1928

Twenty-Fourth Catalog of the Western State Teachers College 1928-1929

Western Michigan University

Follow this and additional works at: https://scholarworks.wmich.edu/course_catalogs

Part of the Higher Education Commons

WMU ScholarWorks Citation
Western Michigan University, "Twenty-Fourth Catalog of the Western State Teachers College 1928-1929" (1928). Western Michigan University Course Catalogs (1904-present). 227.
https://scholarworks.wmich.edu/course_catalogs/227

This Catalog is brought to you for free and open access by the Western Michigan University at ScholarWorks at WMU. It has been accepted for inclusion in Western Michigan University Course Catalogs (1904-present) by an authorized administrator of ScholarWorks at WMU. For more information, please contact maira.bundza@wmich.edu.
TWENTY-FOURTH CATALOG

of the

Western State Teachers College

with

ANNOUNCEMENTS

for 1928-1929

KALAMAZOO, MICHIGAN

1928

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 Secondary Schools and Colleges.
DIRECTIONS

1. 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.

2. Students applying for admission should
   a) Have a certified copy of their high school credits mailed to the Registrar by the high school from which 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.
TABLE OF CONTENTS

Directions for Correspondence and Admission .......................................................... 2
Calendar Announcements ......................................................................................... 4, 5, 6
State Board of Education ......................................................................................... 7
Officers of Administration ......................................................................................... 8
Faculty ..................................................................................................................... 7-17
Committees of the Faculty ....................................................................................... 18, 19
Location ................................................................................................................... 20
Purpose ..................................................................................................................... 20
Historical Sketch ....................................................................................................... 21
Summary of Enrollment, 1927-1928 ....................................................................... 21, 22
Gifts ........................................................................................................................ 22
Freshman Days ................................................................................................ .......... 22
Student Welfare ......................................................................................................... 22
Health Service ........................................................................................................... 23
Appointment Service ................................................................................................. 23
Bureau of Educational Measurement and Research ............................................. 24
Training for Supervisory and Administrative Work ............................................. 24
Rural Education ....................................................................................................... 24, 25, 26
Required Professional Training ............................................................................. 25
Buildings and Material Equipment ......................................................................... 26, 29
Practice Teaching ..................................................................................................... 29, 138
Student Activities and Organizations ................................................................... 30-33
Expenses ................................................................................................................ 35
Scholarships ............................................................................................................. 36
Conditions of Admission ......................................................................................... 38
Entrance Requirements ............................................................................................ 38, 39
Routine of Registration ........................................................................................... 40
Credits and Marking System .................................................................................... 40, 41
Certificates and Degrees ......................................................................................... 42
Credit Relations with Colleges and Universities ................................................... 43
Significance of Course Numbers ............................................................................. 45
The Curricula:
Bachelor of Arts ....................................................................................................... 46, 58
Bachelor of Science .................................................................................................. 47, 58
Five Year Certificates ............................................................................................. 51, 53, 54, 61, 62, 63
Life Certificates ....................................................................................................... 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 59, 60, 62, 63
One Year of Professional Training ......................................................................... 65
Three Year Certificate ............................................................................................... 64
Extension Department ............................................................................................... 26, 66
Courses of Instruction:
Art ............................................................................................................................. 67
Biology ....................................................................................................................... 70
Chemistry ................................................................................................................... 76
Commerce ................................................................................................................ 80
Early Elementary Education .................................................................................... 86
Education and Psychology ....................................................................................... 82
English ....................................................................................................................... 88
Geography and Geology ......................................................................................... 94
History and Social Science ...................................................................................... 97
Home Economics ..................................................................................................... 105
Latin ........................................................................................................................ 107
Library Methods ...................................................................................................... 109
Manual Arts ............................................................................................................. 109
Mathematics ............................................................................................................ 113
Modern Languages .................................................................................................. 116
Music ........................................................................................................................ 119
Penmanship ............................................................................................................. 123
Physical Education for Men ..................................................................................... 123
Physical Education for Women ................................................................................ 128
Physics ...................................................................................................................... 132
Rural Education ...................................................................................................... 134
Speech ....................................................................................................................... 136
The Training Department ....................................................................................... 29, 138
Index ....................................................................................................................... 142
## SCHOOL CALENDAR FOR 1928-1929
(Holidays are indicated by bold face type)

### JULY, 1928
<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### AUGUST, 1928
<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SEPTEMBER, 1928
<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### OCTOBER, 1928
<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### NOVEMBER, 1928
<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DECEMBER, 1928
<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### JANUARY, 1929
<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FEBRUARY, 1929
<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MARCH, 1928
<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### APRIL, 1929
<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MAY, 1929
<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### JUNE, 1929
<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CALENDAR ANNOUNCEMENTS FOR 1928-1929

1928

SPRING TERM

Monday, April 2.................. Registration of Students
Tuesday, April 3.................. Recitations Begin
Friday Noon, June 15............. Spring Term Ends
Saturday, June 16................ Alumni Day
Sunday, June 17.................. Baccalaureate Address
Monday, June 18.................. Commencement

SUMMER SESSION

Monday, June 25.................. Registration of Students
Tuesday, June 26.................. Recitations Begin
Friday Noon, August 3........... Summer Session Ends

FALL TERM

Saturday, September 22 to Wednesday, September 26...... Freshman Days
Tuesday, September 25........... Registration of Freshmen
Wednesday, September 26........ Registration of Upper Classmen
Thursday, September 27.......... Recitations Begin
Wednesday Noon, December 19...... Fall Term Ends

1929

WINTER TERM

Wednesday, January 2............. Registration of Students
Thursday, January 3.............. Recitations Begin
Friday Noon, March 22........... Winter Term Ends

SPRING TERM

Monday, April 1.................. Registration of Students
Tuesday, April 2.................. Recitations Begin
Thursday Noon, June 13......... Spring Term Ends
Thursday, June 13—Monday, June 17.. Twenty-fifth Anniversary Celebration
Saturday, June 15................. Alumni Day
Sunday, June 16.................. Baccalaureate Address
Monday, June 17.................. Commencement

SUMMER SESSION

Monday, June 24.................. Registration of Students
Tuesday, June 25.................. Recitations Begin
Friday Noon, August 2........... Summer Session Ends
SOCIAL SCHEDULE

FALL TERM

1928

Friday, September 28 ...................................... Faculty Reception to Students
Friday, October 5 ........................................... Men's Mixer
Saturday, October 13 ......................................... Student Party
Thursday, October 18 ....................................... Practice Teachers' Tea
Saturday, October 27 ......................................... Student Party
Friday, November 2 ........................................... Women's League Masquerade
Saturday, November 17 ...................................... Y. M. and Y. W. Mixer
Wednesday, December 5 ..................................... Men's Supper
Friday, December 14 .......................................... Sophomore Reception to Freshmen
Tuesday, December 18 ........................................ Christmas Assembly

WINTER TERM

1929

Wednesday, January 2 ......................................... Men's Mixer
Saturday, January 5 ........................................... Student Party
Thursday, January 10 .......................................... Practice Teachers' Tea
Saturday, January 19 ......................................... Student Party
Friday, February 1 ............................................. Y. M. and Y. W. Mixer
Saturday, February 9 .......................................... Women's League Party
Friday, February 15 ............................................ Mid-Winter Play
Saturday, February 16 ......................................... Players' Banquet
Saturday, February 23 ........................................ Junior Banquet to Seniors
Saturday, March 2 .............................................. Student Party
Friday, March 15 ................................................ Rural Progress Day
Friday, March 15 ................................................ Student Party

SPRING TERM

1929

Friday, April 5 ................................................ Freshman Reception to Sophomores
Thursday, April 11 ............................................ Practice Teachers' Tea
Friday, April 12 ................................................ Joy Night
Thursday, April 18 ............................................ Conservation Day
Saturday, April 27 .............................................. Student Party
Friday, May 3 ..................................................... Forensic Recognition Banquet
Saturday, May 4 ................................................ Mothers' Tea
Friday, May 10 .................................................... Student Party
Date to be announced ........................................ Children's May Festival
Saturday, June 1 ................................................ Women's Breakfast
Thursday, June 13—Monday, June 17 ........................ Twenty-fifth Anniversary Celebration
Saturday, June 15 ............................................... Alumni Dinner
Saturday, June 15 ............................................... Alumni Party
Sunday, June 16 ................................................ Baccalaureate Address
Monday, June 17 ................................................ Commencement
THE STATE BOARD OF EDUCATION

The Hon. A. M. Freeland ........................................... President
The Hon Frank Cody .............................................. Vice President
The Hon. Webster H. Pearce ....................................... Secretary
The Hon. Fred A. Jeffers .......................................... Member

THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

The Hon. Webster H. Pearce

THE OFFICERS OF ADMINISTRATION

Dwight B. Waldo, A.M., LL.D. ........................................ President
John C. Hoekje, A.B. .............................................. Registrar
Bertha S. Davis .................................................. Dean of Women
Ray C. Pellett, A.M. .............................................. Dean of Men
Frank E. Ellsworth, A.B. ....................................... Director of Training Schools
William H. Cain, A.M. ........................................... Principal, Western State High School

THE FACULTY

The Department of Art

Agnes L. Broemel, B.S.
B.S., Oklahoma State College; B.A.E., Chicago Art Institute.

Selma Anderson
Graduate Chicago Art Institute.

Elaine Stevenson
Western State Teachers College; Emma Church School of Design; Quint Studio of Pottery.

Louise Struble
Western State Teachers College; Applied Art School, Chicago.

The Department of Biology

Leslie A. Kenoyer, Ph.D.
A.B., Campbell College; A.M., University of Kansas; Ph.D., The University of Chicago.

Howard D. Corbus, B.S.
B.S., Michigan State College.

Henry N. Goddard, Ph.D.
Ph.B., Ph.D., University of Michigan.

Theodosia Hadley, M.S.
B.S., Packer Collegiate Institute; A.B., Vassar College; M.S., The University of Chicago.
JESSE A. PLACE, A.M.
A.B., Ohio University; A.M., The University of Chicago.

MERRILL R. WISEMAN, A.B.
A.B., Ohio Northern University.

The Department of Chemistry

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

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

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

The Department of Commerce

EUGENE D. PENNELL
University of Minnesota; University of Michigan.

EMMA WATSON
Michigan State Teachers College; Gregg School; Columbia University.

The Department of Early Elementary Education

VERLE FRANCES COPPENS, A.M.
B.S., A.M., Teachers College, Columbia University; The University of Edinburgh.

ALMIRA M. D. MARTIN, Ph.B.
Ph.B., University of Chicago; Colonel Parker Graduate; Chicago Normal.

EFFIE B. PHILLIPS, A.M.
B.S., University of Minnesota; A.M., Teachers College, Columbia University.

The Department of Education and Psychology

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

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

BELMONT FARLEY, Ph.D.
B.S., Warrensburg State Teachers College; B.S., University of Missouri; A.M., Ph.D., Teachers College, Columbia University.

WILLIAM HALNON, Ph.D.
Dublin College and Trinity College, Ireland; Ph.D., Indiana University.

GEORGE H. HILLIARD, Ph.D.
A.B., A.M., Ph.D., State University of Iowa.

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

RAY C. PELLETT, A.M.
A.B., A.M., University of Michigan.

ORRIN E. POWELL, A.M.
A.B., Kalamazoo College; A.M., Teachers College, Columbia University.
PAUL V. SANGREN, Ph.D.
A.B., Michigan State Normal College; A.M., Ph.D., University of Michigan.

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

ROXANA A. STEELE, A.M.
B.S., A.M., Teachers College, Columbia University.

The Department of English

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

AMELIA BISCOMB, A.B.
A.B., Kalamazoo College.

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

EDITH M. EICHER, A.M.
A.B., Morningside College; A.M., Columbia University.

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

LORENA MARSH GARY, A.B.
A.B., Western State Teachers College; University of Chicago.

FRANCES LITTLE, A.B.
A.B., Western State Teachers College.

MINNIE D. LOUTZENHISER, A.M.
B.S., Northwestern State Teachers College of Missouri; A.M., University of Washington.

HELEN E. MASTER, A.M.
A.B., A.M., University of Michigan.

JAMES RAYMOND MASTERSON, A.M.
A.B., Western State Teachers College; A.M., Harvard University.

ELEANOR RAWLINSON
The University of Chicago.

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

FRANCES SWAIN, A.M.
A.B., A.M., University of Michigan.

RUTH G. VAN HORN, A.M.
A.B., A.M., University of Michigan.

LOUISE J. WALKER, A.M.
A.B., Albion College; A.M., Teachers College, Columbia University.

The Department of Geography and Geology

LESLE H. WOOD, A.M.
A.B., University of Michigan; A.M., The University of Chicago.

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

LUCIA HARRISON, M.S.
A.B., University of Michigan; M.S., The University of Chicago.
BELLE STRUNK, B.S.
B.S., The University of Chicago.

The Department of History and Social Sciences

SMITH BURNHAM, A.M.
A.B., A.M., Albion College.

ELIZABETH L. BARBOUR, A.M.
A.B., Wellesley College; A.M., School of Political Science, Columbia University.

GERALD BARNES, Ph.D.
A.B., Amherst College; A.M., University of Cincinnati; Ph.D., University of Michigan.

DELLA B. BARNETT, A.M.
A.B., Grinnell College; A.M., The University of Chicago.

HOWARD F. BIGELOW, A.M.
A.B., Wesleyan University; A.M., Harvard University.

MARGARET BURNHAM, A.M.
A.B., A.M., University of Michigan.

JAMES OWEN KNAUSS, Ph.D.
A.B., Lehigh University; A.M., Harvard University; Ph.D., Cornell University.

WILLIAM J. RHYNSBURGER, A.M.
Ph.B., Central College, Iowa; A.M., University of Michigan.

ROBERT R. RUSSELL, Ph.D
A.B., McPherson College; A.M., University of Kansas; Ph.D., University of Illinois.

DAVID CARL SHILLING, A.M.
Pd.B., Ohio Northern University; A.B., Miami University; A.M., University of Wisconsin.

WALTER A. TERPENNING, Ph.D.
A.B., Kalamazoo College; Ph.D., University of Michigan.

OSCAR S. TRUMBLE, A.M.
A.B., A.M., University of Michigan.

The Department of Home Economics

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

MARY A. MOORE
Teachers College, Columbia University.

CORA M. WALKER, A.M.
B.S., College of Industrial Arts, Denton, Texas; A.M., Teachers College, Columbia University.

FRANCES E. WALTON, A.M.
A.B., University of Omaha; A.M., Teachers College, Columbia University.

The Department of Languages

M. AMELIA HOCKENBERRY, A.B.
A.B., Wellesley College; Bordeaux University; French Summer School, Middlebury, Vermont.
ADA M. HOEBEKE, A.B.
A.B., The University of Chicago.

Z. EILENE LAMB, A.M.
A.B., University of Michigan; A.M., Teachers College, Columbia University.

UNDINE LIVAUDAIS, A.M.
A.B., Louisiana State University; Lycée de Jeunes Filles, St. Germain-en-Laye; M.A., Teachers College, Columbia University.

MARIE MATHILDE STECKELBERG, A.M.
A.B., University of Nebraska; A.M., Teachers College, Columbia University.

MYRTLE WINDSOR, A.B.
A.B., University of Michigan; The University of Chicago.

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

The Department of Manual Arts

MARION J. SHERWOOD, B.S.
B.S., Teachers College, Columbia University.

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

DON O. PULLIN, B.S.
B.S., Detroit Teachers College.

ELMER C. WEAVER
Western State Teachers College; Teachers College, Columbia University.

EDWARD R. WOODS, B.S.
B.S., Western State Teachers College.

The Department of Mathematics

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

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

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

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

PEARL L. FORD, A.B.
A.B., Western State Teachers College.

JERRIE LEE HART, A.B.
A.B., Western State Teachers College.

BEATRICE SHAUNDING, A.B.
A.B., Western State Teachers College.

The Department of Music

HARPER C. MAYBEE
Michigan State Normal College; Columbia University; Student in Paris with Jean de Reszke, Oscar Seagle, and Percy Rector Stephens.
GEORGE E. AMOS
Northwestern State Normal School, Oklahoma; Bethany Conservatory
of Music; Chicago Musical College; Wichita Conservatory of Music.

LEOTI C. BRITTON
Western State Teachers College; Northwestern University; Teachers
College, Columbia University.

H. GLENN HENDERSON
Michigan Conservatory of Music; Student in Paris with Moskowski
and Guilmont.

DOROTHEA SAGE SNYDER
Western State Teachers College; Teachers College, Columbia Univer-
sity.

THELMA HOOTMAN TAWNEY, G.M.
G.M., Northwestern University.

The Department of Penmanship

ETHEL SHIMMEL
Western State Teachers College.

The Department of Physical Education for Men

CARL P. SCHOTT, A.M.
A.B., A.M., Columbia University.

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

LLOYD MEREDITH JONES, A.M.
A.B., University of Wichita; A.M., Teachers College, Columbia Univer-
sity.

CHARLES MAHER, A.B.
A.B., Western State Teachers College.

EART T. MARTINEAU, B.S.
B.S., University of Minnesota.

HERBERT W. READ, A.B.
A.B., Western State Teachers College.

The Department of Physical Education for Women

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

MARY BOTTJE, A.B.
A.B., Western State Teachers College.

DORIS A. HUSSEY, B.S.
Sargent School for Physical Education, Cambridge, Massachusetts;
B.S., Western State Teachers College.

EDITH MULLEN, B.S.
B.S., Teachers College, Columbia University.

MARIAN A. SPALDING, A.B.
A.B., Western State Teachers College; Teachers College, Columbia Uni-
versity.

DOROTHY VESTAL, B.S.
Sargent School of Physical Education; B.S., University of Michigan.

The Department of Physics

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

PAUL ROOD, A.M.
A.B., Albion College; A.M., University of Michigan.

The Department of Rural Education

WILLIAM MCKINLEY ROBINSON, A.M.
A.M., Teachers College, Columbia University.

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

ANNA L. EVANS, A.M.
A.B., University of Michigan; A.M., The University of Chicago.

The Department of Speech

CARROLL P. LAHMAN, A.B.
A.B., Oberlin College; University of Wisconsin; Northwestern University.

MARY VANDENBARK BALTZELL, A.B.
A.B., DePauw University.

ANNA E. LINDBLOM, A.M.
A.B., A.M., Iowa State University.

LAURA V. SHAW, A.M.
B.S., Ohio Wesleyan University; A.M., University of Michigan.

The Campus Training School

FRANK E. ELSWORTH, A.B.
A.B., Alma College; Teachers College, Columbia University; University of Michigan.

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

HELEN BARTON, A.M.

JANE BLACKBURN, A.M.
B.S., A.M., Teachers College, Columbia University.

VERLE F. COPPENS, A.M.
B.S., A.M., Teachers College, Columbia University; University of Edinburgh.

ISABEL CRANE, B.S.
Michigan State Normal College; B.S., Battle Creek College.

ROWNA HANSEN, B.S.
B.S., Teachers College, Columbia University.

INA KELLY, A.M.
A.B., Hillsdale College; A.M., Teachers College, Columbia University.

FLORENCE McLOUTH, A.M.
B.S., Teachers College, Columbia University; A.M., University of Michigan.

ETHEL HALE RUSSEL, A.M.
B.S., A.M., Iowa State University.
GRACE EDITH SEEKELL, A.B.
   A.B., University of Michigan.

BEATRICE SHAUDING, A.B.
   A.B., Western State Teachers College.

LOUISE S. STEINWAY, A.M.
   B.S., A.M., Teachers College, Columbia University.

LOUISE F. STRUBLE
   Western State Teachers College; Applied Art School, Chicago.

THELMA HOOTMAN TAWNEY, G.M.
   G.M., Northwestern University.

EDWARD R. WOODS, B.S.
   B.S., Western State Teachers College.

The Hurd One-Teacher Rural Training School

LOIS M. CLARK, Principal
   Western State Teachers College.

The Paw Paw Training School

ORIN W. KAYE, A.B., Superintendent
   A.B., Olivet College; University of Chicago; University of Michigan; Columbia University.

JAMES S. AYARS, B.S., History
   B.S., Northwestern University.

BESS W. BAKER, A.B., History
   A.B., University of Chicago.

AMELIA BAUCH, A.M., Mathematics
   A.M., Teachers College, Columbia University.

ARTHUR B. CASTLE, B.S., Science
   B.S., University of Michigan.

HELEN M. COOPER, A.B., Supervisor
   A.B., Teachers College, Columbia University.

M. LOUISE COOPER, A.B., Supervisor
   A.B., Teachers College, Columbia University.

BRYAN EMMERT, B.S., Physical Education
   B.S., University of Chicago.

HAZEL L. JONES, A.B., Supervisor
   A.B., University of Chicago.

AGNES KEEFE, A.M., Latin and Spanish
   A.M., University of Chicago.

CORNELIUS KEUZENKAMP, B.S., Manual Arts
   B.S., Kansas Teachers College.

RUTH McNAMARA, Winnetka System
   Superior Normal, Wis.; Teachers College, Columbia University.

ELSIE MABEE, A.B., Supervisor
   A.B., University of Chicago.

ESTHER DEAN NYLAND, A.B., History
   A.B., University of Michigan.

REYNOLD G. OAS, B.S., Agriculture
   B.S., Michigan State College.
THE FACULTY

ANNA C. ORCUTT, A.M., Music and Art
Western Reserve.

FRANCES ALMA POPE, A.B., English
A.B., University of Chicago.

EDSON V. ROOT, Principal Senior High School
Western State Teachers College.

FLORENCE SMITH, A.B., English
A.B., University of Michigan.

LILLIAN B. STENSETH, B.S., Home Economics
B.S., University of Minnesota.

CLELLA STUFFT, A.M., Supervisor
A.M., Teachers College, Columbia University.

LELA C. TRAGER, B.S., Physical Education
B.S., University of Iowa.

JOHN M. TRYTTEN, A.B., Commerce
A.B., Luther College.

OLIVE G. TURNER, A.B., Supervisor
A.B., University of Michigan.

JEAN VIS, A.B., English
A.B., Michigan State Normal College.

MARJORIE WYLIE, A.B., Supervisor
A.B., University of Chicago.

The Portage Consolidated Training School

CLEORA A. SKINNER, Principal
Western State Teachers College; Chicago University.

MARY LOIS CLARK, A.B., Music
Illinois Womans College; A.B., University of Indiana.

LEWIS D. CRAWFORD, A.B., History
A.B., Western State Teachers College.

P. J. DUNN, B.S., Agriculture
B.S., Michigan State College.

SIGRID ENGLUND, A.M., Supervisor
B.C., A.M., Teachers College, Columbia University; State Teachers Col-
lege, Emporia, Kansas.

VERNA FENSTERMACHER, Art
Michigan State Normal College; Western State Teachers College.

ESTHER FLETCHER, Supervisor
National Kindergarten and Elementary College.

MARIAN I. HALL, Supervisor
Western State Teachers College; Chicago University.

CONSTANCE HERBST, A.M., Home Economics
B.S., University of Pennsylvania; A.M., Teachers College, Columbia
University.

GENEVIEVE HODGSON, A.B., Latin and English
A.B., University of Michigan.

TRIX LAMB, Supervisor
Western State Teachers College.
BLANCH LELAND, Supervisor
Michigan State Normal College.

ANNA C. LUBKE, Supervisor
Western State Teachers College; Chicago University.

ELOISE MCCORKLE, A.M., Science
A.M., Peabody College.

VERA PICKARD, Supervisor
Western State Teachers College

EMMA RICHARDS, Supervisor
Northern State Teachers College.

The Richland Township Unit Training School

ERNEST WEBER, A.B., Principal
A.B., Western State Teachers College; Teachers College, Columbia University.

LOUISE CORNISH, Supervisor
Teachers College, Columbia University.

MILDRED GOULD, A.B., English
A.B., Western State Teachers College.

DORA HERRINGTON, A.B., Supervisor
A.B., Teachers College, Columbia University.

Hazel Hicks, A.B., Supervisor
A.B., Western State Teachers College.

GLADYS LOVE, B.S., Home Economics
B.S., Michigan State College.

LELA McDOWELL, Ph.B., Supervisor
Ph.B., The University of Chicago.

R. R. NELLIST, B.S., Science and Manual Arts
B.S., Michigan State College.

EULA RETHORN, B.S., Supervisor
B.S., University of Illinois; Illinois State Normal University.

CLARA SOHN, A.B.
A.B., Western State Teachers College.

THELMA VOGT TAYLOR, A.B., Social Sciences
A.B., Western State Teachers College.

LAURA WEBER, A.B., Latin
A.B., Western State Teachers College.

Vine St. Third and Fifth Grade Training Rooms

ELLEN PATRICIA REIDY, A.B., Supervisor
A.B., Mt. St. Joseph College, Dubuque, Iowa.

KATE H. VICK, Ph.B., Supervisor
Ph.B., The University of Chicago.

THE LIBRARY

ANN 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.
FLORENCE FOWLER, A.B., Reference
A.B., University of Missouri; B.S. in Library Science, Columbia Uni-
versity School of Library Service.

MARY A. HARVEY, Orders and Accessions
Michigan Female Seminary.

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

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

STANLEY TANNER, A.B., Circulation—
A.B., University of Michigan.

OFFICES

John C. Hoekje, A.B............................................Registrar
Bernice G. Hesselink.............................................Financial Secretary
Lloyd E. Jesson....................................................Secretary to the President
Myrtle MacDonald..................................................Clerk, Registrar
Cornelius MacDonald.............................................Receiving Clerk
Alice Haefner......................................................Records Office
Ardell Olds..........................................................Appointment Office
Lucille Sanders....................................................Clerk, Rural Department
Alice Smith........................................................Clerk, Training School
Gretchen Switzer..................................................Appointment Secretary
Leah Smith..........................................................Extension Secretary
Mildred Sellers Jones...........................................Clerk, High School Office
V. Helen Haight....................................................Clerk, Dean of Women
Margaret Feather................................................Clerk, Dean of Men
Sara E. Ackley.....................................................Manager, Co-operative Store
Blanche Draper....................................................Editor, Teachers College Herald
## FACULTY COMMITTEES, 1928-1929

<table>
<thead>
<tr>
<th>Committee</th>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Assembly Programs</td>
<td>Spindler, Britton, Brown, Hoekje, McCracken, Shaw, Siedschlag and two students named by Student Council.</td>
</tr>
<tr>
<td>3. Athletic Board</td>
<td>Hoekje, McCracken, Schott.</td>
</tr>
<tr>
<td>5. Curricula</td>
<td>Sangren, Blackburn, S. Burnham, Ellsworth, Everett, Harrison, Knauss, F. Moore, Pellett, Robinson, Spindler, Sprau, Steele.</td>
</tr>
<tr>
<td>6. Curricula Advisors</td>
<td>Curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>A. B. Degree</td>
<td>Harrison</td>
</tr>
<tr>
<td>B. S. Degree</td>
<td>Harrison</td>
</tr>
<tr>
<td>Art</td>
<td>Siedschlag</td>
</tr>
<tr>
<td>Commerce</td>
<td>Pennell</td>
</tr>
<tr>
<td>County Certificate (1 year Curriculum)</td>
<td>E. Burnham</td>
</tr>
<tr>
<td>County Renewal</td>
<td>Mason</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Spindler</td>
</tr>
<tr>
<td>Junior High School</td>
<td>Sr. Wadsworth</td>
</tr>
<tr>
<td>Later Elementary</td>
<td>Maybee</td>
</tr>
<tr>
<td>Manual Arts</td>
<td>Maybee</td>
</tr>
<tr>
<td>Music</td>
<td>Schott</td>
</tr>
<tr>
<td>Physical Education—Men</td>
<td>Robinson</td>
</tr>
<tr>
<td>Physical Education—Women</td>
<td>Zimmerman</td>
</tr>
<tr>
<td>Rural Education</td>
<td>Evans</td>
</tr>
<tr>
<td>Senior High School</td>
<td>Ellis</td>
</tr>
<tr>
<td>Three Year Certificate</td>
<td></td>
</tr>
<tr>
<td>Unclassified</td>
<td></td>
</tr>
</tbody>
</table>

| 7. Curricula Enrollers         | A. B. Degree—Harrison, Everett, Shilling, Sprau.                        |
|                                | B. S. Degree—Harrison, Blair.                                          |
|                                | Art—Siedschlag, Anderson, Broemel.                                     |
|                                | Commerce—Pennell, Watson.                                              |
|                                | County Renewals—E. Burnham.                                            |
|                                | Early Elementary—Campbell, Boswell, Coppell, Phillips, Seekell.         |
|                                | Home Economics—Schumacher, Moore.                                      |
|                                | Junior High School—Mason, Ford, F. Moore, Seekell, Steinway, Wilds.    |
|                                | Later Elementary—Spindler, Halton, Powell, Steele, Strunk.             |
|                                | Evans.                                                                   |
|                                | Manual Arts—Sherwood, Nichols, Weaver.                                  |
|                                | One-Year Curriculum—Evans.                                             |
|                                | Physical Education—Men—Schott, Hyames, Read.                            |
|                                | Physical Education—Women—Worner, Hussey, Mullen.                        |
|                                | Rural Education—Robinson, E. Burnham.                                   |
|                                | Senior High School—Zimmerman, Brown, Eicher, Fox, Rhynsburger, Sangren.|
|                                | Three Year Certificate—Evans.                                           |
|                                | Unclassified—Ellis, Bartoo.                                             |
8. Extra Studies and Scholarship........ Hoekje, Davis, Eicher, Pellett, Sangren.
10. General Advisory Committee....... S. Burnham, Ellsworth, McCracken.
11. Health............. E. Walker, Davis, Ellsworth, Kenoyer, Pellett.
13. Student Association Advisory Board... F. Moore, Brown, Hoekje, Lahman, Spindler.

N. B.—In each case the person whose name appears first is the Chairman of the Committee.
LOCATION

Western State Teachers College is in the city of Kalamazoo, whose location, at the intersection of a wonderful series of natural highways, is one of the finest in the old Northwest. The city is the halfway point on the Detroit to Chicago Michigan Central Railway. The Grand Rapids and Indiana; the Chicago, Kalamazoo, and Saginaw; and the South Haven Branch of the Michigan Central railway, together with the Michigan United Railway, a network of graveled highways, and the trunk lines, U. S.-12, U. S.-131, and M-43, all following post glacial drainage lines radiating from here, make it easily the hub of southwestern Michigan and a great business and professional center.

The site of the College is one of unusual beauty. Five of the buildings stand upon College 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. This portion of the campus is a spur of a gravel outwash plain, cut off by a post glacial stream. From the hilltop on clear days can be obtained a most pleasing panorama, east 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 Railway. In this depression are the athletic field, the men’s gymnasium, the manual arts building, and a recitation building. West of this valley are the hills and the lake dotted plain of the Michigan ice lobe.

In the landscape development of the campus, much of the natural woodland has been preserved. Kalamazoo is in the heart of the southwestern Michigan glacial lake country, and opportunities for diversion are numerous, picnicking, swimming, yachting, skating, and iceboating being popular pastimes.

The city of Kalamazoo has a population of 55,000, 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.

The College has the advantages of neighborhood with other institutions of kindred purpose: Kalamazoo College, Nazareth Academy, and a splendid public school system. The Public Library, under the charge of the City Board of Education, has a well-chosen collection of more than 75,000 volumes, 272 magazines, and 19 newspapers, the use of which is generously permitted to the College students.

PURPOSE

The purpose of the Western State Teachers College, as stated in the act establishing it, is to prepare teachers for the public schools. When this purpose, held in common by all the teacher training institutions of the state, is fully realized, every child in Michigan will be taught by a teacher of vigorous health, high mentality, broad and thorough scholarship, high professional spirit, genuine skill in the art of teaching, culture in the amenities of life, winning personality, and sound character.

By every means in its power this school seeks to attract young men and young women in whom these high qualities are potential. By careful attention to the formation of those habits which make for good health; by the development of sound bodies through physical education; by courses of study which introduce students to the best in thought and life at the same time give as thorough knowledge of the various branches of study as possible in the time devoted to the work; by teaching which de-
develops right habits of study, an appreciation of scholarship, and an understanding of the principles underlying the teaching process; by providing ample opportunity for prospective teachers to become acquainted with children and to observe and practice teaching in its varied system of schools; by developing initiative, self-reliance, and community spirit by voluntary participation along the line of the student's taste or interest in a wide range of extra-curricular activities; by encouraging in every way a sane, wholesome social life; in all these ways this school aims to develop in its students the essential qualities of the teacher, and, as a consequence, to do its part in giving the State of Michigan a body of teachers thoroughly trained for every phase of their work. In a word the Western State Teachers College is progressive in educational policy and practice. It fosters a wholesome spirit of democracy. By every means at its command it seeks to keep constantly before its teachers and students that character and service are the highest aims of education and the noblest ideals of life.

HISTORICAL SKETCH

The Western State Teachers' College was established by an act of the legislature of 1903 and the first school year began in June, 1904, under the presidency of Dwight B. Waldo. Rented quarters in the High School and the Kalamazoo College building housed the school for a year and two summer terms. In 1905 the Administration building was completed and in 1907 the gymnasium and a classroom building, connecting the latter with the Administration building. A modern Training School building was ready for occupancy in 1909, Science Hall in 1914, the Manual Arts building in 1921, the $270,000 Library in 1924, and the $269,000 Gymnasium for Men in 1925. The barracks, erected for the S. A. T. C. in 1918, have been utilized for a classroom building since 1923.

Successive land purchases have increased the original campus of 20 acres to one of 56 acres. An initial appropriation was made in 1903 of $35,000 for buildings and equipment, and of $7,000 for salaries and running expenses. Buildings and equipment now represent a total of over $1,600,000 and a fund of $726,000 is available for salaries and running expenses during the current year.

In the first academic year, 1904-1905, 116 students were enrolled, and, including the training school, ten full time and three part time instructors composed the faculty. In the current year there have been 4155 different students enrolled, and the faculty, including the affiliated training schools, totals some 190 persons.

Graduation from an approved high school is a prerequisite to admission. In 1926 the curricula in art, music, commerce, manual arts, home economics, and physical education were lengthened to three years. The conferring of the degree of Bachelor of Arts, on the completion of a four year curriculum, was authorized in 1917. A curriculum for the degree of Bachelor of Science was formulated in 1925. During the year 1926-1927, 154 bachelor degrees will be conferred, and 852 life certificates and 150 limited certificates will be granted.

The increase in enrollment has made necessary larger training school facilities and these have been gained by affiliation with the Paw Paw village district, the Richland township district, the Portage rural agricultural district, and rural district No. 9, in addition to the opportunities for practice in the public schools of the city.

SUMMARY OF ENROLLMENT, 1927-1928

A. Summer Session, 1927 ................................................. 1674
B. Fall, Winter, and Spring terms, 1927-1928 ........................ 2759
A.B. Fourth Year .......................................................... 186
A.B. Third Year ........................................................... 210
B.S Fourth Year ............................................................ 76
B.S. Third Year ........................................... 64  
Life Certificate Third Year ............................... 139  
Second Year ................................................. 973  
First Year .................................................. 1076  
Unclassified ................................................ 35  
C. Grand total of enrollment ............................ 4433  
D. Names appearing twice ................................. 278  
E. Total number of different students .................. 4155

The above figures represents the enrollment of high school graduates only; that is, students of collegiate rank.

GIFTS TO WESTERN STATE TEACHERS COLLEGE  
ART COLLECTION

Through the kindness of the Honorable Albert M. Todd, the library is able to exhibit pictures, rare books, and manuscripts from his collection. The development of books from the earliest clay tablets to the most beautiful examples of modern printing art and binding is shown by the present display.

WILD LIFE PRESERVE

In 1922 Mrs. Caroline G. Kleinstuck deeded to the State Board of Education over fifty acres of woodland and grassland, about a mile from the campus, to be used as a wild life preserve. It is under the administration of Western State Teachers College but may be used by any educational institution of this locality.

FRESHMAN DAYS

(Saturday, September 22 to Wednesday, September 26)

A few days in advance of registration day, all entering freshmen assemble at Western State Teachers College in order that they may become familiar with their new environment as well as with their duties, responsibilities, and opportunities before the regular work of the college year begins. Entering upon a college course is an event of large significance in the life of an individual, and the success of the new venture may depend upon a right beginning.

During these Freshman Days, lectures are given on how to study, how to use the library, healthful living, college traditions, scholastic ideals, and regulations; the requirements of the several curricula offered are explained and provision is made for consultation with a member of the faculty relative to the one best adapted to the interest and ability of the individual student; the opportunities for participation in extra-curricular activities are announced; under the guidance of conductors, various buildings on the campus are visited; a general intelligence test is given; through a diversity of social functions, acquaintances are made, friendships begun, and a sense of class unity developed.

Because Freshman Days has proved to be of such large value to students beginning their collegiate work, every member of the incoming class is required to be present at all the scheduled exercises. The custom of making attendance compulsory is becoming general in standard colleges.

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 and may be freely consulted on any matter in which they can be of assistance.

The College has never assumed an attitude of paternalism toward her students. However, on the assumption 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. To ensure desirable housing conditions, frequent inspection is made of rooming houses and students are permitted to room only in such houses as have been approved. Specific regulations governing students' conduct are given in the Freshman Handbook, available to all students.

At the beginning of each term representatives of the Student Council meet all trains. They may be recognized by their badges, and may be relied upon for information and advice.

HEALTH SERVICE

Physical examinations are conducted by the staffs of the departments of physical education, a medical staff which consists of local physicians who are in attendance at the college at certain times, a graduate nurse, and assistants. Where remedial measures are necessary, suggestions are made for improving the physical well-being. For the nominal fee of twenty-five cents a term, medical care and advice are rendered in proportion as the college is equipped to dispense such service. Many minor cases of indisposition are treated daily, although preventive rather than curative medicine is the aim. All cases of indisposition should be reported to the Health Service promptly in order that diagnosis of incipient diseases may be made as soon as possible. The offices are in the north basement of the Science Building.

THE APPOINTMENT SERVICE

The Appointment Committee aids graduating students and alumni of the Western State Teachers College in securing suitable positions. This committee seeks at the same time to serve the best interests of the superintendents of the State who desire to secure teachers adapted to the needs of their schools. The committee consists of the Director of the Training Schools and members of the faculty who are in a position to know intimately the record of each student in his class work, practice teaching, and general school activities. An Appointment Secretary gives full time to this work.

At stated times students enroll with this service, receive full information, fill out blanks, etc. Full records as to previous experience of students, detailed statements from instructors concerning ability and personality, positions and salary range for which they are adapted, photographs, etc., are kept on file in the appointment office. Copies of these records are sent out upon application to the superintendents, or can be consulted by them when they visit the Appointment Bureau.

Superintendents preferably select teachers as a result of personal interviews with candidates suggested by the committee, but vacancies are also filled satisfactorily through correspondence.

A complete alumni file with reports from the present field of work of each former student makes it possible to name candidates for work which requires people of some maturity and experience. Each year a number of former graduates are thus placed in larger cities, county normal work, or superintendencies of larger places.
Appointment service is free to each graduating class and to the alumni. An earnest effort is made to place each graduate in as good a position as his record in the institution justifies.

**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 Teachers 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 Teachers College; it will send representatives to visit schools and school systems which want to begin testing work for the purpose of instructing teachers, demonstrating the methods of testing, and actually conducting mental-educational surveys; and holds, at least once a year, a conference on educational measurements.

The Bureau plans to be particularly helpful and valuable to graduates of the Teachers College, and to school people of the state, and will gladly participate in the solution of any school problems so far as its resources and personnel permit.

**TRAINING FOR SUPERVISORY AND ADMINISTRATIVE WORK**

Attention is called to the courses listed in the Department of Education and Psychology, page 87. These courses are especially designed for those students holding life certificates and with teaching experience, who desire to continue their studies toward a degree and who plan to do supervisory or administrative work.

**RURAL EDUCATION**

Public opinion is asking equal minimum standards of academic and professional preparation for all beginning public school teachers. This opinion is already a state law in Michigan to the extent of a requirement of one full year of professional training after the completion of a four year high school. All beginning teachers in Michigan will do well to anticipate a state wide requirement of at least two years of preparation in addition to high school graduation.

Western State Teachers College offers courses of study for the initial preparation of teachers of rural schools as well as subjects in rural education for students who are candidates for a degree. (For detailed description of courses see page 24, for kinds of certificates granted, see pages 60, 61, 62, 64 and 65.)

Many village and county districts are now paying salaries which enable them to demand at least full life certificate preparation on the part of the teachers they employ. However, realizing that probably for several years there will be sufficient demand in rural elementary school positions for students completing two years of preparation, the two-year rural elementary school curriculum has been retained.

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 interest in rural education both within and without the College are functions of the Department of Rural Education.
REQUIRED PROFESSIONAL TRAINING

The Western State Teachers College affords every convenience for beginning teachers and will co-operate to the fullest extent with the State Department of Public Instruction and the county boards of school examiners in carrying out the provisions of the law regarding the professional training of all public school teachers.

The following statement by the Superintendent of Public Instruction, set forth in Bulletin No. 16 of the Department of Public Instruction, is clear and specific about the certification of teachers by county boards of examiners after September 1, 1925:

SUMMARY OF THE TEACHER TRAINING LAW

The law provides, except as given under "a" and "b" below, that after September 1, 1925, to receive a county certificate a person must have had at least one year of professional training beyond the completion of an approved four year high school course.

a. Any teacher who can furnish proof of having taught five years previous to the taking effect of the law in August, 1921, the last three years of which were continuous, shall have a renewal of a certificate without doing the professional training, if such teacher has been continuously and successfully teaching since the last certificate was received and has the average standing mentioned in the next paragraph.

b. Any teacher holding a third grade certificate, a second grade certificate, or a first grade certificate on September 1, 1925, renewable because the teacher has taught continuously since the last certificate was received, and has attained an average standing of at least eighty-five per cent in all subjects covered in two or more previous examinations, may have a third grade certificate or a second grade certificate renewed by completing twelve weeks of professional work amounting to sixteen term hours' credit, or may have a first grade certificate renewed by completing eighteen weeks of professional training amounting to twenty-four term hours' credit. Not more than three third grade certificates may be issued to any person.

Attendance at a reputable university, college, or normal school during the regular school year shall be counted in lieu of teaching for the same period when determining continuous teaching experience necessary for renewals of certificates.

CERTIFICATES ISSUED

A person who completes one year or more of professional training under the guidance of his advisor may qualify for one of the following certificates which is issued by the county board of school examiners in the county in which the student desires to teach. The college issues the student a certified copy of his credits to be presented to the county board, through its secretary, the county commissioner of schools, before one of their regular meetings either in April or August.

Third Grade. A person who completes one year of professional training is granted a third grade certificate by the county board of school examiners.

Second Grade. A person who completes one and one-third years of professional training is granted a second grade certificate by the county board of school examiners.

First Grade. A person who completes one and two-thirds years of professional training is granted a first grade certificate by the county board of school examiners.
Renewal of County Certificates Issued Previous to September 1, 1925

Any person who is doing work for the renewal of a county certificate issued previous to September 1, 1925, should select subjects from the list of subjects named for one year of professional training until such person has completed the twelve subjects required for a year of professional training. Any such person, however, will not be required to select the six required subjects named before he or she may pursue any of the nine subjects given as electives.

The requirements for one year of professional training are given on page 65.

County Normal and Helping Teachers

Courses adapted to the needs of teachers who have served and of students who desire ultimately to become principals or critics in county normal schools or helping teachers in county supervision are offered in the regular year and in the summer session. Every effort is made to serve the needs of students preparing in these specialized fields in education.

EXTENSION WORK

Through the agency of a well organized extension department, teachers in service have large opportunities to secure credits toward a certificate or a degree. Extension courses are designed to meet the needs of those whose circumstances do not permit of attendance at the College.

A detailed description of the work of this department is given on page 66.

BUILDINGS AND MATERIAL EQUIPMENT

There are eight modern buildings, admirably adapted to their uses, and though still inadequate to the growing needs of the college, they provide a splendid physical equipment.

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 stack-well, and 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. The second floor has two large lecture rooms and two seminar rooms. The basement provides more classrooms, a large study room, and a check room for wraps.

The Library consists of 31,000 volumes, arranged according to the decimal classification, and indexed by a card catalog of the dictionary type. There are 60 complete files of periodicals, and 280 periodicals and 12 newspapers were subscribed for during the current year. An effort is made to ensure the intelligent use of library tools and the principal works of reference by a course of ten lessons required of all first-year students.

The Administration Building contains the administration 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 class rooms.

The Training School Building, which houses the pre-high school training school work, is a model building of its kind, with every facility for the effective handling and teaching of children.
The **Science Building.** The *Department of Biology* has separate 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 Agriculture* has a very unusual opportunity to do the work described in the department courses of study.

The Department of Agriculture has a very unusual opportunity to do the work described in the department courses of study.

A one-hundred acre farm of fertile silt loam is being handled as a demonstration project. A pure bred herd of Guernsey cattle is being grown, feeder cattle are being kept, pure seed is grown, a fine flock of laying hens is housed in a modern poultry house, and fertilizer results will be available. A young orchard of good varieties of fruit is available for observation. Alfalfa fields, cover crop demonstrations, and modern machinery are maintained.

The farm is operated on a business basis with the principle of economic production directing rather than the principle of experimentation.

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 electrical combustion furnace.

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

The *Department of Education and Psychology.** For the work in psychology, all the instruments necessary for standard introductory or advanced courses are at the disposal of the student. Chronosopes, kymographs, tachistoscopes, color mixers, ergographs, etc., constitute a part of this equipment. The department is also well supplied with excellent models of the brain and the sensory organs. The general library of the school 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; a collection of rocks, minerals, and fossils; meteorological instruments; a balopticon and several hundred slides.

The *Department of Physics* 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, as well as a shop and stock rooms.

The laboratories are adequately equipped 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.

The Manual Arts Department is in a fireproof structure of modern factory type. Facilities for specialization in woodworking, metal working, and drafting are complete and adequate. Wash-rooms and shower-baths adjoin the locker room. There are separate units for elementary woodworking, advanced woodworking, forging, sheet metal, machine shop, foundry, pattern making, gas engine, and automobile repair work, and the drafting room receives north and west light. This building is modern in every respect, and with its ample equipment, provides satisfactory training opportunities for those interested in the industrial arts.

The Home Economics Department has laboratories for courses in foods and cookery in the Administration building and the Training School, and for clothing and textile work in the Barracks.

The Department of Commerce is in the basement of the Library. 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 Men's Gymnasium was erected in 1925. Its size and equipment make possible adequate training of varsity basketball and indoor track teams, the preparation of physical directors and athletic coaches, and the carrying out of an intra-mural program of physical education and competitive sports during the winter term. Between 3,500 and 4,000 people may be seated around the varsity court during the big games of the season.

There is a regulation basketball floor, with three cross courts for intra-mural 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 and apparatus work. Locker rooms take care of the needs of all the students. Separate locker space is provided for the varsity and visiting teams and for State High School students. There are also offices and classrooms.

The Women's Gymnasium. For their work in physical education the women of the school now have the exclusive use of the gymnasium which was formerly shared with the men in the school. The floor space is 119x68 feet. Sufficient apparatus is available for the needs of all physical education activities, indoor and outdoor athletics. There is also a room equipped for remedial work. In the basement are lockers, shower baths, and a swimming pool.

The Barracks. In the building used as a Barracks during the S. A. T. C. days are the print shop of the Manual Arts Department, the Early Elementary Department, part of the Home Economics Department, the Art Department, and three general classrooms.

THE TRAINING SCHOOLS

The Training Schools represent one of the most complete systems in the United States and give the student an opportunity for practice teaching in special subjects and in any grade desired from kindergarten to the twelfth grade inclusive. These schools include a wide range of typical schools, a one-room rural school, a consolidated and township unit school, a large village school, a city graded school and high school. Transportation to the outlying schools is afforded by the Teachers College busses.
The Campus Training School includes a kindergarten, a room each for grades one to eight, special class rooms, a library, a gymnasium, and laboratories for both manual arts and home economics. The center of the building is an open light-well forming a rotunda, with a stage for children's assemblies, and a fireplace. Enrollment is by application and new students are accepted from a waiting list when vacancies occur. Owing to the large demand for admission, only pupils of normal grade age are accepted; no room for retarded pupils is maintained on the campus.

The Campus High School is a typical four year high school and a member of the North Central Association. The general assembly room and offices are on the second floor of the Administration Building.

In the Vine Street School of the local city system, third and fifth grade training rooms are operated under the joint control of the Teachers College and the Kalamazoo Board of Education. They are in charge of competent supervisors, members of the Teachers College faculty, and are fully equipped for practice teaching.

The Hurd One-Teacher Country School on West Main Street is housed in a new building, equipped with electric lights, running water, an extra room for practice-teaching, and a basement community room with stage which may be used for indoor play.

The Portage Center Consolidated School, a thirteen teacher school, including kindergarten, all the elementary grades and high school, a gymnasium, and laboratories, is also in a new building especially constructed both to meet the needs of the local community and to extend the practice teaching facilities of the Teachers College into this type of situation.

The Richland Township Unit School has a building and facilities similar to those of the Portage school above described.

The Paw Paw Large Village School, opened in 1924, is one of the best of its kind. It is the aim of the Western State Teachers College and the Paw Paw Board of Education to make this school a progressive one in every particular. All elementary grades, high school, and special departments are included, and the best types of modern equipment are exemplified. There are at present twenty-six faculty members.

PRACTICE TEACHING (See also p. 138)

In these teaching laboratories, under trained supervision, students have an opportunity to test theory with practice by teaching and observing under especially arranged conditions, which present such problems as will daily be met with in ordinary teaching. Each student is given charge of a definite group of children for whose progress he is responsible for the term.

These training schools are in charge of trained instructors; are furnished with the best types of modern equipment; and, while the work is well grounded in standard practices, the aim is to keep well abreast of the times in all that is progressive in the education of today. While they are established primarily for teacher training purposes, the principle is maintained that the welfare of the children is paramount, since that which constitutes the best education for the child is likewise the best laboratory for the student teacher.
STUDENT ACTIVITIES AND ORGANIZATIONS

ASSEMBLY

Students and members of the faculty meet every Tuesday morning at nine o'clock. The exercises are in charge of a special committee and usually consist of lectures, musical numbers, and other types of entertainment of general interest to the student body.

WOMEN'S CLUBROOM

A large room on the first floor of the Administration building has been attractively furnished and set aside for the use of the women of the school. Students find this charming room with its comfortable chairs and davenports a pleasant place to rest between classes or to come for a cup of tea and a chat with friends in the afternoon. The various women's organizations of the school hold their meetings here.

THE STUDENT ASSOCIATION

Every student upon paying his fees becomes a member of the Student Association of Western State Teachers College. This organization, which comprises the entire student body, is governed by an executive group known as the Student Council, the personnel of which consists of the officers of the Association, representatives from each class, and representatives from the major student organizations. The Council conducts two student elections annually, when class officers and class representatives, as well as Association officers, are elected.

The Association provides the democratic means whereby the students of the school govern themselves, with the co-operation of a committee of faculty members, the Faculty Advisory Board. The Association, through its duly elected representatives and with the aid of the faculty, keeps close to the problems of student life. In the last few years it has assured the existence of desirable organizations through the charter system; and worked out a financial system managed through the Student Council. Details of the work of the Council are published annually in its handbooks. As a responsible, self-governing body, the Association unifies and inspires a fine type of spirit in the school.

THE WOMEN'S LEAGUE

The Women's League was organized in 1913 to look after the social welfare of the women of the school. It aims to aid the new student in every possible manner, and to promote closer acquaintances. Women students become members by paying a fee of twenty-five cents each term at the time of registration.

RELIGIOUS ORGANIZATIONS

Through the organizations of the Y. M. C. A. and Y. W. C. A., students are offered opportunities for the development and expression of their religious interests. Weekly meetings are held. The members of each association desire to render all possible service to new students.

THE ALUMNI ASSOCIATION

The Western State Teachers College Alumni Association, organized June 19, 1906, by graduates of the first two classes, has served as a bond between the members as teachers throughout the State, and the College. With the class of 1927 its number was approximately eight thousand five hundred, and twenty-three classes were represented in the mem-
PHYSICAL EDUCATION

Each year headquarters are maintained at the State Teachers' Association meetings, and alumni are urged to register and make use of the rooms reserved for this purpose. At the commencement home-coming of alumni in June there is a reception and a banquet for members.

Through news-letters the College keeps its alumni informed in regard to various matters of mutual interest. A permanent alumni secretary collects and files addresses and information concerning the graduates who are now placed in all parts of the United States and even in foreign countries. Alumni are encouraged to organize into groups in localities where there are enough graduates to warrant such organization.

PHYSICAL EDUCATION AND ATHLETICS

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 and learned which will be followed after college days are over.

A medical and physical examination is required of all incoming new students. This automatically divides the students into two classes; the physically normal and the physically sub-normal. The physically normal will follow the regular physical education activity program, while the physically sub-normal will engage in a prescribed corrective and recreational program approved by the physician.

Intra-mural sports constitute a definite part of the physical education program. The following activities are included: for men, basketball, tennis, handball, horse-shoe pitching, archery, volley ball, indoor baseball, outdoor baseball, track, and cross country; for women, hockey, soccer, basketball, indoor baseball, archery, golf, tennis, track, swimming, skiing, and hiking.

Western has been unusually successful in all phases of inter-collegiate athletics. The following sports are recognized as belonging to this group: football, baseball, basketball, indoor and outdoor track, cross country, tennis, golf, wrestling, and boxing.

This college is a member of the Michigan Collegiate Conference which promotes intercollegiate athletics among its members and requires, among other things, that its members enforce the one-year residence rule, a high standard of scholarship, and emphasizes those qualities which make for the finest and best in athletics.

Western has excellent facilities for Physical Education, two gymsnasiums, a swimming pool, several tennis courts, a newly regraded gridiron covered with a splendid turf, a baseball field, a quarter mile cinder running track, and other play fields for the use of soccer, hockey, speedball, and baseball.

The department offers three and four year specialized courses in physical education.

THE W CLUB

This organization is composed of men who have won an official letter in one of the major sports.

DEBATING

The career of Western State Teachers College in intercollegiate debating, begun in 1921-22, has been increasingly successful. A large number of students are interested in forensic work, and separate debate squads for men and women are formed every year and trained under faculty direction. From these squads teams are chosen to represent the College against other colleges in Michigan and outside the State.
In addition to the intercollegiate debating, an excellent opportunity for practice in debate and public speaking is offered by the four student debating organizations, two for men and two for women. A series of spirited inter-society debates is held each fall for the possession of a loving cup presented by the Kalamazoo Bar Association.

DEBATING CLUBS

The **Forum** is the oldest of the College Normal debating societies. Its purpose is to give its members practice in debating and to promote an intelligent and progressive school spirit.

The **Tribunal**, the younger of the men's debating organizations, has as its main purpose the encouragement of collegiate debating; but it is also engaged in promoting the best interests of other campus activities.

The **Senate** is a women's debating club, organized to develop interest in public affairs through debate. Interest in school activities and a high scholastic standing are requirements for membership.

The **Academy**, a women's organization, encourages the study of forensics, requires high scholastic attainments of its members, and develops leadership through participation in society and school activities.

HONORARY SOCIETIES

**Delta Rho** was organized four years ago in fulfillment of a need for an honorary forensic society. The membership in this society is limited to the men and women whose work in intercollegiate debate warrants such recognition.

**Kappa Rho Sigma** is composed of students who have shown marked excellence in the fields of mathematics and science. Election is by vote of members of the faculties of these departments.

EXTEMPORAL SPEAKING

Following the establishment by the Department of Speech in the fall of 1926 of the state-wide Extempore Speaking Association of Michigan High Schools, a home extempore speaking contest was organized. This contest, open to all students, promises to become an annual event for the spring term. Substantial cash prizes and attractive awards are presented to the winners.

MUSICAL ORGANIZATIONS

The **Orchestra** meets once a week throughout the year and gives concerts at various times. All students with a reasonable degree of proficiency on some instrument are eligible to membership. The opportunity for ensemble work under direction is one of which all students should take advantage.

The **Band** has become a prominent organization, furnishes music at athletic and other events, and gives its members the benefit of ensemble playing.

The **Glee Clubs** take an important part in the musical life of the College. Three are maintained: Men's Glee Club, the Women's Glee Club, and the Women's Choir.
STUDENT ORGANIZATIONS

THE PLAYERS

The purpose of this organization is the promotion of appreciation of the drama among its members and among the members of the student body. Programs for entertainment and study are presented at each regular meeting. The public presentation of two long plays and several one-act plays during the year gives practical experience in acting, staging, and management. Membership is limited and is attained through try-outs held in the spring and fall terms.

THE STUDENT SCIENCE CLUB

The Student Science Club exists to instill in its members a scientific attitude and a spirit of research. The meetings are bi-weekly, one being devoted to a discussion in which the students are divided into groups, the other to a lecture by some member of the faculty. The membership is limited to those students who have elected a year of science or mathematics and maintain a high scholarship in those branches. The programs are open to all students of the College.

SOCIAL SCIENCE CLUB

This organization was formed to acquaint students with some of the vital problems of present day life. High scholarship, the recommendation of the faculty of the department of social sciences, and the approving vote of the society are prerequisite to membership. The semimonthly meetings are devoted to lectures, discussions, or a social time.

THE CLASSICAL CLUB

The Classical Club is an organization holding monthly meetings. The active members are students in the Latin department; other students, particularly those specializing in art, English or history, are cordially welcomed as associate members.

An opportunity is offered for extending acquaintance with classical subjects, such as the private institutions of the Greeks and the Romans, their religion, art, theatre, and the topography and monuments of Athens and Rome. The programs, in which both instructors and students participate, consist of games, singing, illustrated talks, and the presentation of simple plays.

CERCLE FRANCAIS

An organization known as the Cercle Francais holds monthly meetings to which all except first-year students are eligible. There are programs of a diversified character, designed to create and extend interest in the life and literature of the French people, to encourage conversational French, and to give opportunity for activities not possible in the classroom.

THE COUNTRY LIFE CLUB (National Affiliation)

Students in the Department of Rural Education, and other students who may desire, meet two evenings each month for social recreation, debates, special topic reports, and free discussion of subjects related to the educational, industrial, and social life of rural communities. Opportunity is afforded for parliamentary practice. Occasionally addresses are made by members of the faculty and leaders in rural education. This work is emphasized by an annual rural progress lecture given by a national leader in the study of rural life. A delegate is sent each year to the National Convention of the American Country Life Association.
THE TEACHERS COLLEGE HERALD

The "Herald," the official weekly publication of the college, is issued as a four-page paper each Wednesday. It chronicles the important activities of the College. From time to time, throughout the year, special numbers are issued, devoted to art, music, industrial training, athletics, co-educational activities of a special nature, and other particular College interests. Every student and faculty member is a paid subscriber. The alumni give the paper cordial support.
EXPENSES, FEES

EXPENSES

FEES

Tuition Fees

For residents of Michigan, $5.00 for each regular term of twelve weeks and $3.00 for the Summer session of six weeks.

For non-residents of Michigan, $10.00 for each regular term of twelve weeks and $6.00 for the Summer session of six weeks.

Tuition will be pro-rated if less than three subjects are taken. Full tuition is charged for three or more subjects.

Kalamazoo County students who enroll for Rural Education work may attend Teachers College one year without paying tuition fees, because counties having County Normals provide for one year of free tuition and because, by law, counties having State Normals cannot have County Normals.

Miscellaneous Fees

A fee of $6.00 is collected each term for the support of athletics, student activities, health service, library purposes and subscription to The Herald. The Identification Photo Fee is 25c.

Graduation Fees

One Year Professional, Three Year and Five Year Certificate Curricula ................................................................. $2.00
Life Certificate Curricula .......................................................... 3.00
Degree Curricula .................................................................... 3.00
Alumni Fee (Paid by all graduates) ........................................... 1.00

Late Enrollment Fee

By action of the State Board of Education all students who enroll after opening day shall be charged an additional fee of $2.00. No exceptions will be made to this rule.

Note.—No refund of fees will be made after the first week of the term.

BOARD AND ROOM

A list of approved rooming and boarding houses for men can be obtained from the Dean of Men, and for women from the Dean of Women. It is advisable for students to see the rooms before definitely engaging them.

Rooms are available in the vicinity of the school sufficient to house 1,800 students. The cost of room and board varies. The average cost of double rooms is from $2.00 to $3.00 per week per person. The average cost of single rooms is from $3.00 to $4.00 per week. The average cost of board is from $5.50 to $6.50 per week.

The Cafeteria

Teachers College maintains a lunchroom in the basement of the Training School building where wholesome food is served at small cost. Provision is made for five hundred students at each serving.

ESTIMATE OF EXPENSES

An estimate of the expenses for one term may be formed from the following table:
Room (one-half of a double room) .................. $30.00 to $36.00
Board .............................................. 60.00 to 72.00
Laundry ............................................. 0.00 to 10.00
Textbooks and supplies ......................... 15.00 to 25.00
Incidentals ....................................... 15.00 to 25.00
Tuition and fees (approximately) .................. 10.00 to 12.50

Total for one term (12 weeks) .............. $130.00 to $180.50

REMUNERATIVE OCCUPATION

Kalamazoo offers opportunities for students who wish to support themselves in part during residence in the school. There are openings in a number of lines, including the care of lawns and furnaces, waiting table, care of children, assisting in housework, etc. For those who have had experience in business lines, there is occasional demand.

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 should apply to the Dean of Men.

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

THE CO-OPERATIVE STORE

The Co-operative Store, which began its existence at the opening of the Summer session of 1912, has had a most satisfactory development. Here it is possible for students to procure all their books and school supplies at reduced prices. The saving of students' time afforded by the Co-operative Store is inestimable, while the saving of money owing to low prices is another factor in assuring the general popularity of the institution.

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 and notes are given not to exceed one year. Application for loans should be made to the Student Loan Fund Committee.

SCHOLARSHIP 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 Western Normal 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 school. Preference is given to students in the Early Elementary department. The administration of this fund is in charge of a permanent committee.

The Debate Scholarship and Loan Fund. In the fall of 1920, the four debating organizations on the campus, the Senate, the Academy, the Forum, and the Tribunal, combined to start a fund which should be avail-
able for loans to worthy debaters, and which should eventually be used to award scholarships to debaters. The fund has now passed the thousand dollar mark, and has been instrumental in making it possible for several debaters to remain in school. 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 Art department, provides funds to aid worthy students who give promise in art.
CONDITIONS OF ADMISSION

Students may enroll at the opening of any term. All new students should present their applications and credentials by mail to the Registrar before the opening of the term. Blanks for this purpose may be obtained on request.

ENTRANCE TESTS

Standard intelligence and achievement tests are required of each student upon entrance. The results of these tests are not used as a part of the entrance qualifications but are of service in advising students relative to their scholastic work.

ENTRANCE REQUIREMENTS

(Effective September, 1928)

A. Admission on Certificate

A graduate of a four-year high school, accredited by the University of Michigan, may be admitted to any one of the four state teachers colleges provided that he is recommended by the principal of the high school and that he submits credits as follows:

I. Prescribed Units.*
   - Algebra 
   - English 
   - Foreign Language**
   - History
   - Laboratory Science (Physics, Chemistry, Botany, or Zoology)
   - Plane Geometry

II. Additional Units from List A (See Below) 

III. Additional Units from List A or B (See Below) 

Total

List A

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

List B

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

Note:

1. It is expected that the principal will recommend not all graduates, but only those whose character, scholarship interests and attainments, seriousness of purpose, and intellectual promise are so clearly superior that the school is willing to stand sponsor for their success. The grade required for recommendation should be distinctly higher than that for graduation.
2. *A unit is defined as a course covering an academic year and in-
cluding in the aggregate not less than the equivalent of one hundred and
twenty sixty-minute hours of class-room work. Two or three hours of
laboratory, drawing, or shopwork are counted as equivalent to one of
recitation.
3. **The units of foreign language must be presented by all candi-
dates 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 in science may be accepted, it must
be supplemented by a second half unit in science. For this purpose the
only groupings permitted are the following:
   (a) Botany and Zoology.
   (b) Zoology (or Botany) and Physiology.
   (c) Physiography and Geology.
   (d) Physiography and Physiology.

B. 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 pre-
scribed 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 bach-
elor's degree.

C. 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 exam-
inations should be made with the Registrar at least one month in advance
of the date on which the student desires to enter the College.

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 them-
selves 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.
ROUTINE OF REGISTRATION, CREDITS, ETC.

GENERAL INSTRUCTIONS FOR ENROLLMENT

Before the beginning of each term the Registrar prepares a special form, giving full information for enrollment. A copy of this form may be obtained at the Information Table.

CLASSIFICATION

Students are classified as 1, 2, 3, or 4. Students with fewer than nine units of credit are 1 (first year students); with nine to twenty-four units inclusive, are 2; with twenty-five to thirty-four units inclusive, are 3; with more than thirty-four units, are 4. Beginning students entering without advanced credit are always classified as 1.

CREDIT IN TERM HOURS

A unit of work represents a course of study pursued for twelve weeks with four class periods of fifty minutes each per week, and is regularly recorded as four term hours of credit.

Credits applying on the degree and certificate curricula may be earned in any of the subjects regularly required.

Courses which meet one hour a week for one regular term will be given 1 term hour of credit (one-fourth unit).

Courses which meet two hours a week for one regular term will be given 2 term hours of credit (one-half unit).

Courses which meet three hours a week for one regular term will be given 3 term hours of credit (three-fourths unit).

Courses which meet four hours a week for one regular term will be given 4 term hours of credit (one unit).

A minimum of ninety-six term hours of credit is required for a Life Certificate in a two-year curriculum, 144 term hours of credit for a Life Certificate in a three-year curriculum, 56 term hours of credit for the Three-Year Certificate, and 192 term hours of credit for the A.B. or the B.S. degree.

Students who carry successfully four regular subjects which meet four times a week for a term will receive 16 term hours of credit (four units).

Eight term hours (one-half of a full term's credit) is usually the maximum credit for any student during the Summer session. Classes reciting one hour daily during the Summer session ordinarily earn 2 term hours while those reciting two hours each day earn 4 term hours.

No credit will be given for a course for which the student is not officially registered.

The Standard Student Class Load

Sixteen term hours of work in addition to physical education is a standard student class load. As all courses do not carry the same number of term hours of credit, the load may vary from fifteen to eighteen term hours.

Extra Studies

No student may enroll for more than eighteen term hours of work without the permission of the Extra Study Committee. Physical Education, Library Methods, and Penmanship are not counted in term hours.

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.

Students may make application for an extra study by securing an application blank from the Chairman of the Extra Study 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.

ENTRANCE WITH ADVANCED CREDITS

Advance 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 the Western State Teachers College. Application for advanced standing, accompanied by credentials, should be made to the Registrar of the Western State Teachers College within two weeks of the time that a student first enters the College.

STUDENT ADVISORY SYSTEM

Experience has demonstrated that college students, especially beginners, need to be advised. During the past year Western State Teachers College has taken rank among the leaders in this type of activity. Immediately upon registration each freshman is assigned to a Faculty advisor with whom he consults relative to the details of the curriculum he wishes to pursue, sequence of studies, etc., etc. The advisor plans with him his daily program for the following term. Being advised is required of all freshmen. With upper classmen being advised is optional, though opportunity for it is provided and students are strongly urged to avail themselves of this service.

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 all tests and is lowered by absences. 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</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>E</td>
<td>Failure</td>
<td></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, through illness, unsatisfactory work, or some other cause, and may be given opportunity to complete it.

I's must be removed during the next succeeding term (except when the student does not return, and then within one year) or they automatically become E's.

The mark of E means that the student has failed. E's and W's can be removed only by taking again all the work involved.
Withdrawal from Courses

The mark of W will be given only when the Registrar issues an official Drop Slip. If a student withdraws from a class without the Registrar's permission, a mark of E will be given.

Standard for Graduation

The minimum number of honor points required of each student for graduation equals the number of subjects carried. (Normally a student in a two-year curriculum carries 24 subjects. He should earn at least 24 honor points. If he should fail in one subject, he would need to earn 25 honor points; if he should fail in three subjects he would need to earn 27 honor points.)

DEGREES AND CERTIFICATES

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

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

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

1. The Degree of Bachelor of Arts.
   The Degree of Bachelor of Science.


3. The Five Year Certificate, valid for five years in the Public Schools of Michigan (See Note 1).

4. The Three Year Certificate, valid for three years in the Public Schools of Michigan.

ACADEMIC AND RESIDENCE REQUIREMENTS

1. For the Bachelors 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.

2. For the Life Certificate the candidate shall—
   a. present credits satisfying a prescribed curriculum and aggregating 144 term hours or three 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.

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.

4. For the Three Year Certificate the candidate shall—
   a. present credits satisfying a prescribed curriculum and aggregating 56 term hours or one year and one summer term;
   b. have satisfactorily completed in residence at this institution at least 32 term hours; (See Note 3)
   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 residence credit there earned, 16 term hours shall satisfy the residence 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) If a candidate for the Three 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 residence credit there earned, 16 term hours shall satisfy the residence requirement at this institution.
   (b) If a candidate for the Three Year Certificate shall have entered as a graduate from a Michigan County Normal School he shall complete in residence at this institution 24 term hours.

Note 4. 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;
   3. For the Three Year Certificate, 32 term hours.

Note 5. 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 residence requirements.

CREDIT RELATIONS WITH COLLEGES AND UNIVERSITIES

Graduates receiving the five year certificate usually are granted junior standing in colleges and universities and are able to fulfill the requirements for a degree by an additional two years of work. Senior
standing usually is granted to graduates 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 college or university should plan his work with the requirements of the particular institution in mind.

Admission to the 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.

**THE CURRICULA**

The curricula in Western State Teachers College are planned to prepare teachers for the different departments and 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 curricula as outlined that he may understand clearly the purposes of each. He should choose the curriculum for which he considers himself best fitted.

Specific details of the curricula for the various degrees conferred and certificates granted by Western State Teachers College appear in this publication as follows:

1. Curricula four years in length leading to the degree of:
   - Bachelor of Arts, 46, 58.
   - Bachelor of Science, 47, 58.

2. Curricula three years in length leading to a Life Certificate in—
   - Art, 48.
   - Art and Music, 49.
   - Commerce, 50.
   - Early Elementary, 51.
   - Home Economics, 52.
   - Junior High School, 53.
   - Later Elementary, 54.
   - Manual Arts, 55.
   - Music, 56.
   - Physical Education for Men, 57, 58.
   - Physical Education for Women, 59.
   - Rural Elementary, 60.
   - Rural High School, 62.
   - Senior High School, 63.

3. Curricula two years in length leading to the Five Year Certificate in—
   - Early Elementary, 51.
   - Junior High School, 53.
   - Later Elementary, 54.
   - Rural Elementary, 61.
   - Rural High School, 62.
   - Senior High School, 63.

4. Curriculum one year and one summer term in length leading to the Three Year Certificate—
   - Three Year Certificate Curriculum, 64.
5. Curriculum one year in length meeting state professional requirements—
   One Year Professional Training Curriculum, 65.

   To study in detail the requirements in professional training for teachers in the State of Michigan and the conditions under which the student may receive a certificate after having completed the curriculum outlined the reader is referred to pages 25 and 26 of this publication.

SIGNIFICANCE OF COURSE NUMBERS

Unless otherwise noted subjects numbered
   1-99 inclusive are reserved for high school students.
   100-199 inclusive are intended for freshmen.
   200-299 inclusive are not open to freshmen.
   300-399 inclusive are open only to juniors and seniors.
   400-499 inclusive are open only to seniors.

   The various consecutive terms in a given year subject are designated by the letters A, B, and C.
   When subjects are offered by extension, to the regular number of the course C1 is added to indicate class work, or C0 to indicate correspondence work.
BACHELOR OF ARTS

Four-Year Curriculum Leading to the Degree of Bachelor of Arts

At its regular meeting, March 29, 1918, the State Board of Education authorized the Teachers Colleges of the State to formulate a four-year curriculum leading to the Bachelor's degree. The curriculum is the same for all of the Teachers Colleges of Michigan, and leads to a Life Certificate and the degree of Bachelor of Arts.

The four-year curriculum will in no way interfere with the curricula already in force in the Western State Teachers College, and it is possible for students in many of these curricula to plan their work so that it will count as part credit toward the degree.

Students may enter the institution to begin or continue their work for the degree at the beginning of any regular term.

The degree of Bachelor of Arts and a Teachers' Life Certificate will be granted to students upon satisfactory completion of the curriculum outlined below. The work extends over a period of four years of thirty-six weeks each, and presupposes the completion of a four-year standard high school course as described under the Entrance Requirements. A term hour of work represents a course of instruction in a single subject continuing for twelve weeks and having one class-hour a week.

Two hours of laboratory work will count as one class-hour. The requirements for graduation with this degree are distributed as follows:

Group 1 English Composition and Rhetoric........12 term hours

Group 2 History, Political Science, Economics, Sociology,

Philosophy ..................................................20 term hours

Group 3 Biology, Chemistry, Geography, Geology, Physics, Mathematics, Astronomy.................24 term hours

Group 4 Ancient Languages, Modern Languages, English

Language and Literature..................24 term hours

The remaining units may be elected from the courses regularly offered by the various departments, subject to the following restrictions:

1. Courses must be elected so that the requirements in some one of the Life Certificate curricula are fully satisfied.
2. Not more than 64 term hours may be taken in any one department.
3. Courses counted in Group 1 cannot be counted in Group 4.
4. Not more than a total of 64 term hours may be counted from any or all of the following departments: Music, Art, Home Economics, Commerce, Industrial Arts, and Physical Education. Credits in these departments counted toward a degree must be earned in courses generally recognized as of college grade.
5. At least two-thirds of the work taken in residence beyond the second year must be in courses not open to first-year students, and no candidate will be recommended for the A.B. degree who has spent less than one year at the Western State Teachers College and who has not been in residence during the term next preceding the time of his graduation.

Minimum term hours required—192.
BACHELOR OF SCIENCE

Four-Year Curriculum Leading to the Degree of Bachelor of Science

The degree of Bachelor of Science and a Teacher's Life Certificate will be granted upon satisfactory completion of the curriculum outlined below. The work extends over a period of twelve terms of twelve weeks each, and presupposes the completion of a four-year standard high school course as described under Entrance Requirements. A term hour of work represents a course of instruction in a single subject, continuing for twelve weeks and having one class-hour a week. Two hours of laboratory work ordinarily count as one class-hour. The requirements for graduation with this degree are distributed as follows:

Group 1  English Composition and Rhetoric............. 12 term hours
Group 2  History, Political Science, Economics, and Sociology ........................................ 12 term hours
Group 3  Psychology and Education:
  Introductory Psychology 101........................ 4 term hours
  Educational Psychology 102......................... 4 term hours
  Principles of Teaching 101.......................... 4 term hours
  Teaching 201, 202................................. 8 term hours
  Elective ............................................ 4 term hours
Group 4  Ancient Languages, Modern Languages, or
  English in addition to Group 1.................... 12 term hours
Group 5  Biology, Chemistry, Geography and Geology,
  Mathematics, and Physics.......................... 12 term hours
Group 6  Art.
Group 7  Commerce.
Group 8  Home Economics.
Group 9  Manual Arts.
Group 10 Music.
Group 11 Physical Education for Men.
Group 12 Physical Education for Women.

In addition to the minimum amount of work designated under groups 1 to 5 inclusive, the student must elect not more than sixty-four term hours from any of the departments of Group 5, or from any of the groups from six to twelve inclusive. The remaining credits to make up one hundred ninety-two term hours may be taken as free electives, subject to the approval of the chairman of the degree committee.

Courses must be elected so that the requirements in some one of the Life Certificate curricula are fully satisfied.

Credits counted toward a degree must be earned in the courses generally recognized as of college grade. Candidates for the degree of Bachelor of Science must present a major sequence of thirty-six term hours of consecutive, coherent courses elected from a department or from related departments, and a minor sequence of twenty-four term hours of consecutive, coherent courses.

Isolated courses will not be counted toward satisfying the minimum requirements of groups 1 to 5. At least one-half of the work beyond the first year must be in courses not open to first-year students. No candidate will be recommended for the Bachelor of Science degree who has spent less than thirty-six weeks at the Western State Teachers College and who has not been in residence during the term next preceding the time of his graduation.

Minimum term hours required—192.
ART CURRICULUM
(Three years in length)

For the Preparation of Teachers and Supervisors of Art

1. Psychology and Education:
   - Introductory Psychology 101 ........... 4 term hours
   - Educational Psychology 102 .......... 4 term hours
   - Principles of Teaching 101 .......... 4 term hours
   - Teaching 201, 202, 203 .......... 12 term hours

2. Rhetoric 104 A, B, C ..................... 9 term hours

3. Foreign Languages, Speech, and English in addition to
   Group 2 .................................. 12 term hours

4. History, Economics, Political Science, and Sociology ........................... 12 term hours

5. Science and Mathematics .................................. 12 term hours

6. Art:
   - Art 102 .................................. 4 term hours
   - Industrial Art 103 ..................... 4 term hours
   - Elementary Design 109 ............. 4 term hours
   - Mechanical Drawing 112 ............. 4 term hours
   - Figure Drawing 205 ................... 4 term hours
   - Art Observation 206 ............... 4 term hours
   - Demonstration Drawing 207 ........ 4 term hours
   - Art Composition 208 ................ 4 term hours
   - History and Appreciation of Art 211 A, B .. 8 term hours
   - Commercial Art 214 ................ 4 term hours
   - Art Supervision 313 ............... 4 term hours

7. At pleasure .................................. 27 term hours
   (Not more than 8 term hours may be elected in Art.)

8. Required of all students in addition:
   - Library Methods.
   - Physical Education:
     For men—five terms.
     For women—five terms.

Minimum term hours required—144.

Note.—1. The department reserves the right to take creditable work
   from the students for purposes of exhibition.
2. One unit of teaching should be deferred until the third year.
3. In as far as possible, executive courses should be elected in
   fulfillment of the requirements of Groups 3, 4, 5, and 7.
4. If it is desired that the work of this curriculum count as
   three years toward a degree, elections must be made in con-
   formity with the requirements of a degree curriculum.
ART AND MUSIC CURRICULUM
(Three years in length)

For the Preparation of Teachers of Art and Music

1. Psychology and Education:
   - Introductory Psychology 101: 4 term hours
   - Educational Psychology 102: 4 term hours
   - Principles of Teaching 101: 4 term hours
   - Teaching 201, 202: 8 term hours

2. Rhetoric 104 A, B, C: 9 term hours

3. Foreign Languages, Speech, and English in addition to
   Group 2: 12 term hours

4. History, Economics, Political Science, and Sociology: 12 term hours

5. Science and Mathematics: 12 term hours

6. Art:
   - Art 102: 4 term hours
   - Industrial Art 103: 4 term hours
   - Elementary Design 109: 4 term hours
   - Mechanical Drawing 112: 4 term hours
   - Figure Drawing 205: 4 term hours
   - Art Observation 206: 4 term hours
   - Demonstration Drawing 207: 4 term hours
   - Art Composition 208: 4 term hours
   - History and Appreciation of Art 211B: 4 term hours
   - Art Supervision 313: 4 term hours

7. Music:
   - Fundamentals of Music 101 A, B, C: 12 term hours
   - Voice Culture 116 A, B: 4 term hours
   - Music Education 206 A, B, C: 12 term hours
   - Harmony 209 A, B: 8 term hours
   - Modern Composers 212B: 4 term hours
   - Music Appreciation 212C: 4 term hours

8. Required of all students in addition:
   - Library Methods.
   - Physical Education:
     - For men—five terms.
     - For women—five terms.

Minimum term hours required—145.

Note.—1. The department reserves the right to take creditable work
       from the students for the purpose of exhibition.

2. Two years of vocal or instrumental ensemble are required.

3. In as far as possible, consecutive courses should be elected in
   fulfillment of the requirements of Groups 3, 4, and 5.

4. If it is desired that the work of this curriculum count as
   three years toward a degree, elections must be made in con-
   formity with the requirements of a degree curriculum.

5. One unit of teaching should be deferred until the third year.
COMMERCE CURRICULUM
(Three years in length)

For the Preparation of Teachers of Commerce

1. Education and Psychology:
   - Introductory Psychology 101 ........................................... 4 term hours
   - Educational Psychology 102 ........................................... 4 term hours
   - Principles of Teaching 101 .......................................... 4 term hours
   - Teaching 201, 202 ...................................................... 8 term hours

2. Rhetoric 104 A, B, C .................................................. 9 term hours

3. Economics:
   - Principles of Economics 201 A, B .................................. 8 term hours
   - Financial Organization 202 .......................................... 4 term hours
   - Public Finance 301 A, B, C ......................................... 6 term hours
   - or Corporations 303 A, B, C ......................................... 6 term hours
   - General Business Administration 302 A, B ........................ 6 term hours
   - or Marketing 304 A, B .................................................. 6 term hours

4. Science and Mathematics:
   - Mathematics 100 A, B, C, or 103 A, B, C, or 104 A, B, C .... 12 or 15 term hours
   - Geography 209, 210 ..................................................... 8 term hours

5. Commerce:
   - Shorthand and Typewriting 102 A, B, C ............................ 12 term hours
   - Accounting 201 A, B, C .............................................. 12 term hours
   - Accounting Theory 301 ............................................... 4 term hours
   - Business Law 304 A, B, C ............................................ 9 term hours
   - Problems of Secondary Commercial Education 305 ............. 3 term hours

6. At pleasure:
   - From Department of Commerce ..................................... 4 term hours
   - From any departments except Commerce and Economics .... 24 or 27 term hours

7. Required of all students in addition:
   - Library Methods.
   - Penmanship.
   - Physical Education:
     For men—five terms.
     For women—five terms.

Minimum term hours required—144.

Note.—1. In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Group 6.
2. If it is desired that the work of this curriculum count as three years toward a degree, elections must be made in conformity with the requirements of a degree curriculum.
3. One unit of teaching should be deferred until the third year.
EARLY ELEMENTARY CURRICULUM

(Three years in length)

For the Preparation of Teachers of the Kindergarten and Grades 1 and 2

1. Psychology and Education:
   - Introductory Psychology 101 ........................................ 4 term hours
   - Educational Psychology 102 ....................................... 4 term hours
   - Principles of Teaching 101 ...................................... 4 term hours
   - Teaching 201, 202 .................................................. 8 term hours
   - Psychology of Reading ........................................... 4 term hours
   - Early Elementary Education .................................... 24 term hours

2. Rhetoric 104 A, B, C ............................................. 9 term hours

3. Literature .................................................................. 12 term hours

4. History ...................................................................... 12 term hours

5. Science and Mathematics:
   - Nature Study 131 ..................................................... 4 term hours
   - Elective ...................................................................... 8 term hours

6. Music 104 .............................................................. 4 term hours

7. Art 102 ..................................................................... 4 term hours

8. At pleasure .............................................................. 43 term hours

9. Required of all students in addition:
   - Library Methods,
   - Penmanship,
   - Five terms of Physical Education.

Minimum term hours required—144.

Note.—1. In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups 3, 4, 5 and 8.

For the Five Year Certificate students must complete the requirements outlined above excepting Group 8, Teaching 202 and 8 term hours of Early Elementary Education and will elect sufficient to total 96 term hours.
HOME ECONOMICS CURRICULUM
(Three years in length)

For the Preparation of Teachers and Supervisors of Home Economics

1. Psychology and Education:
   - Introductory Psychology 101 ..................... 4 term hours
   - Educational Psychology 102 ..................... 4 term hours
   - Principles of Teaching 101 ..................... 4 term hours
   - Teaching 201, 202 ................................ 8 term hours

2. Rhetoric 104 A, B, C ................................ 9 term hours

3. Foreign Languages, Speech, and English in addition to
   Group 2 ............................................ 12 term hours

4. History or Social Science .......................... 12 term hours

5. Science:
   - Chemistry 103 A, B, C and 203A .................. 16 term hours
   - Biology 102 ....................................... 4 term hours
   - Physiology 111 .................................... 4 term hours

6. Household Arts Design 110 and 210 ................ 8 term hours

7. Home Economics:
   - Introductory Home Economics 101, 102 .......... 4 term hours
   - Clothing 103 ...................................... 4 term hours
   - Foods 104 ......................................... 4 term hours
   - Clothing 205 ...................................... 4 term hours
   - Nutrition 206 ..................................... 4 term hours
   - Home Economics Education 209 .................. 4 term hours
   - Millinery 305 ..................................... 4 term hours
   - Household Management 306 ...................... 4 term hours
   - Foods 312 ......................................... 4 term hours
   - Home Nursing and Child Care 315 .............. 4 term hours

8. At pleasure ........................................... 19 term hours

9. Required of all students in addition:
   - Library Methods.
   - Five terms of Physical Education.

Minimum term hours required—144.
JUNIOR HIGH SCHOOL CURRICULUM
(Three years in length)

For the Preparation of Teachers of Grades 7, 8, and 9

1. Psychology and Education:
   - Introductory Psychology 101 ...................... 4 term hours
   - Educational Psychology 102 ..................... 4 term hours
   - Principles of Teaching 101 ..................... 4 term hours
   - Teaching 201, 202 .............................. 8 term hours

2. Rhetoric 104 A, B, C ............................ 9 term hours

3. One major sequence, consisting of 27 to 36 term hours, including 4 term hours of teaching in that subject.

4. One minor sequence, consisting of 18 to 24 term hours, in another subject, including 4 term hours of teaching.

5. Two sequences, other than the major and minor, consisting of 12 term hours each.

6. The remaining units are to be taken in groups of three or miscellaneous with the consent of the advisor.

7. Required of all students in addition:
   - Library Methods.
   - Penmanship.
   - Physical Education:
     - For men—five terms.
     - For women—five terms, including course 202.

Minimum term hours required—144.

Note.—1. A sequence consists of two or more consecutive, coherent courses in a given subject.

2. All elections for major and minor sequences must be made with the approval of a member of the department in which the work is to be taken.

3. Majors and minors may be counted only in Literature, Mathematics, History, Geography, and General Science.

4. In determining the courses to be taken, in fulfillment of the requirements of Groups 3, 4, 5, 6, the student should hold in mind that there is demand for teachers qualified to teach the following groups of subjects:
   - Science (geography, general science, nature study, physiology and hygiene, elementary botany, elementary biology, agriculture), history.
   - English, geography, history.
   - Mathematics, geography, other sciences (enumerated above).
   - English, geography, science (enumerated above).
   - Geography, history, other sciences (enumerated above).
   - Music and any two of the subjects.

Students completing two years of work (96 term hours) of this curriculum, under the guidance of their advisors, may qualify for the Five Year Certificate. These students will omit Teaching 202.
LATER ELEMENTARY CURRICULUM
(Three years in length)

For the Preparation of Teachers of Grades 3, 4, 5, and 6

1. Psychology and Education:
   - Introductory Psychology 101 ......................... 4 term hours
   - Educational Psychology 102 ......................... 4 term hours
   - Principles of Teaching 101 ......................... 4 term hours
   - Psychology of Reading ............................... 4 term hours
   - Teaching 201, 202 .................................. 8 term hours

2. Rhetoric 104 A, B, C .................................. 9 term hours

3. Literature .............................................. 12 term hours

4. History ................................................ 12 term hours

5. Science and Mathematics:
   - Arithmetic 101 ...................................... 4 term hours
   - Geography 101 A, B, and an elective ............. 12 term hours
   - Nature Study 131 or 132 ......................... 4 term hours

6. Music 105 ............................................. 4 term hours

7. Art 102 ............................................... 4 term hours

8. At pleasure ............................................ 59 term hours
   (At least twelve term hours must be elected in work directly related to subjects taught in the later elementary grades. These courses will be in addition to any courses in that subject elected in fulfillment of the other requirements.)

9. Required of all students in addition:
   - Library Methods.
   - Penmanship.
   - Five terms of Physical Education which must include course 202.

Minimum term hours required—144.

Note.—1. In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups 3, 4, and 8.

For the Five Year Certificate students must complete the requirements outlined above excepting Group 8 and Teaching 202 and will elect sufficient to total 96 term hours.
MANUAL ARTS CURRICULUM
(Three years in length)

For the Preparation of Teachers and Supervisors of Manual Arts

1. Psychology and Education:
   - Introductory Psychology 101 4 term hours
   - Educational Psychology 102 4 term hours
   - Principles of Teaching 101 4 term hours
   - Teaching 201, 202 8 term hours

2. Rhetoric 104 A, B, C 9 term hours

3. Foreign Languages, Speech, and English in addition to Group 2 12 term hours

4. History, Economics, Political Science, and Sociology 12 term hours

5. Science and Mathematics:
   - Applied Mathematics 112 4 term hours
   - Physics 160 4 term hours
   - Electives 12 term hours

6. Manual Arts:
   - Mechanical Drawing 111 A, B 8 term hours
   - Household Mechanics 102A 4 term hours
   - Advanced Benchwork 103A 4 term hours
   - Wood Finishing 207 4 term hours
   - Sheet Metal 222 4 term hours
   - Shop Organization 301 5 term hours
   - Electives 24 term hours

7. At pleasure (Not in Manual Arts) 18 term hours

8. Required of all students in addition:
   - Library Methods.
   - Five terms of Physical Education.

Minimum term hours required—144.

Note.—1. In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups 3, 4, 5, 7.
2. If it is desired that the work of this curriculum count as three years toward a degree, elections must be made in conformity with the requirements of a degree curriculum.
3. Students who enter without high school physics must elect Physics 100 A, B, C.
4. Those who elect a year of either college physics or mathematics may substitute another subject for Applied Mathematics 112.
5. Woodshop 99 and Mechanical Drawing 99 are required of all students who have not had similar work in high schools.
6. One unit of teaching should be deferred until the third year.
MUSIC CURRICULUM
(Three years in length)

For the Preparation of Teachers and Supervisors of Music

1. Psychology and Education:
   - Introductory Psychology 101: 4 term hours
   - Educational Psychology 102: 4 term hours
   - Principles of Teaching 101: 4 term hours
   - Teaching 201, 202, 203: 12 term hours

2. Rhetoric 104 A, B, C: 9 term hours

3. Foreign Languages, Speech, and English in addition to
   - Group 2: 8 term hours

4. History, Economics, Political Science, and Sociology: 8 term hours

5. Science and Mathematics: 8 term hours

6. Music:
   - Fundamentals of Music 101 A, B, C: 12 term hours
   - Voice Culture 116 A, B, C, 216 A, B, C: 12 term hours
   - Music Education 206 A, B, C: 12 term hours
   - Harmony 209 A, B, C: 12 term hours
   - History of Ancient and Medieval Music 212A: 4 term hours
   - Modern Composers 212B: 4 term hours
   - Musical Appreciation 212C: 4 term hours
   - Musical Composition and Analysis 320 A, B, C: 12 term hours
     (An elective in music may be substituted.)
   - Orchestration 331A: 4 term hours

7. At pleasure (Not in Music): 11 term hours

8. Required of all students in addition:
   - Library Methods.
   - Physical Education:
     - For men—five terms.
     - For women—five terms.

Minimum term hours required—144.

Note.—1. Vocal or instrumental ensemble is required throughout the course.
2. In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups 3, 4, 5, and 7.
3. If it is desired that the work of this curriculum count as three years toward a degree, elections must be made in conformity with the requirements of a degree curriculum.
4. One unit of teaching should be deferred until the third year.
# The Curricula

**Physical Education for Men Curriculum**

(Three years in length)

For the Preparation of Teachers and Supervisors of Physical Education for Men and Boys

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Psychology and Education:</strong></td>
<td></td>
</tr>
<tr>
<td>Introductory Psychology 101</td>
<td>4</td>
</tr>
<tr>
<td>Educational Psychology 102</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Teaching 101</td>
<td>4</td>
</tr>
<tr>
<td>Teaching 302 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td><strong>2. Rhetoric 104 A, B, C</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>3. Foreign Languages, Speech, and English in addition to Group 2</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>4. History or Sociology</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>5. Science:</strong></td>
<td></td>
</tr>
<tr>
<td>General Biology 103 A, B</td>
<td>8</td>
</tr>
<tr>
<td>Hygiene 312</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy 211 A, B</td>
<td>8</td>
</tr>
<tr>
<td>Physiology 111</td>
<td>4</td>
</tr>
<tr>
<td><strong>6. Physical Education:</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Physical Education 102 A, B, C</td>
<td>6</td>
</tr>
<tr>
<td>Fundamentals of Physical Education 201 A, B</td>
<td>4</td>
</tr>
<tr>
<td>First Aid and Massage 212</td>
<td>4</td>
</tr>
<tr>
<td>Swimming 227</td>
<td>1</td>
</tr>
<tr>
<td>Principles and Technique of Gymnastic Teaching 301</td>
<td>4</td>
</tr>
<tr>
<td>Theory and Practice of Individual Gymnastics 302</td>
<td>4</td>
</tr>
<tr>
<td>Football Technique 313</td>
<td>3</td>
</tr>
<tr>
<td>Basketball Technique 315</td>
<td>3</td>
</tr>
<tr>
<td>Baseball Technique 317</td>
<td>3</td>
</tr>
<tr>
<td>Track and Field 319</td>
<td>3</td>
</tr>
<tr>
<td>Camping and Scouting 332</td>
<td>4</td>
</tr>
<tr>
<td>Playground and Community Recreation 336</td>
<td>4</td>
</tr>
<tr>
<td>Psychology of Coaching 305</td>
<td>3</td>
</tr>
<tr>
<td>Organization and Administration of Physical Education 304</td>
<td>4</td>
</tr>
<tr>
<td><strong>7. At pleasure (Not in Physical Education)</strong></td>
<td>13</td>
</tr>
<tr>
<td><strong>8. Required of all students in addition:</strong></td>
<td></td>
</tr>
<tr>
<td>Library Methods</td>
<td></td>
</tr>
<tr>
<td>Practice courses in Physical Education 121 A, B, C, and 221 A, B, C</td>
<td></td>
</tr>
</tbody>
</table>

Minimum term hours required—144.
PHYSICAL EDUCATION FOR MEN CURRICULUM
(A.B. or B.S. Degree)
For the Preparation of Teachers and Supervisors of Physical Education for Men and Boys

1. Psychology and Education:
   - Introductory Psychology 101 ........................................... 4 term hours
   - Educational Psychology 102 .............................................. 4 term hours
   - Principles of Teaching 101 .............................................. 4 term hours
   - Teaching 302 A, B, C ..................................................... 12 term hours
   - Educational Measurements 206 ........................................... 4 term hours
   - Fundamentals of School Administration 316 ............................. 4 term hours

2. Rhetoric 104 A, B, C, 323 .................................................. 13 term hours

3. Foreign Languages, Speech, and English in addition to
   Group 2 .............................................................................. 12 term hours

4. History .................................................................................. 12 term hours
   Sociology .............................................................................. 12 term hours

5. Science:
   - General Biology 103 A, B .................................................... 8 term hours
   - Physiology 111 ...................................................................... 4 term hours
   - Anatomy 211 A, B ............................................................... 8 term hours
   - Hygiene 312 .......................................................................... 4 term hours

6. Physical Education:
   - Introduction to Physical Education 102 A, B, C ....................... 6 term hours
   - Fundamentals of Physical Education 202 A, B ......................... 4 term hours
   - First Aid and Massage ................................................................ 4 term hours
   - Kinesiology 220 ....................................................................... 4 term hours
   - Swimming 227 ....................................................................... 4 term hours
   - Principles and Technique of Gymnastic Teaching 301 .................. 4 term hours
   - Theory and Practice of Individual Gymnastics 302 ..................... 4 term hours
   - Football Technique 313 .......................................................... 3 term hours
   - Basketball Technique 315 ....................................................... 3 term hours
   - Physiology of Exercise 316 ..................................................... 3 term hours
   - Baseball Technique 317 ........................................................... 3 term hours
   - Track and Field Technique 319 ................................................. 3 term hours
   - Camping and Scouting 332 ...................................................... 4 term hours
   - Playground and Community Recreation 336 .............................. 4 term hours
   - Thesis and Seminar 401 A, B, C .............................................. 6 term hours
   - Principles of Physical Education 403 ........................................ 3 term hours
   - Organization and Administration of Physical Education 304 ....... 4 term hours
   - Psychology of Coaching 305 ................................................... 3 term hours
   - Supervision of Physical Education 406 .................................... 4 term hours

7. At pleasure (Not in Physical Education) .................................... 17 term hours

8. Required of all students in addition:
   - Library Methods.
   - Practice courses in Physical Education 121 A, B, C, and 221 A, B, C.

Minimum term hours required—192.
# PHYSICAL EDUCATION FOR WOMEN CURRICULUM

(Three years in length)

For the Preparation of Teachers and Supervisors of Physical Education for Women and Girls

1. **Psychology and Education:**
   - Introductory Psychology 101 ........................................ 4 term hours
   - Educational Psychology 102 ........................................ 4 term hours
   - Principles of Teaching 101 ........................................ 4 term hours
   - Teaching 201, 202, 203 ........................................... 12 term hours

2. **Rhetoric** 104 A, B, C ........................................... 9 term hours

3. **Foreign Languages, Speech, and English** in addition to Group 2:
   - Fundamentals of Speech 101A .................................... 4 term hours
   - Elective ............................................................................ 12 term hours

4. **History, Economics, Political Science, and Sociology** ........................................ 12 term hours

5. **Science:**
   - Biology 103 A, B .................................................. 8 term hours
   - Hygiene 112 ......................................................... 4 term hours
   - Anatomy 211 A, B .................................................. 8 term hours
   - Physiology 211C .................................................... 4 term hours
   - Home Nursing 212 .................................................. 4 term hours
   - School Health Problems 214 .................................... 4 term hours

6. **Physical Education:**
   - Swedish Theory and Practice 112 ................................ 2 term hours
   - Playground Organization 119 ..................................... 3 term hours
   - Methods 217 ................................................................... 4 term hours
   - Rhythmic Plays and Singing Games 218 ....................... 2 term hours
   - Applied Anatomy 220 .............................................. 4 term hours
   - Theory of Athletics 222 ............................................ 2 term hours
   - Theory of Games 223 .............................................. 3 term hours
   - Theory of Swimming 224 ......................................... 2 term hours
   - History and Administration of Physical Education 321 ... 4 term hours
   - Community Recreation, Scouting, Campfire 322 ........... 4 term hours
   - Individual Gymnastics 323 ........................................ 4 term hours
   - Advanced Coaching Technique 324 ............................. 4 term hours

7. **At pleasure with consent of advisor (Not in Physical Education)** ........................................ 13 term hours

8. **Required of all students in addition:**
   - Library Methods.
   - Physical Education 110 A, B, C; 111; 113; 125 A, B, C; 126 A, B, C; 210 A, B, C; 213 A, B, C; 225 A, B, C; 226 A, B, C; 310 A, B; 311; 313 A, B, C.

Minimum term hours required—144.

**Note.**—1. In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups 3, 4, and 7.

2. If it is desired that the work of this curriculum count as three years toward a degree, elections must be made in conformity with the requirements of a degree curriculum.

3. One unit of teaching should be deferred until the third year.
RURAL ELEMENTARY CURRICULUM
(Three years in length)
For the Preparation of Teachers of Rural Elementary Schools Leading to a Life Certificate

1. Psychology and Education:
   - Introductory Psychology 101 ........................................ 4 term hours
   - Educational Psychology 102 .......................................... 4 term hours
   - Principles of Teaching 101R .......................................... 4 term hours
   - Teaching 201, 202 ..................................................... 8 term hours
   - Curriculum 101 .......................................................... 4 term hours
   - Rural Education 201 A, B, C ....................................... 12 term hours
   - Psychology of Reading .............................................. 4 term hours

2. Rhetoric 104 A, B, C .................................................... 9 term hours

3. Foreign Languages, Speech, and English in addition to Group 2 ........................................ 12 term hours

4. History, Economics, Political Science, and Sociology ..................................................... 12 term hours

5. Science and Mathematics:
   - Arithmetic 101 .......................................................... 4 term hours
   - Nature Study 131, 132, or Agriculture 141 ........................................ 4 term hours
   - Geography 101 A, B .................................................... 8 term hours

6. Music 106 ................................................................. 4 term hours

7. Art 102 ................................................................. 4 term hours

8. At pleasure ............................................................ 47 term hours

9. Required of all students in addition:
   - Library Methods.
   - Penmanship.
   - Physical Education:
     - For men—five terms.
     - For women—five terms, including course 202.

Minimum term hours required—144.

Note.—1. In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups 3, 4.
RURAL ELEMENTARY CURRICULUM
(Two years in length)

Leading to a Five Year Certificate for Teachers of Rural Elementary Schools

1. Psychology and Education:
   - Introductory Psychology 101 .... 4 term hours
   - Principles of Teaching 101R .... 4 term hours
   - Teaching 201 .... 4 term hours
   - Curriculum 101 .... 4 term hours
   - Rural Education 201 A, B, C .... 12 term hours

2. Rhetoric 104 A, B, C .... 9 term hours

3. Foreign Languages, Speech, and English in addition to
   Group 2 .... 12 term hours

4. History, Economics, Political Science, and Sociology .... 12 term hours

5. Science and Mathematics:
   - Arithmetic 101 .... 4 term hours
   - Nature Study 131, 132 or Agriculture 141 .... 4 term hours
   - Geography 101 A, B .... 8 term hours

6. Music 106 .... 4 term hours

7. Art 102 .... 4 term hours

8. At pleasure .... 11 term hours

9. Required of all students in addition:
   - Library Methods.
   - Penmanship.
   - Physical Education:
     For men—five terms.
     For women—five terms, including course 202.

Minimum term hours required—96.

Note.—1. In as far as possible, consecutive courses should be elected in fulfillment of the requirement of Groups 3, 4.
WESTERN STATE TEACHERS COLLEGE

RURAL HIGH SCHOOL CURRICULUM
(Three years in length)

For the Preparation of Teachers of Rural High Schools

1. Psychology and Education:
   - Introductory Psychology 101........................................... 4 term hours
   - Educational Psychology 102............................................. 4 term hours
   - Principles of Teaching 101R............................................. 4 term hours
   - Teaching 201, 202......................................................... 8 term hours
   - Rural Education A, B, C.................................................. 12 term hours

2. Rhetoric 104 A, B, C.......................................................... 9 term hours

3. A sequence of 28 term hours including 4 term hours of teaching.

4. A sequence of 16 term hours including 4 term hours of teaching.

5. Two sequences in addition to the requirements in Groups 3 and 4 consisting of 12 term hours each.

6. The remaining units to be taken in groups of 12 term hours each or miscellaneously with the consent of the advisor.

7. Required of all students in addition:
   - Library Methods.
   - Penmanship.
   - Physical Education:
     - For men—five terms.
     - For women—five terms, including course 202.

Minimum term hours required—144.

Note.—1. All elections for sequences must be made with the approval of a member of the department in which the work is to be taken.
2. Sequences are available in science, mathematics, literature, history, and social science, and in agriculture, home economics, and manual arts.
3. Mature second year students who have had sufficient teaching experience and are able to do independent study, may elect work in rural education in the seminar course for third and fourth year students with the consent of the instructor. This course meets two hours per week.

Students completing two years of work (96 term hours) of this curriculum, under the guidance of their advisors, may qualify for the Five Year Certificate. These students will omit Teaching 202.
SENIOR HIGH SCHOOL CURRICULUM

(Three years in length)

For the Preparation of Teachers of Grades 10, 11, and 12

1. Psychology and Education:
   - Introductory Psychology 101.......................... 4 term hours
   - Educational Psychology 202.......................... 4 term hours
   - Principles of Teaching 101.......................... 4 term hours
   - Teaching 201, 202.......................... 8 term hours

2. Rhetoric 104 A, B, C........................................ 9 term hours

3. A major sequence of 36 term hours including 4 term hours of teaching.

4. A minor sequence of 18 to 24 term hours in another subject, including 4 term hours of teaching.

5. A sequence, other than major or minor, consisting of 12 term hours.

6. The remaining units should be taken in groups of 12 term hours of consecutive courses in subjects not chosen as a major or minor sequence, or miscellaneous with the consent of the advisor.

7. Required of all students in addition:
   - Library Methods.
   - Physical Education:
     For men—five terms.
     For women—five terms, including course 202.

Minimum term hours required—144.

Note.—1. A sequence consists of two or more consecutive, coherent courses in a given subject.

2. All elections for major and minor sequences must be made with the approval of a member of the department in which the work is to be taken.

3. Majors and minors may be counted in Foreign Languages, English, History, Mathematics, Biology, Geography, Chemistry, and Physics and Speech.

4. In making elections, it should be held in mind that graduates in this curriculum obtain positions in the small high schools only, and will be expected to teach at least four subjects.

Students completing two years of work (96 term hours) of this curriculum, under the guidance of their advisors, may qualify for the Five Year Certificate. These students will omit Teaching 202.
THREE YEAR CERTIFICATE CURRICULUM

(One year and one Summer session in length)

A Shorter Curriculum for the Preparation of Teachers of Rural Elementary Schools

The Limited Certificate curriculum requires a year and a Summer session of work beyond the four-year high schools, and leads to a certificate good for three years in Michigan schools.

Students in the Three Year Certificate curriculum are urged to elect three consecutive units, with a view of taking any Life Certificate curriculum which they may decide to enter when they return for further work.

1. Psychology and Education:
   - Introductory Psychology 101 ........................................ 4 term hours
   - Principles of Teaching 101R ........................................ 4 term hours
   - Curriculum 101 .................................................. 4 term hours
   - Teaching 101 .................................................... 4 term hours

2. English Composition 101A ........................................... 4 term hours

3. Sociology 103 ....................................................... 4 term hours

4. Art 102 ............................................................. 4 term hours

5. Music 106 ............................................................ 4 term hours

6. Electives (selected from the following) ................................ 24 term hours
   - Literature for Children 103 ........................................ 4 term hours
   - Psychology of Reading 104 ........................................ 4 term hours
   - American History 101, A, B, or C ................................ 4 term hours
   - Geography 101A .................................................. 4 term hours
   - Arithmetic 101 .................................................... 4 term hours
   - Hygiene 112 ...................................................... 4 term hours
   - Nature Study 131 or 132 ......................................... 4 term hours
   - Agriculture 141 .................................................. 4 term hours

7. Non-credit courses required of all students:
   - Library Methods.
   - Penmanship.
   - Three terms of Physical Education.
     For women—must include course 202.

Minimum term hours required—56.

Note.—1. A student may elect any six of the courses listed in Group 6 or any three and three consecutive courses in one subject with a particular life certificate in view.

2. Agriculture is a year's work in the eighth grade in the latest edition of the State Course of Study. Students who have not had Agriculture in the high school should elect this subject or Nature Study as advised by the enrollee.
ONE YEAR OF PROFESSIONAL TRAINING

The Curriculum Formulated by the State Department of Public Instruction for the Preparation of Teachers for Rural Elementary Schools.

(a) Each applicant must complete the following subjects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 101</td>
<td>4</td>
</tr>
<tr>
<td>Observation and Teaching 101</td>
<td>4</td>
</tr>
<tr>
<td>Written English 101A</td>
<td>4</td>
</tr>
<tr>
<td>Hygiene 112</td>
<td>4</td>
</tr>
<tr>
<td>Agriculture 101</td>
<td>4</td>
</tr>
<tr>
<td>Reading 104</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Teaching 101R</td>
<td>4</td>
</tr>
<tr>
<td>Curriculum 101</td>
<td>4</td>
</tr>
</tbody>
</table>

(b) Each applicant must complete a year's work by electing from this list of subjects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 102</td>
<td>4</td>
</tr>
<tr>
<td>Music 106</td>
<td>4</td>
</tr>
<tr>
<td>History 101 A, B, or C</td>
<td>4</td>
</tr>
<tr>
<td>Geography 101A</td>
<td>4</td>
</tr>
<tr>
<td>Arithmetic 101</td>
<td>4</td>
</tr>
<tr>
<td>Grammar</td>
<td>4</td>
</tr>
<tr>
<td>Rural Sociology 103</td>
<td>4</td>
</tr>
<tr>
<td>Nature Study 131</td>
<td>4</td>
</tr>
<tr>
<td>Psychology 102</td>
<td>4</td>
</tr>
</tbody>
</table>

(c) Required of each applicant in addition:

- Penmanship.
- Physical Education, 2 terms.

Minimum term hours required—48.

Note.—1. "Four term hours" means one course for twelve weeks with four recitations per week or their equivalent.
2. Students are advised to take the second course in psychology in their second year.
3. Not more than one-sixth of the work required for one year of professional training may be done by correspondence or in extension classes.
4. The completion of one-half year of work in an approved four-year normal school, college, or university above a four-year approved high school course may be substituted for six of the above subjects as directed by advisor.
5. A person who has completed the work required for a year of professional training as outlined above and who desires a second or first grade certificate may select any subject that will be credited toward a life certificate or toward a degree in an approved university, college, or normal school.
6. In order to obtain a certificate, after the completion of the course outlined above, the student must make application to the Commissioner of Schools of the county in which he is to teach.
THE EXTENSION DEPARTMENT

Extension courses are open to:

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

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

c. Mature persons who wish to pursue work for pleasure and profit with or without credit.

All instruction in Extension courses is given by members of the regular faculty of Western State Teachers College. The work takes two forms:

a. Class work at a strategic center within range of the school which the instructor visits at frequent intervals (usually every week). Most classes meet on Saturday.

b. Carefully organized correspondence courses. Students who choose this type of work are directed in their study through outlines and personal letters from members of the faculty.

All subjects offered students in extension work both in class work and by correspondence are equivalent to corresponding subjects in residence, are presented to students in definite assignments, and count 4 term hours toward a life certificate. Certain courses count toward a degree of A.B. or B.S.

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

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

In all cases application for entrance to courses must be made to the Extension Department on special forms furnished by the Department. This may be done by letter or through a representative of the College authorized by the Department. Correspondence students must enroll with the Extension Department. When in residence all extension students enroll with the Director of Extension.

The schedule of fees follows:

Class tuition, per unit of credit.............. $12.50
Correspondence tuition, per unit of credit...... 12.50

Not more than one-fourth of the number of hours necessary for any certificate or degree may be taken in extension classes or by correspondence. But such credit cannot be applied to modify the minimum or final residence requirements.

The Extension Department can be of service to you whether you wish to secure a Life Certificate or to earn credits applicable toward a degree. Interested persons who do not find answers to their questions here are requested to communicate with the Extension Director.
COURSES OF INSTRUCTION

ART

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

a) Art for Teachers 102, Industrial Art 103, Elementary Design 109.
b) Art for Teachers 102, Elementary Design 109, Art Observation 206.
c) Art for Teachers 102, Figure Drawing 205, Demonstration Drawing 207.
d) Art for Teachers 102, History and Appreciation of Art 211 A, B.
e) Art for Teachers 102, Lettering and Poster Making 104, Modeling 105.

101. Teaching of Junior High School Art. 3 term hours. Offered each term. Miss Simon.

Lettering, color study, art appreciation, arrangement of bulletin board, pictures, flowers, correlation of the teaching of art with geography, history, and English.

Note.—This course is open to Junior High School students only and credit will not be given any one who has taken Art for Teachers 102.

102. Art for Teachers: 4 term hours. Offered each term. Miss Broemel, Miss Siedschlag, Miss Simon, Miss Stevenson.

This course prepares the student to direct art activities in the grades. It includes the study of design, lettering, color, drawing and paper cutting, together with methods of presenting problems in art to children in the various grades.

Note.—Required of all Early Elementary, Later Elementary, Art, Art and Music, and Three-year Certificate students.

103. Industrial Art. 4 term hours. Offered each term. Miss Anderson.

Problems in handwork naturally evolving from a study of how the world provides itself with food, clothing, shelter, utensils, how it puts itself on record, and of modes of transportation.

104. Lettering and Poster Making. 4 term hours. Fall term. Miss Stevenson.

Special problems for grades; poster work to advertise school activities. The work has been planned to be of special help to students other than Art or Art and Music students.

105. Modeling. 4 term hours. Spring term. Miss Siedschlag, Miss Stevenson.

A general course offered to students in all departments. Course includes the designing, building, and casting of pottery, use of potter's wheel and of the kiln for firing, and modeling with clay.

106. Household Arts Design. 4 term hours. Offered each term. Miss Broemel, Miss Simon.

Costume design and illustration will occupy the first six weeks. Individual types, their needs, prevailing modes, creative costumes for pageants and plays will be studied and represented in line, tone, and color. Decorative design for costume will be planned and executed. The last six weeks
will be devoted to house furnishing. Color, design, selection and arrangement of furnishings will be supplemented by collections of illustrative material and visits to decorators' and furniture shops.

107. **Illustrative Handwork.** 4 term hours. Offered each term. Miss Anderson, Miss Siedschlag.

Problems relating to interests in primary grades worked out in wood, paper, clay, and other mediums.

Note.—Required of Early Elementary students.


A beginning course in art structure, teaching principles of design and color theory and their application to the making of original borders, surface patterns, and other school art problems.

110. **Costume Design.** 4 term hours. Fall term. Miss Broemel.

This course is planned especially for students of Household Art. The principle of art is applied to costumes for individual types and a study is made of its application to historic pageant, and play costumes.

112. **Mechanical Drawing.** 4 term hours. Spring term. Mr. Huff.

See description of course in Manual Arts department, page 110.

204B. **Wood Turning Design.** 1 term hour credit when taken in connection with Manual Arts 204A. (See Manual Arts Course, page 111. Miss Siedschlag.

Designs emphasizing fine color and good proportion are made on paper and used as patterns for wood turning.

205. **Figure Drawing.** 4 term hours. Prerequisite: Art for Teachers 102. Winter term. Miss Stevenson.

Rapid sketches of figure in action. Preliminary sketches of hands and parts of the face. Careful drawing of figure in charcoal or crayon.

206. **Art Observation.** 4 term hours. Offered each term. Mrs. Struble.

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

207. **Demonstration Drawing.** 4 term hours. Prerequisite: Art for Teachers 102. Winter term. Miss Anderson.

Practice in rapid drawing on the blackboard and on large paper with white and colored chalk. Nursery rhymes and children's stories are illustrated on blackboard and by means of paper cutting. Perspective and composition are reviewed.

208. **Art Composition.** 4 term hours. Prerequisite: Art 102, 109. Fall term. Miss Anderson, Miss Siedschlag.

A study of composing within a given space figures, landscapes, flowers, birds, and animals, emphasizing unity, good spacing, good distribution of dark and light, study of tone relationship, and color harmony. Mediums used are show card paints, charcoal, pen and ink, and linoleum cuts. Christmas cards for the annual sale are designed in this class.
210. **Home Furnishing.** 4 term hours. Prerequisite: Costume Design 110. Winter term. Miss Siedschlag.

This course is planned especially for students of Household Art. Color, designs, historic furniture, and arrangement of furnishings will be studied.

211A. **History and Appreciation of Art.** 4 term hours. Prerequisite: Art 102, 109, 208, or consent of the instructor. Winter term. Miss Broemel.

Study of Primitive, Egyptian, Chaldean, Greek, Roman, Indian, Chinese and Japanese architecture, sculpture, and painting.

211B. **History and Appreciation of Art.** 4 term hours. Prerequisite: Same as 211A. Spring term. Miss Broemel.

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

212. **Handicraft.** 4 term hours. Prerequisite: Art 102 or 103. Spring or Summer terms. Miss Anderson, Miss Stevenson.

Includes problems in batik, color cement, leather tooling, and other problems in handwork.

214. **Commercial Art.** 4 term hours. Prerequisite: Art 102, 208. Winter and Spring terms. Miss Broemel, Miss Stevenson.

Lettering and application to advertising material such as posters, street car cards, and book covers. Ink work with the various lettering pens will be included.


A course in pencil technique and composition for architectural drawing students.

220. **Stage Design.** 4 term hours. Fall or Winter term. Offered in 1928-1929. Miss Siedschlag.

A course for Art and Speech students. Class makes practical use of knowledge of scene painting, lighting, mechanics of staging the mid-winter play.

308. **Advanced Art Composition.** 4 term hours. Prerequisite: Art 102, 109, 208. Winter or Summer term. Miss Broemel, Miss Siedschlag.

When offered during the winter term, the work consists of making drawings and designs for the Brown and Gold. During the summer term, the work centers about the study of prints and print making, etching, and woodblock printing.

308D. **Woodshop Design.** 3 hours credit for the year's work when taken in conjunction with Woodshop 308 A, B, C. (See Manual Arts Course, page 113. Miss Siedschlag.

The work is given in connection with furniture making. Designs are made to be executed in Woodshop 308 A, B, C.
309. **Advanced Design.** 4 term hours. Prerequisite: Art 102, 109, 208. Fall or Spring term. Miss Siedschlag, Miss Stevenson.

Continuation of Elementary Design 109.

313. **Art Supervision.** 4 term hours. Prerequisite: Art 102, 109, 208, 214, 211A. Spring term. Miss Anderson, Miss Siedschlag.

A study of the school curriculum and its needs in art activities. Course of study will be outlined and administrative problems discussed. Collections of illustrative material will be cataloged, and equipment and supplies planned.

318. **Needlework.** 4 term hours. Prerequisite: Art 106 and 109 or Clothing 205. Spring term. Offered in 1928-1929. Miss Siedschlag.

A course in textile decoration, specializing in embroidery. The use of decorative textiles for home, school, and stage is discussed.

321. **Painting.** 4 term hours. Prerequisite: Art 102, 109, 208 or consent of the instructor. Spring or Summer term. Miss Broemel.

Painting of still life and landscape in the studio and outdoors. Oil or water color are used. The course involves the study of composition, color and good technique.

322. **Bookbinding.** 4 term hours. Prerequisite: Art 103, 109 or consent of the instructor. Fall term. Miss Siedschlag.

An advanced course in the construction and decoration of books.

---

**BIOLOGY**

Biology 102 is a survey course for those who have only a limited time to devote to the subject.

Biology 101 is recommended as a year sequence in biology. Any three one term courses may be taken for which the student has the prerequisites, but it is desirable to have them somewhat related in subject matter. Nature Study 131, Fundamentals of Biology 102, and Botany 121, for example, make a year sequence.

Good sequences are: for students interested in the general aspects of the subject, courses 101, 301, 302, 303; for students interested in zoology, courses 101 and any three of 251, 252, 253 and 254; for students interested in botany, courses 101 and 221. Students interested in nature study should refer to the special course of study outlined for nature study teachers, page 74. For sequences in agriculture, see page 75.

**General Courses**

101 A, B, C. **General Biology.** 12 term hours. Courses should be taken consecutively through the year. Dr. Goddard.

A general laboratory course which can profitably be selected by those who wish a thorough general training in the subject and those who desire a basis for specialization. Credit in this work is accepted for entrance in professional schools of medicine and dentistry. Beginning with the cell as a unit, a number of representative animal and plant forms are studied with reference to their structures, functions, and life relations. Classroom, 2 hours a week; laboratory, 2 double periods.
102. **Fundamentals of Biology.** 4 term hours. Fall, Winter, and Summer terms. Dr. Kenoyer.

The student gets a general notion of the manner in which animals and plants feed, grow, react to their surroundings, reproduce, and develop. He gains some ability in interpreting the facts of organic nature. This course should not be taken by students who have taken or expect to take Biology 101 or 103.

103 A, B. **General Biology.** 8 term hours. Fall and Winter, or Winter and Spring terms. Dr. Goddard, Dr. Kenoyer.

An abbreviated form of Course 101, covering the ground in two terms. Intended primarily for freshman students in the departments of physical education, but open to others. Physical education students should take Physiology 111 in the term of their freshman year in which they are not enrolled in Biology 103. Classroom, 2 hours a week; laboratory, 2 double periods.

104. **General Science.** 4 term hours. Prerequisite: previous work in collegiate science. Fall and Summer terms. Dr. Goddard.

Intended for those who expect to teach general science in either junior or senior high schools. Also adapted to the needs of those who cannot specialize in science, but who would like to take a general introductory course. The problem method is largely followed. The common phenomena of everyday life both in the physical and in the living world will form the basis for the work. Attention is directed to both subject matter and methods of presentation.

202. **History of Science.** 4 term hours. Fall term. Dr. Goddard.

A survey of the development of scientific ideas and a study of the lives and achievements of great scientists. Effort will be made to develop not only a knowledge of these achievements, but also an appreciation of the problems and painstaking labors of these early investigators and the heroism and dramatic significance of their work. Emphasis will be placed on the triumphs of science in the present scientific age and the relation of science to present civilization. Historical relations between science and religion will be traced.

301. **Organic Evolution.** 4 term hours. Prerequisite: Biology 101 or 102. Fall term. Dr. Kenoyer.

It is important that the teacher understand evolution as the logical scientific attitude toward nature,—the most satisfactory means of explaining all progress that has occurred and shall occur in the universe. The student is given an outline of the evidences for and the probable steps in the evolution of both the plant and the animal kingdoms. Two hours per week are devoted to laboratory work.

302. **Genetics.** 4 term hours. Prerequisite: Biology 101 or 102 and, if possible, 301. Winter term. Dr. Kenoyer.

This course considers why living things differ from one another and how these differences are transmitted from parents to offspring. In the laboratory the laws of heredity are worked out by the breeding of the fruit fly.

303. **Eugenics.** 4 term hours. Prerequisite: Biology 101 or 102 and, if possible, 302. Spring term. Dr. Kenoyer.
The principles of heredity as applied to man, the present trend of civilization, and means for the improvement of the race. Population increase, temperance, the color problem, race suicide, immigration, and welfare are considered in their eugenic bearing.

401. Biology Seminar. 1 term hour. Prerequisite: at least three terms of work in the biology department. Offered each term. May be repeated as often as desired. The Staff.

Advanced students in biology meet once each week to review and discuss current biological literature.

Anatomy and Hygiene

111. Physiology. 4 term hours. Fall and Spring terms. Mr. Place.

An elementary course in physiology especially designed for students majoring in physical education.

Classroom, 3 hours a week; laboratory, 2 hours a week.

112. Personal Hygiene. 4 term hours. Offered each term. Mr. Place.

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

211 A, B. Anatomy. 8 term hours. Fall and Winter terms. Mr. Place.

This course gives the student a comprehensive knowledge of the structure of the human body. A complete dissection of the rabbit is made.

Required of all students majoring in physical education.

Classroom, 3 hours a week; laboratory, 2 hours a week.

215. Health Education. 4 term hours. Prerequisite: Hygiene 112 and Education 101. Offered each term. Miss Mullen.

The course is intended to give the teacher an understanding of the place of health in education; to give the students instruction in and, as far as possible, experience in various methods of health presentation; to make familiar the students with devices for obtaining the interest and co-operation of the parents and children in healthful living; to acquaint the students with activities and literature of various organizations interested in school health.

311. Bacteriology and Community Health. 4 term hours. Prerequisite: one year of chemistry. Spring term. Mr. Place.

Study is made of the structure and function of favorable and unfavorable bacteria, of the lives, work, and heroism of some of those who have been associated with the development of bacteriology and with the fight against communicable diseases, and of the activities of health agencies in protecting the health of the community. Surveys of their home communities are made by the students. Some simple experiments are introduced which are suitable for use in the grades and in junior high school in suggesting ways of presenting community hygiene and the principles of infection and immunity. Stress is laid upon the responsibility of the individual for community health and of the community for individual health.

312. Advanced Hygiene. 4 term hours. Spring term. Not offered in 1929. Mr. Place.
This course is especially planned for physical education juniors. It will deal with both personal and public hygiene. School health problems will be considered with special emphasis on the recognition of the common diseases of children, their control and prevention.

**Botany**

121. **Elementary Botany.** 4 term hours. Spring term. Dr. Kenoyer.

Designed for freshmen and others who have not taken botany. Devoted mainly to the structure, functions, and classification of seed plants. Classroom, 2 hours a week; laboratory, 2 double periods.

221 A, B. **General Botany.** 8 term hours. Prerequisite: Biology 101 or 121, or a year of high school botany. Fall and Winter terms. Dr. Kenoyer.

The life history of representative plants, chosen to avoid duplication of work done in Biology 101 but to supplement that course in giving a conception of the development of the plant kingdom. The principles of plant physiology are illustrated by demonstration and experiment. Classroom, 2 hours a week; laboratory, 2 double periods.

221C. **Field Botany.** 4 term hours. Prerequisite: Biology 101 or 121. Desirable preliminary: Biology 221 A, B. Spring and Summer terms. May be elected both terms. Dr. Kenoyer.

Plants are considered mainly from the standpoints of ecology and taxonomy. The students become familiar with the plants of the region and the manner in which they are grouped into communities. Classroom, 2 hours a week; laboratory or field, 2 double periods.

421. **Research in Botany.** Hours and credit by arrangement. Prerequisite: Biology 221 A, B, C. Dr. Kenoyer.

Individual instruction in beginning research for advanced students.

**Zoology**

151. **Elementary Zoology.** 4 term hours. Spring and Summer terms. Dr. Goddard.

This is designed to offer a one-term course to freshmen and others who have had little previous zoology. A general survey will be made of the animal kingdom with special emphasis on habits, life histories, physiology and economic importance. The course will deal largely with higher animals and will give opportunity for considerable field work. Practical applications to agriculture, health and disease will be given prominence.

251. **Bird and Insect Study.** 4 term hours. Fall and Summer terms. Dr. Goddard.

Designed to offer a somewhat advanced course in the study of these two interesting and important groups of animals. Life habits, structural adaptations, life histories, natural homes, classification and economic importance will be especially emphasized. Field excursions will be made for identification, and study of life habits. Methods of rearing living material and of preparing museum specimens, especially in the insect study, will receive attention. Some bird banding will be attempted.
252. **Invertebrate Zoology.** 4 term hours. Winter term. Dr. Goddard.

The study will include structural characters, physiology, life histories, habits, distribution and classification of invertebrates. Identification of local forms and practical economic values will be emphasized. This course is especially desirable for students intending to teach biology in the high school.


A continuation of course 252, but may be taken independently. Habits of the higher animals and their practical relationship to human life will be especially emphasized. Some attention will be given to comparative anatomy and its relation to evolutionary development. Practical applications to game laws and to the protection and conservation of wild life will be studied. This course like 252 will be especially valuable to prospective teachers of high school biology.

### Nature Study

Students preparing to be special teachers of nature study in platoon schools should elect Biology 101 A, B, C, Botany 221C, Zoology 251, 254, and Nature Study 131, 132, 134.

131. **Biological Nature Study.** 4 term hours. Offered each term. Miss Hadley.

The students make materials which they can use in their schools. Outline drawings of trees, birds, and flowers are colored. An aquarium and a net which can be used for water and air insects are made. Each student has an individual garden where he prepares the soil, plants the seed, and cares for the plants that he raises. By trips through the meadows and woods the student learns to recognize the trees, flowers, birds, and insects that are common inhabitants of our fields, woods, and streams. The theories and problems of biology and the ideals of nature study are given in lectures throughout the course.


Treated in much the same manner as 131, except that the physical side is stressed rather than the biological. Common rocks and minerals, stars and our solar system, magnetic and electric toys, heat, light, and sanitation are studied.

134. **Nature Study Literature.** 4 term hours. Winter term. Miss Hadley.

The student becomes acquainted with the books necessary for the school's nature library. Naturalists and nature poets, essayists, and story tellers are studied.

135. **Bird Study.** 4 term hours. Summer term. Miss Hadley.

The student learns to identify at least fifty birds in the field and makes colored plates of seventy-five birds. Lectures are given on the economic importance of birds, their life problems, the measures necessary for their protection, and what the United States and Michigan have done for their protection.

137. **Scouts' Nature Study.** 4 term hours. Prerequisite: high school biology or the equivalent. Summer term. The staffs of the biology and geography departments.
In this course several instructors, each for a period of about a week, will give instruction on those phases of nature study which are most important as part of the equipment of the prospective scout leader. The student will spend most of his time in the field, and will become acquainted with the material that the average child will find in the usual Michigan camp environment.


A discussion of methods, materials, and curricula for nature study. Of special interest to later elementary students.

Agriculture

This department has two functions to perform and courses are offered with these in mind. The fact that farm life must be self supporting and on a sound business basis is also taken as the underlying principle of all courses.

One function is to give students preparing to teach in rural elementary schools, especially the one-teacher type, an understanding of the more general economic problems of the farmers who make up their school communities.

A second function is the teaching of elementary courses in soils, farm crops, animal husbandry, horticulture, and agricultural economics. These courses contain sufficient subject matter to prepare students for teaching in rural high schools.

Courses are available in several other departments which, combined with the agricultural courses, will enable a student to obtain preparation for teaching the subjects usually associated with the teaching of agriculture in rural and small town high schools. Among these are a year course in farm shop in the department of Manual Arts, a year sequence in the problems of the rural high school in the department of Rural Education, and courses in biology, chemistry, and physics. Elections may be so made that a student will receive preparation for the related science work of the Smith-Hughes vocational agricultural courses. It is also possible for a student to plan his work so that he will satisfy the general requirements of one of the limited or life certificate curricula at the end of two or three years and be equipped to teach farm shop, agriculture, and the related science courses. There is at present a large demand for teachers who have received such training.

The student who desires to specialize in the teaching of agriculture or to qualify as a Smith-Hughes vocational agricultural teacher, a field of work for which the supply of trained teachers in Michigan is inadequate, may lay the foundation for such work by elections from the courses above described. He should plan to complete the work for his degree at the Michigan State College of Agriculture and Applied Science in one or more of the several major lines such as crops, soils, dairying, animal husbandry, horticulture, and farm engineering.

The facilities for laboratory and observation work are described on page 27.

141. Rural School Agriculture. 4 term hours. Offered each term. Mr. Corbus.

This course is intended for those planning to teach in rural communities although they may not teach agriculture as a separate subject. Knowledge gained in this course may be used as an environmental method of approach to other subjects to interest pupils coming from homes where agriculture supplies the cash income. It will of necessity be very general and may not even in a simple treatment cover all phases
of farm life. An attempt will be made to adapt the courses to the type of agriculture typical of the locality in which the majority of the class is interested. Opportunity for practical observation is offered on the college farm.

142 A, B, C. Animal Husbandry. 12 term hours. Fall, Winter, and Spring terms. Mr. Corbus.

While courses 142 A, B, C represent a consecutive year’s work, each unit may be taken separately.

**Fall term:** Includes the origin of domestic animals as it is related to the process of development of our present types of farm animals; types and breeds of farm animals. The International Livestock Exposition is held in Chicago during the Fall term and visits to it afford exceptional opportunity for study of types and observations for future market studies. A short time is allotted for the fall culling of poultry. The college farm flock offers opportunity for practice work.

**Winter term:** Dairy cattle, dairy practices, products and feeding.

**Spring term:** Poultry study and observations of feeding and marketing enterprises on the college farm.

143. Soils. 4 term hours. Desirable antecedents: high school or college work in biology, chemistry and physics. Fall term. Mr. Corbus.

Principles underlying the management of soils and explanations of practices necessary to obtain profitable yields; observations of demonstrations.

144. Farm Crops. 4 term hours. Winter term. Mr. Corbus.

A general study of cereal, forage, and root crops with special attention paid to their particular place in the farm rotation of crops. Laboratory work in selection of seeds and judging of products. Common treatments of diseases and insects will also be studied.

145. Horticulture. 4 term hours. Spring term. Mr. Corbus.

This course is offered in the Spring term because most of the laboratory work can then be done out of doors. Principles of propagation of common garden and orchard crops will be studied. Practices in commercial fruit and vegetable production will be observed. Proximity to commercial nurseries makes a study of nursery practices possible.

**CHEMISTRY**

Students preparing to teach chemistry in the high school must have as a minimum preparation in chemistry courses 101 A, B, C or 102 A, B, C. Through arrangement with the department of physics a major in physical science may be made by taking two years of chemistry and a year of physics. A minor in chemistry consists of 24 term hours and may not be made by combining chemistry and physics.

Students wishing a degree in chemistry should plan courses including the following: general chemistry, mathematics and physics during the first year; qualitative analysis, quantitative analysis, calculus and physics the second year; organic chemistry, quantitative analysis the third year; physical chemistry and special courses the fourth year.
101 A, B, C. General Chemistry. 15 term hours. Prerequisite: one year of high school chemistry. Begins in the fall term and continues through the year. Mr. Boynton, Dr. McCracken.

The fundamental principles of chemistry are studied in such a way as to prepare both those students who wish to teach and those who expect to go on to more advanced work in the subject. This course may also be taken as a cultural subject by students desiring a broader knowledge of their environment.
Classroom, 4 hours a week; laboratory, 4 hours a week.

102 A, B, C. General Chemistry. 15 term hours. Begins in the fall term and continues through the year. Mr. Eldridge.

Similar to course 101 A, B, C, but intended for students who have had no high school chemistry.
Classroom, 4 hours a week; laboratory, 4 hours a week.

103A. General Chemistry. 4 term hours. Fall term. Mr. Eldridge.

The fundamental theories of chemistry are studied along with some of the common non-metallic elements and their compounds. The laboratory work involves the general practice of chemical manipulation.
Classroom, 3 hours a week; laboratory, 4 hours a week.

Note.—Courses 103 A, B, C, and 203 are open only to students in the Home Economics department.

103B. General Chemistry. 4 term hours. Prerequisite: Chemistry 103A. Winter term. Mr. Eldridge.

A continuation of course 103A including the study of metals and some of their compounds. The laboratory work includes qualitative analysis.
Classroom, 3 hours a week; laboratory, 4 hours a week.

103C. Organic Chemistry. 4 term hours. Prerequisite: Chemistry 103 A, B. Spring term. Mr. Eldridge.

The following topics are studied: paraffins, alkyl halides, alcohols, aldehydes, ketones, sugars, amines, fatty acids, dyes, amino acids, peptides and proteins.
Classroom, 3 hours a week; laboratory, 4 hours a week.

104. Chemistry and the Modern World. 4 term hours. Spring and Summer terms. Dr. McCracken.

Some knowledge of chemistry is indispensable to the understanding of the world of today. This course is designed for those students who have never studied chemistry and do not wish to elect a year's work in the subject, yet desire to gain an insight into the part played by chemistry in modern life and industry, and some acquaintance with the general laws of chemical action and the properties of common elements and compounds.
No laboratory work.

201A. Qualitative Analysis. 4 term hours. Prerequisite: Chemistry 101 A, B, C or 102 A, B, C. Fall term. Dr. McCracken.

Basic analysis. Two lectures a week and a minimum of 8 hours in the laboratory.
201B. Qualitative Analysis. 4 term hours. Prerequisite: Chemistry 101 A, B, C or 102 A, B, C, and 201A. Winter term. Dr. McCracken.

Acid analysis. Almost entirely laboratory work. A minimum of 10 hours of laboratory work a week required.

202A. Organic Chemistry. 4 term hours. Prerequisite: Chemistry 101 A, B, C or 102 A, B, C. Summer term. Mr. Eldridge.

The aliphatic (fatty) series are studied—paraffins, alkyl halides, alcohols, aldehydes, ketones, sugars, amines, and acids.

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

202B. Organic Chemistry. 4 term hours. Prerequisite: Chemistry 101 A, B, C or 102 A, B, C or 202A. Summer term. (Not offered in 1928.) Mr. Eldridge.

The aliphatic (open chain) and aromatic (closed chain) compounds are studied.

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

203. Chemistry Applied to the Home and Community. 4 term hours. Prerequisite: Chemistry 103 A, B. Spring term. Mr. Eldridge.

The practical phases of chemistry as applied to the home and community are studied: fuels, fires, water, waste disposal, textiles, toilet preparations, foods, and drugs.

Classroom, 4 hours a week.

See note under 103A.

204. The Teaching of Chemistry. 2 term hours. Prerequisite: Chemistry 101 A, B, C or 102 A, B, C. May accompany either 101C or 102C. Spring term. Dr. McCracken.

This course is especially designed for students preparing to teach chemistry in high school. The subjects stressed are fundamental chemical theories, problems, laboratory equipment and technique, and the history of chemistry.

301. Advanced Qualitative Analysis. 4 term hours. Prerequisite: General Chemistry 101 A, B, C or 102 A, B, C and Qualitative Analysis 201 A, B. Spring term. Dr. McCracken.

This is entirely a laboratory course devoted to the analysis of ores, alloys and water.

302 A, B, C. Organic Chemistry. 12 term hours. Prerequisite: Chemistry 101 A, B, C or 102 A, B, C. Open to qualified sophomores. Begins in the fall term and continues through the year. Mr. Eldridge.

Preparation and reactions of organic compounds, both of the aliphatic and aromatic series, are studied. These courses are not only valuable to those students who wish to teach chemistry, but are also suited to the needs of those who may later study medicine, dentistry, or chemical engineering. Credit is given for each term's work, but students are advised against taking one course only.

Classroom, 3 hours a week; laboratory, 6 hours a week each term.
303A. Quantitative Analysis. 5 term hours. Prerequisite: Chemistry 101 A, B, C or 102 A, B, C and 201 A, B. Mr. Boynton.

Gravimetric methods. Laboratory work offered each term. Two lectures a week are given in the spring term and must be attended before credit will be given. They include studies in precision, solubility product principles, and principles of separation.

303B. Quantitative Analysis. 5 term hours. Prerequisite: Chemistry 101 A, B, C or 102 A, B, C or 201 A, B, and 303A. Mr. Boynton.

Volumetric methods. Laboratory work offered each term. Two lectures a week are given in the fall term and must be attended before credit will be given. They include studies in acidimetry, alkalimetry, iodimetry, theory of indicators, and oxidation reduction theory.

401A. Physical Chemistry. 5 term hours. Prerequisite: Chemistry 101 A, B, C or 102 A, B, C, 201 A, B, and 303A, Physics 201 A, B, C or 100 A, B, C, and Mathematics 103 A, B, C or equivalent. A knowledge of calculus is desirable. Open to qualified juniors. Fall term. Mr. Boynton.

Lectures and laboratory work. This course is particularly valuable for those who expect to teach physics and chemistry. The work includes a rigorous review of the fundamentals of chemistry, studies of physico-chemical theory, molecular weight determinations, properties of solutions, elementary thermodynamics, polarimetric and spectroscopic measurements.


Lectures and laboratory work. The course includes determinations of degree of ionization, studies in thermo-chemistry, studies in heterogeneous and homogenous equilibrium, colloids, radioactivity, and atomic structure.


Lectures and laboratory work. The course includes the study and measurement of conductance, transport numbers, electromotive force, single electrode potentials, degree of ionization, voltaic cells, and oxidation-reduction potentials.

402A. Organic Preparations. 4 term hours. Consult instructor before enrolling. Offered each term. Mr. Eldridge.

Methods of preparing the aliphatic compounds with an effort to produce the maximum yield at the minimum expense. Theoretical interpretations of facts are sought.

Classroom, 1 hour a week; laboratory, 10 hours a week.

402B. Organic Preparations. 4 term hours. Consult instructor before enrolling. Offered each term. Mr. Eldridge.

Methods of preparing the aromatic organic compounds.

Classroom, 1 hour a week; laboratory, 10 hours a week.

Coal, water, and ore analysis.

404. **Inorganic Preparations.** 4 term hours. Consult instructor before enrolling. Offered each term. Mr. Eldridge, Dr. McCracken.

Methods of preparing the less common inorganic compounds.
Laboratory, 12 hours a week.

405. **Organic Analysis.** 2 or 4 term hours. Consult instructor before enrolling. Mr. Eldridge.

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

**COMMERCE**

*102A. Shorthand and Typewriting (Elementary).** 4 term hours. Fall term.

Training in the elementary theory of Gregg shorthand and the technique of typewriting. The first ten lessons in the Gregg Manual, supplemented by assignments from Speed Studies and Graded Readings, are covered in this course.

Note.—Students electing shorthand and typewriting should plan to take 102 A, B, C. Credit will not be allowed for a single term except by previous arrangement with the instructor.

*102B. Shorthand and Typewriting (Intermediate).** 4 term hours. Prerequisite: Shorthand and Typewriting 102A. Winter term.

The theory of Gregg shorthand and the technique of typewriting completed. Accuracy and rhythm in typewriting are stressed and moderate speed developed.

*102C. Shorthand and Typewriting (Advanced).** 4 term hours. Prerequisite: Shorthand and Typewriting 102 A, B. Spring term.

Application and discussion of the principles of Gregg shorthand, dictation at moderate speed, and extensive reading of shorthand notes. In typewriting, attention is given to speed and accuracy, to the transcription of shorthand notes, and to the preparation of various business forms.

201A. **Accounting.** 4 term hours. Fall term. Mr. Pennell.

A study of the principles of the double-entry system of accounting and an examination of the principal technical accounting devices for giving expression to these principles; the effect of current business transactions upon balance sheet accounts; a study of the theory and practice of recording temporary changes of proprietorship in expense and revenue accounts; and the development of simple definite rules of debit and credit. Special attention is given to columnar journals, subsidiary ledgers, and control accounts.

*Shorthand and typing must be taken three consecutive terms to secure credit with the following exceptions:
Students who present one unit of Gregg shorthand and one unit of typewriting for entrance will not be allowed credit for Shorthand and Typewriting 102A, and should enroll for 102B. Students who present two units of Gregg shorthand and two units of typewriting for entrance will not be allowed credit for Shorthand and Typewriting 102A or 102B, and should enroll for 102C. Early in the first week of the fall term a special examination will be arranged for these students. Failure to pass this examination will necessitate taking the work for review without credit.
201B. Accounting. 4 term hours. Prerequisite: Accounting 201A. Winter term. Mr. Pennell.

Significance of the accounting period and periodic operations; construction of simple financial statements; and the classification of accounts for accounting and other purposes. Special attention is given to the periodic adjustment of accounts, working sheets, income statements and balance sheets, and ledger closing.

201C. Accounting. 4 term hours. Prerequisite: Accounting 201 A, B. Spring term. Mr. Pennell.

This course includes an intensive study of income and its determination, and a careful consideration of some of the problems of income accounting. The more important phases of partnership accounting and of corporate accounting are given special attention.

202. Shorthand. 4 term hours. Prerequisite: Shorthand and Typewriting 102C. Fall term.

Intensive drill on dictation and transcription. Special attention is given to the discussion of methods of teaching shorthand.

203. Typewriting. 2 term hours. Prerequisite: Shorthand and Typewriting 102 A, B, C. Winter term.

An advanced course planned especially to develop operating technique and for the consideration of methods of teaching.

204. Letter Writing. 4 term hours. Spring term.

Designed to develop facility in various forms of letter writing for business use; to establish standards of judgment for form and expression by an analysis of the principles embodied in the best modern business letters, and to develop individuality of style.

205. Junior Business Training and Secretarial Practice. 4 term hours. Prerequisite: Shorthand and Typewriting 102 A, B, C, or equivalent. Spring term.

Principles of junior business training, secretarial practice, and office management. Discussion of methods for teaching such a course in high school.

301. Cost Accounting. 4 term hours. Prerequisite: Accounting 201 A, B, C. Fall term. Mr. Pennell.

The relation of cost accounting to management for control; general principles involved in constructing a cost system; modern methods of distributing the three elements of cost—material, labor and burden; cost records and operating reports; joint and by-product costs; budgetary control and the use of cost reports by executives and department heads. Class discussion is supplemented by many short illustrative problems, and a complete cost set is written up as a laboratory exercise.

302. Auditing. 4 term hours. Prerequisite: Accounting 201 A, B, C. Winter term. Mr. Pennell.

An elementary study of the theory and technique underlying a simple audit. Analysis of the more important balance sheet, expense, and revenue accounts; examination of original data supporting the accounts; use of auditor's working papers, adjustments, and adjusting journal entries.
Many questions involving actual situations are introduced for class discussion and a working trial balance, financial exhibits, and the text of a simple report are prepared from a set of working papers.

303. Accounting Theory. 4 term hours. Prerequisite: Accounting 201 A, B, C. Fall term. Mr. Pennell.

This course is designed especially to meet the needs of those who are preparing to teach bookkeeping in secondary schools. It deals (1) with the theory of the underlying structure of the double-entry system, (2) with some of the controversial points of bookkeeping and accounting theory, (3) with some of the more important literature of bookkeeping and accounting, (4) with a discussion of the subject matter suitable for a high school course, and (5) with a consideration of methods of presenting this matter to high school students. Special readings from various authors of bookkeeping and accounting texts are assigned, and numerous short problems illustrating theoretical questions are given for solution.

304 A, B, C. Business Law. 9 term hours. Offered as a year's course. Mr. Pennell.

Organized to meet the particular needs of teachers of business law in secondary schools, this course undertakes primarily to develop an appreciation for law through a study of its sources, development, and significance. By assigned readings from various legal writers, an effort is made to give the student some acquaintance with the history and philosophy of law. Special emphasis is laid upon the practical application of legal rules in ordinary business transactions. The course continues throughout the year, and students who elect it must plan to take it as a whole. Credit will not be given for a single term.
A. Contractual transactions involving a study of the leading principles of the law of contracts.
B. Special contractual transactions dealing with the more important principles of the law of sales, bailment, and negotiable instruments.
C. Various forms of business association. The principles of the law of agency, partnership, and corporations.

305. Problems in Secondary Commercial Education. 3 term hours. Fall and Winter terms. Mr. Pennell.

This course deals with some of the problems of commercial education in secondary schools. An analysis of modern business is made in an effort to ascertain what education for business should strive to do. An examination is made of secondary commercial curricula to determine whether or not the best interests of business and of the students are served. Certain modifications of existing curricula are considered and new subject matter examined. Some attention is given to the history and development of commercial education.

EDUCATION AND PSYCHOLOGY

Education

101. Principles of Teaching. 4 term hours. Prerequisite: Psychology 101, 102. Offered each term. Various members of the staff.

Includes such topics as the curriculum, moral and social training, discipline, type lessons, questioning, and lesson plans. Systematic observation of classes in the training school is made and standards for judging classroom instruction are worked out.
104. Psychology of Reading. 4 term hours. Prerequisite: Psychology 101. Offered each term. 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 those studies upon the material and methods of teaching.

201. Junior High School Education. 4 term hours. Prerequisite: Psychology 101, 102, Education 101. Fall and Spring terms. Mr. Wilds.

A survey of the field of junior high school education. Comprises a brief study of the biological and psychological foundations upon which the junior high school is based; a survey of the origin, development, and present status of the junior high school movement; and a study of the junior high school curriculum, including a consideration of the various subjects and the points of view to be emphasized in their treatment.

205. Mental Tests. 4 term hours. Prerequisite: Psychology 101, 102. Offered each term. Dr. Sangren.

An introduction to the use of mental tests. About two-thirds of the course is given to supervised training in the administration of the Stanford Revision of the Binet-Simon individual intelligence tests. Actual practice in the giving of mental tests is provided.

206. Educational Measurements. 4 term hours. Prerequisite: Psychology 101, 102, Education 101. Offered each term. Dr. Ellis, Dr. Sangren.

A beginning course in educational tests and measurements. Includes such features as elementary statistical methods, essentials of test and scale construction, standardized tests and scales in school subjects, diagnosis and treatment of special difficulties, informal tests, surveys. There will be some opportunity for practice in giving and scoring tests, and in the interpretation of results.

220. Extra-Curricular Activities. 3 term hours. Prerequisite: Psychology 101, 102, Education 101. Winter and Spring terms. Miss Mason, Mr. Wilds.

A study of the organization and supervision of the extra-curricular program in elementary and secondary schools. Consideration is given to such topics as the justification of extra-curricular activities, extra-curricular evils, typical experiments in organization and administration, relation of extra-curricular program to the curriculum, centralization and unification, faculty participation, student participation and student government, point systems, systems of school credit and honor awards, financing the extra-curricular program.

225. History of Education. 3 term hours. Prerequisite: Psychology 101, 102, Education 101. Spring term. Mr. Wilds.

The beginnings of national education in Europe and America, the battle for free public schools, and the development of new conceptions of the educational process as exemplified in the teachings of such leaders as Pestalozzi, Herbart, and Froebel. The last half of the term is devoted to a study of present day educational leaders and movements with detailed consideration given to such topics as: Dewey's social philosophy, the project idea, educational measurements, mental testing, curriculum reconstruction, the Dalton and Winnetka plans of individualized instruction, the nursery school, the unified kindergarten-primary unit, the junior high
school, the junior college, the county unit and rural consolidation, the platoon system, vocational guidance and training.

230A. Vocational Education. 3 term hours. Fall term. Mr. Diamond.

An introductory course. Among the topics covered are economic and social need for vocational education; legislation regarding this subject; methods of procedure in starting part-time schools; vocational guidance, and follow-up work.

230B. Vocational Education. 3 term hours. Winter term. Mr. Diamond.

Methods of teaching industrial subjects; selecting and analyzing types of work, arrangement of lesson plans, testing and marking, records and reports, class management, internal and external relations.

230C. Vocational Education. 3 term hours. Spring term. Mr. Diamond.

History and literature of the manual arts.

234. Psychology of School Subjects. 4 term hours. Prerequisite: Psychology 101, 102. Winter term. Dr. Ellis.

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

301. Junior High School Problems. 4 term hours. Prerequisite: Psychology 101, 102, Education 101. Spring term. Mr. Wilds.

An advanced course dealing with such practical problems as the adaptation of instruction to the different levels of intelligence, the adequate provision of guidance and exploration opportunities, the organization and supervision of home room activities, and the articulation of the junior high school with the elementary school and the senior high school. Opportunity will be given for trips to outstanding junior high schools for study and investigation.

306A. Secondary Education. 4 term hours. Prerequisite: Psychology 101, 102, Education 101. Fall term. Dr. Halnon.

A comparative study of secondary education; the development of secondary education in America; principles determining secondary education; aims and functions of secondary education.


Aims and functions of secondary education; evaluation of the various high school subjects; trend in the content of each subject; organization of subject matter; measurement of results; individual problems in the construction of high school curricula.


Character and classification of secondary school population; the secondary school teacher; classroom routine; problems of discipline; types of recitations; tests and examinations; records and reports.
316. School Administration. 4 term hours. Prerequisite: Psychology 101, 102, Education 101. Spring and Summer terms. Mr. Pellett, Mr. Powell.

A course for students preparing for work as school superintendents. Problems commonly met by school administrators will be studied in some detail. The major problems discussed are: selection and functions of boards of education and of the superintendent of schools; selection, training, tenure, and salaries of teachers; organization of teaching force and the planning of responsibility; business organization, educational organization.

320. Educational Sociology. 4 term hours. Prerequisite: Sociology 201 A, B, Psychology 101, 102. Offered each term.

For description of course see Sociology department, page 105.

325. Educational Publicity. 4 term hours. Spring and Summer terms. Dr. Farley.

A study of the theory of publicity in relation to educational progress; the content and preparation of the educational publicity program for the press and other publicity agencies. The relations of school with community through parent-teacher organizations, civic and social clubs. Reports of administrative officers to boards of education, including the annual report. The school newspaper, school annual, and other school publications.

328A. Supervision of the Elementary Curriculum. 4 term hours. Prerequisite: Psychology 101, 102, Education 101. Fall term. Dr. Hilliard.

Introduction to the field of curriculum making; basic principles underlying the same worked out; special emphasis on writing and spelling. Open to qualified sophomores who obtain the consent of the instructor.

328B. Supervision of the Elementary Curriculum. 4 term hours. Prerequisite: Psychology 101, 102, Education 101. Winter term. Dr. Hilliard.

Special emphasis on composition, oral English, silent reading, and the improvement of study habits. Open to qualified sophomores who obtain the consent of the instructor.

328C. Supervision of the Elementary Curriculum. 4 term hours. Prerequisite: Psychology 101, 102, Education 101. Spring term. Dr. Hilliard.

Special emphasis on geography, elementary science, history, civics, arithmetic, literature, and art. Open to sophomores as above.

330 A, B, C. School Supervision. 12 term hours. Four hours a week throughout the year. Prerequisite: Psychology 101, 102, Education 101, Teaching 201, 202. Miss Steele.

A course for those looking forward to positions as principals and supervisors of elementary schools and critic teachers in normal schools. The course deals with the problems of supervision, with special emphasis upon the improvement of teaching. Opportunity is provided for practical experience. Among the more important topics are diagnosis of instruction observed, methods of improvement, methods of meeting teachers individually and in groups, the selection of textbooks, the use of standard tests.
331. Practice in Supervision. 4 term hours. Offered each term. Miss Steele.

This course is offered to a few selected students, and is adapted to their needs and interests. Provision is made for practice work as critic teacher, supervisor, or as assistant principal.

401. Philosophy of Education. 4 term hours. Prerequisite: Psychology 101, 102, 203. Desirable antecedents: Sociology 301A, 320. Offered each term. Dr. Burnham, Dr. Halnon.

This course will attempt an inclusive analysis in the large of the possibilities of growth in normal human beings and will inquire how education may progressively reveal the significant goals of life. The purpose of this course is to relate the agencies of education to the personal achievement and utilization of a philosophy of life equal to the needs of individuals in their generation.

427. Administration of Educational Measurements. 4 term hours. Prerequisite: Psychology 101, 102, 203, Education 101, 205. Spring term. Dr. Sangren.

An advanced course in educational measurements based upon a knowledge of the fundamentals of education and mental testing. The purpose of the course is to consider how to conduct testing programs and how to interpret and use test results. The work of the course will involve a certain amount of actual practice in testing, reporting the results of testing, and applying statistics to educational problems. The course is intended primarily for those who expect to be responsible for measurement work in a school system, whether in the capacity of superintendent, principal, supervisor, or director of educational measurement.

Early Elementary Education

101. Early Elementary Education. 4 term hours. Fall, Winter, and Spring terms. Not open to freshmen in Fall term. Miss Coppens, Mrs. Phillips.

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

Note.—Courses 101, 201 A, B constitute a year sequence designed specifically for students preparing for teaching in the kindergarten, first and second grades.

201 A, B. Early Elementary Education. 8 term hours. Prerequisite: Early Elementary Education 101. Fall and Winter, or Winter and Spring terms. Mrs. Campbell, Miss Coppens, Mrs. Phillips.

Designed to integrate the subject matter of the Early Elementary grades. Students will work with units of activity involving such subject matter as the social studies, nature study, technique of beginning reading, numbers, language, spelling. Attention will be given to such other topics as ordering of supplies and equipment of grade rooms.


A study of stories and poems suitable to childhood. A survey of the field and classroom practice in story telling.
301. Psychology of Childhood. 4 term hours. Fall, Winter, and Spring terms. Mrs. Campbell, Miss Coppens, Mrs. Phillips.

A study of the mental development of the young child; his original nature; conditions best suited to conditioning behavior in relation to his own needs and his social environment. This course should be taken simultaneously with practice teaching.


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

Psychology

101. Introductory Psychology. 4 term hours. Offered each term. Various members of the staff.

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

102. Educational Psychology. 4 term hours. Prerequisite: Psychology 101. Offered each term. Various members of the staff.

An application of the principles of psychology to the practical work of teaching in the classroom.

203. Genetic Psychology. 4 term hours. Prerequisite: Psychology 101, 102. Offered each term. Dr. Henry.

A study of the development of mind in the race and in the individual.

212. Industrial Psychology. 4 term hours. Prerequisite: Psychology 101, 102. Spring term. Mr. Powell.

Deals with the applications of psychology to business and industry.

320. Abnormal Psychology. 4 term hours. Prerequisite: Psychology 101, 102. Spring and Summer terms. Dr. Henry.

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

Specialization in Administration and Supervision

Students preparing for positions as superintendents, principals, elementary school supervisors, junior high school supervisors, or helping teachers should enroll in the A.B. curriculum. In addition to the courses in Education and Psychology required for a life certificate, this department advises such students to elect from the groups A, B, and C according to their specialized interests. The sum total of all work taken in the department should not exceed sixty-four term hours. (See note 2, page 46.)

A. Courses for Superintendents and Principals.

Genetic Psychology 203, Psychology of School Subjects 234, Mental Tests 205, Educational Measurements 206, Administration of Educational Measurements 427, School Administration 316, School Supervision 330 A, B, C, Practice in Supervision 331,

B. Courses for Elementary School Supervisors, County Normal Critics, Helping Teachers.


C. Courses for Junior High School Supervisors.

Genetic Psychology 203, Junior High School Education 201, Junior High School Problems 301, Extra-curricular Activities 220, Educational Measurements 206, Mental Tests 205, Secondary Education 306A.

ENGLISH

Composition and Rhetoric


A miscellaneous review and drill for students who are deficient in the rudiments of English grammar, spelling, and punctuation. Such students will be required to carry this work in connection with the regular courses in composition and rhetoric in order that they may receive such extra attention as cannot be given them in these classes. The class meets twice a week.

101A. Composition. 4 term hours. Offered each term. Miss Gary.

A consideration of the principles of composition, with emphasis upon sentence and paragraph structure. Representative prose selections are read and analyzed and many written compositions are required.

101B. Composition. 4 term hours. Offered each term. Miss Gary, Miss Master.

A general discussion of the four forms of discourse with analysis of specimens of each form. Most of the time will be devoted to the writing and correction of themes.

104 A, B, C. Rhetoric. 9 term hours. Three hours a week throughout the year. Miss Elcher, Mr. Foley, Miss Little, Miss Loutzenhiser, Miss Master, Mr. Masterson, Miss Nobbs, Miss Rawlinson, Mr. Slusser, Miss Swain, Miss Van Horn.

This is equivalent to the regular required work in college Freshman English. The aim of the course is to cultivate the habit of correct speech both oral and written, and to develop some skill in the use of the ordinary forms of composition. Some time is given to the careful study and analysis of such literary masterpieces as will awaken in the student a livelier appreciation of the value and importance of style in speaking and writing.

Note.—This course covers the same ground as Composition 101A and Composition 101B, and may be substituted in all cases where either of these courses is required. Students may not count Rhetoric 104 for credit along with the courses in Composition. Students must plan to take the course throughout the year with the same instructor.
315. Literary Criticism. 4 term hours. Winter and Spring terms. Mr. Sprau.

A careful study of the fundamental principles of literary criticism, supplemented with wide reading in English critical essays. Each student writes several short criticisms. The work of the course is arranged to develop in the student a careful critical judgment and to cultivate the habit of careful criticism.

323. Advanced Rhetoric. 4 term hours. Offered each term. Mr. Foley.

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

102 A, B, C. History of English Literature. 12 term hours. Four hours a week throughout the year. Miss Eicher, Miss Loutzenhiser, Miss Van Horn.

A general survey of the whole field of English Literature with wide reading in biography and representative selections from the various periods. Students electing this course should take it throughout the year. By special arrangements students entering in January may take the remainder of the course.

103. Literature for Children. 4 term hours. Offered each term. Miss Master, Miss Rawlinson.

This course aims: (1) to give a general survey of the field of literature suited to the needs and tastes of children; (2) to get at the general principles which underlie the selection of literature for children under any given conditions; (3) to organize and give new meaning to the mass of literature already read, and to add largely to its content by further reading. While this is primarily a course in literary material for class use, some attention will be paid to the subject of general reading for children, both inside and outside of school.

110. English Literature. 4 term hours. Fall term. Mr. Sprau.

In this course an attempt is made to introduce the student to the general field of literary study and to develop in him some skill in critical interpretation. The typical forms of literature are carefully studied, and different ways of approaching the subject are considered. The course is intended to be a foundation for further study of literature.

111. Lyric Poetry. 4 term hours. Winter term. Mr. Sprau.

This course is a more thorough study of one form of literature considered in 110. Its aim is to help the student to a fuller appreciation of good poetry, to know why a poem is good literature, and to suggest ways of using poetry with classes. Intended for grade teachers especially.

112. The Familiar Essay. 4 term hours. Spring term. Mr. Sprau.

This course aims to introduce the student to careful and accurate reading of English literary prose, and to cultivate in him some appreciation
of the familiar essay as a type of literature. The familiar essay is studied in its historical development with special emphasis on the essay as written by the best essayists of our own time.

Note.—While 110, 111, and 112 represent a consecutive year's work, each unit may be taken separately with profit.

118. The English Bible. 6 term hours. Twice a week throughout the year. Mr. Sprau.

In this course an attempt will be made to study the Bible as a body of great literature. Facts of history and composition, in so far as they are known, will be carefully studied as a background for intelligent interpretation and appreciation of Biblical literature. Students who enroll in the course for credit will be required to read the major part of the Bible and to study intensively certain books that are especially rich in literary value. Juniors and seniors may elect the course only with the consent of the instructor.

120. History of American Literature. 4 term hours. Fall term. Mr. Foley, Mr. Masterson, Miss Nobbs, Mr. Slusser.

A general survey of American literature. The reading of selections to illustrate the various periods is required.

Note.—120, 121, and 122 may be taken separately or as a year's sequence of courses.

121. Chief American Poets. 4 term hours. Winter and Spring terms. Mr. Foley, Mr. Masterson, Miss Nobbs, Miss Swain.

An intensive study of the chief American poets.

122. American Prose. 4 term hours. Winter and Spring terms. Mr. Foley, Mr. Masterson, Miss Nobbs, Miss Swain.

An intensive study of the chief American prose writers.

124 A, B, C. General Literature. 9 term hours. Three hours a week throughout the year. Dr. Brown.

In this course the student is offered the opportunity of making acquaintance with great literatures other than English. Through translations he is introduced to the literature of the ancient Hebrews, Greeks, and Romans, to the Mediaeval and modern literature of the Italian, French, German, Spanish, Russian, and Scandinavian languages. Some attention is given to English literature, but only so much as its position among the literatures of the world might seem to justify. The course assumes no knowledge of any foreign language. The course extends throughout the year and may not be taken for a single term without the previous consent of the instructor. Intended primarily for freshmen and sophomores.

213 A, B. The English Novel. 6 term hours. Fall and Winter terms. Dr. Brown.

The first aim of the course is to acquaint the student with the method of studying and teaching prose fiction. For this purpose some short, well-constructed novel will be analyzed in the classroom. After some study of the picaresque tale of the Elizabethan times, the class will trace the development of the novel in DeFoe, Richardson, Fielding, Sterne, and Smollett, the Gothic romance, and the novels related to the French Revolution. In the spring term, the leading English novelists from Jane Austen to the present date will be studied. Each member of the class will be required
to make a detailed study of some novelist or phase of the novel, and to report upon the same to the class.

214 A, B, C. Shakespeare. 9 term hours. Three hours a week throughout the year. Mr. Sprau.

The purpose of the course is to help the student read Shakespeare with more understanding and appreciation and to give him practice in reading and interpreting Shakespeare to classes. Six or seven plays are carefully studied in class. Twenty-four other plays are assigned for careful reading.

216. Contemporary Literature. 4 term hours. Fall and Winter terms. Mr. Sprau.

It is the aim of this course to give the student some acquaintance with the better things in the literature of the last twenty years and to help him choose his reading with more critical discrimination. The classroom work consists of reading and interpreting representative selections, and of lectures upon interesting subjects connected with the literature of today. The course is primarily a reading course; much library work is required.

219. The Short Story. 3 or 4 term hours. Spring term. Dr. Brown, Mr. Foley.

This course aims to trace the development of the short story in England, France, and America, with an account of its various types, and its general technique. The required reading will serve to acquaint the student with the best short stories and the method of teaching such material. Themes and reports will be required.


In the first term, a study is made of classicism in English literature as exemplified in the non-dramatic poetry of Dryden, of his successor, Pope, and of some of Pope's contemporaries. The second term follows the further history of classicism, and the rise and progress of romanticism to the end of the eighteenth century, including the work of Gray, Macpherson, Cowper, Blake, and Burns. Without the previous consent of the instructor, credit cannot be given for a single term.

225. The Ballad. 4 term hours. Spring term. Mr. Foley.

A study of the form and method of development of the traditional popular ballad. A number of ballads representative of various types will be studied minutely, and many others will be read. The course will pay some attention secondarily to the later artistic ballad.

226 A, B, C. Masterpieces. 6 term hours. Two hours a week throughout the year. Miss Loutzenhiser.

This course continues throughout the year, but students may elect one, two, or three terms. Its purpose is to study intensively some of the masterpieces of English literature. At least one example of the novel, the essay, the drama, the tale, and of narrative poetry, will be read and analyzed. The masterpieces studied are as follows: In A, Canterbury Tales, Othello; in B, Heroes and Hero Worship, The Faerie Queen; and in C, The Ring and the Book, The Return of the Native.
302 A, B, C. **History of English Literature.** 12 term hours. Four times a week throughout the year. Dr. Brown.

A survey course in English Literature primarily for third year students who have had no literature courses in the first or second years. It may be elected by other third or fourth year students who have not had English 102. Students electing the course should take it throughout the year. No credit for a single term except by previous arrangement with the instructor.

305 A, B, C. **Nineteenth Century Prose.** 12 term hours. Four hours a week throughout the year. Offered in alternate years with English 309 and under the same conditions. Not offered in 1928-1929. Mr. Sprau.

A. Coleridge, Lamb, Hazlitt, Hunt, and Landor.  
B. DeQuincey, Macaulay, Carlyle, and Newman.  
C. Ruskin, Arnold, Huxley, Pater, and Stevenson.

308 A, B. **The English Drama.** 6 term hours. Winter and Spring terms. Offered in alternate years with Modern Drama 338. Not offered in 1929. Dr. Brown.

In the winter term the class will trace the English drama from its origin in miracle and mystery plays through the period of the moralities, the interludes and the imitations of Latin tragedy and comedy to the work of Lyly, Green, Peele, Kyd, Marlowe, and Shakespeare. In the spring term will be read representative plays of Jonson, Chapman, Beaumont and Fletcher, Webster, and Shirley, heroic dramas by Dryden, Congreve, Farquhar, and Vanbrugh; eighteenth century comedies; and the choicest dramas of Byron, Shelley, and Browning.

309 A, B, C. **Nineteenth Century Poetry.** 12 term hours. Four hours a week throughout the year. Offered in 1928-1929. Mr. Sprau.

This course aims to cultivate in the student a richer appreciation of poetry and to develop some skill in the critical interpretation of literature. The work consists of wide reading in the poetry of the century supplemented by critical and interpretive lectures on the thought of the period as it was reflected in the work of the chief English poets. The course continues throughout the year, and students who elect it must plan to take it as a whole. Credit will not be granted for a fractional part of the work without the previous consent of the instructor to take the course for a single term only.

A. Wordsworth, Coleridge, Scott, Byron, Shelley, and Keats. **Fall term.**  
B. Landor, Tennyson, and Browning. **Winter term.**  
C. Mrs. Browning, Clough, Arnold, Rossetti, Morris, and Swinburne. **Spring term.**

317. **The English Epic.** 3 or 4 term hours. Fall term. Dr. Brown.

A study of the general characteristics of the epic. The class will make a careful study of Paradise Lost. Selections will be read from other epics for comparative study.


This course involves the reading of a variety of types in the non-fiction prose of the eighteenth century, with attention to the ideas and ideals
voiced by the leading English writers of that time. The course extends through the fall and winter terms. Without the previous consent of the instructor, credit cannot be given for a single term.
A. Defoe, Swift, Steele, and Addison.
B. Johnson, Hume, Goldsmith, Burke, and Boswell.

333. Lives and Letters of English Authors. 4 term hours. Prerequisite: freshman or sophomore courses in English literature. The instructor's consent is required. Dr. Brown.

This course will combine a detailed study of the Wordsworths, the Carlyles, and others, with wide reading in biography and letters. Reports and critical essays will be required. By special arrangement this course may be substituted for one of the units in Group I of the A.B. curriculum.

338 A, B. Modern Drama. 2 term hours each term. Winter and Spring terms. Offered in alternate years with The English Drama 308. Offered in 1929. Miss Eicher.

A study of the plays of Ibsen, Pinero, Jones, Galsworthy, Shaw and others, with a careful inquiry into the relation between the continental, English, and American drama.

406. Anglo-Saxon.

407. Chaucer. Courses 406 and 407 together yield 9 term hours' credit. Three times a week throughout the year. Students may not enroll for half the year's work without the consent of the instructor. Each course represents a half year's work. Dr. Brown, Mr. Foley.

The purpose of Anglo-Saxon 406 is to give the student some acquaintance with Old English grammar and Old English forms as a foundation for more thorough study and understanding of Modern English, and to give him a clearer conception of early English literature. Bright's Anglo-Saxon Reader is used as a text, supplemented with wide reading in translation from early English literature, and in the history of the period. Required of students who major in English in the A.B. curriculum.

In Chaucer 407, as much as possible of Chaucer's poetry is read in the original with special attention to pronunciation, grammar, and meter. The life and time of Chaucer are carefully studied as an aid to the interpretation of his poetry. A generous amount of reading in the literature of the Middle English period is required. Required of students who major in English in the A.B. curriculum.

Journalism

340A. The American Newspaper. 4 term hours. Fall term. Dr. Farley.

A study of the history and development of the newspaper, its part in the formation of public opinion and in social integration; the newspaper as an educative institution. The course will include a study of the biographies of great newspaper men of America and their contributions to politics, literature, and other interests.

340B. The American Newspaper. 4 term hours. Prerequisite: Rhetoric 104. Winter term. Dr. Farley.

A study of the organization of the newspaper staff; how news is collected and handled; the writing of the news, feature stories, editorials
and fiction. In the work of this course major emphasis will be placed upon analysis of different kinds of newspaper copy, followed by practice in their composition.


A study of the essentials of narration; work upon characterization in fiction; plot construction; consideration of current fiction. A practical course in writing with criticism and class discussion.

**GEOGRAPHY AND GEOLOGY**

Courses 101A and 101B are the foundational courses in geography and should precede all other courses except 103 and 209. Other elections to complete the requirements for a major or minor in geography should be made with the approval of the chairman of the department. Students preparing to teach geography should include course 212 in their elections. It is highly desirable that students majoring in geography elect, if possible, Economics 201 A, B, and Botany 221C.

A major in earth science may be made by combining Geology 320 A, B, C and six courses in geography.

Other recommended sequences are as follows:

a) For students whose chief interest is history: 101 A, B, 310, and the regional geography of the country in whose history especially interested.

b) For students whose major is in business administration: 209, 210, and one regional course.

c) For students preparing to teach general science: 101 A, B, 207, 306.

d) For students electing geography merely as a year sequence in science: 101 A, B, and one regional course.

**Geography**

**101A. Elements of Geography.** 4 term hours. Offered each term. Miss Harrison, Miss Strunk.

An introductory study of the mutual relationships between man and the natural environment with special emphasis upon types of climate and some of the adjustments which man makes to climatic conditions in selected regions.

**101B. Elements of Geography.** 4 term hours. Prerequisite: Geography 101A. Offered each term. Miss Boswell, Miss Strunk.

An introductory study of the mutual relationships between man and the natural environment with special emphasis upon adjustments to location, land forms, soils, minerals, ground and surface waters, oceans and coast lines in selected regions. An elementary study is made of map projections.

**103. Geography for Early Elementary Grades.** 4 term hours. Fall and Spring terms. Miss Boswell.

A geographical interpretation of some typical regions included in the curriculum of the first three grades. A background course for early elementary teachers.
105. **Geography of the United States and Canada.** 4 term hours. Pre-requisite: Geography 101 A, B. Offered each term. Miss Boswell, Mr. Wood.

A study of the two countries by geographic regions.

201. **Michigan and the Old Northwest.** 4 term hours. Spring term. Mr. Wood.

The geology, climate, soils and minerals, vegetation, fisheries, lakes, resorts and scenic features, all in relation to the historical and industrial development of the region. The course includes a study of the glaciation and industries in the vicinity of Kalamazoo.

203. **Geography of Europe.** 4 term hours. Desirable antecedents: Geography 101 A, B. Fall and Winter terms. Mr. Wood.

The relation of the continent to the world as a whole, its physical features, climates, resources, and the relationship between these natural environmental conditions and the development of present social, industrial, and commercial life of its leading nations.

204. **Geography of South America.** 4 term hours. Desirable antecedents: Geography 101 A, B. Spring term. Miss Harrison.

The relationships between the combination of 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 with special emphasis upon the commercial relations between this continent and the United States.

205. **Geography of Mexico and the Caribbean Area.** 4 term hours. Desirable antecedents: Geography 101 A, B. Winter term. Miss Harrison.

It is the aim of this course to give the student such an acquaintance with the geography of these countries and islands as will enable him to understand the economic development of each and to follow intelligently the trend of political events within them.

209. **Elements of Geography.** 4 term hours. Fall term. Miss Strunk.

Similar in scope to courses 101A and 101B. Open only to students in the Department of Commerce. Credit will not be given for both 209 and 101 A, B.

210. **Industrial and Commercial Geography.** 4 term hours. Prerequisite: Geography 101 A, B, or 209. Open to qualified freshmen. Winter and Spring terms. Miss Boswell.

The geographic factors underlying commerce and industry; the geography of the major industries; the principal trade routes of the world and the commerce which passes over them; great trade centers and the geographic reasons for their importance.

212. **The Teaching of Geography in the Grades.** 4 term hours. Prerequisite: Geography 101 A, B. Principles of Teaching a desirable antecedent. Open to qualified freshmen with consent of instructor. Offered each term. Miss Strunk.

Objectives in the teaching of geography, evaluation and technique of visual aids, organization and presentation of textual material, geographic tests.
301. Geography of the Orient. 4 term hours. Prerequisite: Geography 101 A, B, and one regional course. Spring term. Miss Strunk.

The geography of southeast Asia, the Philippine Islands, the Dutch East Indies, Australia, and New Zealand. The organization of geographic material will receive emphasis.

306. Meteorology. 4 term hours. Prerequisite: Geography 101 A or consent of instructor. Winter term. Mr. Wood.

The causes underlying the daily changes in temperature, pressure, wind direction and force, humidity, cloud phenomena, precipitation, and the major types of storms. Among the goals sought are an understanding of weather conditions, the acquisition of some ability in weather forecasting, and an appreciation of some of the relationships existing between weather conditions and human activities.

307. Climatology. 4 term hours. Prerequisite: Meteorology 306. Spring term. (Not offered in 1929.) Miss Harrison.

A detailed study of the elements which combine to form climate, the interpretation of climatic data, essential features of the main types of climate. Emphasis is placed on the climates of the United States.

310. The Historical Geography of the United States. 4 term hours. Prerequisite: Geography 101 A, B and History 101 A, B or equivalent. Open to qualified sophomores with consent of instructor. Fall term. Miss Harrison.

A study of the relations between the natural environmental elements and the settlement and development of the United States.

Geology

207. Geology. 4 term hours. Spring and Summer terms. Mr. Wood.

An introduction to earth history. It includes a brief study of the earth’s physiography, climate, minerals, genesis of ore deposits, the origin of the earth, the evolution of plants and animals, the origin of mountains, and the history and growth of the continents.

Note.—This is an appreciation course similar to survey courses in chemistry and biology, and should not be elected by students desiring a year’s work. Such students should elect Geology 320 A, B, C.

320A. Geology. 4 term hours. Fall term. Mr. Wood.

A study of the origin of the features of the surface of the earth, the materials of which they are made, and the processes by which they are formed. It includes the topics of glaciation; the work of streams, underground water, and wind; vulcanism; and formation and recognition of common rocks and minerals.

320B. Geology. 4 term hours. Prerequisite: Geology 320A. Course 207 may be substituted with consent of instructor. Winter term. Mr. Wood.

A study of ore deposits and the nature of the earth’s interior, the origin of the earth, and the early periods of its geological history.

320C. Geology. 4 term hours. Prerequisite: Geology 320 A, B. Spring term. Mr. Wood.
A continuation of the geological history of the earth; the ancient history of plants and animals; the study of fossils; the growth of the continents up to their present forms as habitable lands.

Note.—Students who elect Geology 207 and 320 A, B, C will receive a total of but 12 term hours of credit for the four courses.

HISTORY AND SOCIAL SCIENCE

"History and Social Science" is a group title including four separate and distinct departments, namely: history, political science, economics, and sociology. Curriculum advisers should bear this fact in mind in helping students plan their work. It is frequently desirable that students majoring in one department of this group should minor in another. Candidates for the A.B. degree who major in any department of this group are advised to take a minimum of nine hours in each of the other co-ordinate departments in the group.

Students preparing to teach "Community Civics," "Problems of Democracy," and similar subjects, are advised to take in addition to United States History 101 A, B, C, Political Science 201 A, B, Economics 101A, and Sociology 201 A, B, or nine hours in any one of the latter three departments.

History

101A. United States History to 1815. 4 term hours. Offered each term. Miss Barnett, Mr. Burnham, Dr. Knauss, Mr. Trumble.

This course begins with the European background of American history, traces the origin and growth of the colonies, discusses 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.

101B. United States History, 1815-1877. 4 term hours. Offered each term. Miss Barnett, Mr. Burnham, Dr. Knauss, Mr. Trumble.

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.

101C. United States History, 1877 to the Present Time. 4 term hours. Offered each term. Miss Barnett, Mr. Burnham, Dr. Knauss, Mr. Trumble.

The industrial development of the United States, the coming of big business, the organization of labor, the settlement of the Far West, recent industrial, social, and political problems and the efforts to solve them, America as a World Power and its part in the Great War, and the history of recent years are the chief topics in this course.

102. History of Greece. 4 term hours. Fall term. Miss Seekell.

After a brief survey of ancient Oriental civilization, this course studies the political, social, and cultural life of the Greek people from their earliest history to the breaking up of the Empire of Alexander the Great. Emphasis is placed upon our debt to the Greeks for the elements which they contributed to modern civilization.

103. History of Rome. 4 term hours. Winter term. Miss Seekell.
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.

104. Medieval Europe, 476-1500. 4 term hours. Spring term. Miss Seekell.

The Teutonic invasions and their results, Charlemagne's empire, the rise and nature of feudalism, the medieval church and its work, the social and intellectual life of the period, the Crusades, the rise of cities, the development of commerce, and the Renaissance.


A study of the origin and growth of English nationality, early Britain, Anglo-Saxon institutions, Norman centralization, rise of the common law, limitation of monarchy, decay of feudalism, commercial development, separation from Rome and the Anglican Establishment, sea power and nationalism during the Elizabethan era.


The struggle for Parliamentary supremacy, the Great Civil War and the Revolution of 1688, England and the Continental powers, the wars of the eighteenth century, colonial expansion, the American Revolution, opposition to France during the Napoleonic era.


The development of the British Empire, Parliamentary reform and the growth of democracy, foreign trade and industrialism, the labor movement, the self-governing dominions, imperialism, the Irish question, the Great War and subsequent adjustments.

201A. Modern Europe, 1500-1763. 4 term hours. Fall term. Dr. Scott, Mr. Trumble.

A study of the Reformation and the religious wars which followed it, the struggle between Spain and England, the rise of the Dutch republic, the growth of absolutism in France, the establishment of parliamentary supremacy in England, the rise of Russia and Prussia, and the world conflict between France and Great Britain.

201B. Modern Europe, 1763-1870. 4 term hours. Winter term. Dr. Scott, Mr. Trumble.

European life in the eighteenth century, the French Revolution, the era of Napoleon, the industrial revolution, reaction after 1815, the rise of democracy and nationality in the nineteenth century.

201C. Modern Europe, 1870-1928. 4 term hours. Spring term. Dr. Scott, Mr. Trumble.

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 since.
202. **The Teaching of History.** 4 term hours. Prerequisite: two college courses in history. Offered each term. Mr. Burnham.

This course is intended for students in the Later Elementary and Junior High School groups. It deals with the aims, content, organization, presentation, and testing of history in the grades. The evaluation of texts, the planning of lessons, the selection and gradation of collateral reading, the correlation of history with the other branches of the curriculum and with the various activities of the school will receive attention.

301A. **United States History, 1783-1815.** 3 term hours. Fall term. Not offered in 1928-1929. Mr. Burnham.

This course begins with the Critical Period in American History and treats in detail the making of the Constitution, the organization of the government under it, the reign of Federalism, the triumph of Jeffersonian democracy, and the influence upon America of the Revolutionary and Napoleonic wars in Europe.


The rise of the Middle West, the growth of democracy, the tariff, internal improvements, banking, slavery and anti-slavery, and territorial expansion to the Pacific are among the topics studied.


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


A study of the origin and development of the economic institutions of the present day with particular references to European development since 1500.


Analysis of our economic development from colonial times to the present. Such forces and factors as the westward movement, the industrial and agricultural revolutions, the tariff and public finance, conservation and allied topics will be considered.

304. **Latin American History.** 3 term hours. Spring term. Dr. Knauss.

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

305. **International Relations, 1850-1914.** 3 term hours. Fall term. Dr. Scott.

The foreign relations of the Great Powers and the history of their expansion into the less developed areas of Asia, Africa, the Pacific, and Latin America will be treated in this course in their political, economic, and social aspects.
306. **The World War.** 3 term hours. Prerequisite: International Relations 305. Winter term. Dr. Scott.

This course deals with the causes and nature of the Great War, describes its military and other aspects, and traces the history of the negotiations for peace. A special study is made of the development of the machinery for international action,—arbitration, the Hague Conferences, the World Court, and the League of Nations.

307. **Reconstruction in Europe.** 3 term hours. Spring term. Dr. Scott.

Political reconstruction in Europe during and since the Great War; the break up of the central empires, the process of building up new states, the economic and social problems facing post-war Europe, and the means used in the efforts to solve them.

308A. **United States History, 1865-1877.** 3 term hours. Fall term. Offered in 1928-1929. Mr. Burnham.

The period of Reconstruction. This course is an intensive study of the recovery of the nation during the years immediately following the Civil War.


A study of the rapid industrial progress of the country during this period and of the problems growing out of that development. The tariff, the currency, trusts, labor organizations, and reform movements are among the topics studied.


The Era of Roosevelt and Wilson. Social unrest and new social and political ideals, progressive legislation, America as a World Power and its part in the Great War. Problems of the present.

309. **History of China and Japan.** 3 term hours. Fall term. Dr. Knauss.

A course designed to show in outline the development of civilization in the two countries. A study will be made of their chief present day problems.

**Political Science**

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

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

A study of the national government of the United States including its structure, functions, and operations.

201B. **State and Local Government.** 4 term hours. Winter term. Mr. Shilling.

Since the citizen has many contacts with the state, city, or county government, an effort will be made to acquaint the student with the organization, aims, and problems of state, county, and municipal government.
POLITICAL SCIENCE—ECONOMICS

201C. **Practical Politics.** 4 term hours. Prerequisite: Government 201 A or B. Spring term. Mr. Shilling.

A detailed study of the nature and activities of political parties of the United States, including rise, development, and mechanism. Elections, ballots, and civil service are given emphasis.

301 A, B. **Comparative Government.** 6 term hours. Prerequisite: Government 201 A and B, or History of Modern Europe. Fall and Winter terms. Mr. Shilling.

This course aims to acquaint the student with the structure, problems, and workings of the governments of the more important European countries. During the fall term the British Empire is studied; in the winter term France, Germany, Italy, Russia, and Switzerland. In the study of each country, problems of administration, civil service, taxation, and foreign relations receive special emphasis.

301C. **History of Political Thought.** 3 term hours. Prerequisite: Government 301 A, B. Spring term. Alternates with 302. Offered in 1929. Mr. Shilling.

A survey of the political thought of peoples from ancient times to the present. Special emphasis is given the contributions of the Greeks and Romans, political theory of struggle between church and state, the Reformation, the Puritan Revolution and the revolutionary periods in America and Europe. Recent political thought as influenced by the industrial revolution, nationalism, imperialism, and internationalism.

302. **American Municipal Government.** 3 term hours. Prerequisite: Government 201B. Alternates with 301C. Not offered in 1929. Mr. Shilling.

Attention is focused on the problem of city government, growth of cities, types of city organization, municipal functions and finances, administrative personnel, public utilities, and public conveniences.

**Economics**

101. **Introduction to Economics.** 5 term hours. Offered each term. Mr. Moore.

Gives a background of business information that will develop an interest in and prepare for further study in this field. For the student with but one course in the subject, it will be of practical value in interpreting the business aspects of his profession. Primarily descriptive of productive industries, production and marketing methods, corporations, methods of transportation, the work of banks, insurance companies, labor organizations, and other agencies as they function in the modern business world. Economic principles are not presented. Designed primarily for those who wish to major in this department but have had no economics in high school, and for those who care for only one term in the subject.

201 A, B. **Principles of Economics.** 8 term hours. 201A offered each term. 201B offered Winter and Spring terms. Mr. Bigelow, Mr. Moore.

A study of the fundamental principles of economics and their application to some of the more important of our present economic problems. Its purpose is to acquaint the student with the underlying forces and generally accepted laws which govern our economic life, and to train him in methods of straight thinking which will enable him to get at the heart
of economic problems which face every individual in his own daily life and in the fulfilling of his duties as a citizen.


A survey course designed to present the essential features of the modern financial system upon which business rests, 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.

203. Labor Problems. 4 term hours. Prerequisite: Economics 201 A, B. Fall and Spring terms. Mr. Bigelow.

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.

204. Economics of Expenditure. 4 term hours. Offered each term. Mr. Bigelow.

A study of the present day problems of the consumer.

301 A, B, C. Public Finance. 6 term hours. Prerequisite: Economics 201 A, B. (Work in government may be substituted in special cases by permission of the instructor.) Twice a week throughout the year. Offered in alternate years with Corporations 303. Not offered in 1928-1929. Mr. Bigelow.

A study of public expenditures, revenues, debts, and problems of fiscal administration. Deals with the characteristics of and trends in public expenditures, the sources of government income, the principles and problems of taxation, an analysis of typical modern taxes such as the general property tax, the income tax, the inheritance tax and customs duties, the use of public credit, and the budget system and other methods of fiscal administration.

302 A, B, C. General Business Administration. 6 term hours. Prerequisite: Economics 201 A, B. Twice a week throughout the year. Offered in alternate years with Marketing 304. Not offered in 1928-1929. Mr. Moore.

This course deals with the elementary principles of internal organization and management of industrial enterprises. Since many of the problems of school administration are similar to, if not identical with, the problems of the business concern, this course is designed to be helpful to prospective school principals and superintendents, as well as to the student majoring in the economic field. It includes a discussion of the nature of modern industry; plant location, layout, and types of construction; material equipment and power; planning and routing; statistics and accounting; marketing methods and problems; production, management; personnel administration; purchasing, traffic, credit, and collections.
303 A, B, C. **Corporations.** 6 term hours. Prerequisite: Economics 201 A, B. Twice a week throughout the year. Offered in alternate years with Public Finance 301. Offered in 1928-1929. Mr. Bigelow.

A study of the place of the corporation in modern business life. Consideration is given to the problems of organization, direction, finance, and control from the point of view of the promoter, the manager, the creditor, the investor, and the public.

304 A, B, C. **Marketing.** 6 term hours. Prerequisite: Economics 201 A, B. Twice a week throughout the year. Offered in alternate years with General Business Administration 302. Offered in 1928-1929. Mr. Moore.

A study of the principles, methods, and problems of marketing. The following are some of the topics covered: the marketing functions, the marketing of farm products, raw materials, and manufactured goods; the operation of middlemen, and their place in the market structure; retail types and policies; consumer and producer co-operation; market finance; brands and trade names; specialization; price maintenance; unfair competition; cost of marketing; prices and price factors; general criticism of existing market structure and proposals for its reform.

**Sociology**

Sociology is now generally recognized to be as important a requisite as any in the education of teachers, and the following courses are designed to meet the needs of teachers as well as the needs of those who are interested in social theory and its application to problems other than those of teaching. Students who desire to major in Sociology or who expect to take two full years' work are urged to take the courses in the order in which they are named. Students who are planning to teach Community Civics should elect at least the following courses: 201A Society and the Individual, 201B Social Organization, 301B Social Pathology.

103. **Sociology.** 4 term hours. Elective for freshmen only. Offered each term. Dr. Burnham.

A study of social relations and activities in small communities. An elementary textbook in general sociology and a text dealing specifically with village and country life are used. A collection of source materials illustrating the co-operation of teachers and schools in local activities is available.

201A. **Society and the Individual.** 4 term hours. Offered each term. Dr. Terpenning.

A discussion of the psychological approach to the study of sociology. It includes some consideration of the bearing of the evolutionary theory on sociological thought, and takes up such subjects as suggestion and choice, sociability and personal ideas, sympathy, the social self, hostility, emulation, leadership, conscience, degeneracy, and freedom.

Note.—Courses 201 A, B, C constitute a year's work in social theory. All three terms should be, and the second and third terms must be, taken consecutively. During the year students will be required to make an original application of the principles of the course in the form of a thesis.

201B. **Social Organization.** 4 term hours. Prerequisite: Sociology 201A. Offered each term. Dr. Terpenning.
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.

See note under course 201 A.

201C. Social Process. 4 term hours. Prerequisite: Sociology 201 A, B. Spring term. Dr. Terpenning.

A study of advanced social theory. Consideration is given to the nature of the process of social evolution and its relation to degeneration, conflict and co-operation, valuation, and intelligence.

See note under course 201 A.

203. Rural Sociology. 4 term hours. Spring term. 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.

301A. The History of Social Thought. 4 term hours. Prerequisite: Sociology 201 A, B. Fall term. Dr. Barnes.

This course undertakes to trace the important contributions to social thought from the sayings and proverbs of the most ancient people of whom we have any record up to the present time.

Note.—Courses 301 A, B, C, D may be taken separately and they may be taken in any order by students who have had the prerequisite courses.

301B. Social Pathology. 4 term hours. Prerequisite: Sociology 201 A, B. Winter term. Dr. Barnes.

A study of pathological or diseased aspects of modern society from the point of view of fundamental causes and scientific remedies. Poverty, delinquency, divorce, unemployment, insanity, crime, and kindred subjects will be considered.

See note under course 301 A.

301C. The Family. 4 term hours. Prerequisites: 201 A, B. Spring term. Dr. Barnes.

A historical study of the institution of marriage, followed by a careful analysis of modern family disorganization and its social significance.

See note under course 301 A.

301D. Criticism of Utopian Thought. 4 term hours. Prerequisite: Sociology 201 A, B. Spring term. Dr. Barnes.

A discussion of Utopias from Plato and the Hebrew prophets to Samuel Butler and H. G. Wells, with especial reference to modern conditions. Anarchy, socialism, and syndicalism, will be briefly considered in the light of past Utopias. Each student will write an original Utopia embodying his own constructive views and criticisms of modern society.

See note under course 301 A.
320. Educational Sociology. 4 term hours. Prerequisite: Sociology 201 A, B, Psychology 101, 102. Offered each term. Dr. Burnham.

This course is a study of the relation of education to social conduct. How education may be made effective as an instrument for changing the individual in his social relations; e.g. in his family, in his group, in his recreation, and in his civic and moral relationships is a major inquiry. Emphasis will be placed upon the subject matter, the method of instruction, and the school organization believed to result in desirable changes in the social behavior of individuals and communities.

HOME ECONOMICS

Foods

102. Introductory Home Economics. 2 term hours. Fall term. Miss Moore.

A foundation course aiming to give a background for all future work in foods and cookery.

104. Foods. 4 term hours. Prerequisite: Home Economics 102. Winter and Spring terms. Miss Moore.

A study of the fundamental principles of cookery, methods of preparation, with laboratory practice in foods used in the home.

206. Nutrition. 4 term hours. Prerequisite: Home Economics 102, Chemistry 103 A, B, C; 203A, Biology or Physiology. Spring term. Miss Moore.

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


The purpose of this course is to give students a basis for the selection and organization of subject matter preparatory to teaching Home Economics. Study is made of the general aims and methods of teaching these subjects and the construction and use of illustrative material.


This course includes a study of the history of foods, demonstrations of processes of cookery and the preparation of different types of meals.


Advanced work in the study of foods and the requirements of individuals in health and under such pathological conditions as are chiefly dependent upon dietetic treatment.

412. Lunch Room Management. 4 term hours. Winter term. Miss Moore.
Large quantity cookery with practice in college cafeteria. Planning, marketing for, and management of lunches for various social activities. Open only to seniors in Home Economics Department.

Clothing and Textiles

101. **Introductory Home Economics.** 2 term hours. Fall term. Mrs. Schumacher.

A fundamental course in clothing appreciation. Through readings, textbook, lecture, class discussion, and laboratory work, clothing selection is taught.

103. **Clothing.** 4 term hours. Prerequisite: Home Economics 101. Winter and Spring terms. Mrs. Schumacher.

One-half of the term is spent in the study of textiles, with respect to their cost, quality, and use. The remaining time is devoted to garment construction. Fundamental principles of sewing are applied in the making of simple garments.

110. **Clothing Elective.** 3 term hours. Winter and Spring terms, or as scheduled. Mrs. Schumacher, Miss Walker.

A course for non-specializing students. Clothing appreciation and garment construction are taught to help the student of any department to clothe herself appropriately and economically.

205. **Clothing.** 4 term hours. Prerequisite: Home Economics 101, 103. Fall term. Mrs. Schumacher, Miss Walker.

A construction course with the emphasis on technique of fitting and finishing. The problems include the making of a paper dress form, and its use in fitting tailored garments.

305. **Millinery.** 4 term hours. Prerequisite: Home Economics 101, 103. Fall or Spring terms. Miss Walker.

Fundamental millinery processes. Study of line and design in the making of inexpensive hats. Blocking, draping, and all newer methods of making the frameless hat are done in paper models and real materials.

Note.—This course is open to other than Home Economics students upon recommendation of the adviser.

311. **Special Problems in Advanced Clothing.** 4 term hours. Prerequisite: Clothing 101, 103, 205, or equivalent. Mrs. Schumacher.

Opportunity is given in this course for advanced work in textiles, dress decoration, children’s clothing and other special problems. Special work in methods of teaching in relation to laboratory practice.

405. **Clothing.** 4 term hours. Prerequisite: Home Economics 101, 103, 205. Winter or Spring terms. Mrs. Schumacher, Miss Walker.

Applied dress design, advanced dressmaking, including modeling or draping on the form. Original and copied models are carried out in the finer materials.
**Household Administration**

**220. Nutrition.** Elective. 3 term hours. Fall and Winter terms. Miss Moore.

Elective for all students except those in the Home Economics department. Study of nutrition as a basis for selection of food for individuals and family groups.


An elective course for students not specializing in the department. One-half of the time is devoted to the study of artistic principles connected with the planning and furnishing of the home. The other half is given to a study of the family and administrative problems.


A study of the home, family relationship, and administrative problems.

**315. Home Nursing and Child Care.** 4 term hours. Prerequisite: Biology or Physiology and Nutrition 220. Spring term. Mrs. Schumacher, Miss Ellis Walker.

Prevention and care of illness in the home, including simple nursing procedures, and first aid treatment for common household emergencies. A study of maternity and infancy. The pre-school child is also studied with respect to its care, development, and habits.

**Additional Courses Given in Other Departments**

**102. Fundamentals of Biology.** (See description of course in Biology department, page 71.)

**103 A, B, C. General Chemistry.** (See description of course in Chemistry department, page 77.)

**110. Costume Design.** (See description of course in Art department, page 68.)

**111. Physiology.** (See description of course in Biology department, page 72.)

**203. Applied Chemistry.** (See description of course in Chemistry department, page 78.)

**210. Home Furnishing.** (See description of course in Art department, page 69.)

**LATIN**

**100 A, B, C. Elementary and Second-Year Latin.** No credit or 12 term hours. Miss Steckelberg.

This course is designed for those students who need two units of Latin for admission to the A.B. curriculum, or to a medical, dental, or other professional course. It covers the work of two units of high school language requirement. One unit of high school Latin may be applied, provided the remainder of the course is taken here.
101 A, B, C. Cicero and Latin Composition. 12 term hours. Prerequisite: two units of high school Latin or Course 100. Miss Hoebeke.

The reading of four orations of Cicero and several of his letters along with a study of the political institutions of the Roman Republic; also the reading of selections from Ovid’s *Metamorphoses*. Latin composition once a week throughout the year.

102 A, B, C. Vergil. 12 term hours. Prerequisite: Three units of high school Latin or course 101. Miss Kraft.

The first six books of the *Aeneid* will be read, or selections from Ovid’s *Metamorphoses* may be substituted for a part of the work. A study of Greek and Roman mythology will accompany the reading.

103 A, B, C. Latin Literature. 12 term hours. Miss Kraft.

A study of Roman literature with rapid reading of representative Latin authors, and a detailed study of the following:

A. Selections from Ovid, Cicero’s *De Senectute*. Fall term.

106. Teachers’ Course. 4 term hours. Spring term. Miss Kraft.

This course treats of the problems of the first two years of high school Latin. Observation of actual teaching and reports and discussions will form a part of the work. All students specializing in Latin are required to take this course.


Practice in the fundamental principles of correct expression in Latin. Should be elected by all students specializing in Latin.

204 A, B. Horace. 8 term hours. Fall and Winter terms. Miss Kraft.

A. *Odes and Epodes*. Fall term.
B. *Satires and Epistles*. Winter term.

204C. Latin Comedy. 4 term hours. Spring term. Miss Kraft.

A study of the rise and development of Latin comedy, and the reading of selected plays of Plautus and Terence.

305A. Catullus, Tibullus, and Propertius. 3 term hours. Fall term. Miss ———

Selected readings from the elegiac poets of the Augustan Age, together with a study of the history of the period.

305B. Martial and Juvenal. 3 term hours. Winter term. Miss ———

305C. Selections from Lucretius. 3 term hours. Spring term. Miss ———

108. Mythology. 4 term hours. Fall and Winter terms. Miss Zimmerman.

A study of the mythology of Greece and Rome, with wide reading in English literature treating of these myths, and special reference to their use in the teaching of children.
LIBRARY

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.

MANUAL ARTS

99. Elementary Woodwork. High school credit only. Fall and Summer terms. Mr. Sherwood.

A beginner's course in the fundamentals of hand woodworking. Care and use of the common bench tools and simple wood finishing. Designed particularly to prepare the student of limited experience for shop courses of college grade and required of all students who have not had this work in accredited high schools.

99. Mechanical Drawing. High school credit only. Fall and Summer terms. Mr. ———

Lettering, technical sketching, working drawings of simple objects, involving top, front, and end views, invisible edges, sections, auxiliary views, tracing, inking, and blue printing as outlined by the State of Michigan Course of Study in Mechanical Drawing for high schools. Required of all manual arts students who have not had a satisfactory course in high school mechanical drawing.

101. Woodshop. 4 term hours. Prerequisite: consent of instructor. Spring term. Mr. Sherwood.

A continuation of course 99. Includes 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. Special attention will be given to those students who are preparing to go into rural high schools where they will be expected to give a general course in farm shop. Content of small high school farm shop courses leading to Smith-Hughes vocational courses will be studied.

102A. Household Mechanics. 4 term hours. Fall, Winter, and Summer terms. Mr. ———

A course in the selection, care, and repair of mechanical devices used in the modern home. Includes practical problems in glazing, painting, soldering, carpentry, furniture repair, refinishing, care and repair of electric appliances, and plumbing.

102B. Household Mechanics. 4 term hours. Prerequisite: Household Mechanics 102A. Spring and Summer terms. Mr. ———

A more advanced study of tools and materials used in the maintenance of the household, with emphasis on the development of job sheets and a detailed study of the theory of modern household appliances. Of particular interest to those preparing to teach household mechanics.

103A. Advanced Benchwork. 4 term hours. Prerequisite: Elementary Woodwork 99 or the equivalent. Fall and Winter terms. Mr. Sherwood.

A more advanced course in woodworking with particular emphasis on technique of hand tools, grinding, and sharpening. Includes elementary pattern making and molding.
103B. **Pattern Making.** 4 term hours. Prerequisite: Advanced Bench-work 103A or the equivalent. Spring and Summer terms. Mr. Sherwood.

A continuation of course 103A involving both pattern making and foundry practice. Special emphasis is placed upon accuracy of workmanship and general technique as well as the educational principles involved. Visits to commercial shops and foundries are made to articulate more effectively this work with modern industrial practices.

108. **General Metal.** 4 term hours. Winter and Summer terms. Mr. Weaver.

A course presenting through unit activities an appreciation of the methods used in handling and shaping metals. Processes in forging, bending, riveting, oxyacetylene welding, brazing, soldering, spinning, stamping, etching, and polishing are demonstrated and worked out in several metals.

111A. **Mechanical Drawing.** 4 term hours. Prerequisite: Mechanical Drawing 99 or equivalent. Winter and Summer terms. Mr. Huff.


111B. **Mechanical Drawing.** 4 term hours. Prerequisite: Mechanical Drawing 111A. Spring term. Not offered in 1928-1929. Mr. Huff.

More advanced problems in mechanical drawing, detailing, design, theory and application, ranging from simple geometrical problems through surface development to machine details, cams and gears. Special emphasis on review of the fundamentals of drawing, discussion of teachers' problems and practical problems.

112. **Mechanical Drawing.** 4 term hours. Spring term. Mr. Huff.

Primarily for Art students. Short intensive study of tool technique, lettering, geometric problems, orthographic projection, isometric drawing, machine details, and some architectural drawing, tracing, and electric blue printing.

116A. **Printing.** 4 term hours. Offered each term. Mr. Pullin.

This course is for beginners and is intended to acquaint the student with the various tools and materials of a print shop and to teach him the fundamentals of plain type composition, as he carries simple jobs through the various stages from composition to making ready and putting on the press and feeding. Practical work is given in setting straight composition and simple forms.

116B. **Printing.** 4 term hours. Prerequisite: Printing 116A. Offered each term. Mr. Pullin.

In this course proportion and balance are emphasized and a study is made of type faces. Practical work is given in the composition of more complicated pieces of printing which involves rule work, borders and ornaments. Practical work is given in make-ready of forms on press and feeding.
116C. Printing. 4 term hours. Prerequisite: Printing 116 A, B. Winter, Spring, and Summer terms. Mr. Pullin.

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

142. Auto Mechanics. 2 term hours. Offered each term. Not offered in 1928-1929. Mr. ---

An elementary course consisting of lectures and demonstrations but no laboratory work covering the various parts of the modern automobile, their relation and operation. Ignition, lubrication, minor adjustments and repairs will be included. Of particular interest to new drivers.

Note.—This course should be elected only by students desiring but an elementary knowledge of the subject. Course 242A should be elected by those who desire broader knowledge.

201. Mechanical and Machine Drawing. 4 term hours. Prerequisite: Mechanical Drawing 99, or equivalent. Fall and Summer terms. Not offered in 1928-1929. Mr. Huff.

This course is the same as Drawing 1 of the Engineering Department, University of Michigan, and it fits the requirement of future engineering students and teachers of Mechanical Drawing. Special attention is given to orthographic projection, detailing assemblies, and other fundamentals of drafting.


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

204A. Wood Turning. 4 term hours. Winter and Summer terms. Mr. Nichols.

An elementary course in the fundamentals of woodturning. It includes spindle and oval turning, chuck, faceplate, and sphere turning. Special attention is given to tool grinding and the care of various types of wood lathes. Organization of a course of study.

204B. Wood Turning Design. (See description of course in Art Department, page 68.)

205. Woodshop. 4 term hours. Prerequisite: Advanced Benchwork 103A. Fall, Spring, and Summer terms. Mr. Nichols.

An introductory course in the use and care of woodworking machines. Special emphasis is given to the various types of machines and points to be considered in the buying of woodshop equipment. Much attention is given to jointer and surfacer grinding, band saw filing, and brazing, and circular saw fitting. Types of furniture construction are worked out through a series of fundamental problems.

207. Woodfinishing. 4 term hours. Fall and Summer terms. Mr. Nichols.
The working out of the standard finishes and some of the more popular finishes now in vogue in industrial finishing, on a group of panels of the same woods as those used in the construction of modern furniture.


Plans, elevations, detailing, rendering, perspective, estimates, tracing, and blueprinting of structures ranging from simple one-story buildings to original designs for modern homes. Special emphasis placed on practical work and architectural appreciation.

216. Printing. 4 term hours. Winter and Summer terms. Mr. Pullin.

Keeping of records and accounts, purchase of materials, planning and laying out equipment, school publications. Students will work out courses of study and original ideas intended to broaden the scope of the shop's work and increase its efficiency.

222. Sheet Metal. 4 term hours. Fall term. Mr. Weaver.

The application of hand and machine processes in cutting, forming, seaming, burring, crimping, notching, and wiring as applied to the making of tinware, spouts and gutters, large containers, and similar things.

224 A, B, C. Machine Shop. 12 term hours. Begins Fall and Summer terms. Mr. Weaver.

Advanced practice in machine tool construction, operation, and repair. Machine parts are finished and assembled and considerable time is devoted to tool-making. A study is made of shop layouts and equipment and a course is outlined for teaching machine shop practice.


Intended for students who expect to handle school periodicals as a part of their work as teachers of English. The work is divided between various topics; tools and materials of a print shop, the fundamentals of plain type composition, selection of paper stock, estimating and work dealing with the cost of printing of a school paper, and the study of good design in advertisements and make-up.

242 A, B, C. Auto Mechanics. 12 term hours. Four hours a week throughout the year. Mr. ———

A study of the various parts of the automobile, such as axles, springs, transmission, poser plants, and repair jobs on these units. A thorough study of electricity as applied to the automobile, including storage battery repair, ignition, starters, generators, wiring, and lighting. Vulcanizing and welding are also taught.

Note.—Course 242A may be taken as a unit course any term. Not open to students who have received credit for course 142.

301. Shop Organization. 5 term hours. Winter, Spring, and Summer terms. Mr. Sherwood.

This course is planned to meet the needs of those students who have had considerable experience or training and who wish to organize this experience and adapt it to the needs and requirements of schools. Courses
of study are worked out, with models and methods of class procedure. Shop arrangements, equipments, supplies, and inventories are carefully studied.

Note.—Open to sophomores in special cases only.

308 A, B, C. Woodshop. 12 term hours. Prerequisite: Woodshop 205, Wood Finishing 207. Mr. Nichols.

An advanced course in machine woodshop designed for those who wish to specialize in woodwork. This course includes more advanced problems in furniture construction and design. Some attention is given to caning and simple upholstery, wood steaming, and bending. In this course each student makes a layout of an ideal woodshop, equipping the same and setting the machine, putting in all power lines and openings. Much time is given to the selection of material and the organization of a course of study suitable for senior high school work.

MATHMATICS

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

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 the faculty of the department of mathematics is unanimously of the opinion that adequate appreciation of, and acquaintance with, subject matter is the first and inevitable step in the acquisition of professional skill in teaching. Professional preparation for teaching mathematics demands both academic accomplishment and training in proficiency of method, but in general the relative importance of these two types of education is in the order in which they are mentioned here. Students whose time is so limited as to permit of only partial preparation for teaching mathematics are advised to consult with members of the department as to the courses best adapted to their needs.

100A. Algebra Beginning with Quadratics. 4 term hours. Fall term. Mr. Bartoo, Miss Shaunding.

Designed for students who present for admission one year only of algebra. For those students it should precede all other courses of mathematics.

100B. Solid Geometry. 4 term hours. Winter term. Mr. Bartoo, Miss Shaunding.

Designed for students who present one year of plane geometry, but who have not studied solid geometry.

100C. Trigonometry. 4 term hours. Offered each term. Mr. Ackley, Mr. Bartoo, Miss Shaunding.

Plane trigonometry, trigonometric functions, identities, inverse functions, equations, solution of triangles by logarithms.

101. Arithmetic. 4 term hours. Prerequisite: high school algebra and geometry. Offered each term. Mr. Ackley, Mr. Blair, Mr. Everett, Miss Ford.
Lectures and discussions on the history and teaching of the subject, with assigned reading. Extended treatment of typical problems of applied arithmetic.

103A. Trigonometry and Algebra. 5 term hours. Fall term. Mr. Ackley, Mr. Bartoo, Mr. Blair.

This course includes all of the work offered in course 100C and in addition an introduction to college algebra. Designed for students who wish to major or minor in mathematics and who have not taken trigonometry as a part of their high school course. Meets five times a week.

103B. College Algebra and Analytic Geometry. 5 term hours. Winter term. Mr. Ackley, Mr. Bartoo, Mr. Blair.

A continuation of course 103A. Rectangular and polar co-ordinates, simultaneous linear equations and determinants. Meets five times a week.

103C. College Algebra and Analytic Geometry. 5 term hours. Spring term. Mr. Ackley, Mr. Bartoo, Mr. Blair.

A continuation of course 103B. Completes substantially all of the work offered in 104B. Meets five times a week.

104A. College Algebra and Analytic Geometry. 4 term hours. Fall term. Mr. Everett, Miss Ford.

Rectangular and polar co-ordinates, simultaneous linear equations, determinants, relations between straight lines. Designed for students who desire to major or minor in mathematics and who have taken trigonometry as a part of their high school course. Also open to students who are taking at the same time course 100C.

104B. College Algebra and Analytic Geometry. 4 term hours. Winter term. Mr. Everett, Miss Ford.

A continuation of course 104A. Permutations and combinations, the circle, quadratic equations, complex numerals, polynomials.

104C. College Algebra and Analytic Geometry. 4 term hours. Spring term. Mr. Everett, Miss Ford.

A continuation of course 104B. The parabola, ellipse, and hyperbola, higher plane curves. A brief survey of solid geometry.

110. Surveying. 4 term hours. Prerequisite: trigonometry. Spring and Summer terms. Mr. Everett.

A course in field work involving actual problems in surveying and leveling. The final test consists of field notes and a map from a personal survey of an irregular tract.

112. Applied Mathematics. 4 term hours. Winter, Spring, and Summer terms. Mr. Ackley.

An elementary course in the application of the fundamental operations of mathematics to the solution of industrial or simple engineering problems.

115. College Algebra. 4 term hours. Spring and Summer terms. Mr. Ackley, Mr. Blair.
A thorough review of elementary algebra, followed by topics usually studied in a course in college algebra, such as the function concept, determinants, permutations and combinations, theory of equations, and logarithms.

116. Analytic Geometry. 5 term hours. Prerequisite: trigonometry and college algebra. Spring and Summer terms. Mr. Ackley, Mr. Blair.

Analytic geometry of the straight line, circle, and conic sections. This course is designed to follow course 115 and students who have completed courses 100C, 115, and 116 will be admitted to calculus.

202. Teaching of Junior High School Mathematics. 4 term hours. Prerequisite: high school algebra and geometry. Offered each term. Mr. Everett, Miss Ford.

This course will consist of a series of talks and discussions, with assigned readings for junior high school teachers on the best methods of teaching mathematics in the seventh, eighth, and ninth grades. Such topics as the function concept, graphs, the transition from arithmetic to algebra, formulas, and the more modern business applications of the subject will be considered along with the more traditional material of these grades. Not open to first year students.

205A. Calculus. 4 term hours. Prerequisite: college algebra and analytic geometry. Fall and Summer terms. Mr. Ackley, Mr. Blair, Mr. Everett.

An elementary course in differential calculus.

205B. Calculus. 4 term hours. Winter and Summer terms. Mr. Ackley, Mr. Blair, Mr. Everett.

A continuation of course 205A.

205C. Calculus. 4 term hours. Spring term. Mr. Ackley, Mr. Blair, Mr. Everett.

A continuation of course 205B. A course in integral calculus.

208. The Teaching of Geometry. 2 term hours. Winter and Summer terms. Mr. Bartoo, Mr. Blair.

The aim of this course is to give the prospective teacher the best educational thought relating to the content and teaching of geometry in the high school. It is recommended that this course either precede or accompany practice teaching in geometry.

209. The Teaching of Algebra. 2 term hours. Fall and Summer terms. Mr. Bartoo, Mr. Blair.

The aim of this course is to give the prospective teacher the best educational thought with reference to the content and teaching of algebra in high school. It is recommended that this course either precede or accompany practice teaching in algebra.

315A. History of Mathematics. 2 term hours. Prerequisite: analytic geometry. Fall and Summer terms. Mr. Blair.

Treats of the history of geometry and trigonometry from earliest times to the present.
315B. History of Mathematics. 2 term hours. Prerequisite: analytic geometry. Winter and Summer terms. Mr. Blair.

A continuation of course 315A, treating of the history of arithmetic and algebra.

321. Differential Equations. 4 term hours. Prerequisite: Integral Calculus 205C. Winter term. Mr. Blair, Mr. Everett.

322. Theory of Equations. 4 term hours. Prerequisite: Integral Calculus 205C. Winter term. Mr. Blair, Mr. Everett.

This course alternates with course 323 and will not be offered in 1928-1929.

323. Solid Analytic Geometry. 4 term hours. Prerequisite: Integral Calculus 205C. Winter term. Mr. Everett.

This course alternates with course 322, and will be offered in 1928-1929.

325. Theoretical Mechanics. 4 term hours. Prerequisite: Calculus 205C. Winter term. Mr. Blair.

The material of this course consists of a study of the composition and resolution of translations by vector methods without, however, making use of the notation of vector analysis. In linear and plane kinematics a critical study is undertaken of the following topics: velocity, acceleration, angular velocity, angular acceleration. In dynamics, mass, density, moments and centroids of particles, lines, areas, and volumes are studied.

327. Theory of Statistics. 4 term hours. Prerequisite: Calculus 205C. Fall term. Mr. Everett.

A study of mathematical principles and formulas underlying investments, accounting, and educational statistics. The course will include the analysis and solution of typical problems.

MODERN LANGUAGES

French

101 A, B, C. Elementary French. 12 term hours. Mrs. Hockenberry, Miss Tamin.

The rudiments of grammar, drill in pronunciation, reading of 100 to 150 pages of a selected text, writing French from dictation and memorizing of French songs and poems. The course aims, from the outset, to give training in understanding spoken French and in answering questions.

Note.—Credit will not be granted for a part of the course. Not offered to beginners after Fall term.

102 A, B, C. Intermediate French. 12 term hours. Prerequisite: two years of high school French or one year of college French. Mrs. Hockenberry, Miss Tamin.

Composition based on text, assigned topics, and further practice in oral French. About 500 pages of texts, including plays and short stories.

103 A, B, C. Conversational French. 6 term hours. Prerequisite: two years of high school French. Miss Tamin.
Strongly advised as a parallel course with 102 A, B, C and 203 A, B, C for those who are majoring in French. Topics for informal conversation assigned at each recitation to develop fluency. Outside reading of magazines and modern novels.

203A. Nineteenth Century French Prose and Drama. 3 term hours. Prerequisite: French 101 A, B, C, 102 A, B, C or equivalent. Fall term. Mrs. Hockenberry.

Cursory study of the development of Romanticism in France; readings from Chateaubriand, George Sand, Victor Hugo.


The Realistic School. Readings from Balzac, Flaubert, Maupassant.


The nineteenth century drama. Includes study of plays of de Musset, de Vigny, Augier.

204A. Problems of Teaching French. 4 term hours. Prerequisite: French 203 A, B, C or equivalent. Fall term. Miss Tamin.

Informal discussion of the daily problems arising in the teaching of French. Students planning to teach French must elect this course as the fall term work of course 204 B, C.

204B. Advanced French. 4 term hours. Prerequisite: French 204A or consent of instructor. Winter term. Miss Tamin.

A study of the seventeenth century conditions and history. Readings from the letters of Mme. de Sevigne and the fables of La Fontaine.

Note.—See course 204A.

204C. Advanced French. 4 term hours. Prerequisite: French 204 A, B or consent of instructor. Spring term. Miss Tamin.

The Classical Drama of the seventeenth century. Plays of Corneille, Racine, and Moliere.

205 A, B, C. France and the French. 1 term hour each term. Mrs. Hockenberry.

Obligatory for those specializing in French, but a course conducted in English and open to those not in the French department. A study of topics, oral and written, pertaining to French life. Discussion on the art, geography, education, and historical monuments of France. Intended as a cultural background for other courses and for general information.

206 A, B, C. Contemporary Literature. 6 term hours. Miss Tamin.

Intended especially for advanced students who are majoring in French and who wish additional credit. Reading course to acquaint the students with the best in the modern novel, drama, and poetry.
German

101 A, B, C. Elementary German. 12 term hours. Miss Steckelberg, Miss Zimmerman.

The aim of this course is to give the student a thorough knowledge of the fundamentals of German grammar, some facility in speaking and writing the language, and the power to understand and reproduce simple German reading matter. The work will consist of the systematic study of German grammar, the reading of 100 to 200 pages of narrative prose, the reading and memorizing of selected poems, and the writing of simple, idiomatic German. No credit will be given for a part of the course. One year of high school German may be applied on the course.

102 A, B, C. Intermediate German. 12 term hours. Prerequisite: one year of college German or two years of high school German. Miss Zimmerman.

The work of this course will consist principally of extensive reading of novelistic and dramatic German. The composition work will consist of reproductions of texts read, short compositions on assigned topics, and reports on books assigned for collateral reading. The memorizing of poems will be continued.

103 A, B, C. Scientific German. 12 term hours. Prerequisite: the equivalent of one year of college German. Miss Zimmerman.

The reading material in this course will be adapted to the needs of the students. An attempt will be made to give as wide a vocabulary as possible, to meet the needs of students interested in different sciences and in mathematics. An opportunity will be given to the students to suggest, upon advice of the instructors in science and mathematics, articles to be read bearing upon particular problems.

203 A, B. The Drama and Lyric Poetry of the Eighteenth Century. 8 term hours. Prerequisite: two years of college German or equivalent. Miss Zimmerman.

A study of the literature of the eighteenth century in Germany, covering the classical period and the beginnings of Romanticism. Dramas of Lessing, Schiller, and Goethe, and selected lyrics and ballads will be read in class and assigned for collateral reading.

203C. Modern German Drama. 4 term hours. Miss Zimmerman.

Includes dramas of Hebbel, Hauptmann, and Sudermann.

Spanish

101 A, B, C. Elementary Spanish. 12 term hours. No credit will be given for less than a year’s work. Mr. Greenwall.

The elements of grammar and pronunciation are given particular attention. The use of oral Spanish is encouraged.

102 A, B, C. Intermediate Spanish. 4 term hours each term. Prerequisite: Spanish 101 A, B, C, or two years of high school Spanish. Mr. Greenwall.

Composition, conversation, grammar, and the reading of selected works by modern authors.
201 A, B, C. **Advanced Spanish.** 3 term hours each term. Prerequisite: Spanish 101 A, B, C, 102 A, B, C or equivalent. Mr. Greenwall.

Emphasis will be placed on advanced composition and the reading of advanced texts. It is also the purpose of this course to give a knowledge and understanding of the Spanish-speaking nations.

**MUSIC**

**101A. Fundamentals of Music.** 4 term hours. Fall term. Mrs. Snyder.

Training in singing by syllables in all major and minor keys, sight singing, and original melody writing from different rhythmic patterns in each key.


Sight reading involving part singing is offered and ear training is stressed. Oral and written response is given to hearing of simple melodic and rhythmic forms.


Sight reading, involving part singing and more difficult melodic and rhythmic problems, is presented. Melody writing involving the above problems is given in both major and minor keys.

Note.—An examination in the fundamentals of music is required before credit is given.

**104. Early Elementary Music.** 4 term hours. Offered each term. Mrs. Britton, Mrs. Snyder.

This course gives a singing knowledge of syllables in all major and minor keys; study of song material for first three grades; treatment of monotones; experience in presentation and teaching of rote songs and introduction of notation.

**105. Later Elementary Music.** 4 term hours. Offered each term. Mrs. Britton, Mrs. Snyder.

Material suitable for upper grades, method of introducing part singing, and experience in unison and part singing in all major and minor keys.

**106. Rural School Music.** 4 term hours. Offered each term. Mrs. Snyder.

The course consists of sight reading of unison songs, introduction of part singing, theory, methods of teaching music in the rural school, organization of music work in the school and the community. The importance and value of music in the life of school and community are emphasized. Material for school singing, community singing, appreciation work and recreational play are considered.

**116 A, B, C. Voice Culture.** 2 term hours each term. Offered each term. Mrs. Snyder.

Stresses the fundamental processes of breath control and tone production. Group singing for each student every day, singing of songs in small groups, and later some individual coaching.
123. **Women's Glee Club.** 4 term hours for a year's work. Mrs. Snyder.

The Women's Glee Club of sixteen is chosen from the chorus through competition. The object is to select students for special artistic training in ensemble work. The Glee Club enters the State College Music Contest and sings before a number of high schools throughout the State. They also take an active part in the musical work on the campus and in the city.

125. **Men's Glee Club.** 4 term hours for a year's work. Mr. Maybee.

Open to all men with musical ability who have had experience in singing. The club enters the State Music Contest and makes a concert tour during the spring vacation in addition to filling numerous other engagements and taking an active part in the musical life on the campus.

127. **Orchestra.** 4 term hours for a year's work. Rehearsals twice a week. Mr. Amos.

Open to all students with a reasonable amount of training upon wind and string instruments. Special training is given in small groups outside of regular rehearsals.

130. **Band.** Physical education credit. Rehearsals twice a week throughout the year. Mr. Amos.

This organization of from fifty to sixty members affords the student who plays some instrument opportunity for directed development. The school owns many of the instruments, which it places at the disposal of the students. Since the Band appears at assemblies and games, it is also supplied with uniforms.

206A. **Music Education.** (For specializing music students.) 4 term hours. Prerequisite: Music 101 A, B, C. Fall term. Mrs. Tawney.

This course presents methods of teaching music in the primary grades. The work includes: the selection and singing of rote songs; a study of the child voice; the treatment of monotones; introduction of sight singing, and plans for class procedure.


This course deals with presentation of music in the intermediate grades. It involves these topics: development of independent sight singing, both syllables and words; two and three part singing; introduction of tonal and rhythmic problems found in music designed for intermediate grades. Courses in music appreciation, organization of grade school orchestras, and instrumental class work are discussed and suitable material for the work is considered.

206C. **Music Education.** 4 term hours. Prerequisite: Music 101 A, B, C, 206 A, B. Spring term. Mr. Maybee.

This course presents methods of organizing classes and presenting school music in both junior and senior high school. It involves: study of the changing voices, voice testing, chorus management, methods for organizing and conducting class work, glee clubs, choruses, and orchestras with a study of suitable material. The problems of credit for outside music study and competitive contests are considered. Some training is given students in presenting operettas, cantatas, and chorus numbers.
209 A, B, C. Harmony. 4 term hours each term. Prerequisite: Music 101 A, B, C. Fall, Winter, and Spring terms. Mr. Henderson.

This course presents sufficient material to enable a student to gain an intelligent knowledge of modern harmonic treatment. Part writing from given basses and melodies, chord and melodic progressions. Students must be able to play sufficiently to render hymn tunes.

212A. Ancient and Medieval Music. 4 term hours. Prerequisite: Music 101 A, B, C. Fall term. Mr. Maybee.

The evolution of music from the primitive phase to the time of Bach.

212B. Modern Composers. 4 term hours. Prerequisite: Music 101 A, B, C, 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, oratorios, 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. Musical Appreciation. 4 term hours. Prerequisite: Music 101 A, B, C, 212 A, B. Mrs. Britton.

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

216 A, B, C. Voice Culture. 2 term hours each term. Prerequisite: Music 116 A, B, C. Offered each term. 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.

223. Women's Choir. 4 term hours for the year's work. Mr. Henderson.

The Women's Chorus consists of all of the women students in the Music and Music and Art curricula and other students who have had previous musical training. The chorus appears before the student body in assembly a number of times during the year. Rehearsals are held Tuesday evenings, at 7 o'clock, in the Rotunda of the Training School.


This course is designed to train students in the physical education department who have a limited musical experience. Special stress is placed upon singing and melody writing, emphasizing the rhythmic forms.


Advanced harmony and the analysis of the various musical forms; working out the original vocal and instrumental selections.

331 A, B, C. Orchestration. 12 term hours. Mr. Amos.

The orchestration of hymns, songs, and larger works. Opportunity will be provided for students to learn to tune and to study the fundamental principles of playing the various instruments of the orchestra.
Examinations

All music students will be examined in either piano, voice, or violin twice a year. At the end of the third year, the work of Division IV will be required.

Piano

Students majoring in piano need pass only Divisions I and II in voice.

*Division I.*

Playing knowledge of all major and minor scales in slow tempo, each hand alone. Easy sonatines by Lichner, Gurlitt. Easy sonatines by Schumann, Bach-Faelten, etc. Sight reading.

*Division II.*

Major and minor scales—each kind alone, one, two, and three notes to a beat. M.M. 80.

Etudes.
Sonatines—Loeschorn, Clementi.
Easy pieces—Bach, Handel, Mozart, Grieg, etc.
Sight reading.

*Division III.*

Major and minor scales, hands together—one, two, and three notes to a beat. M.M. 90.

Major and minor arpeggio, hands alone, slowly.

Durornoy Op. 120. Heller Op. 47, etc.

Sonatines by Clementi, Schytte.

Pieces—Jensen, Mendelssohn, Bach.

Sight reading.

*Division IV.*

Major and minor scale, hands together—two, three, and four notes to a beat. M.M. 100.

Easiest sonatas—Haydn, Mozart, Beethoven.

Pieces—Jensen, Mendelssohn, Schumann, Bach.

Sight reading.

Voice

Students majoring in voice need pass only Divisions I and II in piano.

*Division I.*

The intelligent singing of the songs of the type of "Drink To Me Only With Thine Eyes," "Annie Laurie," "Home Road" (Carpenter), etc.

*Division II.*

"Caro Mio ben"—Giordani.
"In the Time of Roses"—Reichardt.
"Voice In the Wilderness"—Scott.

*Division III.*

Songs of Schubert, Schumann, Brahms, and Beethoven.

*Division IV.*

Selections from standard operas and oratorios.

Students should show a musical and interpretative development at all times. It is to be expected that students will vary in their work, but at the same time a consistent growth should be shown in musicianship and vocal ability.
Violin

Students specializing in the violin will be required to pass tests similar in character to those outlined for the piano.

PENMANSHIP

Penmanship. Non-credit course. Miss Shimmel.

The course aims to help the student to become a good penman, and to give him a knowledge of method and technique in penmanship. All work is explained and practiced in class. The amount of outside work required depends entirely upon the ability of the student and the degree of perfection he has previously attained. Students are urged to enroll during their first year. A credit in penmanship is required in some curricula.

PHYSICAL EDUCATION FOR MEN

A medical and physical examination is required of all students. The findings which grow out of this examination determine the type of physical education program which the student will follow. A corrective and recreative program approved by the college physician will be prescribed for men who are physically unable to take part in active games and exercise.

In order that students may obtain the maximum returns from their physical education program, it is recommended that they take their required physical education their first and second years.

With the exception of the men who are majoring in physical education, students are permitted, upon recommendation of the coach, to substitute membership on an athletic squad for required physical education during the term in which the sport is in season.

Students who wish to minor in physical education should elect the following courses:

*121A. General Athletics
*121B. Elementary Gymnastics
*121C. Outdoor Games
*221A, B, C. Physical Education

313. Football Technique .................... 3 term hours
315. Basketball Technique ................... 3 term hours
317. Baseball Technique .................... 3 term hours
319. Track and Field Technique ............. 3 term hours
332. Camping and Scouting .................. 4 term hours
336. Playground and Community Recreation. 4 term hours
304. Organization and Administration of Physical Education ............... 4 term hours

101A. Physical Education. Fall term. Mr. Jones, Mr. Maher.

This course is a part of the Service Program offered to all students in the college who are not majoring in physical education. A physical achievement test will be given during Freshman Days or early in the Fall term to all entering freshmen. Those passing the test successfully will elect one of the following activities, when it is designated to be in season, for three periods during the week, for the entire term: archery, playground ball, indoor baseball, basketball, boxing, cross country, football, golf, handball, horseshoes, soccer, speedball, swimming, tennis, track, volleyball, or wrestling. Those failing to pass the test will be

*These courses are substitute courses for Physical Education 101 A, B, C and 201 A, B, C.
assigned to teams which will play scheduled games for the class championship in the following activities: soccer, touch football, handball, and horseshoes. Calisthenics and apparatus work.

101B. Physical Education. Winter term. Mr. Jones, Mr. Maher.

Scheduled games for class championship in volleyball, basketball, new-crop and indoor baseball. Calisthenics and apparatus work.

101C. Physical Education. Spring term. Mr. Jones, Mr. Maher.

Scheduled games for class championship in tennis, track, playground baseball, and swimming. Calisthenics, marching, and apparatus work.

201A. Physical Education. Fall term. Mr. Jones, Mr. Maher.

This course is a part of the Service Program offered to all second year students in the college who are not majoring in physical education. The physical achievement test will be given to all students who took the test or were eligible to take it. Those passing the test together with those who passed in their Freshman year will elect one of the following activities to be engaged in at a time selected by the student for three periods each week during the term: archery, playground ball, indoor baseball, basketball, boxing, cross country, football, golf, handball, horse-shoe pitching, soccer, speedball, swimming, tennis, track, volleyball, or wrestling. Those failing to pass the test will be assigned to teams which will play scheduled games in the following activities: soccer, touch football, handball, and horseshoe pitching.

201B. Physical Education. Winter term. Mr. Jones, Mr. Maher.

Scheduled games for class championship in volleyball, basketball, new-crop ball, indoor baseball. Marching, calisthenics, apparatus work.

201C. Physical Education. Spring term. Mr. Jones, Mr. Maher.

Scheduled games for class championship in tennis, track, playground baseball, and swimming. Marching, calisthenics.

Courses for Specializing Students

102A. Introduction to Physical Education. 2 term hours. Fall term. Mr. Jones.

An orientation course in physical education. Its purpose is to acquaint the beginning student, majoring in physical education, with the trend of modern physical education in the United States today. A study of some of the problems which will be met in the public schools will be made. A consideration of the qualifications of the teacher of physical education, the need for activities that meet the changing civilization and the influences which have been at work in determining the type of program which has been in use. An attempt will be made to show that physical education is definitely related to and correlated with the sciences and as such makes a definite and permanent contribution to health and efficiency. Lectures, discussions, assigned readings; notebook and term paper required.

102B. Introduction to Physical Education. 2 term hours. Winter term. Mr. Jones.

A study of certain basic principles of physical education; discussion of both immediate and remote aims and objectives. Lectures, discussions, assigned readings; notebook and term paper required.
102C. Introduction to Physical Education. 2 term hours. Spring term. Mr. Jones.

The application of the material discussed during the Fall and Winter terms to the present day public school situation in the selection and presentation of activities in the physical education program. Discussion of the "tools" of physical education and their uses. Lectures, discussions, assigned readings; notebook and term paper required.

121A. General Athletics and Games. 1 term hour. Three periods per week. Fall term. Mr. Read.

The fundamentals of soccer, football, touch football, and speedball; practice and theory.

121B. Elementary School Gymnastics. 1 term hour. Three periods per week. Winter term. Mr. Read.

Group games, organized mass athletics, elementary apparatus work, gymnastic marching, calisthenics, supplemented with indoor recreative games.

121C. Outdoor Games. 1 term hour. Three periods per week. Spring term. Mr. Read.

Mass athletics, track and field, and baseball.

202A. Fundamentals of Physical Education. 2 term hours. Fall term. Mr. Read.

Early Greek and Roman physical training; period of development during the Renaissance; German and Swedish systems; how nationalism influenced the various systems of physical education. Lectures, assigned readings, and reports.

202B. Fundamentals of Physical Education. 2 term hours. Winter term. Mr. Read.

A continuation of 202A. Study of modern physical education including new conditions brought about by the war. Consideration of trend in the future.

221A. Physical Education. 1 term hour. Three periods per week. Fall term. Mr. Read.

A more detailed study of the games and activities taught in 121A. The finer points will be emphasized; practice will be improved.

221B. Physical Education. 1 term hour. Three periods per week. Winter term. Mr. Read.

Advanced gymnastics and apparatus work; graded athletic tests for mass athletics; team contests.

221C. Physical Education. 1 term hour. Three periods per week. Spring term. Mr. Read.

Advanced instruction and practice in track and field sports, tennis, baseball. Intramural participation will be required of those not making the varsity.
212. First Aid and Massage. 4 term hours. Spring term. Mr. Hyames.

Knowledge and skill in meeting emergencies. Use of massage in treatment of sprains and bruises. Use of hot and cold applications. Students passing this course may receive an American Red Cross First Aid Certificate.

220. Kinesiology. 4 term hours. Prerequisite: Anatomy 211 A, B.

Spring term. Mr. Jones.

This course deals with the mechanics of bodily movements and the various muscles, ligaments and joints involved in gymnastic, athletic, and occupational movements.

227. Swimming. 1 term hour. Spring term. Mr. Read.

Instruction in the different strokes; resuscitation and life saving.

301. Principles and Technique of Gymnastic Teaching. 4 term hours.

Fall term. Mr. Jones.

The underlying principles used in the selection of activities of modern physical education in the United States; principles used in the selection of activities which are adapted and suitable for elementary junior high school, senior high school, and college. The course will present methods of class organization and conduct of the activities with emphasis on the natural program. The field covered will include mass games, organized games, relay races, stunts, combative events, natural activities on the apparatus, folk dances, clogging, marching, and calisthenics. Testing and grading results will be included. An opportunity will be had for practice in class instruction and visitations.


This course will deal with the diagnosis of faulty posture prevalent among school children and the measures employed for their correction. A program of activities for the correction of specific cases of round shoulders, hollow back, lateral curvatures of the spine, and flat feet will be outlined; in fact any deformities, the correction of which are within the realm of the physical educator, will be outlined and discussed. An opportunity will be made for the practical work under supervision three hours each week. Methods of making posture tests will be presented. Lectures, discussions, clinical practice; a term paper and notebook will be required.

304. Organization and Administration of Physical Education. 4 term hours. Spring term. Dr. Schott.

This course will draw up, plan, and discuss physical education programs for city, village, and rural schools; the organization of health lessons, games, tests, meets, tournaments, and seasons of play; principles of supervision; construction and equipment of buildings, grounds, swimming pools, athletic fields, stadia.

305. Psychology of Coaching. 3 term hours. Winter term. Mr. Hyames.

This course is designed primarily for those who are planning to make coaching a profession, although playground leaders will find the course very helpful in working out their problems. The first part of the term will be given over to the discussion of certain principles of educational
psychology and their application to athletics along with a psychological analysis of the principal sports. The latter part of the term will be confined to athletic coaching. Some of the topics discussed will be: getting ready to coach, planning the practice sessions, how to present material effectively, planning the season's campaign, playing the game, the "jinx" and how to handle it, the element of being afraid and how to conquer it, morale, personality and will power, the personal touch in coaching.

313. **Football Technique.** 3 term hours. Fall term. Mr. Martineau.

Fundamentals of football coaching with special emphasis on catching, punting, kicking, blocking, interference, tackling, principles of line and backfield 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.

315. **Basketball Technique.** 3 term hours. Winter term. Mr. Read.


316. **Physiology of Exercise.** 3 term hours. Winter term. Mr. Hyames.

Fundamental principles underlying the physiology of the muscle and nerve with special application to physical activities. Study of the inter-relationship of digestion, respiration, excretion, internal secreting glands, to muscular activity and efficiency. Study of the effects of over-exertion, fatigue. Lectures, reports, and assigned readings.

317. **Baseball Technique.** 3 term hours. Spring term. 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.

319. **Track and Field Technique.** 3 term hours. Spring term. Mr. Martineau.

The best accepted forms of starting, hurdling, 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.

332. **Camping and Scouting.** 4 term hours. Spring term. Mr. Read.

Managing and planning of summer camps including such topics as housing, sanitation, commissary, program, activities, administration of canoeing, hiking, swimming, and various other lines of camp interests.

History, aims, and principles of Boy Scout movement. Methods of the patrol and troop will be studied. Students will be given the opportunity of practical experience in the various phases of scout and woodcraft. Particular emphasis is placed on the value of the scout program in supplementing the influences of the home, church, and school life of the adolescent boy. Those completing the course satisfactorily are awarded the standard leader's diploma, issued by the Department of Education, National Headquarters, Boy Scouts of America, New York City.

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.

401A. Thesis and Seminar. 2 term hours. Fall term. Mr. Read.

All students, majoring in physical education, will be required to write a thesis in their senior year based on their own investigation. Topics to be chosen after consultation with the instructor. The entire group will meet two days each week at which time some member will report on his topic or problem. Each member of the class is to contribute criticisms and take part generally in the discussions.

401B. Thesis and Seminar. 2 term hours. Winter term. Mr. Read.

A continuation of course 401A.

401C. Thesis and Seminar. 2 term hours. Spring term. Mr. Read.

A continuation of courses 401 A and B.

403. Principles of Physical Education. 3 term hours. Fall term. Mr. Hyames.

This course will study the curriculum in physical education in relation to elementary and secondary school education. Principles will be set up which will help guide the prospective teacher in physical education in the selection of activities. Lectures, assigned readings, and reports.

406. Supervision of Physical Education. 4 term hours. Spring term. Mr. Jones.

This course will treat the problems which confront the director of physical education who is responsible for the conduct of the physical education program in a school system. Methods of supervision. Teacher rating and teacher improvement as applied to physical education will be considered. An opportunity will be given for actual practice in supervisory function within the school. Two hours each week must be reserved for visitations. Lectures, discussions, visitations, and reports. Term paper and notebook required.

PHYSICAL EDUCATION FOR WOMEN

Medical examination is required of each student upon entering. No student is excused from participation in the work of this department through physical disability except upon agreement with the examining physician and the chairman.

The regulation gymnasium suit consists of black circular bloomers and a white middy. A gray tank suit is required for swimming.

Students are not permitted to take more than one course in physical education during a term.

101A. Physical Education. Fall term. Miss Bottje, Miss Hussey, Miss Mullen, Miss Vestal, Miss Worner.

Students may elect tennis, hockey, or soccer. Indoor work in late fall in games, gymnastics, and marching.
101B. **Physical Education.** Winter term. Miss Bottje, Miss Hussey, Miss Vestal, Miss Worner.

Volley ball and folk dancing are emphasized. Tactics and gymnastics are included.

101C. **Physical Education.** Spring term. Miss Bottje, Miss Hussey, Miss Mullen, Miss Vestal.

Indoor work in stunts, self-testing activities, and games. This is followed by field sports and baseball.

103. **Physical Education.** Fall and Spring terms. Miss Vestal, Miss Worner.

Folk dances, country dances, and clogs.

104. **Physical Education.** Offered each term. Miss Bottje, Miss Hussey.

A course of remedial exercise for students who do not pass the physical examination.

105. **Physical Education.** Offered each term. Miss Bottje, Miss Hussey, Miss Mullen, Miss Vestal, Miss Worner.

Swimming, diving, and life-saving.

107. **Physical Education.** Winter term. Miss Vestal, Miss Mullen, Miss Spalding.

Basketball.

108. **Physical Education.** Winter term. Miss Hussey, Miss Vestal.

Skiing and hiking. Instruction in skiing whenever conditions are favorable. Three hours a week, not necessarily divided into one hour periods.

201. **Physical Education.** Fall term. Prerequisite: Physical Education 101A or 101B. Miss Bottje, Miss Vestal.

Elective outdoor sports followed in the late fall with indoor work in folk dancing, marching, and gymnastics.

202. **Physical Education.** Fall term—Junior and Senior High School students. Winter and Spring terms—Three-year Certificate, Rural Education, Early and Later Elementary students. Miss Mullen, Miss Spalding.

Physical education activities suited to the grade in which the student expects to teach. Two periods of activities and one of lecture and discussion.

204. **Physical Education.** Winter term. Miss Hussey.

A course in life-saving in preparation for the Red Cross tests. Whenever possible the test will be given by the field representative of the Red Cross.
Courses for Specializing Students

Young women pursuing this work must be in good physical condition throughout the course. Unless they show a reasonable aptitude for this type of work, they will be asked to withdraw from the course. All practice courses, including dancing, gymnastics, sports, and swimming are required. These courses do not receive credit in term hours.

Physical Education Practice

110 A, B, C. Physical Education. Begins Fall term and continues throughout the year. Miss Worner.

This course includes practice in folk dances of the various nations, clogs, country dances, and character dances.

111. Physical Education. Winter term. Miss Hussey.

A study of Swedish gymnastics. Practice in marching, gymnastics, apparatus, relays, and games.

113. Physical Education. Fall term. Miss Hussey.

Tennis and simple group games leading to the more highly organized games.

125 A, B, C. Physical Education. Miss Hussey, Miss Worner.

Instruction in swimming, diving, and life-saving.

126 A, B, C. Physical Education. Miss Bottje, Miss Hussey, Miss Mullen, Miss Vestal, Miss Worner.

Practice in season in hockey, soccer, basketball, and baseball.

210 A, B, C. Physical Education. Miss Mullen.

A year's work of dancing based upon full natural movements. Opportunity is offered for music interpretation and pantomimic work.

213A. Physical Education. Fall term. Miss Vestal.

Tennis and games of low organization.

213B. Physical Education. Winter term. Miss Hussey.

General gymnastics, apparatus, and volleyball.

213C. Physical Education. Spring term. Miss Worner.

General gymnastics, self-testing activities, track and field athletics.

225 A, B, C. Physical Education. Miss Hussey, Miss Worner.

Advanced swimming, diving, and life-saving.

226 A, B, C. Physical Education. Miss Bottje, Miss Hussey, Miss Mullen, Miss Vestal, Miss Worner.

Hockey, soccer, basketball, and baseball.

310 A, B. Physical Education. Fall and Winter terms. Prerequisite: 210 A, B, C. Miss Mullen.
The course includes advanced natural dances, original rhythms, and the writing of a dance festival.


This course aims to give the student a large amount of material in dancing together with methods of presenting it. Opportunity for teaching is given.

313A. Physical Education. Fall term. Miss Hussey.

Archery. Practice in teaching simple and organized games.

313B. Physical Education. Winter term. Miss Vestal.

Danish gymnastics. Tumbling, stunts, and games adapted to restricted classes, such as quoits, and bowling.

313C. Physical Education. Spring term. Miss Hussey.

Golf, track, and field athletics. Review of activities most needed by the students.

325 A, B, C. Physical Education. Miss Hussey, Miss Worner.

Advanced work in swimming, diving, and life-saving. Advanced students will be given opportunity to teach.

326 A, B, C. Physical Education. Miss Bottje, Miss Hussey, Miss Mullen, Miss Worner.

Hockey, soccer, basketball, and baseball. Opportunity for refereeing and umpiring.

Physical Education Theory


This course is a study of the Swedish system of physical education, and the progression, selection, and arrangement of exercises in the Swedish Day's Order.

119. Playground Organization. 3 term hours. Spring term. Miss Crane.

A study of the history, organization, and activities of playgrounds.

212. Home Nursing. 4 term hours. Fall term. Miss Walker.

Prevention and care of illness in the home, including simple nursing procedure and first aid treatment for common emergencies.

217. Methods. 4 term hours. Fall term.

Survey of various systems of physical education; adaptation to the present day needs. A study is made of the method and technique of teaching general gymnastics, the progressive value of exercises, and the use of apparatus with its progression.

218. Rhythmic Plays and Singing Games. 2 term hours. Winter term. Miss Crane.

Rhythmic material suitable for children in the early elementary grades.
220. **Applied Anatomy.** 4 term hours. Prerequisite: Anatomy 211 A, B. Miss Hussey.

The mechanics of bodily movements is carefully analyzed. The larger group muscles are studied as to their location and action in developmental activities and exercises.

222. **Theory of Athletics.** 2 term hours. Prerequisite: General Gymnastics 113. Spring term. Miss Worner.

The technique of athletics for both outdoor and indoor work will be carefully studied in this course. Administration of meets and tournaments and rules governing track and field competition will be considered in detail.

223. **Theory of Games.** 3 term hours. Offered each term. Miss Worner.

A study is made of games suitable for children of various grades with progression toward major sports. Special attention will be given to rules and playing technique of soccer, hockey, volley ball, basketball, and baseball.


This course includes the methods of teaching swimming, analysis of different strokes, dives, Red Cross Life Saving Test, and the administration of swimming meets.

321. **History and Administration of Physical Education.** 4 term hours. Fall term. Miss Worner.

A course in the development of physical education and the study of its modern administration and organization.

322. **Community Recreation, Scouting, and Camp Fire.** 4 term hours. Winter term. Miss Worner.

A study of suitable material used in community centers, organizations, and in activities for children after school. Second year students in courses other than physical education may elect this course by obtaining permission from the instructor.


The study of prescribed exercise for remedial effects in cases of curvature and physical abnormalities. Massage and practice with patients will be given.


This course is a continuation of courses 222 and 223 with the coaching of these activities given full consideration.

**PHYSICS**

Students preparing to teach physics in the high school must have, as minimum preparation in physics, courses 201 A, B, C. 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. A year of college mathematics should precede courses 201 A, B, C.

In courses where laboratory work is required, it is necessary for the student to arrange his work so that he may have two consecutive hours one day each week for laboratory work. It is desirable that students begin their college physics with Mechanics and Sound 201A.

100 A, B, C. Elementary Physics. 4 term hours each term. Begins in the Fall term and continues through the year. Mr. Rood.

The aim of this course is to bring the student to an understanding of some of the physical laws which govern his everyday life. Individual and demonstration laboratory experiments illustrate many of the principles discussed. It is designed for students who enter without credit in high school physics. It may be used by manual arts students to satisfy one year of their requirement in physics.

Classroom, 5 hours a week.

130. Sound. 2 term hours. Prerequisite: high school physics and trigonometry. Winter term. Mr. Fox.

Planned primarily for music students, but may be elected by students in other curricula. A demonstration-lecture course consisting of a study of vibrating bodies, such as strings, air columns, and reeds; graphic representation of simple tones; synthesis and analysis of complex tones as an introduction to mathematical relations expressed by Fourier's series.

160. Electricity. 4 term hours. Prerequisite: high school physics. Winter term. Mr. Fox.

Required of all manual arts students except those electing courses 201 A, B, C. Others may elect this course.

201A. Mechanics and Sound. 4 term hours. Prerequisite: high school physics and trigonometry. Fall and Summer terms. Mr. Fox, Mr. Marburger, Mr. Rood.

A general course in the mechanics of solids and fluids. The last part of the course will be devoted to a study of sound. Demonstration lectures and recitations with illustrative problems.

Classroom, 4 hours a week; laboratory, 2 consecutive hours a week.

Note.—Courses 201 A, B, C constitute a year's work in college physics and should be elected by all students who desire a complete unit of credit in this subject, either as a foundation for teaching high school physics, or in preparation for more advanced courses in physics and engineering.

201B. Heat and Light. 4 term hours. Prerequisite: Physics 201A. Winter term. Mr. Fox, Mr. Marburger, Mr. Rood.

Same general plan of presentation as in Physics 201A.

Classroom, 4 hours a week; laboratory, 2 consecutive hours a week.

Note.—See note under course 201A.

201C. Magnetism and Electricity. 4 term hours. Prerequisite: Physics 201A. Spring term. Mr. Fox, Mr. Marburger, Mr. Rood.

Same general plan of presentation as in Physics 201A.

Classroom, 4 hours a week; laboratory, 2 consecutive hours a week.
202 A, B, C. Physics Problems. 1 term hour each term. Prerequisite: high school physics and trigonometry. Begins in the Fall term and continues through the year. Mr. Fox.

A problem course designed to accompany courses 201 A, B, C. Students wishing the required ten hours of physics for engineering must elect these courses.

210. Astronomy. 4 term hours. High school physics a highly desirable antecedent. Fall term. Mr. Fox.

A non-mathematical course in descriptive astronomy which will serve as an aid to students in general science and to others who wish to get an understanding of the elements of the subject. Open as an elective to students of all courses.

265. Alternating Currents. 4 term hours. Prerequisite: high school physics. Spring term. Mr. Fox.

Designed especially for high school teachers of physics. Its aim is to make clear the distinction between alternating and direct currents and to give the student some experience in handling each.

350 A, B, C. Light. 3 term hours each term. Prerequisite: Physics 201C and, preferably, Calculus 205 A, B, C. Begins in the Fall term and continues through the year. Mr. Fox.

An advanced course in light, consisting of lectures and laboratory work. Studies in reflection, refraction, interference, diffraction, and polarization. Classroom, 2 hours a week; laboratory, 3 hours a week.

360 A, B, C. Electrical Measurements. 4 term hours each term. Prerequisite: Physics 201 A, B, C, and, preferably, Calculus 205 A, B, C. Begins in the Fall term and continues through the year. Mr. Rood.

This is a course designed to amplify and to make more valuable and useful the course in electricity given in first year college physics. The common electrical measuring instruments are studied in some detail. Electrical measurements are made in the laboratory and the results expressed in terms of precision standards. Classroom, 3 hours a week; laboratory, an entire afternoon each week.

366 A, B, C. Principles of Radio Communication. 3 term hours each term. Prerequisite: Physics 201 A, B, C, and Calculus 205 A, B, C. Begins in the Fall term and continues through the year. Mr. Marburger.

An advanced course dealing with electric oscillations at high frequencies. Considerable time is given to a study of the properties of vacuum tubes and their uses. Typical circuits for the transmission and reception of radio signals are studied. Classroom, 2 hours a week; laboratory, 1 double period a week.

325. Theoretical Mechanics. (See description of course in Department of Mathematics, page 116.)

RURAL EDUCATION

Additional information relating to the work of the Department of Rural Education may be found on the following pages: Opportunities in the field of rural education, page 24.
RURAL EDUCATION

Facilities for training for work in rural education available at Western State Teachers College, page 29.
Certificates granted and degrees conferred, page 43.
Curricula offered, pages 60, 61, 62, 64, 65.
Provision for training teachers of agriculture, page 75.

101. Curriculum. 4 term hours. Offered each term. Miss Evans.

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

101R. Principles of Teaching. 4 term hours. Prerequisite: Psychology 101. Offered each term. Miss Evans.

A study of the general principles of teaching, with particular application to rural school situations. Textbook discussions, supplementary reading, and observations in the Training School are required. Prerequisite to practice teaching.

201A. Rural Education. 4 term hours. Fall and Summer terms. Dr. Robinson.

Deals with the general questions of teaching, supervision, and administering rural schools. Executive facility and efficiency in the whole work of the school are the major considerations.

201B. Rural Education. 4 term hours. Winter term. Dr. Robinson.

Attempts to increase specific understanding in rural economics. The work of the term concludes with a study of the possibilities of elementary and secondary rural school instruction in vocational subjects.

201C. Rural Education. 4 term hours. Spring term. Dr. Robinson.

Studies 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 and applications are made to small town, village, and country life.

301. Special Problems of Village and Consolidated Schools. 4 term hours. Spring term. Dr. Robinson.

Discussion of the following topics in those respects in which they are peculiar to village and consolidated schools; aims and functions of school in relation to its community; school laws; location and planning of school building; selection of teachers, teachers' salaries, tenure of teachers, rating and promoting of teachers, supervision of teachers, in-service training; classification and grading of pupils, supervision of pupils' work and measurement of pupils' progress, records and reports, vocational education and guidance, social life of pupils, athletics; curriculum selection, junior high school organization, transportation, publicity, parent teachers associations.

304 A, B, C. Rural Education. 2 term hours each term. Dr. Robinson.

This is a seminar course for advanced students who are interested in keeping abreast of current progress in rural education. The best material
in print on rural life and education will be read and discussed. Definite listing of the problems relating specifically to administration; teaching, including curriculum; and supervision of all types of rural schools, including the preliminary and service preparation of teachers, will be required. Research by individual members of the class may be on minor problems reported each term or on a major problem at the end of the year. Laboratory work in rural schools in proximity to Kalamazoo is required.

404 A, B, C. Rural Education. 2 term hours each term. Dr. Burnham.

This course is open only to seniors who have had the permission of the instructor. The fall term is utilized for the study of recent texts in rural sociology. The winter term is occupied by critical study of several recent local social research reports. In the spring term analyses are made of local research problems and the major inquiry is how to bring verified social data into constructive use.

101, 201, 202. Teaching. (See description of courses in Training Department, page 139.)

103. Sociology. (See description of course in Department of History and Social Science, page 103.)

330. School Supervision. (See description of course in Department of Education and Psychology, page 85.)

This course should be taken in conjunction with Rural Education 304 and 404 by students who desire to do supervising in counties and teaching in county normal schools.

SPEECH

A major sequence in Speech consists of courses 101 A, B, 120, 210A, 215, 225, 301, and one other 4 hour course.

A minor sequence consists of courses 101 A, B, 120, 210A, and one other 4 hour course.

For students specializing in English, courses 101 A, B, 210 A, B, 310, and 320 are recommended.

Students majoring in Speech are strongly urged to minor in English.


Training will be given students who desire remedial work in speech. More individual assistance will be given in the overcoming of such defects as lisping, stammering, and throatiness, than is possible in Fundamentals of Speech 101. Clinical cases handled in connection with the Department of Health Education. Hours to be arranged with the instructor.

101A. Fundamentals of Speech. 4 term hours. Offered each term. Mr. Lahman, Miss Lindblom, Miss Shaw.

The basic course for all work in the department. A study and application of the fundamental principles underlying the use of the voice and 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.

101B. Fundamentals of Speech. 4 term hours. Prerequisite: Speech 101A. Winter and Spring terms. Mr. Lahman, Miss Lindblom, Miss Shaw.
Further study of principles, with additional opportunity for individual practice. Students interested in Speech are advised to elect both A and B the first year.

111. **Story Telling.** 4 term hours. Prerequisite: Speech 101A. Winter and Spring terms. Miss Shaw.

Emphasis placed upon the art of telling the story. Each member of the class will have practice in telling and criticising stories of all types.

120. **Informal Public Speaking.** 4 term hours. Prerequisite: Speech 101 A, B. Winter and Spring terms. Mr. Lahman, Miss Lindblom.

Introductory study of the rhetorical principles of public speech and audience psychology. The primary aim is to develop clear thinking, and ease and effectiveness in speaking. Frequent opportunity for platform work.

201. **Parliamentary Usage.** 2 term hours. Fall and Spring terms. Mr. Lahman, Miss Shaw.

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

210A. **Interpretive Reading.** 4 term hours. Prerequisite: Speech 101 A, B. Offered each term. Mr. Lahman, Miss Shaw.

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

210B. **Advanced Interpretive Reading.** 4 term hours. Prerequisite: Speech 101 A, B, 210A. Winter and Spring terms. Miss Shaw.

Advanced work in the oral interpretation of literature, with special emphasis on character delineation.

215. **Play Production.** 4 term hours. Prerequisite: Speech 101 A, B, 210 A, B, or consent of instructor. Spring term. Miss Shaw.

Methods of staging plays, including stage settings, costume, and make-up. Plays will be presented by the class. Each student will direct at least one play.

220. **Advanced Public Speaking.** 4 term hours. Prerequisite: Speech 101 A, B, 120 or consent of instructor. Alternates with 320. Not offered in 1928-1929. Spring term. Mr. Lahman, Miss Lindblom.

Advanced study of speech organization and audience psychology, and frequent practice in meeting various situations confronting the public speaker.

221. **Practical Public Speaking.** 2 term hours. Fall and Spring terms. Mr. Lahman.

Designed for upperclassmen who have been unable to take Fundamentals 101 A, B, but who desire some practical training in the preparation and delivery of such talks as the average school instructor, executive, or coach is frequently called upon to give.
225. Argumentation and Debate. 4 term hours. Prerequisite: Speech 101 A, B, or consent of instructor. Fall or Spring terms. Mr. Lahman, Miss Lindblom, Miss Shaw.

A thorough study of the principles of argumentation and frequent practice in debating current public questions. Attention is also given to the problems of coaching and judging debates. Students planning to participate in intercollegiate debate are advised, so far as possible, to take this course first.

226. Intercollegiate Debating. Maximum of 12 term hours allowed during college course, and not more than 4 term hours each term. Mr. Lahman, Miss Lindblom.

Application of argumentative principles to actual platform debate. The basis of this forensic practice is the intensive study of the questions used for intercollegiate debate.

301. Theory of Speech. 4 term hours. Prerequisite: Psychology 101 and either junior standing or a major in Speech. Spring term of alternate years. Not offered in 1928-1929. Miss Lindblom.

The development of speech as a form of human behavior studied from the biological and psychological standpoint.

305. Festival and Pageantry. 4 term hours. Prerequisite: Speech 101 A, B. Two times a week during Winter and Spring terms of alternate years. Offered in 1928-1929. Miss Shaw.

A study of the field of festivals and pageants and of the methods of their organization and presentation. The class will develop and present a pageant.


Platform reading of the one-act and the three-act play. Through class analysis and criticism, a basis for judging the drama is established.

320. Speech Composition. 4 term hours. Prerequisite: Speech 101 A, B, 120, or consent of instructor. Alternates with 220. Offered in 1928-1929. Mr. Lahman.

Analysis of model speeches and frequent practice in constructing speeches for special occasions, such as after-dinner, introduction, welcome, and anniversary.

THE TRAINING DEPARTMENT

Practice Teaching

Students enroll for Teaching in the Training School office at the time regularly scheduled for enrollment. At this time students are assigned to a definite school and Supervisor. They report to Supervisors for further instructions at hours later posted on the bulletin board outside the Training School office. The bulletin board should be watched for important announcements.

Teaching 201 and 202 are required in all the Life Certificate curricula. As far as possible, students are urged to take both units of teaching in the same term. At least two consecutive hours of the school day should be reserved for this work.
In case Teaching 201 and 202 are taken in different terms, meetings with the Director are required only the first term.

Students are strongly advised not to undertake extra studies or work during the term or terms in which practice teaching is being done. Each unit of Teaching, 101, 201, 202, 203, and 205, counts the same as one academic subject and is entitled to four term hours credit, hence to a corresponding amount of time and effort in preparation.

Students preparing to do administrative work are advised to do at least one unit of work in the lower grades of the Training School.

Courses of Instruction

101. Teaching. 4 term hours. Prerequisite: Psychology 101, Rural Education 101R. Fall, Winter, and Spring terms. Mr. Ellsworth and Supervisors.

For students enrolled in the Three-year Certificate and Required Professional Training curricula only.


These courses include (1) the teaching of classes in one of the Training Schools (See pp. 28, 29); (2) the observation of lessons taught by Supervisors; (3) the study and measurement of children as individuals and in groups; and (4) meetings with the Director of the Training Schools, and the Supervisors of practice teaching.

Students are expected to become familiar with the courses of study and the general workings of the Training School, and to enter into the life and activities of the school and the children. Opportunity is afforded for participation in assemblies, social affairs, and parents' meetings.

Class meetings with the Supervisors are held Tuesdays and Thursdays at 8 o'clock in the grade rooms and with the Director at 8 o'clock Saturdays. These hours must therefore be reserved by all students enrolling in these courses.

Offered in Summer session to holders of limited certificates who are completing work for a life certificate. Not open in summer to students on the campus the other terms.


The privilege of an elective term in Teaching is granted only with the permission of the Director of the Training Schools and the student's adviser. Students attend meetings as directed by the Supervisor.

205. Teaching. 4 term hours. Prerequisite: Maturity and experience. Summer session only. Mr. Ellsworth and Grade 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. Class meetings are held for discussion of the work observed and for presentation of underlying theory, Mondays, Tuesdays, Thursdays, and Fridays 11:00-11:50. Meetings with the Director are held Wednesdays 11:00-11:50. The hours from 9:00-12:00 must therefore be reserved for this course.
The Teaching Laboratory

(See description of the Training Schools, pp. 28, 29).

The Director of the Training Schools

All of the work of the Training Department is carried on under the general direction and supervision of the Director of the Training Schools. All students in the first term of Practice Teaching meet with the Director, Saturdays at 8 o'clock, for a general lecture on professional ethics and other matters pertaining to professional success.

The Supervisors

In charge of each grade and of each special subject is a Supervisor, who is responsible for the progress of the pupils and the student teachers. Supervisors give students charge of definite classes or groups of children, direct their teaching and observation, and teach demonstration lessons as often as the needs of pupils and students demand. At least one lesson a day is thus taught by each Supervisor. Supervisors meet student teachers Tuesdays and Thursdays at 8 o'clock for conferences on the general management of the grade room, the study of children, the direction of observation, and instruction in the special method of the common branches. They also meet each student in a special subject conference once a week. Here are discussed the concrete teaching problems of the student's own assignment and outlines and plans for the ensuing week's work.

Student Teaching

Students are expected to assume as full responsibility as possible for the pupils in their direct charge, as well as to co-operate fully in the general work and interests of the grade group. The work includes the teaching of a subject to an especially assigned group, for which careful preparation is made with lesson plans and in subject conferences; the observation of classes taught by Supervisors; participation in the care and management of the room; the study of individual children and the measurement of groups; the making of reports and attendance at meetings with the Supervisor and Director.

The Observation Room

Each term one grade room in the Training School is designated as the Observation Room. No practice students are assigned to this room and all the teaching is done by the grade and special supervisors. In the course of a year's time, a primary grade, an intermediate grade, and an upper grade become in turn the Observation Room. Opportunity is thus afforded for observing good teaching under conditions that closely approach the ordinary public school situation.

Assembly Exercises

Regular weekly assemblies of all the children in the Campus Training School, their teachers and guests are held Thursdays at 11 o'clock, in the rotunda of the Training School. The programs, frequently in charge of groups of the children themselves, are often in the form of entertainment that represents a culmination of the work in the grade or some part
thereof. Music, art, and folk-dancing are features of these programs and often furnish the major part of the entertainments. These assemblies not only serve to unify the school, but also afford the student teacher an excellent opportunity for getting some notion of the work of different grades and the varying interests and abilities of the children.

Assemblies of a similar character are also held in the Portage, Richland, and Paw Paw Training Schools.
INDEX

Academy ...................................... 32
Administration Building .................... 26
Administration, officers of ................ 7
Admission, routine of. ...................... 40
Advanced Credits ............................ 41
Advisers and Enrollers ...................... 18
Agriculture .................................. 75
Alumni Association ........................... 30
Anatomy ...................................... 72
Appointment Service .......................... 23
Art and Music Curriculum .................... 49
Art Collection ............................... 22
Art Curriculum ................................ 48
Art, description of courses .................. 67
Assembly ...................................... 30
Astronomy ...................................... 134
Athletics and Physical Education .......... 31
Bachelor of Arts Curriculum ................. 46, 58
Bachelor of Arts Degree, requirements .... 42
Bachelor of Science Curriculum .......... 47, 58
Bachelor of Science Degree, requirements .. 42
Bard ........................................... 32
Barracks ...................................... 25
Biology, description of courses ............. 70
Biology, equipment for ....................... 27
Board .......................................... 35
Botany ......................................... 76
Buildings ...................................... 26
Business Administration ..................... 102
Bureau of Educational Measurement and Research .. 24
Cafeteria ....................................... 35
Calendar ....................................... 4
Calendar Announcements, 1928-1929 ........ 5
Camp Fire Clubs ................................ 132
Campus Training School ..................... 28
Cercle Francais .................................. 33
Certificates and Degrees ...................... 42
Certificate of Life/Law ....................... 25
Chemistry, description of courses .......... 76
Chemistry, equipment for .................... 27
Classical Club .................................. 33
Classification of Students ..................... 40
Clothing and Textiles ......................... 106
Closet .......................................... 30
Clubs ........................................... 30
Commerce Curriculum ......................... 50
Commerce, description of courses .......... 50
Commerce, equipment for .................... 27
Committees of Faculty ....................... 18, 19
Conditions of Admission ..................... 38
Co-operative Store ............................ 36
Correspondence with Western State Teachers College, directions for Council ........ 2
County ......................................... 33
County Certificates, renewal ................. 26
Course Numbers, significance of .......... 45
Credit Relations with Other Colleges ....... 43
Credits, transfer of ........................... 41
Credit, unit of ................................ 40
Curricula ....................................... 44, 45
Debate Scholarship and Loan Fund ........ 36
Debating ........................................ 31
Debating Organizations ....................... 32
Degrees ......................................... 42
Delta Rho ....................................... 32
Details of Departments ....................... 67

Page
Early Elementary Curriculum ............... 51
Early Elementary Education ................ 56
Economics ...................................... 101
Education, description of courses .......... 82
Educational Tests and Measures ............. 24
Employment .................................... 36
English, description of courses ............. 88
Enrollment, instructions for ................. 40
Entrance Requirements ....................... 38
Entrance Tests ................................ 38
Equipment ...................................... 26
Eugenics ........................................ 71
Expenses ........................................ 35
Extension Department ......................... 26, 66
Extempore Speaking ........................... 32
Extra Studies .................................... 40
Faculty .......................................... 7-17
Fannie Ballou Memorial Fund ............... 36
Fees, tuition, etc ............................. 35
First Grade Certificates ...................... 25
Five Year Certificates ......................... 43
Foods ............................................ 106
Forum ........................................... 32
French ............................................ 116
Freshman Days ................................ 22
General Equipment ............................ 26
General Science ................................ 71
Geography ...................................... 74
Geography, description of courses .......... 94
Geography, equipment for .................... 27
Geology .......................................... 96
Geology, description of courses ............. 96
Geology, equipment for ....................... 27
German ........................................... 118
George Washington State Teachers College . 22
Glee Clubs ...................................... 32
Goldsworthy Art Scholarship ............... 37
Graduation Fees ................................ 35
Graduation Requirements ...................... 42
Gymnasium for Men ........................... 28
Gymnasium for Women ......................... 28
Health Education .............................. 72
Health Service ................................ 23
The Herald ...................................... 34
History .......................................... 97
History and Social Science .................... 97
History of Science ............................ 71
History of Western State Teachers College . 20
Home Economics Curriculum ................ 52
Home Economics, description of courses ... 105
Home Economics, equipment for .......... 27
Home Nursing and Child Care ............... 107, 131
Honor Points ................................... 41-42
Honor in Debating ............................. 32
Honors in Science and Mathematics ......... 32
Housing Accommodations ..................... 35
Housing Regulations .......................... 23
Hurd Demonstration School ................... 14
Hygiene ......................................... 72
Identification Photo ........................... 41
Journalism ....................................... 93
Junior High School Curriculum ............. 53
Junior High School Education ............... 83
Junior High School Mathematics, Teaching of . 115
Kappa Rho Sigma ................................ 32
<table>
<thead>
<tr>
<th>INDEX</th>
<th>143</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Enrollment Fee</td>
<td>35</td>
</tr>
<tr>
<td>Later Elementary Curriculum</td>
<td>54</td>
</tr>
<tr>
<td>Latin, description of courses</td>
<td>107</td>
</tr>
<tr>
<td>Library Building</td>
<td>26</td>
</tr>
<tr>
<td>Library, Facilities</td>
<td>26</td>
</tr>
<tr>
<td>Library Methods</td>
<td>109</td>
</tr>
<tr>
<td>Library Staff</td>
<td>16</td>
</tr>
<tr>
<td>Life Certificate</td>
<td>5, 44</td>
</tr>
<tr>
<td>Life Certificate Curricula</td>
<td>48</td>
</tr>
<tr>
<td>Loan Fund</td>
<td>36</td>
</tr>
<tr>
<td>Location of Western State Teachers College</td>
<td>20</td>
</tr>
<tr>
<td>Lunchroom</td>
<td>35</td>
</tr>
<tr>
<td>Manual Arts Building</td>
<td>27</td>
</tr>
<tr>
<td>Manual Arts Curriculum</td>
<td>55</td>
</tr>
<tr>
<td>Manual Arts, description of courses</td>
<td>109</td>
</tr>
<tr>
<td>Manual Arts, equipment for</td>
<td>27</td>
</tr>
<tr>
<td>Marking System</td>
<td>41</td>
</tr>
<tr>
<td>Mathematics, description of courses</td>
<td>113</td>
</tr>
<tr>
<td>Men's Gymnasium</td>
<td>27</td>
</tr>
<tr>
<td>Mental Tests</td>
<td>53</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>116</td>
</tr>
<tr>
<td>Musical Organizations</td>
<td>32</td>
</tr>
<tr>
<td>Music and Art Curriculum</td>
<td>49</td>
</tr>
<tr>
<td>Music Curriculum</td>
<td>56</td>
</tr>
<tr>
<td>Music, description of courses</td>
<td>119</td>
</tr>
<tr>
<td>Mythology</td>
<td>103</td>
</tr>
<tr>
<td>Nature Study</td>
<td>74</td>
</tr>
<tr>
<td>Nutrition</td>
<td>105</td>
</tr>
<tr>
<td>Observation Room</td>
<td>140</td>
</tr>
<tr>
<td>Off-Campus Training Schools</td>
<td>16</td>
</tr>
<tr>
<td>Office Staff</td>
<td>17</td>
</tr>
<tr>
<td>One Year Curriculum</td>
<td>65</td>
</tr>
<tr>
<td>Orchestra</td>
<td>32</td>
</tr>
<tr>
<td>Organic Evolution</td>
<td>71</td>
</tr>
<tr>
<td>Paw Paw Demonstration School</td>
<td>14</td>
</tr>
<tr>
<td>Penmanship</td>
<td>123</td>
</tr>
<tr>
<td>Physical Education, equipment for</td>
<td>31</td>
</tr>
<tr>
<td>Physical Education for Men, description of courses</td>
<td>57, 58</td>
</tr>
<tr>
<td>Physical Education for Women Curriculum</td>
<td>123</td>
</tr>
<tr>
<td>Physical Education for Women, description of courses</td>
<td>59</td>
</tr>
<tr>
<td>Physics, description of courses</td>
<td>132</td>
</tr>
<tr>
<td>Physics, equipment for</td>
<td>27</td>
</tr>
<tr>
<td>Physiology</td>
<td>72</td>
</tr>
<tr>
<td>Players</td>
<td>33</td>
</tr>
<tr>
<td>Playground Organization</td>
<td>131</td>
</tr>
<tr>
<td>Political Science</td>
<td>100</td>
</tr>
<tr>
<td>Portage Demonstration School</td>
<td>15</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>29, 138</td>
</tr>
<tr>
<td>Principles of Teaching</td>
<td>82, 135</td>
</tr>
<tr>
<td>Professional Training, requirements for</td>
<td>65</td>
</tr>
<tr>
<td>Psychology, description of courses</td>
<td>87</td>
</tr>
<tr>
<td>Psychology, equipment for</td>
<td>27</td>
</tr>
<tr>
<td>Purpose of Western State Teachers College</td>
<td>20</td>
</tr>
<tr>
<td>Radio</td>
<td>134</td>
</tr>
<tr>
<td>Registration, routine of</td>
<td>40</td>
</tr>
<tr>
<td>Remunerative Occupation</td>
<td>36</td>
</tr>
<tr>
<td>Required Professional Training Law</td>
<td>25</td>
</tr>
<tr>
<td>Required Professional Training Curriculum</td>
<td>42</td>
</tr>
<tr>
<td>Residence Requirements</td>
<td>42</td>
</tr>
<tr>
<td>Rhythmic Plays and Singing Games</td>
<td>131</td>
</tr>
<tr>
<td>Richland Demonstration School</td>
<td>16</td>
</tr>
<tr>
<td>Rooms</td>
<td>35</td>
</tr>
<tr>
<td>Rural Education, description of courses</td>
<td>134</td>
</tr>
<tr>
<td>Rural Education, opportunities in field of</td>
<td>24</td>
</tr>
<tr>
<td>Scholarship Funds</td>
<td>36</td>
</tr>
<tr>
<td>Science Building</td>
<td>27</td>
</tr>
<tr>
<td>Science Club</td>
<td>33</td>
</tr>
<tr>
<td>Scouerraft</td>
<td>127, 132</td>
</tr>
<tr>
<td>Second Year Certificate</td>
<td>25, 63</td>
</tr>
<tr>
<td>Senate</td>
<td>32</td>
</tr>
<tr>
<td>Senior High School Curriculum</td>
<td>63</td>
</tr>
<tr>
<td>Short-hand</td>
<td>80</td>
</tr>
<tr>
<td>Social Calendar, 1928-1929</td>
<td>6</td>
</tr>
<tr>
<td>Social Science Club</td>
<td>33</td>
</tr>
<tr>
<td>Sociology</td>
<td>103</td>
</tr>
<tr>
<td>Spanish</td>
<td>118</td>
</tr>
<tr>
<td>Speech</td>
<td>136</td>
</tr>
<tr>
<td>State Board of Education</td>
<td>7</td>
</tr>
<tr>
<td>Student Activities and Organizations</td>
<td>30</td>
</tr>
<tr>
<td>Student Advisers</td>
<td>41</td>
</tr>
<tr>
<td>Student Association</td>
<td>30</td>
</tr>
<tr>
<td>Student Council</td>
<td>30</td>
</tr>
<tr>
<td>Student Services</td>
<td>35</td>
</tr>
<tr>
<td>Student Teaching</td>
<td>140</td>
</tr>
<tr>
<td>Student Welfare</td>
<td>22</td>
</tr>
<tr>
<td>Summary of Enrollment, 1927-1928</td>
<td>21</td>
</tr>
<tr>
<td>Supervision of Student Life</td>
<td>22</td>
</tr>
<tr>
<td>Supervisors</td>
<td>7, 17</td>
</tr>
<tr>
<td>Supervisory and Administrative Work, courses in</td>
<td>24</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>3</td>
</tr>
<tr>
<td>Teaching</td>
<td>138</td>
</tr>
<tr>
<td>Term Hour of Credit, definition of</td>
<td>40</td>
</tr>
<tr>
<td>Third Grade Certificate</td>
<td>25</td>
</tr>
<tr>
<td>Third Year Certificate</td>
<td>43, 64</td>
</tr>
<tr>
<td>Todd Art Collection</td>
<td>22</td>
</tr>
<tr>
<td>Training Department</td>
<td>138</td>
</tr>
<tr>
<td>Training School Building</td>
<td>26</td>
</tr>
<tr>
<td>Training School Facilities</td>
<td>28, 140</td>
</tr>
<tr>
<td>Transfer of Credits</td>
<td>41</td>
</tr>
<tr>
<td>Tribunal</td>
<td>32</td>
</tr>
<tr>
<td>Tuition</td>
<td>35</td>
</tr>
<tr>
<td>Typewriting</td>
<td>80</td>
</tr>
<tr>
<td>Unit of Work, definition of</td>
<td>40</td>
</tr>
<tr>
<td>Vine Street Demonstration School</td>
<td>29</td>
</tr>
<tr>
<td>Vocational Education</td>
<td>84</td>
</tr>
<tr>
<td>W. Club</td>
<td>31</td>
</tr>
<tr>
<td>Western State Teachers College Herald</td>
<td>34</td>
</tr>
<tr>
<td>Wild Life Preserve</td>
<td>22</td>
</tr>
<tr>
<td>Withdrawal from Courses</td>
<td>42</td>
</tr>
<tr>
<td>Women's Clubroom</td>
<td>30</td>
</tr>
<tr>
<td>Women's Gym</td>
<td>27</td>
</tr>
<tr>
<td>Women's League</td>
<td>30</td>
</tr>
<tr>
<td>Zoology</td>
<td>73</td>
</tr>
</tbody>
</table>