>33</td>
</tr>
<tr>
<td>Credits, transfer of</td>
<td>24</td>
</tr>
<tr>
<td>Credit, unit of</td>
<td>31</td>
</tr>
<tr>
<td>Curricula advisers</td>
<td>18</td>
</tr>
<tr>
<td>Curricula enrollers</td>
<td>18</td>
</tr>
<tr>
<td>Debate, credit for</td>
<td>25</td>
</tr>
<tr>
<td>Debate Scholarship and Loan Fund</td>
<td>34</td>
</tr>
<tr>
<td>Degrees and certificates</td>
<td>26</td>
</tr>
<tr>
<td>Dentistry</td>
<td>59</td>
</tr>
<tr>
<td>Degree requirements</td>
<td>39</td>
</tr>
<tr>
<td>Details of departmental courses</td>
<td>65-88</td>
</tr>
<tr>
<td>Directions for correspondence</td>
<td>2</td>
</tr>
<tr>
<td>Early Elementary Curriculum</td>
<td>45</td>
</tr>
<tr>
<td>Early Elementary Education</td>
<td>71</td>
</tr>
<tr>
<td>Economics, description of courses</td>
<td>84</td>
</tr>
<tr>
<td>Education, description of courses</td>
<td>69</td>
</tr>
<tr>
<td>Employment</td>
<td>31</td>
</tr>
<tr>
<td>Engineering</td>
<td>60</td>
</tr>
<tr>
<td>English, description of courses</td>
<td>72</td>
</tr>
<tr>
<td>Enrollers</td>
<td>18</td>
</tr>
<tr>
<td>Enrollment, instructions for</td>
<td>31</td>
</tr>
<tr>
<td>Entertainments, etc.</td>
<td>38</td>
</tr>
<tr>
<td>Entrance requirements</td>
<td>22</td>
</tr>
<tr>
<td>Equipment</td>
<td>20</td>
</tr>
<tr>
<td>Excursions</td>
<td>36</td>
</tr>
<tr>
<td>Expenses</td>
<td>28</td>
</tr>
<tr>
<td>Extension Department</td>
<td>29</td>
</tr>
<tr>
<td>Extra studies</td>
<td>32</td>
</tr>
<tr>
<td>Faculty</td>
<td>9</td>
</tr>
<tr>
<td>Pannie Ballon Memorial Fund</td>
<td>34</td>
</tr>
<tr>
<td>Fees, tuition, etc.</td>
<td>28</td>
</tr>
<tr>
<td>Five-Year Certificate curricula</td>
<td>27</td>
</tr>
<tr>
<td>Forestry</td>
<td>60</td>
</tr>
<tr>
<td>French, description of courses</td>
<td>79</td>
</tr>
<tr>
<td>General Degree Curriculum</td>
<td>58</td>
</tr>
<tr>
<td>Geography, description of courses</td>
<td>73</td>
</tr>
<tr>
<td>Geology, equipment for</td>
<td>21</td>
</tr>
<tr>
<td>German, description of courses</td>
<td>79</td>
</tr>
<tr>
<td>Glee Club, credit for</td>
<td>25</td>
</tr>
<tr>
<td>Goldsworthy Scholarship</td>
<td>35</td>
</tr>
<tr>
<td>Graduation fees</td>
<td>28</td>
</tr>
<tr>
<td>Graduation requirements</td>
<td>39</td>
</tr>
<tr>
<td>Grouping, subject</td>
<td>39</td>
</tr>
<tr>
<td>Gymnasia for men</td>
<td>20</td>
</tr>
<tr>
<td>Gymnasia for women</td>
<td>21</td>
</tr>
<tr>
<td>Handwriting</td>
<td>74</td>
</tr>
<tr>
<td>Harvey Memorial Loan Fund</td>
<td>35</td>
</tr>
<tr>
<td>Health Service</td>
<td>29</td>
</tr>
<tr>
<td>History of Institution</td>
<td>19</td>
</tr>
<tr>
<td>History and Social Science</td>
<td>85</td>
</tr>
<tr>
<td>Home Economics Curriculum</td>
<td>46</td>
</tr>
<tr>
<td>Home Economics, description of courses</td>
<td>74</td>
</tr>
<tr>
<td>Home Economics, equipment for</td>
<td>20</td>
</tr>
<tr>
<td>Honor points</td>
<td>22</td>
</tr>
<tr>
<td>Housing accommodations</td>
<td>29</td>
</tr>
<tr>
<td>Housing regulations</td>
<td>24</td>
</tr>
<tr>
<td>Identification photos</td>
<td>32</td>
</tr>
<tr>
<td>Journalism</td>
<td>61</td>
</tr>
<tr>
<td>Junior High School Curriculum</td>
<td>49</td>
</tr>
<tr>
<td>Katherine Mulry Johnson Scholarship</td>
<td>35</td>
</tr>
<tr>
<td>Kleinstueck Preserve</td>
<td>36</td>
</tr>
<tr>
<td>Late enrollment fee</td>
<td>28</td>
</tr>
<tr>
<td>Later Elementary Curriculum</td>
<td>48</td>
</tr>
<tr>
<td>Latin, description of courses</td>
<td>75</td>
</tr>
<tr>
<td>Law</td>
<td>61</td>
</tr>
<tr>
<td>Lectures and entertainments</td>
<td>36</td>
</tr>
<tr>
<td>Library Building</td>
<td>20</td>
</tr>
<tr>
<td>Library Methods</td>
<td>25</td>
</tr>
<tr>
<td>Life certificates</td>
<td>26-82</td>
</tr>
<tr>
<td>Life Certificate Curricula</td>
<td>41</td>
</tr>
<tr>
<td>Loan Fund</td>
<td>37</td>
</tr>
<tr>
<td>Location of institution</td>
<td>19</td>
</tr>
<tr>
<td>Lunchroom</td>
<td>25</td>
</tr>
<tr>
<td>Majors and Minors</td>
<td>63-64</td>
</tr>
<tr>
<td>Manual Arts Building</td>
<td>20</td>
</tr>
<tr>
<td>Manual Arts Curriculum</td>
<td>49</td>
</tr>
<tr>
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