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.
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CALENDAR ANNOUNCEMENTS
1937-1938

SUMMER SESSION—1937

Wednesday, June 30.................. Registration of students
Thursday, July 1.......................... Recitations begin
Friday noon, August 6.................. Summer session ends

FALL TERM—1937

Monday, September 20 to Wednesday, September 22........ Freshman Days
Tuesday, September 21.......................... Registration of freshmen
Wednesday, September 22.......................... Registration of upper classmen
Thursday, September 23.......................... Recitations begin
Wednesday noon, Nov. 24, to Monday November 29........ Thanksgiving recess
Wednesday noon, December 15.................. Fall term ends

WINTER TERM—1938

Monday, January 3.......................... Registration of students
Tuesday, January 4.......................... Recitations begin
Friday noon, March 25.................. Winter term ends

SPRING TERM—1938

Monday, April 4.......................... Registration of students
Tuesday, April 5.......................... Recitations begin
Friday, June 17.......................... Spring term ends
Saturday, June 18.......................... Alumni Day
Sunday, June 19.......................... Baccalaureate address
Monday, June 20.......................... Commencement

SUMMER SESSION—1938

Monday, June 29.......................... Registration of students
Tuesday, June 28.......................... Recitations begin
Friday noon, August 5.................. Summer session ends

FALL TERM—1938

Monday, September 19 to Wednesday, September 21........ Freshman Days
Tuesday, September 20.......................... Registration of freshmen
Wednesday, September 21.......................... Registration of upper classmen
Thursday, September 22.......................... Recitations begin
Wednesday noon, November 23, to Monday, November 28.. Thanksgiving recess
Wednesday noon, December 14.................. Fall term ends
PROGRAM OF SUMMER SESSION EVENTS—1937
JUNE 21-26

Field Course in Conservation. A week will be spent in the open, twenty miles northeast of Gaylord, Michigan, in the 77,000 acre Pigeon River State Forest. Two term hours credit will be given for completion of the work involved. Enrollment limited. The work will be directed by Miss Argabright, Mrs. DeWitt, Dr. Kenoyer, Miss Hadley, Mr. Paquin, Dr. Pirne, Mr. Rochester and Dr. Smith.

PRE-SUMMER SESSION
WEDNESDAY, JUNE 23 TO WEDNESDAY, AUGUST 11

Special Summer Course for Rural Teachers

A seven weeks' course will be given through the cooperation of the W. K. Kellogg Foundation and the College. For further information see Department of Rural Education, page 89.

FIRST WEEK (JUNE 30-JULY 2)

Wednesday, June 30—Registration.
Thursday, July 1—3 P. M.—Matinee Tour. Kalamazoo State Hospital.
3-5 P. M.—Faculty tea and reception for students. Library and Men's Union Club Rooms.
8 P. M.—Feature Entertainment—Richard Finnie, F. R. G. S., Writer, Lecturer, Traveler.
Friday, July 2, 9 A. M.—General Assembly*.

SECOND WEEK (JULY 5-JULY 10)

Throughout the week special conferences in the social studies will be in session. Conferences will be under the direction and personal leadership of Professor J. Lynn Barnard, head of the Department of Political Science, Ursinus College, and from 1920-1927 Director of the Social Studies, Pennsylvania Department of Public Instruction.

Tuesday, July 6—9 A. M.—General Assembly.
Wednesday, July 7—3 P. M.—Matinee Tour. Kalamazoo Vegetable Parchment Company. A visit to "The world's model paper mill."
8:30 P. M.—Quadrangle Evening Hour for Faculty and Students.
Thursday, July 8—3 P. M.—Matinee Tour. Kellogg Bird Sanctuary. Famous bird retreat in the Gull Lake area.
8 P. M.—Feature Entertainment—Tony Sarg, Cartoonist.

THIRD WEEK (JULY 12-JULY 17)

During this week educational exhibits of textbooks and school supplies will be displayed.

*General assemblies are usually but not always held on Tuesday mornings at nine o'clock. Additional general assemblies and special conferences will be announced later when arrangements for them have been completed.
Tuesday, July 13—1 P. M.—Matinee Tour. The Upjohn Company. Manufacturers of high grade pharmaceuticals.

8:00 P. M.—Feature Entertainment—Paul Fleming, Magician.

Wednesday, July 14—3 P. M.—Matinee Tour. Kalamazoo State Hospital. Observation of patients in wards and industry.

3-5 P. M.—Tea for faculty and students. Women’s Club Room.

Thursday, July 15—3 P. M.—Matinee Tour. W. K. Kellogg Cereal Company, Battle Creek. Students may see for themselves how their breakfast food is made.

Saturday, July 17—5 A. M.—Excursion to Greenfield Village and Edison Institute at Dearborn.

FOURTH WEEK (JULY 19-JULY 24)

Tuesday, July 20—9 A. M.—General Assembly*. Address by Professor Jacob C. Meyer of Western Reserve University.

3 P. M.—Feature Entertainment—DePaul Players.


8:30 P. M.—Quadrangle Evening Hour for faculty and students.

Thursday, July 22—3 P. M.—Matinee Tour. Kalamazoo State Hospital. Visit to various corridors to observe types of nervous diseases.

Friday, Saturday, Sunday—July 23, 24, 25—Annual socio-civic excursion to Chicago. Leave campus 3 o'clock Friday afternoon. Return to campus midnight Sunday.

FIFTH WEEK (JULY 26-JULY 31)

During this week there will be special lectures and conferences dealing with health and the educational problems intimately connected with that topic.

Tuesday, July 27—9 A. M.—General Assembly.

7 P. M.—Matinee Tour. Pretty Lake Vacation Camp. Beautiful site, superior equipment, for the rehabilitation of underprivileged children.

Wednesday, July 28—3 P. M.—Matinee Tour. New Borgess Hospital. Most modern general hospital in this area.

3-5 P. M.—Tea for faculty and students. Women’s Club Room.


SIXTH WEEK (AUGUST 2-AUGUST 5)

Monday, August 2—8 P. M.—Feature Entertainment—Latvian Singers.

Tuesday, August 3—3 P. M.—Matinee Tour. State Hospital. Clinic on types of mental diseases.

Wednesday, August 4—4-6 P. M.—Faculty reception and tea to honor graduates. Women’s Club Room.

Thursday, August 5—8 P. M.—Commencement Exercises.
THE STATE BOARD OF EDUCATION

THE HON. FRANK CODY ........................................... President
MRS. EARL F. WILSON ........................................... Vice-President
THE HON. EUGENE B. ELLIOTT .................................. Secretary
THE HON. WYNAND WICHERS .................................... Member


THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

DR. EUGENE B. ELLIOTT


THE OFFICERS OF ADMINISTRATION

PAUL V. SANGREN, Ph. D. ........................................ President
DWIGHT B. WALDO, A. M., LL.D. ................................ President Emeritus
JOHN C. HOEKJE, A. B. ......................................... Registrar
BERTHA S. DAVIS .................................................. Dean of Women
RAY C. PELLETT, A. M. .......................................... Dean of Men
FRANK E. ELLSWORTH, A. M. ................................. Director of the Training School
HEROLD C. HUNT, A. M. ................................. Associate Director of Teacher Training
THE FACULTY

The Department of Agriculture

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

The Department of Art

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.

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

ELAINE L. STEVENSON, A.M.
B.A.E., The Art Institute of Chicago; A.M., Ohio State University; Quint Studio of Pottery; Church School of Art; Columbus School of Art.

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

The Department of Biology

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

BORGMAN, WALLACE, M.D.
A.B., Kalamazoo College; M.D., Northwestern University.

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

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

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

The Department of Chemistry

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

ROBERT J. ELDREDGE, S.M.
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The Department of Commerce

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

GEORGE A. KIRBY, A.M.
B.Ed., Western Illinois State Teachers College; A.M., Columbia University; Defiance College; University of Illinois.
The Department of Education and Psychology

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

JANE A. BLACKBURN, A.M.
B.Ed., Illinois State Normal University; B. S., A. M., Teachers College, Columbia University, University of Illinois.

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

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

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

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

IVER N. MADSEN, Ph.D.
B.S., Coe College; A.M., Ph.D., State University of Iowa, Professor of Education and Head of Department of Tests and Measurements, State Teachers College, Lewiston, Idaho.

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

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

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

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

ELMER H. WILDS, Ed.D.

The Department of English

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

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

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

LORENA M. GARY, A.M.
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B.S., Northwestern State Teachers College, Maryville, Missouri; A.M., University of Washington; University of Iowa; Columbia University.

LUCILLE A. NOBBS, A.M.
A.B., Kalamazoo College; A. M., University of Michigan; The University of Chicago; University of Jena, University of Grenoble.
ELEANOR RAWLINSON, A.B.
A.B., Western State Teachers College; Albion College; The University of Chicago.

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A.B., Albion College; A.M., Teachers College, Columbia University.

The Department of Geography and Geology

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

JAMES H. GLASGOW, A.M.
B. Ed., Illinois State Normal University, A. M., Clark University, The University of Chicago.

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

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

The Department of Handwriting

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

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, A.M., R.N.
B.S., A.M., Columbia University; Mary Miller Hayes School of Nursing; Western Reserve University.

The Department of Home Economics

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

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

The Department of Industrial Arts

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

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

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

ELMER C. WEAVER, A.M.
B.S., A. M., Teachers College, Columbia University.
The Department of Languages

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

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

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

The Department of Mathematics

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

GROVER C. BARTOO, A.M.
A.B., A. M., University of Michigan.

HAROLD BLAIR, A.M.
B.S., A. M., University of Michigan.

CHARLES H. BUTLER, Ph.D.
Ph.B., A.M., University of Chicago; Ph.D., University of Missouri; Head of Department of Mathematics, Junior and Senior High School, School of Education, University of Missouri.

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

The Department of Music

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

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

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

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

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

The Department of Physical Education for Men

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

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

J. TOWNER SMITH, B.S.
B.S., Western State Teachers College; University of Michigan.
The Department of Physical Education for Women

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

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

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

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

The Department of Physics

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

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

The Department of Rural Education

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

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

ANNE HOLDFORD, A.M.
Teachers College, Columbia University; Rural Supervisor, Bethlehem Central Schools, Delmar, New York.

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

The Department of Social Sciences

GEORGE O. COMFORT, A.M.
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HOWARD L. HOAG, A.M.
A.B., Kalamazoo College; A.M., University of Florida; Northwestern University, Instructor in Economics, William Penn College, Oskaloosa, Iowa.

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

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

WILLIAM L. PATTY, Ph.D.
A.B., University of Michigan; A. M., Teachers College, Columbia University; Ph.D., Columbia University.

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

RUSSELL H. SEIBERT, Ph.D.
A.B., College of Wooster; A. M., The University of Chicago; Ph.D., Ohio State University.

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

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

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

The Department of Speech

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

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

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

The Campus Training School

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

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

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

VIOLA M. CASSIDY, A.M.
B.S., Western Reserve University; A. M., Teachers College, Columbia University; Ohio State University.

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

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

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

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

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

LOUISE S. STEINWAY, A.M.
B.S., A.M., Columbia University, University of Southern California.
LOUISE F. STRUBLE, B.S.
B.S., Western State Teachers College; Chicago School of Applied Art; Pennsylvania State College; The University of Chicago; The Art Institute of Chicago.

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

FRANCES M. THOMPSON, A.M.
B.S., A.M., George Peabody College for Teachers; Teachers College, Columbia 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. Hoekje ........................................... Registrar
Sara Ackley .................................................... Manager, Co-operative Store
Blanche Draper ................................................ Teachers College Herald
Homer M. Dunham ............................................... Publicity
Eva Falk ........................................................ Entrance Credentials
Margaret Feather ............................................... Clerk, Dean of Men
Alice Haefner .................................................. Recorder
Bernice Hesselink ............................................. Financial Secretary
Edna Hirsch .................................................... Clerk, Main Office
Lloyd Jesson .................................................... Secretary to the President
Eunice Jones ................................................... Clerk, Dean of Women
Ethel M. Winn ................................................ Clerk, High School Office
Cornelius MacDonald .......................................... Receiving Clerk
Maxine MacDonald ........................................... Clerk, Records Office
Grace Moore ................................................... Manager, Cafeteria
Eleanor Linden ................................................ 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, 1939
   Hugh Ackley, Katherine A. Mason, D. C. Shilling
   Terms Expire May, 1938
   Ernest Burnham, Anna Evans, Howard Corbus
   Terms expire May, 1937
   Wm. McKinley Robinson, Charles R. Starring, Louise S. Steinway

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

3. Members ex-officio
   President Paul V. Sangren
   Registrar John C. Hoekje.
## Faculty Committees

### Summer Session 1937

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<td>Pre-Professional</td>
<td>Bartoo</td>
</tr>
<tr>
<td>Rural Education</td>
<td>E. Burnham</td>
</tr>
<tr>
<td>Senior High School</td>
<td>Shilling</td>
</tr>
<tr>
<td>Special Education</td>
<td>Hilliard</td>
</tr>
<tr>
<td>Unclassified</td>
<td>Bartoo</td>
</tr>
</tbody>
</table>

| 4. Curriculum Enrollers | |
| Curriculum | Enrollees |
| Art | Anderson, Stevenson |
| Business Administration | P. Moore, Pennell |
| Commerce | Pennell, Kirby |
| Early Elementary | Blackborn |
| General Degree | Bartoo, Blair |
| Home Economics | M. Moore, C. Smith |
| Industrial Arts | Sherwood, Weaver |
| Junior High School | Henry, Brown, Heathcote |
| Later Elementary | Mason, Argabright |
| Music | Maybee, Britton |
| Physical Education—Men | Hyames, M. Gary |
| Physical Education—Women | Worner, Stephen |
| Pre-Professional | Bartoo, Blair |
| Rural Education | E. Burnham, Evans |
| Senior High School | Wilds, Shilling, Berry, Nobbs |
| Special Education | Hilliard |
| Unclassified | Bartoo, Blair |

| 5. Faculty Meetings | Sangren, Carter, P. Moore, Fox |
| 6. Friendship | Cooper, M. Moore |
| 7. General Advisory | McCracken, Ellsworth, Spindler |
| 8. Health | Borgman, Davis, Hyames, E. Walker, Worner |
| 9. Placement | Ellsworth, Brown, Cooper, Davis, Hillard, Hyames, Mason, Sangren, Spindler |
| 10. Scholarship and Extra Studies | Hoekje, Carter, Davis, Kraft, Spindler |
| 12. Student Activities | Starring, Davis, Hoekje, Hyames, Knauss, Shaw |
| 13. Student Loan Fund | Hoekje, Davis, Spindler |
| 14. Summer Session | F. Moore, Cooper, Fox, Heathcote, Hilliard, Hoekje, Hunt, Maybee, Shilling, Steele |

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 1936, 1409 students of collegiate rank were enrolled; 64 life certificates and 13 limited certificates were granted, and 111 degrees conferred. Steady attendance indicates that these sessions have been found of distinct service to prospective and experienced teachers.

THE THIRTY-FOURTH SUMMER SESSION

The thirty-fourth summer session will open June 30, and continue until August 6. Students will be enrolled and classified on Monday, June 28. Instruction will begin in all classes on Tuesday, June 29. The majority of the instructors will be members of the regular staff. Departments so arrange their work that it is possible for students to pursue sequences from summer to summer.

LOCATION

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

The site of the college is one of unusual beauty. Five of the buildings stand upon a hill, which rises a hundred feet above the broad plain of the old glacial Lake Kalamazoo, where are now the celery fields and much of the business and residence part of the city, and through which 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 Industrial 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 woodwork, forging, sheet metal, machine shop, foundry, pattern making, and gas-engine and automobile repair work. The drafting room receives north and west light. Washrooms and shower baths adjoin the locker room.

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

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

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

6. The Men's Gymnasium was erected in 1925. Its size and equipment make possible adequate training of varsity basket ball 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 Commerce occupies part of this building. A complete equipment of typewriters, filing cabinets, duplicating machines, etc., has been provided, so that students may have an opportunity to become familiar with modern mechanical office devices.

The Department of Education and Psychology. All the instruments necessary for standard introductory and advanced courses in psychology are at the disposal of the student. Chronoscopes, kymographs, tachistoscopes, color mixers, erographs, 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 in 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.

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

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

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

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

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

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

- Advanced algebra ½ or 1 unit
- Solid geometry ½ unit
- Trigonometry ½ unit
- Physics 1 unit

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

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

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

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

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

1. 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Science (physics, chemistry, botany, or zoology)</td>
<td>1</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>1</td>
</tr>
</tbody>
</table>

II. Additional units from List A

III. Additional units from List A or B

Total: 15

List A

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra, 1, 1½ or 2 units</td>
<td>Greek, 2 or 3 units</td>
</tr>
<tr>
<td>Botany, ½ or 1 unit</td>
<td>History, 1, 2, or 3 units</td>
</tr>
<tr>
<td>Chemistry, 1 unit</td>
<td>Latin, 2, 3, or 4 units</td>
</tr>
<tr>
<td>Economics, ½ unit</td>
<td>Physics, 1 unit</td>
</tr>
<tr>
<td>English, 3 or 4 units</td>
<td>Physiography, ½ or 1 unit</td>
</tr>
<tr>
<td>French, 2, 3, or 4 units</td>
<td>Physiology, ½ unit.</td>
</tr>
<tr>
<td>Geology, ½ unit</td>
<td>Spanish, 2, 3, or 4 units</td>
</tr>
<tr>
<td>Geometry, 1 or 1½ units</td>
<td>Trigonometry, ½ unit</td>
</tr>
<tr>
<td>German, 2, 3, or 4 units</td>
<td>Zoology, ½ or 1 unit</td>
</tr>
</tbody>
</table>
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.

**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 nearly 14,000. The Alumni Secretary's office is in the Administration Building. In this office information regarding any alumnus or alumna may be obtained. The Kardex filing system 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 States Teachers College, confers degrees and grants teachers certificates as follows:

1. The Degree of Bachelor of Arts.
2. The Degree of Bachelor of Science.
   Note: No Life Certificate will be granted after June 30, 1939.
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, presenting at least 8 term hours of acceptable resident credit earned before June 20, 1932, will be allowed to complete a three-year life certificate course, if the work shall be accomplished before September 1, 1936. Provided further, that after September 1, 1936, no person shall be eligible for a life certificate on any curriculum requiring less than 192 term hours (4 years)."

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

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

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

Note 3. A candidate presenting credits as a graduate of a Michigan County Normal School and who in addition thereto presents entrance credits satisfying the requirements of this institution shall be granted—
   1. For the Life Certificate, 40 term hours;
   2. For the Five Year Certificate, 40 term hours.

CREDITS ORDINARILY ACCEPTED FROM COUNTY NORMAL

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits (Term 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."

RENAMEING OF CERTIFICATES

County Normal Certificate
After June 30, 1936, the previously defined County Normal Certificate will no longer be issued. Graduates of the county normal training schools will be candidates for the County Limited Certificate.

Second Grade Certificate and Teacher's College Five-Year Certificate
After June 30, 1936, the previously defined State Second Grade Certificate and Teacher's College Five-Year Certificate will no longer be issued. The graduates of the prescribed two-year teacher training courses will be candidates for the State Limited Certificate.

First Grade Certificate
a. After June 30, 1939, the certificate previously defined as the First Grade Certificate will no longer be valid. In its place candidates will apply for the State Limited Renewal Certificate. The holder of a State First Grade Certificate which will expire on or after June 30, 1936, shall, after meeting the requirements stated above, apply for the State Limited Renewal Certificate.

b. After June 30, 1939, the previously defined Special Exemption First Grade Certificate will no longer be valid. The Special Exemption State Limited Certificate may be granted to previous holders of special exemption certificates who have met the legal requirements of Act 147 of the Public Acts of 1891, as amended. Application must be made before the expiration of each successive certificate held.

Life Certificate
After June 30, 1939, certificates previously defined as the Michigan College Life, Michigan Normal Life, and other state life certificates will no longer be issued. The graduates of the approved four year teacher training courses will be candidates for the Elementary or Secondary Provisional Certificate.

THE STATE LIMITED CERTIFICATE AND RENEWAL

A. State Limited Certificate
   Description. This certificate may be issued to a candidate who has satisfactorily completed a two-year course of study (96 term hours or 64 semester hours) as authorized by the State Board of Education, in an institution approved by the State Board for the purpose of training candidates for this certificate.
   Validity. The State Limited Certificate is valid for a period of three years from date of issue and qualifies the holder to teach in any Primary School District, or in any graded school district not maintaining grades above the eighth.

B. State Limited Renewal Certificate
   Description. This certificate may be issued to the holder of a State Limited Certificate or a State Limited Renewal Certificate who has
earned 16 term hours (10 semester hours) of college credit since the date of issue of the last certificate held. Eight term hours (five semester hours) must be earned as residence credit and not to exceed four term hours (three semester hours) may be in correspondence credit. The credit earned must be applicable toward the requirements of the curriculum approved for the State Provisional Certificate.

Validity. Same as for State Limited Certificate.

THE COUNTY LIMITED CERTIFICATE AND RENEWAL

A. County Limited Certificate

Description. This certificate may be issued to a candidate who has satisfactorily completed the prescribed course of study in a Michigan county normal training school.

Validity. This certificate is valid for a period of two years from the date of issue, and qualifies the holder to teach in the county where the county normal is situated in any Primary School District employing not more than two teachers. Any such certificate shall become valid as above specified in any other county when endorsed by the State Board of Education.

B. County Limited Renewal Certificate

Description. This certificate may be issued to the holder of a county Limited Certificate who has earned 16 term hours (10 semester hours) of college credit since the date of issue of the County Limited Certificate, the credit having been earned in an accredited or approved institution. Eight term hours (five semester hours) must be earned as residence credit and not to exceed four term hours (three semester hours) may be in correspondence credit. The credit earned must be applicable toward the requirements of the curriculum prescribed for the State Limited Certificate and the State Provisional Certificate.

Validity. Same as for the County Limited Certificate.

Number of Renewals. Only two County Renewal Limited Certificates will be issued to any one candidate. To be qualified for teaching at the expiration of the second County Limited Renewal Certificate, the candidate must qualify for a State Limited or higher certificate.

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 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 $7.50 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>Type of Certificate</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five-Year Certificate curricula</td>
<td>$2.00</td>
</tr>
<tr>
<td>Life Certificate curricula</td>
<td>3.00</td>
</tr>
<tr>
<td>Degree curricula</td>
<td>3.00</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 refunds 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 30.00</td>
</tr>
<tr>
<td>Laundry</td>
<td>0.00 to 5.00</td>
</tr>
<tr>
<td>Textbooks and supplies</td>
<td>8.00 to 12.00</td>
</tr>
<tr>
<td>Incidents</td>
<td>8.00 to 12.00</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>12.50</td>
</tr>
</tbody>
</table>

Total for 6 weeks $67.50 to $95.50

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 education institution.

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

HEALTH SERVICE

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

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

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

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

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

THE HERALD

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

Each 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 directed teaching, (5) a record of his previous teaching experience, if any, and (6) the general rating of the Placement Committee. The records also include ability and personality ratings and photographs. 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 and advanced study in other institutions. 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. A 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:

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

The above classification relates to eligibility for participation:

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

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>
<td>Not to be counted</td>
</tr>
<tr>
<td>E</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td></td>
</tr>
</tbody>
</table>

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 becomes 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

I. Course Numbering and Availability

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

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

II. Explanation of Numbering

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

2. All fundamental, consecutive, coherent courses are numbered as follows:
   a. The number 100 is reserved for fundamental courses having no high school prerequisite.
   b. The number 101 is reserved for fundamental courses having as prerequisites one year (or fraction thereof) of high school work.
   c. The number 102 is reserved for fundamental courses having as prerequisites two years of high school work.
   d. The number 103 is reserved for fundamental courses having as prerequisites three years of high school work.
   e. The number 104 is reserved for fundamental courses having as prerequisites four years of high school work.
3. All other courses primarily intended for freshmen are numbered serially beginning with 105.

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

5. All consecutive courses are numbered sequentially.

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

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

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

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

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 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.
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.

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 in 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 71-74. 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 conducts the intelligence examinations of students of the college; it will send representatives to visit schools and school systems that wish to begin testing work to instruct 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. Twelve thousand trees were planted one arbor day, and frequent plantings of trees and shrubs have been made since.

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 1937. 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 gymnasiums, 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 directed 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 directed teaching assignments will be made in the city summer schools in junior-high classes and in the later-elementary grades. Application for enrollment for directed teaching should be made to the Director of the Training School well in advance of the opening of the summer session.
DETAILS OF CURRICULA

GENERAL REGULATIONS

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

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

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

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

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

PURPOSE AND CONTROL OF MICHIGAN STATE TEACHERS COLLEGE

The Constitution of the State of Michigan [Act XI, Sec. 10] places the State Teachers Colleges under the authority of the State Board of Education subject to such regulations as may be prescribed by Legislature. In 1903 (Public Acts 203) the Legislature decreed: “The State Board of Education is hereby authorized and required to prescribe the courses of study for students, to grant such diplomas and degrees and issue such licenses and certificates to the graduates of the several normal schools of the state as said State Board of Education shall determine.”

From time to time the Legislature has also defined the objectives and scope of work of the Teachers Colleges. It has repeatedly declared that the purpose of these institutions “shall be the instruction of persons in the art teaching and in all the various branches pertaining to the public schools of the state of Michigan” [Act 139, P. A. 1850; Act 192, P. A. 1889; Act 51, P. A. 1889].

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

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

Objectives and General Scope of Curricula

"The program of study outlined for the first two years in the curricula of the Michigan State Teachers College 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 College or for more advanced work elsewhere.

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

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

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

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

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

SUBJECT GROUPINGS

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

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

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

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

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

Group V. Fine Arts
   Arts; Music
Group VI. Practical Arts
   Agriculture; Commerce; Home Economics; Industrial Arts

Group VII. Physical Education and Health
   Health; Physical Education

Degree Requirements

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

- Group I ..................................................... at least 20 term hours
- Group II ..................................................... at least 20 term hours
- Group III ..................................................... at least 20 term hours
- Group IV ..................................................... at least 24 term hours
- English Composition .................................... at least 9 term hours

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

1. Not more than 64 term hours may be taken in any one subject.
2. At least two-thirds of the work beyond the second year must be in courses not open to first-year students.
3. The student must complete a major subject of at least 36 term hours and at least one minor subject of not less than 24 term hours. (See pages 64, 65). Credits in the required English composition and credits in Education which are required in general on all curricula do not count toward majors and minors.
4. No candidate shall be eligible for the Bachelor's degree who has not done at least 48 term hours of work in residence and who has not been in residence during the term immediately preceding graduation.
5. Courses must be selected so that the requirements in some one of the life certificate curricula are fulfilled. (In certain cases this requirement may be waived.)

Degrees

BACHELOR OF ARTS

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

BACHELOR OF SCIENCE

"1. The student who regularly completes a curriculum conforming to the degree requirements and embracing more than 48 term hours from Groups IV, V, VI, VII, is eligible for the degree of Bachelor of Science.
"2. The student who otherwise qualifies for the degree of Bachelor of Arts and who has earned at least 84 term hours in Group II may at his option receive the degree of Bachelor of Science instead of Bachelor of Arts."

SPECIAL NOTE

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

1. All freshmen must carry Rhetoric 106 A, B, C.
2. At the end of the sophomore year women students must have had at least three terms of physical education and men students must have had at least eight class hours of physical education. All candidates for a degree must have obtained a credit in library methods and must have had five terms of physical education or its equivalent. In their five terms of physical education, women must include one individual sport and one team sport.
3. In general, freshmen should not elect two courses in a single department in the same term.
4. All students who expect to receive a degree must present at least 12 term hours of credit in rhetoric.
5. Not more than a total of 96 term hours of credit from Groups IV, V, VI, and VII may be accepted for either the Bachelor of Arts or the Bachelor of Science degree.
6. Before being admitted to the regular program of work of the third year, a candidate for a teaching certificate shall have earned at least 12 term hours in each of the Groups I, II, and III. He shall have maintained at least a C average for work already completed and shall give evidence of his fitness for teaching.
7. To satisfy the minimum requirements in Groups I, II, and III, the student shall not present a series of isolated courses.
8. All students who are planning to pursue the program of work of the third and fourth years leading to certification are required to present a credit in General Psychology 200 or its equivalent. This course is not required in the General Degree curriculum. (See Special Note, page 40).
9. All students who expect to obtain a degree and teaching certificate are required to present credits in the following courses: Educational Psychology 250 A, B; Principles of Teaching 251; Public Education in Michigan 353; Directed Teaching 371, 372.
10. A student will not be permitted to carry directed teaching if he is deficient in honor points.
11. All candidates for the degree and teaching certificate must have spent at least thirty-six weeks in residence at the college.

THE CURRICULA

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

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

1. Degree and Life Certificate Curricula
   Art ................................................................. 43
   Commerce ....................................................... 44
### Curriculum Overview

<table>
<thead>
<tr>
<th>Department</th>
<th>Page</th>
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<td>Early Elementary</td>
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<td>Home Economics</td>
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<td>Industrial Arts</td>
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<td>Later Elementary</td>
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<td>Music</td>
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<tr>
<td>Physical Education for Men</td>
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<td>Physical Education for Women</td>
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<tr>
<td>Rural Elementary</td>
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<td>Rural High School</td>
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</tr>
<tr>
<td>Senior High School</td>
<td>56</td>
</tr>
<tr>
<td>Special Education</td>
<td>57</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

B.S. Degree

(For the preparation of teachers and supervisors of art)

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

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

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

Group IV. Education
   Educational Psychology 250 A, B ........................................ 6 term hours
   Principles of Teaching 251 ............................................. 3 term hours
   Public Education in Michigan 353 .................................... 4 term hours
   Art Observation 300 T ................................................ 4 term hours
   Art Supervision 302 T ............................................... 4 term hours
   Directed Teaching 370, 371, 372 ..................................... 12 term hours

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

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

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

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

**B.S. Degree**

*For the preparation of teachers of commerce and economics. Students interested in general business administration are advised to consult the General Degree curriculum, page 58 and the Pre-Professional Business Administration suggestions on page 59.*

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

<table>
<thead>
<tr>
<th>Group II. Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology, botany, chemistry, geology, physics, zoology</td>
</tr>
<tr>
<td>Mathematics 100 A, B, C; or 103 A, B, C; or 104 A, B, C</td>
</tr>
<tr>
<td>General Psychology 200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III. Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Economics 220 A, B</td>
</tr>
<tr>
<td>Electives in Economics</td>
</tr>
<tr>
<td>United States History 201 C</td>
</tr>
<tr>
<td>Economic Development of the United States 312</td>
</tr>
<tr>
<td>Political science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group IV. Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 250 A, B</td>
</tr>
<tr>
<td>Principles of Teaching 251</td>
</tr>
<tr>
<td>Public Education in Michigan 353</td>
</tr>
<tr>
<td>Principles of Secondary Commercial Education 303T</td>
</tr>
<tr>
<td>Teaching of Handwriting 100</td>
</tr>
<tr>
<td>Directed Teaching 371, 372</td>
</tr>
</tbody>
</table>

Select two of the following courses:
- Teaching of Shorthand and Typewriting 300T | 2 term hours
- Teaching of Bookkeeping 301T | 2 term hours
- Teaching of Junior Business Science 302T | 4 term hours

<table>
<thead>
<tr>
<th>Group VI. Practical Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Business 110</td>
</tr>
<tr>
<td>Retail Selling and Store Service 330</td>
</tr>
<tr>
<td>General Clerical Practice and Machine Operation 340</td>
</tr>
</tbody>
</table>

From the following select nine courses
(in sequences of three) totaling 33 term hours:
- Shorthand and Typewriting 100 A, B, C | 12 term hours
- Accounting 210 A, B, C | 12 term hours
- Accounting 310, 311, 312 | 12 term hours
- Business Law 320 A, B, C | 9 term hours

33 term hours

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

**Electives** | 20-23 term hours

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

B.S. Degree

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

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

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

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

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

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

Group VII. Physical Education and Health
   Physical education: Women are required to take five terms,
      including one individual sport, one team sport, and Early
      Elementary Physical Education 330.
   Electives ................................................................. 38 term hours

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

B.S. Degree

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

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

Group II. Science
   Chemistry 105 A, B, C .................................................. 12 term hours
   Biology 101 A, B .......................................................... 8 term hours
   Household Physics 202 .................................................... 2 term hours
   General Psychology 200 ................................................... 5 term hours

Group III. Social Science
   Economics of Consumption 223 .......................................... 4 term hours
   Principles of Sociology 241A ............................................ 4 term hours
   Electives (including four term hours of Political Science) .... 12 term hours

Group IV. Education
   Educational Psychology 250A, B ........................................ 6 term hours
   Principles of Teaching 251 ............................................... 3 term hours
   Public Education in Michigan 353 ...................................... 4 term hours
   Teaching of Home Economics 300T ..................................... 4 term hours
   Problems in Home Economics Education 301T ......................... 4 term hours
   Directed Teaching 371, 372, 373 ...................................... 12 term hours

Group V. Fine Arts
   Elementary Design 105 .................................................... 4 term hours
   Costume Design 109 ....................................................... 4 term hours
   Home Furnishings 221 ..................................................... 4 term hours

Group VI. Practical Arts
   Introductory Home Economics 100 ...................................... 2 term hours
   Introductory Home Economics 110 ...................................... 2 term hours
   Textiles 103 ............................................................... 2 term hours
   Clothing 105 .............................................................. 3 term hours
   Foods 111 ................................................................. 4 term hours
   Clothing 205 .............................................................. 4 term hours
   Nutrition 210 .............................................................. 4 term hours
   Foods 310 ................................................................. 4 term hours
   Home Management 330 ..................................................... 4 term hours
   Home Nursing 331 ......................................................... 3 term hours
   Home Management Practice 333 ......................................... 4 term hours
   Family Relations 335 ..................................................... 2 term hours
   Child Care 337 ............................................................ 3 term hours
   Consumer Buying 339 ..................................................... 4 term hours
   Optional in home economics or related subjects .................... 8 term hours

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

Electives ................................................................. 15 term hours

Note.—A course in library methods is required.
INDUSTRIAL ARTS CURRICULUM

B.S. Degree

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

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

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

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

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

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

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

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

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

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

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

3. Ordinarily students will be required to take Applied Mathematics 112 and Electricity 160. Those who elect a year of college Physics are not required to take either Applied Mathematics 112 or Electricity 160. Those who elect a year of college Mathematics are not required to take Applied Mathematics 112.
JUNIOR HIGH SCHOOL CURRICULUM
(A.B. or B.S. Degree)

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

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

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

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

Group IV. Education
Educational Psychology 250 A, B .............................................. 6 term hours
Principles of Teaching 251 ..................................................... 3 term hours
Public Education in Michigan 353 ......................................... 4 term hours
Principles of Secondary Education 320 .................................. 4 term hours
Special Methods (e.g. Teaching of Geography 300T) ............... 4 term hours
Directed Teaching 371, 372, 373 ........................................... 12 term hours
Teaching of Handwriting 100 ................................................ 2 term hours

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

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

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

A.B. or B.S. Degree

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

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

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

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

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

Group VII. Physical Education and Health
Physical Education: Women are required to take five terms, including one individual sport, one team sport, and Later-Elementary Physical Education 331.
Electives ............................................................................ 60 term hours

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

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

Group V
Later Elementary Music 107
Art Structure 106

2. A course in library methods is required.
MUSIC CURRICULUM

B.S. Degree

(For the preparation of teachers and supervisors of music)

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

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

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

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

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

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

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

Note.—1. A course in library methods is required.
   2. Membership in the orchestra or vocal ensemble is required of all students
      during the entire four-year course.
PHYSICAL EDUCATION FOR MEN CURRICULUM

B.S. Degree

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

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

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

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

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

Group VII. Physical Education and Health
History of physical Education 206 .................................... 3 term hours
First Aid and Athletic Training 306 .................................... 4 term hours
Principles and Technique of Gymnastic Teaching 305 .................... 3 term hours
Kinesiology 308 .......................................................... 4 term hours
Fundamentals and Technique of Football 208 .......................... 3 term hours
Fundamentals and Technique of Basketball 209 ......................... 3 term hours
Physiology of Exercise 307 ............................................. 3 term hours
Fundamentals and Technique of Baseball 210 .......................... 3 term hours
Fundamentals and Technique of Track and Field 211 ................... 3 term hours
Anthropometry 309 ........................................................ 4 term hours
General Athletics 105 A, B, C ......................................... 3 term hours
Swimming 310 .............................................................. 1 term hour
Camping and Scouting 207 ............................................... 4 term hours
Advanced Athletics 205 A, B, C ....................................... 3 term hours
Playground and Community Recreation 320 ............................ 4 term hours

Electives (not in physical education) .................................... 24 term hours

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

B.S. Degree

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

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

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

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

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

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

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

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

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

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

A.B. or B.S. Degree

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

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

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

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

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

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

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

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

Group II
Rural School Agriculture 105
Hygiene 112
Biological Nature Study 231, Physical Nature Study 232, or Biological Nature Study 233

Group IV
Arithmetic 101
Teaching of Geography 300T
Teaching of the Social Studies 300T
Psychology of Reading 212
Stories for Childhood 206
School Supervision 361

Group V
Art Structure 106
Industrial Art 110
Rural School Music 109

Group VI
Home Economics 120 or equivalent

Group VII
Health Education 185

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. Language and Literature ........................................ 12 term hours
Rhetoric (in addition) .................................................. 9 term hours

Group II. Science
Arithmetic 101 ................................................................... 4 term hours
Nature Study 231, 232, 233 or Agriculture 105 ...................... 4 term hours
Introductory Geography 105 A, B ........................................ 8 term hours

Group III. Social Science
Rural Economics 240 .......................................................... 4 term hours
Rural Sociology 240 ........................................................... 4 term hours
Elective ............................................................................. 4 term hours

Group IV. Education
Principles of Teaching 240R ............................................... 3 term hours
Directed Teaching 271 ....................................................... 4 term hours
Curriculum 145 ................................................................. 4 term hours
Rural Education 340 .......................................................... 4 term hours
Teaching of Handwriting 100 .............................................. 2 term hours

Group V. Fine Arts
Music 109 ........................................................................... 4 term hours
Art Structure 106 .............................................................. 4 term hours

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

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

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.

*Subject to revision.
RURAL HIGH SCHOOL CURRICULUM

A.B. or B.S. Degree

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

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

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

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

Group IV. Education
    Educational Psychology 250 A, B .......... 6 term hours
    Principles of Teaching 240K .............. 3 term hours
    Public Education in Michigan 353 ....... 4 term hours
    Rural Education 340 ..................... 4 term hours
    Rural Education (advanced courses) ...... 6 term hours
    Directed Teaching 371, 372 ............. 8 term hours

Group VII. Physical Education and Health
    Physical education: Women are required to take five terms, including one individual sport, one team sport, and Junior- and Senior-High School Physical Education 332. Men are required to take a minimum of fourteen class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)
    Electives .................................. 84 term hours

Note.—1. A course in library methods is required.
    2. One major sequence consisting of 36 term hours is required.
    3. One minor sequence consisting of 24 term hours is required.
    4. The major and the minor must involve subjects regularly taught in the high school grades.
    5. Students must also present two sequences, other than the major and the 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 106, 107, 108; Soils 201; Farm Crops 292; Horticulture 203; also, if desired, Rural School Shop 203 A, B, C. The remaining sequences should be chosen with the consent of the adviser.
### SENIOR HIGH SCHOOL CURRICULUM

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

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

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

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

<table>
<thead>
<tr>
<th>Group III. Social Science</th>
<th>20 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including four term hours of political science.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Group IV. Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 250 A, B</td>
<td>6 term hours</td>
</tr>
<tr>
<td>Principles of Teaching 251</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Public Education in Michigan 353</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Principles of Secondary Education 320</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Directed Teaching 371, 372</td>
<td>8 term hours</td>
</tr>
</tbody>
</table>

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

| 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 the minor must involve subjects regularly taught in the senior-high-school grades.
5. Students must also present a sequence, other than the major and the minor, consisting of at least 12 term hours.
### SPECIAL EDUCATION CURRICULUM

**B.S. Degree**

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

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

**Group II. Science**  
- General Biology 100 A, B, C  
  = 12 term hours  
- Hygiene 112 (or Health Education 190)  
  = 4 term hours  
- General Psychology 200  
  = 5 term hours  
- Abnormal Psychology 305  
  = 4 term hours  
  Total: 24 term hours

**Group III. Social Science**  
- Principles of Sociology 241 A, B; Modern Social Problems 242  
  = 12 term hours  
- Political science  
  = 4 term hours  
- Elective  
  = 4 term hours  
  Total: 20 term hours

**Group IV. Education**  
- Educational Psychology 250 A, B  
  = 6 term hours  
- Principles of Teaching 251  
  = 3 term hours  
- Education of Exceptional Children 331  
  = 4 term hours  
- Mental Tests 307  
  = 4 term hours  
- Mental Deficiency 332  
  = 4 term hours  
- Mental Hygiene 335 A, B, C  
  = 6 term hours  
- Methods of Teaching Subnormal Children 337  
  = 2 term hours  
- Public Education in Michigan 353  
  = 4 term hours  
- Teaching of Handwriting 100  
  = 2 term hours  
- Directed Teaching 371, 372, 373  
  = 12 term hours  
  Total: 30 term hours

**Group V. Fine Arts**  
- Illustrative Handwork 107  
  = 4 term hours

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

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

- Electives  
  = 58 or 60 term hours

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

2. One of the courses in practice teaching must be with normal children, and the other two with subnormal children.

3. The degree and the life certificate are conferred on the successful completion of the above curriculum. The Special Education Certificate is awarded to those who maintain a high average of scholarship and who, in addition, have had at least one year of successful teaching experience.
GENERAL DEGREE CURRICULUM
A.B. or B.S. Degree
(For liberal and pre-professional education)

Students who do not have in mind preparation for teaching may elect basic courses which provide a general education or which satisfy preliminary requirements for other professional curricula. When such a program of work is carried on for four years and conforms to the degree requirements stated on pages 40 to 42, except the professional requirements in Group IV and such other special requirements as concern professional training for teaching, the degree of Bachelor of Arts or Bachelor of Science may be granted without the life certificate.

Group Requirements

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

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

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

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

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

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

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

PRE-PROFESSIONAL COURSES

The amount of college training required by leading universities in preparation for the various professions, such as law, medicine, dentistry, etc., has in late years been materially increased. Dentistry, formerly requiring 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

**Rhetoric 106 A, B, C** ........................................ 9 term hours
**Trigonometry and Algebra 103 A, College Algebra and Analytic**
  **Geometry 103 B, C** ........................................ 15 term hours
  or
**College Algebra and Analytic Geometry 104 A, B, C** ........ 12 term hours
**General Biology 100 A, B, C** ................................ 12 term hours
  or
**General Chemistry 100 A, B, C** ................................ 15 term hours
**French, German, or Spanish 100 A, B, C** .................... 12 term hours

Second Year

**Introduction to Statistics 211, Mathematics of Finance 227** .... 8 term hours
**Accounting 210 A, B, C** .................................... 12 term hours
**General Psychology 200** .................................... 5 term hours
**Electives** .................................................. 12 term hours

Note.—1. Modern language or a laboratory science is recommended.
  2. A course in library methods is required.
  3. Women are required to take three terms of physical education. Men are required to take a minimum of eight class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)

DENTISTRY

First Year

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

Second Year

**Organic Chemistry 306 A, B, C** ................................ 15 term hours
**Mechanics and Sound 203 A, Heat and Light 203 B, Magnetism**
  and Electricity 203 C ......................................... 15 term hours
**Electives (social science, English literature, mathematics, psychology or modern language)** .................. 20 term hours

Note.—1. A course in library methods is required.
  2. Women are required to take three terms of physical education. Men are required to take a minimum of eight class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)
  3. If 1/2 unit of plane trigonometry is not presented by a student, the deficiency must be made up (Trigonometry 100 C, 4 hours college credit), before the study of physics is begun in the second year.
## ENGINEERING
### First Year

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

### Second Year

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

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

## FORESTRY
### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106 A, B, C</td>
<td>9 t.h.</td>
</tr>
<tr>
<td>Trigonometry and Algebra 103 A, College Algebra and Analytic Geometry 103 B, C</td>
<td>15 t.h.</td>
</tr>
<tr>
<td>or College Algebra and Analytic Geometry 104 A, B, C</td>
<td>12 t.h.</td>
</tr>
<tr>
<td>General Biology 100 A, B, C</td>
<td>12 t.h.</td>
</tr>
<tr>
<td>General Chemistry 100 A, B, C or 101 A, B, C</td>
<td>15 t.h.</td>
</tr>
</tbody>
</table>

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveying 210</td>
<td>4 t.h.</td>
</tr>
<tr>
<td>Introduction to Statistics 211</td>
<td>4 t.h.</td>
</tr>
<tr>
<td>General Botany 221 A, B, C</td>
<td>12 t.h.</td>
</tr>
<tr>
<td>Mechanics and Sound 203 A, Heat and Light 203 B</td>
<td>8 t.h.</td>
</tr>
<tr>
<td>Geology 330 A</td>
<td>4 t.h.</td>
</tr>
<tr>
<td>Principles of Economics 220 A, B</td>
<td>8 t.h.</td>
</tr>
<tr>
<td>Electives</td>
<td>8 t.h.</td>
</tr>
</tbody>
</table>

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

First Year

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

Second Year

History of American Literature 120 ............................... 4 term hours
General Psychology 200 ................................................ 5 term hours
Principles of Sociology 241 A, B; Modern Social Problems 242 12 term hours
National Government 230 A, State and Local Government 230 B, Practical Politics 230 C 12 term hours
Principles of Economics 220 A, B ................................ 8 term hours
Financial Organization 221 ......................................... 4 term hours
or
Economic Development of the United States 312 .......................... 3 term hours
Electives .................................................................. 3 or 4 term hours

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

2. Women are required to take three terms of physical education. Men are required to take a minimum of eight class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)

3. Since journalists are using the typewriter constantly, it is of great advantage to the student to acquire facility in typing. It is strongly recommended that the student who is not already a proficient typist should take Personal Typewriting 99 (without college credit.)

LAW

(Combined course in letters and law)

First Year

Rhetoric 106 A, B, C .................................................. 9 term hours
Trigonometry and Algebra 108 A, College Algebra and Analytic Geometry 108 B, C 12 term hours
or
General Chemistry 100 A, B, C ....................................... 15 term hours
or
General Biology 100 A, B, C .......................................... 12 term hours
English History 109 A, B, C ......................................... 12 term hours
Latin, French, German, or Spanish 100 A, B, C ............ 12 term hours

Second Year

English Literature 110 A, B, C ....................................... 12 term hours
or
Shakespeare 214 A, B, C ............................................. 9 term hours
United States History 201 A, B, C ................................ 12 term hours
Principles of Economics 220 A, B, and Financial Organization 221 .................................................. 12 term hours
French, German, or Spanish 102 A, B, C ....................... 12 term hours

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

2. Women are required to take three terms of physical education. Men are required to take a minimum of eight class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)
MEDICINE

First Year
Rhetoric 106 A, B, C ........................................ 9 term hours
General Biology 100 A, B, C .................................. 12 term hours
General Chemistry 100 A, B, C or 101 A, B, C ............... 15 term hours
French or German 100 A, B, C .................................. 12 term hours

Second Year
English Literature 110 A, B, C ................................ 12 term hours
Organic Chemistry 306 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 242 A, B, C .................................. 12 term hours
General Psychology 200 ........................................... 5 term hours
Qualitative Analysis 201 A, B .................................. 8 term hours
French or German .................................................. 12 term hours

(Two 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 is required.

2. Women are required to take three terms of physical education. Men are required to take a minimum of eight class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)

3. First class medical colleges require 90 semester hours (3 years) of college credit for entrance in addition to high school graduation. If two units of high school Latin are not presented by a student, the deficiency must be made up without college credit. If ½ unit of plane trigonometry is not presented by a student, the deficiency must be made up (Trigonometry 100 C, 4 hours college credit), before the study of physics is begun in the second year.

PHARMACY

First Year
Rhetoric 106 A, B, C ........................................ 9 term hours
Trigonometry and Algebra 103 A, College Algebra and Analytic
Geometry 103 B, C ............................................. 15 term hours
or
College Algebra and Analytic Geometry 104 A, B, C ........... 12 term hours
General Chemistry 100 A, B, C or 101 A, B, C ............... 15 term hours
French or German 100 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 220 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 a minimum of eight class hours of physical education are required. (A class hour is to be interpreted to mean one hour of class work for one term.)
### SOCIAL WORK

#### First Year

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

#### Second Year

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

#### Third Year

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

#### Fourth Year

- Any one of the following (if needed to complete 3 required courses in advanced sociology):
  - **Rural Sociology** 245 ........................................ 4 term hours
  - **Population** 343 .............................................. 4 term hours
  - **Principles of Social Work** 348 ................................ 4 term hours
- Any two of the following:
  - **Social Case Work** 349 .................................... 4 term hours
  - **Social Group Work** 350 ................................... 4 term hours
  - **Psycho-Educational Problems** 300 ....................... 3 term hours

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

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

2. Women are required to take five terms of physical education, including one individual sport and one team sport. Men are required to take a minimum of fourteen class hours. (A class hour is to be interpreted to mean one hour of class work for one term.)
INTERPRETATION OF MAJOR, MINOR, AND GROUP REQUIREMENTS

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

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

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

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

3. Two or more courses are "consecutive, coherent courses" when they involve direct or logical relationships with each other, either because of essential prerequisites or because of obvious supplementation or for both reasons. Thus College Algebra and Analytic Geometry 104 A, B, C, and Calculus 205 A, B, C are "consecutive, coherent courses" because a knowledge of college algebra and analytic geometry is an essential prerequisite to Calculus, and Calculus 205 A is essential to successful work in Calculus 205 B, etc. Similarly, Comparative Government 333 A, B constitute "consecutive, coherent courses" with a series of courses in modern European history, because of the obvious way in which an understanding of the latter is supplemented by a knowledge of the former.

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

5. It should be understood that "isolated" or short sequential requirements of particular curricula may at the same time be applied to meet parts of the requirements in majors, minors, or groupings. For example, the Department of Home Economics makes a requirement of twelve hours of chemistry. There is no reason why this should not be combined with twelve hours of additional, well-selected work in chemistry or some other closely related science to constitute a minor of twenty-four hours. Early-elementary-education majors have a specific requirement of eight hours in art. There is no reason why this art might not be combined with sixteen additional hours of art to constitute a minor. For majors in physical education for men it is specified that eight hours in biology and sixteen hours in physiology and hygiene are required. There is no reason why this requirement might not satisfy either the minor sequence or the group requirement. A student may
not, however, satisfy the requirements for a major or minor or a grouping in English by the application of the twelve hours of required rhetoric.

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

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

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

**History Major**

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

**Related Social Science Minor**

12 Political science
12 Economics

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

REYNOLD G. OAS

105. Rural School Agriculture. 4 term hours. Mr. Oas.
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.

Note.—For information regarding the significance of course numbers and credit for courses see page 32.

ART

SELMA E. ANDERSON

ART SELMA E. ANDERSON

106. 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. Offered each term. Miss Clark.
Problems relating to interests in primary grades, worked out in wood, paper, clay, and other mediums. Required of early-elementary students.

110. Industrial Art. A term hours. Offered each term. Miss Anderson.
Problems in handwork naturally evolving from a study of how the world provides itself with food, clothing, shelter, and utensils; how it puts itself on record; and of modes of transportation.

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

214. Commercial Art. 4 term hours. Prerequisite: Art structure 106. Fall term. Miss Stevenson.
This course is designed to offer special work in the study of advertising, drawing, and modern arrangement in contrasts of black, white, and color. Posters for school and business activities, monograms, greeting cards are made; lithograph, pencil, ink, and various color mediums are used.
BIOLOGY

HENRY N. GODDARD
LAVERNE ARGABRIGHT

WALLACE BORGMAN
THEODOSIA HADLEY

FRANK J. HINDS

100A. General Biology. 4 term hours. Mr. Hinds.
General life problems are considered and basic principles are developed through the study of (1) the general plan of organization of higher plants and animals and (2) the cell as the unit of organic structure. Unicellular organisms are considered with reference to their physiology, their adaptations, and their relation to human life. The organization of cells into tissues and organs is developed through the study of some of the simpler unicellular forms. Daily, including laboratory and field work.

ANATOMY, PHYSIOLOGY, AND SANITARY SCIENCE

112. Hygiene. 4 term hours. Desirable antecedents: General Biology 100 A, B. Dr. Borgman.
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.

211C. Physiology. 4 term hours. Prerequisites: General Biology 100 A, B, C. Desirable antecedents: Anatomy 211 A, B. Dr. Borgman.
The facts of physiology are presented, and stress is laid upon the relation of these facts to the interpretation of disease. Daily, including laboratory work.

ZOOGY

241. Insect Study. 4 term hours. Desirable antecedents: General Biology 100 A, B, C. Dr. Goddard.
Designed to offer a systematic study of the leading groups of insects. Life habits, structural adaptations, life histories, natural homes, classification, and economic importance are considered. Frequent field excursions are made for collection of material, identification, and study of habits. Methods of rearing living material and of preparing museum specimens are studied. Control of insects in relation to disease, destruction of crops, and household depredation is especially emphasized.

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.

235. Field Course in Conservation. 2 term hours. June 21-27, 1937, between spring and summer terms. Miss Argabright, Mrs. DeWitt, Miss Hadley, Dr. Kenoyer, Mr. Paquin, Dr. Pirne, Mr. Rochester and Dr. Smith.

The aim of this course is to develop an appreciation of the need of conserving our natural resources. The course will consist of lectures and field trips in botany, forestry, geology, and zoology. The course will be given at Pigeon River State Forest—a 77,000 acre forest of pines and hardwoods, rich in geologic formations, trees, flowers, forest animals, bird life, and fish—located twenty miles northeast of Gaylord. Field note-books will be kept and materials will be gathered for school collections. An examination will be given at the end of five days. A written report will be required within two weeks of the end of the trip. Students should provide themselves with clothing suitable for field trips, walking shoes, sweater or coat, and bird or field glasses. Baggage limit—one suitcase. The cost of five days for board, bed, bedding, towels, and washing will be $1.75 per day or $8.75 for the term; tuition and transportation, $6.25; total $15.00.

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.

CHEMISTRY

WILLIAM MCCRACKEN

Students preparing to teach chemistry in high schools must have as a minimum in chemistry either General Chemistry 100 A, B, and C, or General Chemistry 101 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.

100A. General Chemistry. 5 term hours. Dr. McCracken.

Classroom, 3 double periods a week; laboratory, 4 double periods a week. Note.—Courses 100A, 100 B, 100 C will be offered according to demand.

100B. General Chemistry. 5 term hours. Prerequisite: General Chemistry 100A. Mr. Eldridge.

Classroom, 3 double periods a week; laboratory, 4 double periods a week.

100C. General Chemistry. 5 term hours. Prerequisite: General Chemistry 100 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 100 A, B, C, or 101 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.
307S. 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.

COMMERCE

Eugene D. Pennell

100A. Shorthand and Typewriting (Beginning). 4 term hours. Mr. Kirby.

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 100B and 100C have been completed. See regular catalog for specific information.

200. Advanced Dictation and Secretarial Practice. 4 term hours. Prerequisite: Shorthand and Typewriting 100 A, B, C, or equivalent. Mr. Kirby.

An intensive course for the development of speed in taking shorthand notes and in transcribing on the typewriter. The work in shorthand and typewriting will be supplemented by instruction and practice in the ordinary duties of a secretary.

210A. Accounting (Beginning). 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.

303T. 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 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.
Courses in the Department of Education and Psychology are designed primarily to meet the professional needs of the student preparing to teach. Certain regulations are set up which affect all students.

Students in all curricula are required to take General Psychology 200 and Principles of Teaching 240 R or 251.

All students pursuing a curriculum for a life certificate and a degree are required to take as a minimum General Psychology 200 and 20 term hours of courses in education. The courses in education are distributed as follows:

- Educational Psychology 250 A, B
- Principles of Teaching 240 R or 251
- Public Education in Michigan 353—a total of 13 term hours, the remaining seven term hours being elective. The specific curricula, however, usually prescribe that this remaining requirement is to be met with one course involving a survey of the student's field of education (such as Later Elementary Education 212 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 43 to 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 measurements, administration and supervision, rural education, health education, and psychology. Certain special-methods courses giving education credit are available in other departments of the institution.

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

EDUCATION

145. Curriculum. 4 term hours. Miss Evans. For description see Department of Rural Education, page 88.

185. Health Education. 4 term hours. Miss Stankard, Miss Worner.

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

200. Early Elementary Education. 4 term hours. Offered each term. Not open to freshmen in fall term. Miss Stinson.

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

Note.—Courses 200 and 305 A, B constitute a year sequence, designed specifically for students preparing for teaching in the kindergarten, and first and second grades.
208. **Stories for Childhood.** 4 term hours. Prerequisite: Fundamentals of Speech 105 A, B. Offered each term. Miss Blackburn.

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

211. **Later Elementary Education.** 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B; Principles of Teaching 251. 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. Dr. Hilliard, Miss Spindler.

A summary of the results of the scientific studies made in the field of reading, with suggestions as to the bearing of these studies upon the materials and methods of teaching.

250A. **Educational Psychology.** 3 term hours. Prerequisite: General Psychology 200. Dr. Hilliard.

An application of the principles of psychology to education. The principal topics to be considered in this course are the meaning and scope of educational psychology, original nature, motivation, adjustment, mental hygiene, and the learning process.

250B. **Educational Psychology.** 3 term hours. Prerequisite: Educational Psychology 250 A. Mr. Carter.

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.

251. **Principles of Teaching.** 3 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B. Miss Spindler, 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.

305A. **Early Elementary Education.** 4 term hours. Prerequisite: Early Elementary Education 200, General Psychology 200. Offered each term. Miss Blackburn.

A study of criteria for the educative process. Students will work with large centers of interest in connection with curriculum practices in early elementary grades.

306. **Psychology of Childhood.** 4 term hours. Prerequisite: Early Elementary Education 305B, General Psychology 200, Educational Psychology 250 A, B. Offered each term. Miss Stinson.

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

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

320. Principles of Secondary Education. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B, Principles of Teaching 251. Mr. Heathcote.

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

321. The Secondary School Curriculum. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B, Principles of Teaching 251, Principles of Secondary Education 320. Dr. Wilds.

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

335A. Mental Hygiene. 2 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B. Dr. Madsen.

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

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

The mental hygiene of adolescence and adulthood. Topics considered are: development of adolescence from physical, physiological, emotional, social, and intellectual points of view; sex development in adolescence; adjustment and maladjustment in adolescence; personality disorders; phantasy; drug addiction; alcoholism; mental hygiene of religion; and maladjustment in college.

336. 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.

347. Rural Life (Seminar). 4 term hours. Dr. E. Burnham.

For description see Department of Rural Education, page 89.

353. Public Education in Michigan. 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 250 A, B, Principles of Teaching 251. 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.

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.

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

305. Abnormal Psychology. 4 term hours. Prerequisite: General Psychology 200. Dr. Henry.
A discussion of the nature and forms of mental abnormality.

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

307. Mental Tests. 4 term hours. Prerequisite: General Psychology 200. Educational Psychology 250 A, B, or its equivalent. Dr. Madsen.
The primary purpose of this course is to give the student careful training in the administration and interpretation of intelligence tests. About two-thirds of the course will be given over to supervised training in the administration of individual intelligence tests, emphasis being placed on the Binet tests. The remaining one-third of the course will be devoted to a more thorough training in the use and interpretation of group intelligence tests.

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

309. Psycho-Educational Problems. 3 to 6 term hours. Prerequisite: Abnormal Psychology 305, Mental Tests 307, or consent of the instructor. Mr. Carter.
Five one-hour periods each week, including staff conference. Clinical studies of pupils presenting psycho-educational problems, such as behavior difficulties and deficiencies in reading, spelling, and arithmetic. Work involving individual case studies, home visits, conferences, laboratory and clinical procedure. Theory and practice of the case study, including history and physical, psychological, and educational examinations, as well as remedial treatment, will be considered. Detailed work of the course is carried out under the direction of the Department of Research. Each student is required to select from the following instructors a counselor, who will direct his investigation and study: Dr. Hilliard, Dr. Henry, Mr. Carter, Miss Blackburn.

Note.—1. A student may profit by electing this course a second time. Repetition does not involve repetition of content, but additional practice in procedure.
2. This course may not be counted toward fulfillment of a minimum requirement in Group II.
105A. 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.

105B. Composition. 4 term hours. Prerequisite: Composition 105A. Miss Walker.
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. Mr. Foley, Miss Gary, Miss Nobbs, Miss VanHorn.
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. Chief American Poets. 4 term hours. Miss Walker.
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.

122. American Prose. 4 term hours. Miss Nobbs.
The work of this course consists of wide reading in the prose of Irving, Emerson, Hawthorne, Melville, Thoreau, and Mark Twain. This is supplemented by individual study of other prose writers as recent as Henry James and William Dean Howells.

202A. Representative English Poetry. 4 term hours. Miss Gary.
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 VanHorn.
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 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.
214A. Shakespeare (Tragedies). 4 term hours. Mr. Sprau.
The aim of this course is to introduce students to an intelligent, thoughtful reading of Shakespeare's tragedies. One or two plays are carefully studied in class. Three or four others are assigned for reading and criticism.

218B. The English Bible (N. T.). 4 term hours. Mr. Sprau.
A systematic study of the New Testament. All of the books are read, preferably in some modern translation, and some attention is given to their historical setting. Some acquaintance with the Old Testament is an advantage for the student, but familiarity with the Old Testament is not assumed in the course.

219. The Short Story. 4 term hours. Dr. Brown.
This course traces the development of the short story in England, France, and America, with an account of the various types and its general technique. The required reading will serve to acquaint the students with the best short stories and the method of teaching such material. Themes and reports are required.

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.

313. The Modern Novel. 4 hours credit. Dr. Brown.
A study of the tendencies in English and American prose fiction since 1898, together with wide reading from the chief novelists of the period. Book reviews and a long report will be required.

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.

GEOGRAPHY AND GEOLOGY

WILLIAM BERRY
JAMES GLASGOW

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

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

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

Some recommended sequences to meet particular interests are the following:

1. If major is history: 105 A, B or 305, 310, 315, and the regional geography of the continent of special interest.
2. If major is business administration or commerce: 105 A, B or 305 and 318.
3. If a major is general science: 105 A, B or 305, 320, 325 and Geology 230 or 330 A, B, C.

GEOGRAPHY

105A. Introductory Geography. 4 term hours. Mr. Glasgow.
An introductory study of the mutual relationships between man and the natural environment, with special emphasis upon types of climate and some of the adjustments which man makes to climatic conditions in selected regions.

105B. Introductory Geography. 4 term hours. Prerequisite: Introductory Geography 105A. Mr. Glasgow.
A study is made of the relationships between various human activities and the major elements of natural environment not studied in 105A.

206. United States and Canada. 4 term hours. Prerequisite: Introductory Geography 105 A, B or 305. Mr. Berry.
A study of the United States and Canada by geographic regions.

208. South America. 4 term hours. Prerequisite: Introductory Geography 105 A, B or 305. Miss Harrison.
The relationships between the combination of natural environmental conditions existing in each of the major geographic regions of the continent and the economic activities carried on therein. The place of South America in world trade.

300T. Teaching of Geography. 4 term hours. Prerequisite: Introductory Geography 105 A, B or 305. Desirable antecedent: Principles of Teaching. Miss Logan.
Objectives in the teaching of geography, evaluation and technique of visual aids, organization and presentation of textual materials, geographic tests.

307. Asia. 4 term hours. Prerequisite: Introductory Geography 105 A, B or 305 and one regional course. Miss Logan.
An interpretation of the major geographic regions of Asia. Especial emphasis will be given to the organization of materials into geographic units.

320. Field Geography. 4 term hours. Prerequisite: Introductory Geography 105 A, B or 305. Mr. Berry.
An intensive study is made of various type areas within the Kalamazoo vicinity with the purpose of observing how agriculture, industrial development, transportation, commercial organization, and the urban pattern have made adjustment to these areas. The course is based primarily upon field work and affords training in observing geographical facts, field note-taking, and detailed mapping of areas studied. Required of students who desire recommendation to positions in the field of geography.

GEOLOGY

230. Geology. 4 term hours. Miss Harrison.
The work of streams, underground water glaciers, wind, and waves in creating earth features; common rocks and rock-forming minerals; the
origin of mountains; the nature of the geologic record; the geologic time table; the history of past changes in the location of areas of land and sea; periods of mountain building and of degradation and deposition; past climates.

Note.—This is a general cultural course, similar to survey courses in chemistry and biology. Students desiring a full year's work in geology should elect Geology 330 A, B, C.

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.

HOME ECONOMICS

MARY A. MOORE

CORA WALKER SMITH

CLOTHING AND TEXTILES

209. Clothing. 4 term hours. 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.

305. Millinery. 3 term hours. Prerequisite: Textiles 103, Clothing 105. 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.

FOODS


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.

218. Foods. 4 term hours. Prerequisite: Introductory Home Economics 110, Foods 111 or equivalent. Miss Moore.

Problems in planning, marketing, preparing, and serving meals.
INDUSTRIAL ARTS

100. 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. Of special advantage to those students who are preparing to go into rural high schools.

106. Advanced Benchwork. 4 term hours. Prerequisite: Woodshop 100 or equivalent. 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.

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

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

130C. General Metal. 4 term hours. Mr. Weaver.
A course presenting methods of handling brass, copper, pewter, nickel silver, stainless steel, gerraloy, and other semi-precious metals in the making of simple jewelry and other craft products. Processes in raising, stretching, annealing, soldering and brazing, etching, piercing and electroplating demonstrated and applied.

140A. 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.

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

140C. Printing. 4 term hours. Prerequisite: Printing 140 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.

203A. Rural School Shop. 4 term hours. Mr. Nichols.
A course to train unspecialized mechanics to select, operate, care for, and repair the tools, implements, and machines commonly found in and around
modern rural homes. Emphasis is placed on simple concrete-work and building construction, water-pressure and drainage systems, heating and ventilating systems, and rural power equipment.

204. Wood Turning. 4 term hours. Mr. Nichols.
An elementary course in the fundamentals of wood turning. It includes spindle and oval turning; church, faceplate, and spherical turning. Special attention is given to tool grinding, to the care of various types of wood lathes, and to the organization of a course of study. This course is accompanied by design, with special emphasis on turning problems.

205. Woodshop. 4 term hours. Prerequisite: Advanced Benchwork 106. Mr. Nichols.
An introductory course in the use and care of woodworking machines. Special emphasis is given to the various types and points to be considered in the buying of woodshop equipment. Much attention is given to jointer and surfacer grinding, band-saw filing, brazing, and circular-saw fitting. Types of furniture construction are worked out through a series of fundamental problems.

208. Special Education Shop. 2 term hours. Mr. Sherwood.
This course is designed for those students who wish to teach in the field of special education. It includes the fundamentals of shop work as adapted to type problems suitable for special classes. Open only to those interested in special education.

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

234B. Machine Shop. 4 term hours. Mr. Weaver.
Advanced practice in the operation of machine tools and in making parts of simple machines, requiring some assembling and fitting of parts.

234C. Machine Shop. 4 term hours. Mr. Weaver.
The making of simple tools, taps, reamers, small dies, and designs for jigs and fixtures. A study is made of shop layouts and equipment, and a course is outlined for teaching machine-shop practice.

235A. Auto Mechanics. 4 term hours. Mr. Weaver.
A study of the various parts of the automobile and of simple repairs, to be made with the use of job sheets. A laboratory course.

235B. Auto Mechanics. 4 term hours. Mr. Weaver.
Shop practice in automotive oxyacetylene welding, battery repairing, tire vulcanizing, and electrical work. Repairs to starters, generators, and ignition apparatus, with the use of job sheets.

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

240. Printing. 4 term hours. Prerequisite: Printing 140 A, B, and C. Mr. Pullin.
Keeping of records and accounts, purchase of materials, planning and laying out equipment, and study of school publications. Students will work out courses of study with job sheets, using original ideas.

300T. 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.
301T. Teaching of Industrial 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 industrial arts. It includes observation studies and individual research problems.

LATIN

300T. 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 is prerequisite to directed teaching in Latin.

306. 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.

LIBRARY

ANNA L. FRENCH

Library Methods. Non-credit course. Offered each term. Miss French.
A course of ten lessons on the use of the library. Required of all freshmen.

306. School Library Administration. 4 term hours. Miss Lumaree.
A course for teacher-librarians in elementary classification and cataloging of school libraries.

MATHEMATICS

JOHN P. EVERETT
GEOVER C. BARTOO

CHARLES H. BUTLER
HAROLD BLAIR

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. A freshman electing work in mathematics for the first time should be careful to select from courses 100A, 103A, and 104A the one best adapted to the amount of high-school mathematics for which he has credit.

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

Sequences in Mathematics

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For students who have studied calculus, a main 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, Mathematics of Insurance 228, Introduction to Statistics 211.

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

Students expecting to teach mathematics are advised to elect the professional courses in the teaching of mathematics best suited to their particular field. It should be noted, however, that adequate appreciation of, and acquaintance with subject matter, is the first inevitable step in the acquisition of professional skill in teaching. Professional preparation for teaching mathematics demands both academic accomplishment and training in proficiency of method, but in general the relative importance of these two types of education is in the order in which they are mentioned here.

Students desiring to do directed teaching in mathematics must have completed a major or a minor in this subject and have included in this preparation at least one of the following courses: Teaching of Algebra 303T, Teaching of Geometry 302T. The History of Mathematics 315 A, B, is also recommended. Applications for directed teaching in mathematics must be approved by the chairman of this department. Solid Euclidean geometry is a prerequisite to directed teaching in either algebra or geometry.

A major in mathematics comprises not less than twelve term hours of work completed subsequent to a year's course in calculus and elected with the approval of the departmental advisor.

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

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. Mr. Mills.

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

101. **Arithmetic.** 4 term hours. Mr. Mills.

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. Blair.

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

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

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

200. **Mathematics of Buying and Investment.** 2 to 4 term hours. Prerequisites: High-school algebra and geometry. Four one-hour periods each week. Dr. Everett.

Designed to give the individual actual concrete appreciation of the relation of cash and time payments to his own business or budgetary problems, and to afford students with a limited background of mathematics an appreciation of ways in which understanding of the relations of the individual to organized society is promoted by mathematics. Methods of financing installment purchases as commonly encountered are studied and their actual cost to the consumer are investigated. The student is introduced to tables of interest, annuities, and other readily available means of assistance in dealing with business practices. The amount of credit earned in the course will be determined by the extent to which the student elects to participate in the investigation of illustrative exercises outside of the class hour.

205A or 205B. **Calculus.** 4 term hours. Prerequisite: College Algebra 115, Analytic Geometry 116. Mr. Blair.

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.

211.—**Introduction to Statistics.** 4 term hours. Prerequisite: one year of college mathematics. Dr. Everett.

The object of this course is to give the student a knowledge of logical principles and of methods of procedure underlying statistical analysis. The topics discussed will include measures of central tendency, of dispersion, and of relationship.

302T. **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.
303T. **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 directed teaching in algebra.

330. **College Geometry.** 4 term hours. Prerequisite: Calculus 205C. Mr. Bartoo.
Students electing this course will not be required to take The Teaching of Geometry 302T as a prerequisite to directed teaching in geometry. While this course is designed primarily for those who plan to teach high-school mathematics, it will be of interest to anyone desiring to apply the Euclidean methods of many interesting problems beyond the scope of a high-school text. The course consists of the study of such topics as geometric constructions, properties of the triangle, harmonic ranges and pencils, circle of Appollonius, inversions, poles and polars, and orthogonal and co-axial circles.

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**MODERN LANGUAGES**

**FRANCES E. NOBLE**

**MATHILDE STECKELBERG**

**FRENCH**

100A. **Elementary French.** 4 term hours. Miss Noble.
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 100B or 100C may do so by making special arrangement with the instructor.

202. **Reading from Modern French Novels and Stories.** 4 term hours. Miss Noble.
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**

100A. **Elementary German.** 4 term hours. Miss Steckelberg.
The work of this course includes the study of the elements of German grammar, oral work, and the reading of simple German. To capable students an opportunity of finishing the year's work by correspondence is offered.

102A, B, or C. **Intermediate German.** 4 term hours. Miss Steckelberg.
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.
104. Early Elementary Music. 4 term hours. Miss Doty. This course gives a singing knowledge of syllables in all major and minor keys, study of song material for first three grades, treatment of monotones, experience in presentation and teaching of rote songs, and introduction of notation.


109A. Music Appreciation for Rural Schools. 2 term hours. Mrs. Britton. 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.

125S. Summer School Choir. 1 term hour. Rehearsals twice a week. Mr. Maybee. A summer school choir will be organized open to all students having had choral experience. Material will be used that will be sung in the following spring at the High School Music Festivals.

132. Orchestra. 1 term hour. Rehearsals twice a week. Mr. Amos. An orchestra will be organized open to all students having had orchestral experience. The organization will appear at various functions during the summer session.

209. Harmony. 4 term hours. Prerequisite: Fundamentals of Music 105 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.

212B. Modern Composers. 4 term hours. Prerequisite: Ancient and Medieval Music 212A, or the consent of the instructor. Mr. Maybee. Music from the time of Bach to the present-day composers. The development of the orchestra, opera, oratorio, and various other musical forms is worked out with the aid of the piano, voice, and victrola, bringing within the hearing of the students various interpretations of the master works.

212C. Music Appreciation. 4 term hours. Prerequisite: One of the following: Fundamentals of Music 105 A, B, C, Early Elementary Music 104, Later Elementary Music 107, Rural School Music 109, Mrs. Britton. A study of the masterpieces is made, and appreciation work in preparation for teaching children is definitely worked out.

216A. Voice Culture. 2 term hours. Mr. Maybee. The work in this course is designed to further the development of the first year's work. The class is divided into sections with the idea of having voices of similar character and quality work together for more intensive and individual study. Suggestions are made to individuals before the class so that all may have the advantage of the work. Songs are taught to the groups and eventually sung by the individual.
320A. Musical Composition and Analysis. 4 term hours. Prerequisite: Fundamentals of Music 105, 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.

321A. 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
J. TOWNER SMITH
MITCHELL J. GARY

103A. Physical Education. One hour period three days a week. Mr. Smith, Mr. Gary.
Athletics, team games, and general recreation for physical-education programs. Tennis instruction is offered if requested.
Intramural teams and County Baseball League play a regular schedule of games from 3:00 to 5:00. Mr. Smith, Mr. Gary.

208. Fundamentals and Technique of Football. 3 term hours. Mr. Gary.
Fundamentals of football coaching, with special emphasis on catching, punting, kicking, blocking, interference, tackling, principles of line and back field work, the most approved manner of playing the various positions. Building and formations of plays, generalship, signal systems, and scouting. Some problems of the coach. Study of the rules.

209. Fundamentals and Technique of Basketball. 3 term hours. Mr. Gary.

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

211. Fundamentals and Technique of Track and Field. 3 term hours. Mr. Smith.
The best accepted forms of starting, hurdlng, distance running, pole vaulting, discus and javelin throwing, sprinting. Study of physical condition affecting speed, endurance, and fatigue. The selection and preparation of contestants for the different track and field events. Managing and officiating of games and meets. Study of rules. Practice on the track.

320. 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.
Each student is required to take both a physical and 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 grey tank suit which is required for swimming 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**

99. **Social Dancing.** Miss Sondern, Miss Worner.

110. **Swimmings.** Miss Sondern, Miss Stephen, Miss Worner.

111. **Archery.** Miss Vestal.

113. **Tennis.** Miss Stephen, Miss Vestal, Miss Worner.

114. **Golf.** Miss Vestal.

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

115. **Folk Dancing.** Miss Worner.

Folk dances, country dances, and clogs.

119. **Tap Dancing.** Miss Sondern, Miss Stephen.

120. **Badminton.** Miss Vestal.

Badminton, ring tennis, shuffle board.

121. **Interpretive Dancing.** Miss Sondern.

334. **Public School Physical Education.** Miss Vestal.

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

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

For description of course, see page 69.

**PHYSICS**

WALTER G. MARBURGER

John E. Fox

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. Fox.

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 203B. 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.

210A. **Astronomy.** 4 term hours. Mr. Fox.

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.

399. **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. Fox.

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.

**RURAL EDUCATION**

**ERNEST BURNHAM**

**ANNA L. EVANS**

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 26, 27.
- Curricula offered, pages 53, 54, 55.
- Attention is called to the course in Music Appreciation 109A, which is especially designed for students in one-teacher, consolidated, and village schools.

Advanced courses in Rural Education majors to be chosen from courses numbered 345-348.
145. **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.

240R. **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.

240. **Rural Sociology.** 4 term hours. Dr. Burnham.
This course deals with current constructive and reconstructive social activities. Home, neighborhood, community, and occupational and professional units of organization are discussed, with reference to the relations of provincial and class distinctions to the inclusive social unity. Illustrations are taken from and applications are made to small-town, village, and country life.

Note. *Rural Education* 340 will be offered in the summer term, 1938.

245. **Rural Sociology.** (Primarily for students not in Rural Curricula). 4 term hours. Dr. 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.

345, 346, 347. **Rural Life.** (Seminar). 2 term hours. Prerequisite: Consent of instructor. Dr. 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 three parts of the work, which are taken in consecutive terms in the regular academic year.

**Child Growth and Development.** 12 term hours. Miss Holdford and others.
Beginning Wednesday, June 23, and closing Wednesday, August 11, this course, open to a limited number of students and covering a period of seven weeks, will be given in cooperation with the W. K. Kellogg Foundation. Provision will be made for half days of intensive, supervised observation in three ungraded rooms approaching one-teacher rural school conditions supplemented by extensive discussion, conferences, lectures, and reading assignments. The course will be an integrated unit concentrating on the problems of child growth and development with special emphasis on those phases influenced or affected in the educational progress by those conditions peculiar to the rural environment.
**SOCIAL SCIENCES**

**ECONOMICS**

**220A. Principles of Economics.** 4 term hours. Mr. Moore.

A study of the fundamental principles of economics and their application to some of the more important of our economic problems. Special emphasis is placed 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 220 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 the instructor before electing Economics 220A.

**220B. Principles of Economics.** 4 term hours. Prerequisite: Principles of Economics 220A. 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.

**221. Financial Organization.** 4 term hours. Prerequisite: Principles of Economics 220 A, B. Mr. Moore.

A survey course designed to present the essential features of the modern financial system, and to enable the student to obtain an understanding of the economic functions performed by each of the numerous financial institutions—investment banks, stock exchanges, commercial banks, trust companies, savings institutions, commercial-paper houses, discount companies, Federal Reserve and Federal Farm Loan institutions—which together comprise this system.

**325. Labor Problems.** 4 term hours. Prerequisite: Principles of Economics 220 A, B. Mr. Hoag.

An analysis of the nature and underlying causes of the problems facing the worker in modern economic society, followed by a consideration of the attempts which have been made at their solution by employers and public, as well as by the workers themselves. Present methods are evaluated in the light of underlying economic principles, in order to develop sound thinking about these problems.

**HISTORY**

**106. History of Rome.** 4 term hours. Mr. Yntema.

This course traces the history of Rome from the earliest times to the fall of the Empire in the West. The development of early Roman institutions, the expansion of Roman power over the Mediterranean world, the transition from the Republic to the Empire, and the social, political, legal, and cultural life of Imperial Rome are the chief topics emphasized.
108A. Modern Europe, 1500-1763. 4 term hours. Dr. Seibert.
A study of the Reformation and the religious wars which followed it, the struggle between Spain and England, the rise of the Dutch republic, the growth of absolutism in France, the establishment of parliamentary supremacy in England, the rise of Russia and Prussia, and the world-wide colonial conflict between France and Great Britain.

108B. Modern Europe, 1763-1870. 4 term hours. Dr. Seibert.
European life in the eighteenth century, the French Revolution, the era of Napoleon, the industrial revolution, reaction after 1815, the rise of democracy and nationality in the nineteenth century.

108C. Modern Europe, 1870 to the Present Time. 4 term hours. 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. Yntema.
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. Mr. Starring.
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.

201 C. 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.

300T. Teaching of the Social Studies. 4 term hours. Prerequisite: Two college courses in history. Mr. Comfort.
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.

306A. United States History, 1865-1877. 3 term hours. Prerequisite: United States History 201 A, B, C. Dr. Knauss.
The period of Reconstruction. This course is an intensive study of the recovery of the nation during the years immediately following the Civil War.

307. Latin American History. 3 term hours. Dr. Knauss.
A survey of the history of the Latin-American countries. Particular attention is given to the political, the economic, and the social institutions and problems of Latin America.

310. Europe Since 1918. 3 term hours. Dr. Scott.
A study of post-war reconstruction: the problems growing out of the peace treaties, reparations, war debts, revisionism; the successive changes in Italy, Russia, and Germany; the position of the small states in Europe; political aspects of the economic tension.
A college course in United States history is prerequisite to all courses in this department.

230B. State and Local Government. 4 term hours. Mr. Shilling.
Since the citizen has many contacts with the state, city, and county government, an effort is made to acquaint the student with the organization, aims, and problems of state, county, and municipal government.

A study of the forms and types of government, associations and unions of states, theories of the functions of government and types of constitutions. Also a critical analysis of the theory and practice of the legislative, executive, and judicial organs of government of the leading countries of the world. This course is open to students who are majoring in the social sciences or who have received permission from the instructor.

A study is made of France, Germany, Italy, Russia, and Switzerland. Special emphasis is given to problems of administration, civil service, taxation, and foreign relations.

SOCILOGY

241A. Principles of Sociology. 4 term hours. Dr. Patty.
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.

241B. Principles of Sociology. 4 term hours. Prerequisite: Society and the Individual 241A. Dr. Patty.
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.

245. Rural Sociology. 4 term hours. Dr. E. Burnham.
For description of course see Department of Rural Education, page 89.

341. The Family. 4 term hours. Prerequisite: Society and the Individual 241A, Social Organization 241B. 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.
105A. **Fundamentals of Speech.** 4 term hours. Miss Eccles.

The basic course for all work in the department. A study and application of the fundamental principles underlying the use of the voice and the body for effective communication. Credit will be given for this course alone, but it is strongly urged that A and B be taken as a unit.

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

210. **Interpretive Reading.** 4 term hours. Prerequisite: Fundamentals of Speech 101A, B. Miss Shaw.

Analysis and oral interpretation of the more simple types of prose and poetry.

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

215. **Acting.** 4 term hours. Prerequisite: Fundamentals of Speech 205 A, B, Interpretive Reading 210, or the consent of the instructor. Miss Shaw.

Improvisation and practical work on the stage. Through criticism from the instructor and the class, the student acquires an understanding of the basic principles of the art of acting.

230. **Speech Correction.** 4 term hours. Dr. Van Riper.

A course designed to acquaint the student with the problems presented by speech defective children in both elementary and secondary schools. Topics considered are: the development of speech in the young child; the nature and causes of stammering and the articulatory speech defects; the role of speech correction in the modern school system.

301T. **Applied Speech Correction.** 4 term hours. Prerequisite: Fundamentals of Speech 105 A, B, Speech Correction 230, and Methods of Speech Correction 300 T. Dr. Van Riper.

This course is for students interested in the actual practice of speech correction. The course will involve training in the remedial treatment of speech defectives in the college clinic and schools associated with the college, service in a traveling speech clinic, and the study of the principles of clinical practice.

**TRAINING SCHOOL**

**DIRECTED TEACHING**

The Campus Training School is open in the summer session from 9:00 A. M. to 12:00 M. Courses in observation and directed teaching are offered.

Directed 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 chil-
dren, 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 directed teaching are advised not to take extra studies the same term.

371, 372. Directed Teaching. 4 term hours each. Prerequisite: General Psychology 200, Principles of Teaching 251, 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 directed teaching and with the Director of the Training School.

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

375. 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.
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