1933

Thirtieth Catalog 1933-1934 with Announcements

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THIRTIETH CATALOG
1933 - 1934

with

ANNOUNCEMENTS

for 1934-1935

WESTERN STATE TEACHERS COLLEGE
KALAMAZOO, MICHIGAN

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

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

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

b) Concerning the adjustment of credits—The Registrar.

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

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

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

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

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

h) Other general inquiries—The Registrar.

INFORMATION FOR NEW STUDENTS

A student applying for admission should

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

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

c) Have credits sent in at as early a date as possible.
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CALENDAR ANNOUNCEMENTS
1934-1935

SUMMER SESSION—1934

Monday, June 25 ........................................ Registration of students
Tuesday, June 26 ........................................ Recitations begin
Friday, August 3 ........................................ Summer session ends

FALL TERM—1934

Monday, September 24, 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, December 19 ................................ Fall term ends

WINTER TERM—1935

Monday, January 7 ........................................ Registration of students
Tuesday, January 8 ........................................ Recitations begin
Friday, March 29 .......................................... Winter term ends

SPRING TERM—1935

Monday, April 8 .......................................... Registration of students
Tuesday, April 9 .......................................... Recitations begin
Friday, June 21 ........................................... Spring term ends
Saturday, June 22 ......................................... Alumni Day
Sunday, June 23 ........................................... Baccalaureate address
Monday, June 24 ........................................... Commencement

SUMMER SESSION—1935

Monday, July 1 ........................................... Registration of students
Tuesday, July 2 ........................................... Recitations begin
Friday, August 9 .......................................... Summer session ends

FALL TERM—1935

Monday, September 23, to Wednesday, September 25 .... Freshman Days
Tuesday, September 24 .................................. Registration of freshmen
Wednesday, September 25 ................................ Registration of upper classmen
Thursday, September 26 .................................. Recitations begin
Wednesday, December 18 ................................ Fall term ends
CALENDAR OF ESTABLISHED COLLEGE EVENTS

Fall Term—1934

September 28. Faculty reception for freshmen
September 29. All College party
October 12. All College party
October 27. Homecoming party
November 2. Women's League masquerade
November 10. All College party
November 24. Faculty reception for seniors
December 6. Men's Dinner
December 8. Sophomore reception to freshmen

Winter Term—1935

January 12. All College party
January 19. Freshman party
January 26. J-Hop
February 9. All College party
February 16. Women's League Formal
March 2. All College party
March 8. Rural Progress Day
March 16. All College party

Spring Term—1935

April 13. All College party
April 20. Freshmen reception for sophomores
April 27. Junior-Senior Dinner Dance
May 3. All College party
May 18. All College party
May 20. Children's May Festival
June 8. Senior Prom
June 15. Women's Breakfast
June 21. Senior Class Day
June 22. Alumni Day
June 23. Baccalaureate services
June 24. Commencement
THE STATE BOARD OF EDUCATION

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The Hon. Frank Cody .............................................. Vice President
The Hon. Paul F. Voelker ........................................ Secretary
Mrs. Earl F. Wilson .............................................. Member

THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Dr. Paul F. Voelker

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Paul V. Sangren, Ph.D. ........................................ Dean of Administration
John C. Hoekje, A. B. ........................................ Registrar
Bertha S. Davis .................................................... Dean of Women
Ray C. Pellett, A. M. ............................................ Dean of Men
Frank E. Ellsworth, A. M. .................................... Director of Training Schools
THE FACULTY

The Department of Agriculture

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

The Department of Art

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

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

Hazel I. Paden, B.S.
B.S., Massachusetts School of Arts; Massachusetts Normal Art School; Boston University; Cornish School of Art; University of Oregon.

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

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

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

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

MERRILL R. WISEMAN, M.S.P.H.
A.B., Ohio Northern University; M.S.P.H., University of Michigan; Ohio University; Cornell University.

The Department of Biology

LESLIE A. KENOYER, Ph.D.
A.B., Campbell College; A.M., University of Kansas; Ph.D., The University of Chicago; Ph.D., Iowa State College.

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

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

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

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

MERRILL R. WISEMAN, M.S.P.H.
A.B., Ohio Northern University; M.S.P.H., University of Michigan; Ohio University; Cornell University.

The Department of Chemistry

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

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

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

EUGENE D. PENNELL, A.B.
A.B., Western State Teachers College; Ferris Institute; University of Michigan.

EMMAWatson, B.S.
B.S., Teachers College, Columbia University; Cleary Business College; Michigan State Normal College; Gregg School; University of California.

The Department of Education and Psychology

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

JANE A. BLACKBURN, A.M.

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

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

WILLIAM HALNON, Ph.D.
A.B., Dublin College, Dublin, Ireland; Ph.D., Indiana University; Trinity College, Dublin, Ireland; Platteville State Teachers College.

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

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

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

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

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

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

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

BESS L. STINSON, A.M.
B.S., A.M., George Peabody College for Teachers.

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

ELMER H. WILDS, Ed.D.

The Department of English

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

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

EDIT M. EITCHER, A.M.
A.B., Morningside College; A.M., Columbia University; University of Iowa; The University of Chicago; Oxford University.

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

*LORENA M. GARY, A.B.
A.B., Western State Teachers College; The University of Chicago; University of Michigan.

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

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

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

LUCILLE A. NOBBS, A.M.
A.B., Kalamazoo College; A.M., University of Michigan; The University of Chicago; University of Jena.

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

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

RUTH G. VANHORN, A.M.
A.B., A.M., University of Michigan; Bread Loaf School of English; Western State Teachers College.

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

The Department of Geography and Geology

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

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

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

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

The Department of Handwriting

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

The Department of Health

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

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

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

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

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

*FRANCES E. WALTON, A.M.
A.B., University of Omaha; A.M., Teachers College, Columbia University; Iowa State Teachers College; Iowa State College; Washington University, St. Louis.

The Department of Languages

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

JUANITA M. BOYS, A.M.
A.B., Indiana University; A.M., Columbia University.

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

M. AMELIA HOCKENBERRY, A.B.
A.B., Wellesley College; University of Bordeaux; French Summer School, Middlebury, Vermont; Radcliffe College; University of California.

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

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

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

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

MARION TAMIN, A.M.
Ph.B., The University of Chicago; A.M., Teachers College, Columbia University; Université de Caen; Carthage College.

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

The Department of Manual Arts

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

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

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

DON O. PULLIN, A.M.
B.S., Detroit Teachers College; A.M., Teachers College, Columbia University; Western State Teachers College.
Elmer C. Weaver, A.M.
B.S., A.M., Teachers College, Columbia University.

Edward R. Woods, B.S.
B.S., Western State Teachers College; Michigan State Normal College; Armour Institute of Technology; University of Wisconsin; Teachers College, Columbia University.

The Department of Mathematics

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

Hugh M. Ackley, A.M.
A.B., A.M., Olivet College; The University of Chicago; University of Minnesota.

Grover C. Bartoo, A.M.
A.B., A.M., University of Michigan; Genesee Normal School.

Harold Blair, A.M.
A.B., A.M., University of Michigan; Ferris Institute.

William H. Cain, A.M.
A.B., University of Michigan; A.M., Teachers College, Columbia University; Indiana State Teachers College, Indiana University.

*Pearl L. Ford, A.B.
A.B., Western State Teachers College.

The Department of Music

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

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

Leott C. Britton, B.S.
B.S., Western State Teachers College; University of Pennsylvania; Vineland Training School, New Jersey; Columbia University; Northwestern University.

H. Glenn Henderson
Michigan Conservatory of Music; American Conservatory of Music; Chicago Musical College; Student in Paris with Guilmant and Moszkowski.

Dorothea S. Snyder, A.B.
A.B., Western State Teachers College; Chicago Musical College, Columbia University.

The Department of Physical Education for Men

Judson A. Hyames, A.M.
A.B., Western State Teachers College; A.M., University of Michigan; Michigan State Normal College.

Mitchell J. Gary, B.S.
B.S., University of Minnesota.

John W. Gill, A.B.
A.B., Western State Teachers College; Detroit Teachers College.

Charles H. Maher, A.B.
A.B., Western State Teachers College.

Herbert W. Read, A.B.
A.B., Western State Teachers College; University of Michigan.

J. Towner Smith, B.S.
B.S., 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; University of Wisconsin; Teachers College, Columbia University.

MARY BOTTJE, A.B.
A.B., Western State Teachers College; University of Wisconsin; University of Michigan.

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

DORIS A. HUSSEY, B.S.
B.S., Western State Teachers College; Sargent School for Physical Education; University of Wisconsin.

MARION A. SPALDING, A.M.
A.B., Western State Teachers College; A.M., Teachers College, Columbia University.

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

KATHERINE THIELEN, M.S.
R.S., University of Iowa; M.S., University of Wisconsin.

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

The Department of Physics

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

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

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

The Department of Rural Education

WILLIAM MCKINLEY ROBINSON, A.M.
B.S., Hiram College; A.M., Teachers College, Columbia University; Michigan State Normal College; State Teachers College, Bowling Green, Ohio; The University of Chicago.

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

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

The Department of Social Sciences

SMITH BURNHAM, LL.D.
Ph.B., A.M., LL.D, Albion College; Harvard University; The University of Chicago; University of Pennsylvania.

ELIZABETH L. BARBOUR, A.M.
A.B., Wellesley College; A.M., Columbia University.

*DELLA B. BARNETT, A.M.
A.B., Grinnell College; A.M., The University of Chicago; The Institute of Politics, Williamstown, Mass.

HOWARD F. BIGELOW, A.M.
A.B., Wesleyan University; A.M., Harvard University; Kalamazoo College; University of Michigan; Western State Teachers College.
MARGARET E. BURNHAM, A.M.
A.B., A.M., University of Michigan; State Normal School, West Chester, Pennsylvania; Teachers College, Columbia University.

*LEONARD C. KERCHER, A.M.
A.B., A.M., University of Michigan; Western State Teachers College.

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

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

ROBERT R. RUSSEL, Ph.D.
A.B., McPherson College; A.M., University of Kansas; Ph.D., University of California; London School of Economics.

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

GRACE E. SEEKELL, A.B.
A.B., University of Michigan; Teachers College, Columbia University.

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

CHARLES R. STARRING, A.M.
A.B., A.M., Columbia University; Western State Teachers College.

WALTER A. TERPENNING, Ph.D.
A.B., Kalamazoo College; Ph.D., University of Michigan; Y. M. C. A. Training School at Geneva.

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

The Department of Speech

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

DOROTHY M. ECCLES, A.B.
A.B., Western State Teachers College; Northwestern 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; Bread Loaf School of English; Chicago Art Theatre; Middlebury College; School of Speech, Oxford, England; Wharf School of the Theatre, Provincetown, Massachusetts; Tamara Daykarkanova School of Make-Up.

The Campus Training School

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

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

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

ISABEL CRANE, B.S.
B.S., Battle Creek College; Eau Claire State Teachers College, Wisconsin; University of Wisconsin; Teachers College, Columbia University.
MARY P. DOTY, B.Mus.
B.Mus., University of Michigan; Western State Teachers College; Teachers College, Columbia University.

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

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

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

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

GRACE E. SEEKELL, A.B.
A.B., University of Michigan; Teachers College, Columbia University.

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

BESS L. STINSON, A.M.
B.S., A.M., George Peabody College for Teachers.

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

FRANCES M. THOMPSON, A.M.
B.S., A.M., George Peabody College for Teachers; Teachers College, Columbia University.

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

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

EDWARD R. WOODS, B.S.
B.S., Western State Teachers College; Michigan State Normal College; Armour Institute of Technology; University of Wisconsin; Teachers College, Columbia University.

The Hurd One-Teacher Rural Training School

GRACE L. BUTLER, B.S.
B.S., Wester State Teachers College; Teachers College, Columbia University.

The Paw Paw Training School

ORIN W. KAYE, A.M. (Superintendent).
A.B., Olivet College; A.M., Teachers College, Columbia University; The University of Chicago; Harvard University; University of Michigan.

EULAH R. ACREE, A.M.
B.S., University of Kentucky; A.M., Teachers College, Columbia University; Eastern State Teachers College, Kentucky; University of Tennessee.

MAUDE W. ARTHUR, A.M.
A.B., Iowa State Teachers College; A.M., Columbia University.

BESS W. BAKER, A.M.
Ph.B., The University of Chicago; A.M., University of Michigan; Western State Teachers College.
AMELIA BAUGH, A.M.
B.S., A.M., Columbia University; Nebraska State Teachers College; The University of Chicago; University of California; University of Montana.

MILDRED G. CAMPBELL, A.B.
A.B., Western State Teachers College; Columbia University.

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

HELEN M. COOPER, A.M.
B.S., A.M., Teachers College, Columbia University; Indiana State Normal.

M. LOUISE COOPER, B.S.
B.S., Columbia University; Indiana State Teachers College.

BRYAN EMMERT, Ph.B.
Ph.B., The University of Chicago; University of Wisconsin; Nebraska State Teachers College.

ROBERTA M. HEMINGWAY, B.S.
B.S., Teachers College, Columbia University; Michigan State Normal College; University of Colorado; University of Wisconsin.

MARY A. KEEFE, A.M.
A.B., A.M., University of Minnesota; The University of Chicago.

CARL V. LINDEMAN, M.S.
B.S., Highland Park College; A.B., Des Moines University; M.S., Iowa State College of Agriculture and Mechanic Arts; University of Wyoming.

LESTER R. LINDQUIST, B.S.E.
B.S.E., University of Michigan; Baker's Business College; Central State Teachers College.

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

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

ESTHER D. NYLAND, A.M.
A.B., A.M., University of Michigan; Western State Teachers College; University of California.

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

ANNA C. ORCUTT, A.M.
A.B., A.M., Western Reserve University; Oberlin College and Conservatory of Music; New England Conservatory of Music; Michigan State Normal College; Terre Haute Teachers College; The University of Chicago.

EARL K. PECKHAM, A.M.
A.B., Wesleyan University; A.M., Columbia University; University of Michigan; Middlebury College.

EDSON V. ROOT, A.B.
A.B., Western State Teachers College; Michigan State Normal College; Ferris Institute; University of Michigan.

ARTHUR E. SE CORD, A.M.
A.B., Western State Teachers College; A.M., University of Michigan.

MARY A. SIMMONS, A.M.
B.S., A.M., Columbia University; Michigan State Normal College; Western State Teachers College; Battle Creek College.

MARION A. SPALDING, A.M.
A.B., Western State Teachers College; A.M., Teachers College, Columbia University.

CLELLA STUFFT, A.M.
A.B., University of Nebraska; A.M., Teachers College, Columbia University; The University of Chicago; University of Oregon.
ESTHER H. SWANSON, A.M.
B.S., University of Kansas; A.M., Columbia University; Colorado State Teachers College; Vineland Training School, New Jersey; Kansas State Teachers College; University of Minnesota.

EDWIN O. VAUGHN, A.M.
A.B., Michigan State Normal College; A.M., Teachers College, Columbia University; The University of Chicago.

JEAN VIS, A.M.
A.B., Michigan State Normal College; A.M., University of Michigan.

The Portage Consolidated Training School

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

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

P. J. DUNN, A.M.
B.S., Michigan State College; A.M., University of Michigan; Central State Teachers College.

SIGRID ENGELUND, A.M.
B.S., Kansas State Teachers College; A.M., Teachers College, Columbia University; University of Colorado; University of Kansas; The University of Chicago.

ESTHER FLETCHER
National College of Education; Teachers College, Columbia University.

MARIAN I. HALL, Ph.B.
Ph.B., The University of Chicago; Western State Teachers College; Columbia University.

CONSTANCE L. HERBST, A.M.
B.S., University of Pennsylvania; A.M., Columbia University; Philadelphia Normal School; Pennsylvania State College.

DOROTHEA M. LINDENAU, A.B.
A.B., Indiana University; The University of Chicago; University of Michigan; Teachers College, Columbia University.

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

ELOISE MCCORKLE, A.M.
B.S., A.M., George Peabody College; Galloway College, Arkansas; Florence Normal School, Alabama; Cornell University.

LELA M. McDOWELL, Ph.B.
Ph.B., The University of Chicago; Western State Teachers College; Teachers College, Columbia University.

ANN S. PEARSON, Ph.B.
Ph.B., The University of Chicago; Michigan State Normal College; Teachers College, Columbia University.

LENA REXINGER, A.M.
B.S., George Peabody College for Teachers; A.M., Teachers College, Columbia University; Arkansas State Teachers College.

EMMA L. RICHARDS, B.S.
B.S., University of Minnesota; Northern State Teachers College, Marquette, Michigan; Valley City Teachers College, North Dakota; Milwaukee Teachers College; Teachers College, Columbia University.

MARION A. SPALDING, A.M.
A.B., Western State Teachers College; A.M., Teachers College, Columbia University.

CATHERINE D. WILKERSON, A.M.
B.S., Central Missouri State Teachers College; A.M., Teachers College, Columbia University; University of Kansas; Missouri Valley College; University of California.
The Richland Township Unit Training School

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

JAMES E. BANE, B.S.
B.S., Teachers College, Columbia University; Washington and Lee University; Johns Hopkins University; The University of Chicago; University of Michigan.

LOUISE B. CORNISH, A.M.
B.S., A.M., Teachers College, Columbia University; New York State Agricultural College; State Normal School, Cortland, New York; Cornell University.

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

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

RUSSELL R. NELLIST, M.S.
B.S., Michigan State College; M.S., Cornell University; Western State Teachers College; University of Michigan.

LORENA M. PURDY, A.B.
A.B., Western State Teachers College.

EULA L. RETHORN, A.M.
B.S., University of Illinois; A.M., Columbia University; Illinois State Normal University; The University of Chicago.

GRACE E. TYETJE, A.M.
B.S., A.M., George Peabody College; Silliman College, Louisiana; State Teachers College, East Radford, Virginia.

ALMA E. WYCKOFF, A.M.
B.S., Central Missouri State Teachers College; A.M., Teachers College, Columbia University.

The Western State High School

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

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

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

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

AMELIA F. BISCOMB, A.B.
A.B., Kalamazoo College; Michigan State College; University of Michigan.
LEOTI C. BRITTON, B.S.
B.S., Western State Teachers College; University of Pennsylvania; Vineland Training School, New Jersey; Columbia University; Northwestern University

MARGARET E. BURNHAM, A.M.
A.B., A.M., University of Michigan; State Normal School, West Chester, Pennsylvania; Teachers College, Columbia University.

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

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

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

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

DORIS A. HUSSEY, B.S.
B.S., Western State Teachers College; Sargent School for Physical Education; University of Wisconsin.

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

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

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

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

HAZEL I. PADEN, B.S.
B.S., Massachusetts School of Art; Massachusetts Normal Art School; Boston University; Cornish School of Art; University of Oregon.

EUGENE D. PENNELL, A. B.
A.B., Western State Teachers College; Ferris Institute; University of Michigan.

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

J. TOWNER SMITH, B.S.
B.S., Western State Teachers College.

CHARLES R. STARRING, A.M.
A.B., A.M., Columbia University; Western State Teachers College.

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

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

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

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

EMMA WATSON, B.S.
B.S., Teachers College, Columbia University; Cleary Business College; Michigan State Normal College; Gregg School; University of California.

ELMER C. WEAVER, A.M.
B.S., A.M., Teachers College, Columbia University.
MYRTLE WINDSOR, A.B.
A.B., University of Michigan; Western Reserve University; The University of Chicago.

MERRILL R. WISEMAN, M.S.P.H.
A.B., Ohio Northern University; M.S.P.H., University of Michigan; Ohio University; Cornell University.

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

The Alumni Secretary

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

The Library

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

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

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

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

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

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

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

*Absent on leave 1933-1934.
THE OFFICES, ETC.

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

THE FACULTY COUNCIL

1. Members elected
   Terms expire May, 1937
   Robinson, Starring, Steinway.
   Terms expire May, 1936
   F. Moore, McCracken, Steele.
   Terms expire May, 1935
   Harrison, Kraft, Sprau.

2. Members appointed
   Terms expire May, 1935
   Ackley, Kercher, Scott.

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

## Year 1934-1935

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<thead>
<tr>
<th>COMMITTEE</th>
<th>PERSONNEL</th>
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<tbody>
<tr>
<td>1. Appointment</td>
<td>Ellsworth, Brown, Cooper, Davis, Evans, Hilliard, Mason, F. Moore, Pellett, Robinson, Spindler.</td>
</tr>
<tr>
<td>2. Assemblies</td>
<td>Spindler, Brown, Hoekje, McCracken, Maybee, Shaw, Siedschlag, and two students named by the Student Council.</td>
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<td>3. Athlete Board</td>
<td>Hoekje, Corbus, Dunham, Huff, Hyames, and four students ex-officio.</td>
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<tr>
<td>5. Curricula</td>
<td>Sangren, Berry, Ellsworth, Hoekje, Robinson, Seekell, Shilling, Spindler, Steele.</td>
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<thead>
<tr>
<th>Curriculum</th>
<th>Freshmen</th>
<th>Upper Classmen</th>
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<tr>
<td>Art</td>
<td>Siedschlag</td>
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<td>F. Moore</td>
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<tr>
<td>Early Elementary</td>
<td>Blackburn</td>
<td>Phillips</td>
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<tr>
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<td>M. Moore</td>
<td>Schumacher</td>
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<td>Wilde</td>
<td>Rawlinson</td>
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<tr>
<td>Later Elementary</td>
<td>Mason</td>
<td>Argabright</td>
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<tr>
<td>Manual Arts</td>
<td>Sherwood</td>
<td>Sherwood</td>
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<tr>
<td>Music</td>
<td>Maybee</td>
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<tr>
<td>Physical Education—Men</td>
<td>Hyames</td>
<td>Read</td>
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<tr>
<td>Physical Education—Women</td>
<td>Worner</td>
<td>Hussey</td>
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<tr>
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<td>Robinson</td>
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<td>Senior High School</td>
<td>Cook</td>
<td>Hilliard</td>
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<tr>
<td>Unclassified</td>
<td>Ellis</td>
<td>Bartoo</td>
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<th>7. Curricula Enrollers</th>
<th>Curriculum</th>
<th>Enroller</th>
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<tr>
<td>Art</td>
<td>Siedschlag, Anderson</td>
<td>Moore, Pennell</td>
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<tr>
<td>Business Administration</td>
<td>Pennell, Watson</td>
<td>Blackburn, Phillips, Seekell, Stinson</td>
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<tr>
<td>Commerce</td>
<td>Blackburn</td>
<td>Phillips, Seekell, Stinson</td>
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<tr>
<td>Early Elementary</td>
<td>M. Moore, Schumacher</td>
<td>Wilde, Berry, Brown, Ford, L. Gary, Tamin</td>
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<td>Mason, Argabright, Barbour, Boswell, Henry</td>
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<td>Sherwood, Huff, Weaver</td>
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<td>Read</td>
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<td>Sherwood, Read</td>
<td>Maybee, Britton, Snyder</td>
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<td>Manual Arts and Physical Education</td>
<td>Hyames, Gary, Reid</td>
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<td>Music</td>
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<tr>
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<td>Hyames, Gary, Reid</td>
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<td>Physical Education—Women</td>
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<td>Robinson, E. Burnham, Evans</td>
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<td>Senior High School</td>
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<td>Special Education</td>
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<td>8. Extra Studies and Scholarship</td>
<td>Hoekje, Carter, Davis, Pellett, Spindler</td>
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<td>9. Friendship</td>
<td>Argabright, Cooper, Mason, M. Moore</td>
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<td>10. General Advisory</td>
<td>Sangren, Ellsworth, McCracken, Spindler</td>
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<tr>
<td>11. Graduate Scholarships and Fellowships</td>
<td>S. Burnham, Everett, Kraft, Scott, Sprau</td>
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<tr>
<td>15. Student Organizations</td>
<td>Y.M.C.A.—Cooper, Hyames, Starring</td>
<td></td>
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<tr>
<td></td>
<td>Y.W.C.A.—Gish, Wilson</td>
<td></td>
</tr>
</tbody>
</table>

N.B. In each case the person whose name appears first is the chairman of the committee.
GENERAL INFORMATION

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.

This college 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, this college aims to send into the profession teachers physically fit for their task. Courses of study are planned with the purpose of developing an appreciation of thorough scholarship by introducing students to the best in thought and life, and at the same time giving as thorough knowledge of the various branches of study as possible in the time devoted to the work. A high professional spirit is fostered through study of the principles underlying the teaching process, and by providing ample opportunity for prospective teachers to become acquainted with children, to observe them in the classroom, and to teach them under supervision in the varied system of training schools connected with the college. Opportunity for the development of initiative, self-reliance, and community spirit is found in voluntary participation according to the interest of the student in a wide range of extra-curricular activities. A sane, wholesome social life is encouraged through membership in clubs and attendance at social functions of the college. In all these ways this college aims to develop in its students the essential qualities of the teacher, and as a consequence, to do its part in giving the State of Michigan a body of teachers thoroughly trained for every phase of their work. In a word Western State Teachers College is progressive in educational policy and practice. It fosters a wholesome spirit of democracy. By every means at its command it seeks to keep constantly before its teachers and students that character and service are the highest aims of education and the noblest ideals of life.

HISTORICAL SKETCH

Western State Teachers College was established by an act of the legislature of 1903. The first school year was begun in June, 1904, under the presidency of Dwight B. Waldo. Rented quarters in the city High School and in the Kalamazoo College building housed the school for a year and two summer terms. In 1905 the Administration Building was completed and in 1907 the Gymnasium and a classroom building, connecting the latter with the Administration Building. The 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 $260,000 Men's Gymnasium 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 70 acres.

In the first academic year, 1904-1905, 116 students were enrolled. Ten full time and three part time instructors composed the faculty. In the year 1932-1933 there were 3,200 different students enrolled, and the faculty, including the teaching staffs of the affiliated training schools, totalled 201 persons.

Graduation from an approved high school has always been a prerequisite to admission.
In 1926 the curricula in art, music, commerce, manual arts, home economics, and physical education were lengthened to three years. The conferring of the degree of Bachelor of Arts upon the completion of a four-year curriculum, was authorized in 1917. A curriculum for the degree of Bachelor of Science was formulated in 1925.

Beginning with June 20, 1932, all life-certificate curricula involve four years of training.

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.

LOCATION

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

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

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

SUMMARY OF ENROLLMENT, July 1, 1932—June 30, 1933
(Students of collegiate rank only.)

A. Summer session, 1932 ........................................... 1,449
B. Total fall 1932, winter and spring 1933 ........................ 2,058
C. Grand total ....................................................... 3,507
Names appearing twice ........................................... 307

D. Total number of different students ............................ 3,200

BUILDINGS AND MATERIAL EQUIPMENT

Nine buildings, well adapted to their uses, provide a splendid physical equipment.

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

2. "The Barracks." In the building used as a barracks during the S. A. T. C. days are the Department of Art, the Department of Early Elementary Education, part of the Department of Home Economics, and three classrooms.
Buildings

(Experiments in foods and cookery are in the Administration Building and the Training School.)

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

The library consists of 32,000 volumes, arranged according to the decimal classification, and indexed by a card catalog of the dictionary type. There are 60 complete files of periodicals. 328 periodicals and 12 newspapers were subscribed for during the current year. (Students are also generously accorded the services of the efficient staff of the Kalamazoo Public Library and the use of its collection of 75,000 volumes).

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

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

5. The Men's Gymnasium was erected in 1925. Its size and equipment make possible adequate training of varsity basketball and indoor track teams, the preparation of physical directors and athletic coaches, and the carrying out of an intramural program of physical education and competitive sports during the winter 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 intramural purposes, a fourteen-lap running track, a vaulting and jumping pit on the main floor; two handball courts and a dirt floor area for the training of hurdlers, shot putters, and vaulters; and for the early work of the baseball battery men; exercise rooms, wrestling and boxing rooms, and equipment for callisthenic apparatus work. There are also offices, classrooms, and adequate locker rooms.

6. The Science Building.

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

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

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

(Students of nature study have for their use the college botanical gardens, stocked with many sorts of wild and cultivated plants. There are pens of domesticated animals and a house especially designed for bird observation. The fifty-acre wild-life preserve and other places in the neighborhood are the objectives of field excursions).
The Department of Chemistry has laboratory supplies and equipment for four years of undergraduate work. These include some special equipment for lecture demonstrations, courses in physical chemistry, and advanced analysis, an automatic thermostat, and an electric combustion furnace.

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

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

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

The Department of Geography and Geology. The equipment includes a file of the United States topographic maps; a collection of the United States Geological Survey folios; a collection of foreign topographic maps; rainfall, vegetation, physical, political, population, and economic maps; collections of rocks, minerals, and fossils; meteorological instruments; and a balopticon with several hundred slides.

The Department of Physics. This department has two lecture rooms, two well equipped laboratories for general physics, a laboratory for electrical measurements and experimental work in radio, a dark room for photometric, spectroscopic, and photographic work, and a shop and stock rooms.

The laboratories are adequate for experimental work in all phases of general physics. Precision instruments and precision standards are available for use in the courses in electricity and electrical measurements. An experimental radio receiver and transmitter are maintained for the study of radio problems. In these laboratories the student has ample opportunity to become familiar with the manipulation and operation of modern high-grade apparatus.

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

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

Training Schools

The Training Schools of Western State Teachers College represent one of the most complete systems in the United States. They include a wide range of typical schools—a one-room rural school, a consolidated school, a township-unit school, a large village school, and a city graded school and a high school (Campus)—thus approximating the types of schools students expect to work in after graduation. These schools give the student an opportunity for practice teaching in special subjects, and in any grade desired from the kindergarten to the twelfth grade inclusive. Transportation to the outlying schools is afforded by the Teachers College busses.

The Campus Training School includes a kindergarten, a room each for grades one to eight, a library, a gymnasium, and special rooms for art, music and home economics. The grade rooms center about an open light-well forming a rotunda, with a stage for assemblies. Enrollment is by application; new pupils are accepted from a waiting list when vacancies occur. Owing to the large demand for admission, only pupils of normal grade-age are accepted; no room for retarded pupils is maintained on the campus.

The Campus High School is a typical four-year high school and a member of the North Central Association. The general assembly room and offices are
ADMISSION

on the second floor of the Administration Building. (See separate catalog for the High School.)

The Hurd One-Teacher Rural School out 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 Paw Paw Large-Village School is one of the best of its kind. Western State Teachers College and the Paw Paw Board of Education aim to make this school a progressive one in every particular. All elementary grades, junior and senior high schools, and special departments are included, and the best types of modern equipment are exemplified. There are at present twenty-seven faculty members.

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

The Richland Township Unit School, a twelve-teacher school, has a building and facilities similar to those of the Portage school above described. It is organized on the six-six plan.

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

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

ADMISSION

Students may enroll at the opening of any term.

CREDENTIALS SHOULD BE SENT IN ADVANCE

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

A copy of Entrance Credentials can be secured from the high school principal.

ENTRANCE WITH ADVANCED CREDITS

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

Entrance Tests

Standard intelligence and achievement tests are required of each student upon entrance. This applies not only to freshmen but to upper classmen as well. The results of these tests are not used as a part of the entrance qualifications but are of service in advising students relative to their scholastic work. Credits will be withheld from students for whom there is no record of such entrance tests taken at this institution.
ENTRANCE REQUIREMENTS

“1. Admission on Certificate
(Effective September, 1928)

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

I. Prescribed Units.²

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language³</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td></td>
</tr>
<tr>
<td>(Physics, Chemistry, Botany, or Zoology)</td>
<td>1</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>1</td>
</tr>
</tbody>
</table>

II. Additional Units from List A

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botany, ½ or 1 unit</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry, 1 unit</td>
<td></td>
</tr>
<tr>
<td>Economics, ½ unit</td>
<td></td>
</tr>
<tr>
<td>English, 3 or 4 units</td>
<td></td>
</tr>
<tr>
<td>French, 2, 3, or 4 units</td>
<td></td>
</tr>
<tr>
<td>Geology, ½ unit</td>
<td></td>
</tr>
<tr>
<td>Geometry, 1 or 1½ units</td>
<td></td>
</tr>
<tr>
<td>German, 2, 3, or 4 units</td>
<td></td>
</tr>
</tbody>
</table>

III. Additional Units from List A or B

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek, 2 or 3 units</td>
<td></td>
</tr>
<tr>
<td>History, 1, 2, or 3 units</td>
<td></td>
</tr>
<tr>
<td>Latin, 2, 3, or 4 units</td>
<td></td>
</tr>
<tr>
<td>Physics, 1 unit</td>
<td></td>
</tr>
<tr>
<td>Physiography, ½ or 1 unit</td>
<td></td>
</tr>
<tr>
<td>Physiology, ½ unit</td>
<td></td>
</tr>
<tr>
<td>Spanish, 2, 3, or 4 units</td>
<td></td>
</tr>
<tr>
<td>Trigonometry, ½ unit</td>
<td></td>
</tr>
<tr>
<td>Zoology, ½ or 1 unit</td>
<td></td>
</tr>
</tbody>
</table>

List A

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

Note:

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

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

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

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

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

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

3. Admission by Examination

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

FRESHMAN DAYS, 1934
(Monday, September 24, 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. Through a diversity of social functions, acquaintances are made, friendships begun, and a sense of class unity developed.

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

REGISTRATION, CREDITS, ETC.

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.

ADVISORY SYSTEM

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

Required departmental advising for seniors and juniors was begun in November, 1933.
CREDIT RELATIONS WITH OTHER 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 graduate schools is granted to students completing a four-year curriculum who have made their elections of courses conform to the requirements of such schools. Western State Teachers College is a member of the American Association of Teachers Colleges and of the North Central Association.

GENERAL INSTRUCTIONS FOR ENROLLMENT

Before the beginning of each 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 OF STUDENTS
(Effective January 1, 1932)

Students at Western State Teachers College are classified officially as follows:
- First Year—Students credited with 0—45 term hours incl.
- Second Year—Students credited with 45—90 term hours incl.
- Third Year—Students credited with 90—138 term hours incl.
- Fourth Year—Students credited with more than 138 term hours.

The above classification relates to eligibility for participation:
- a. In class activities
- b. As officers
- c. In social affairs

CLASS LOAD (Standard)

Sixteen term hours of work in addition to physical education is a standard student class load. As all courses do not give 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 Studies Committee. Physical Education and Library Methods 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 Studies Committee, filling out the same, and filing the application with the chairman of the committee. Only in exceptional cases is permission granted to carry extra studies during the first term in residence.

MARKING SYSTEM

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

Grades are indicated by letters, to each of which is given a certain value in "honor points."
The mark of I means that the student has not finished the work of the course, because of illness, unsatisfactory work, or some other cause, and that he may be given opportunity to complete it. It'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.

STANDARD FOR GRADUATION (Honor Points)

The minimum number of honor points required of each student for graduation equals the number of four term hour subjects carried. (Normally a student in a three-year curriculum carries 36 subjects. He should earn at least 36 honor points. If he should fail in one subject, he would need to earn 37 honor points; if he should fail in three subjects, he would need to earn 39 hour points.)

COURSE NUMBERS—SIGNIFICANCE OF

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.

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

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

CREDIT IN TERM HOURS

The unit of credit is the term hour and the number of term hours credit given for a course generally indicates the number of class periods a week. Classes which meet one hour a week for one regular term will be given 1 term hour of credit.

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

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

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

A minimum of 144 term hours of credit is required 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.

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

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

The mark of W will be given only when the Registrar issues an Official Drop Slip. It a student withdraws from a class without the Registrar’s permission, a mark of E (Failure) will be given.

HIGH SCHOLARSHIP LIST

To have his name placed on the High Scholarship List for the term a Freshman must have earned at least 10⅔ honor points; and an upper classman, at least 10⅔ honor points. No grade below B may be counted. Not more than five term hours of B credit may be counted. Grades for non-credit courses (Library Methods, Physical Education, etc.) are not to be considered.

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

1. A maximum of four term hours of academic credit annually is given for one year’s regular participation in each of the following activities: Band, Debate, Glee Club, and Orchestra.
2. Twelve term hours of academic credit is the maximum allowed for participation in any one of the four activities indicated.
3. A grand total of not to exceed twenty-four term hours of academic credit is allowed for participation in the four activities noted.
4. Participation in Band may be substituted for physical-education credit. In such cases a maximum of two physical-education exemptions will be given for the first year of membership in the Band, and a maximum of three physical-education exemptions for membership during a succeeding year.

DEGREES AND CERTIFICATES

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

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

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

1. The Degree of Bachelor of Arts.
2. The Degree of Bachelor of Science.
4. The Five Year Certificate, valid for five years in the Public Schools of Michigan (See Note 1, p. 36).

ACADEMIC AND RESIDENT REQUIREMENTS

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

**IMPORTANT NOTICE**

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

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

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

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

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

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

- Introductory Psychology .................. 4 term hours
- Practice Teaching ......................... 4 " "
- Teachers' Art ........................................... 4 " "
- Music ................................................. 4 " "
- Arithmetic ......................................... 4 " "
- Agriculture ....................................... 4 " "
- Psychology of Reading ...................... 4 " "
- Grammar (English elective) ............... 4 " "
- U. S. History ...................................... 4 " "
- Geography (elective) ....................... 4 " "

Total term hours: 40

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

EXPENSES

FEES

Tuition Fees

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

For non-residents of Michigan, $20.00 for each regular term of twelve weeks and $10.00 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 teachers colleges may not have county normals.

Miscellaneous Fees

A fee of $8.50 is collected each term for the support of student activities, health service, library purposes, and subscription to the Teachers College Herald.

A student for whom no identification photo is on file pays an additional 25c when such photo is taken.

Graduation Fees

- 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 will be charged an additional fee of $2.00.

Refund

No refund of fees will be made after the first week of a term.
ESTIMATE OF EXPENSES

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room (one-half the rent of a double room)</td>
<td>$24.00 to $36.00</td>
</tr>
<tr>
<td>Board</td>
<td>54.00 to 72.00</td>
</tr>
<tr>
<td>Laundry</td>
<td>0.00 to 10.00</td>
</tr>
<tr>
<td>Textbooks and supplies</td>
<td>15.00 to 25.00</td>
</tr>
<tr>
<td>Incidents</td>
<td>15.00 to 25.00</td>
</tr>
<tr>
<td>Tuition and fees (approximately)</td>
<td>17.50 to 20.00</td>
</tr>
</tbody>
</table>

Total for one term (12 weeks) $125.50 to $188.00

THE CAFETERIA

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

THE CO-OPERATIVE STORE

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

GRADUATE SCHOLARSHIPS AND FELLOWSHIPS

Every capable student who is looking forward to administrative, supervisory, or other special types of educational work should be aware of the fact that graduate study is essential for adequate preparation. Western State Teachers College not only encourages its best students to continue in graduate work but also recommends outstanding students for graduate scholarships and fellowships in the leading universities of the country. Although it is not possible to promise every applicant that he will be able to secure such a fellowship or scholarship, it is true that a student who has made an excellent record and shows promise of an exceptional educational future will have the support of the institution in attempting to secure such assistance. In this connection the particular interests of the student need not be confined to the field of education alone, but may concern any field of academic or vocational study in which he has had ample opportunity to demonstrate his ability in undergraduate work.

The Graduate School of the University of Michigan grants to one of our graduates each year a fellowship carrying a stipend of $450. The student receiving this fellowship is recommended by Western State Teachers College as having met the qualifications described in the previous paragraph. Graduate fellowships and scholarships are available at many other leading universities; applicants for scholarships recommended by Western State Teachers College will receive consideration by the Scholarship Councils of such universities. Interested students should confer with the Committee on Graduate Scholarships and Fellowships of this institution.

In the year 1932-1933 Wayne Humm was granted a fellowship in the Graduate School of the University of Michigan.

SCHOLARSHIP AND MEMORIAL FUNDS

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

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

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

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

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

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. Interest rate of five per cent is charged and notes are given for not to exceed one year. Applications for loans should be made to the Student Loan Fund Committee. The Registrar is chairman.

HOUSING REGULATIONS FOR COLLEGE STUDENTS

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

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

The cost of room and board varies. The cost of single rooms is from $2.00 to $3.00 per week. The cost of double rooms is from $2.00 to $3.00 per week for each person. The cost of board is from $4.50 to $6.00 per week.

Terms vary in length and students should pay for the actual number of weeks in the term. One-half rent is to be paid for the Christmas and spring vacations, unless the room is being vacated.

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

If a student is allowed to move during the year, two weeks' notice will ordinarily be given the matron.

REMUNERATIVE OCCUPATION

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

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

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

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

Upon entrance a student should have available sufficient funds to finance himself at least for one term.

RURAL EDUCATION

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

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

Advanced courses adapted to the needs of those preparing for positions as rural-school administrators—county commissioners, principals, and superintendents—county normal principals and critics, and supervisors and helping teachers, are offered each term.

Two consolidated schools and a one-teacher school provide teaching facilities for students enrolled in the rural department. Affiliation with six typical one-teacher schools—three in Kalamazoo County and three in Van Buren County—furnishes additional laboratory opportunities for advanced students interested in administration and supervision.

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.

BURNHAM RURAL LIFE FUND

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

To meet the growing demand for combination superintendents and agricultural instructors and combination principals and agricultural instructors, who later will complete their degree work and receive Smith Hughes vocational agricultural teaching certificates from Michigan State College, related courses have been organized. Elementary college courses in agriculture have been supplemented with related courses in other departments. These will be of great assistance in smaller high schools where a number of subjects must be taught.

Special attention is being given to content in other courses, so that they will be applicable to the requirements of rural or small-town high-school teachers. Selections are possible so that credits earned in Western State Teachers College may be transferred to Michigan State College and still give a maximum amount of training to teachers in the subjects they may be asked to teach.

THE ALUMNI ASSOCIATION

The Western State Teachers College Alumni Association was organized June 19, 1906, by the graduates of the first two classes of the college. Thirty classes are now associated in the organization with a total membership of more than 12,000. The Alumni Secretary's office is in the Administration Building. In this office information regarding any alumnum or alumna may be obtained. The Kardex filing system is used; it affords an accurate method of referring to the alumni directory.

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

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

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

THE APPOINTMENT BUREAU

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

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

It is preferable that superintendents select teachers as a result of personal interviews with candidates suggested by the committee, but vacancies may be filled satisfactorily through correspondence.

The Bureau likewise aims to afford equally satisfactory replacement service to former graduates qualified for better positions. For superintendents who desire to fill positions requiring a greater degree of maturity and experience, a complete file is kept of alumni, including records of their current teaching experience. Each year a number of former graduates are placed in more responsible positions, in county normal work, and in superintendencies of larger school systems.

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

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

ART COLLECTION

An interesting collection of pictures, porcelains, rare books, and manuscripts, gathered through many years by the late Honorable Albert M. Todd, is on exhibition in the Library Building.

BUREAU OF EDUCATIONAL MEASUREMENT AND RESEARCH

The Bureau of Educational Measurement and Research of Western State Teachers College has been established for a threefold 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 wish to begin testing work, to instruct teachers, to demonstrate the methods of testing, and actually to conduct mental-educational surveys.

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

THE EXTENSION DEPARTMENT

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

Extension courses are open to:

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

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

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

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

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

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

All subjects offered students in extension work, both in class and by correspondence, are equivalent to corresponding subjects in residence, are presented to students in definite assignments, and count regularly 4 term hours each toward a certificate or a degree.

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

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

In all cases application for entrance to courses must be made to the Extension Department on special forms furnished by the department. Correspondence students must enroll with the Extension Department direct.

The schedule of fees follows:

<table>
<thead>
<tr>
<th></th>
<th>Class tuition, per unit of credit</th>
<th>$12.50</th>
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<tbody>
<tr>
<td></td>
<td>On-campus class tuition, per unit of credit</td>
<td>15.00</td>
</tr>
<tr>
<td></td>
<td>Correspondence tuition, per unit of credit</td>
<td>12.50</td>
</tr>
</tbody>
</table>

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 resident requirements.

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

The following information is of special interest to Extension Students:

a. No one should be enrolled for extension work with Western State Teachers College, if he is carrying work of any nature with another educational institution.

b. No one should be enrolled for extension work, if he also is carrying resident work at Western.

c. No one should be enrolled for extension class work and correspondence work simultaneously.

d. No one should be enrolled for more than two extensions courses during a given term.

e. On-campus class enrollment carries resident credit.
HEALTH SERVICE

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

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

The first responsibility must, of necessity, be assumed by the student, and his parents or guardian. A student entering should come with all obvious remedial defects corrected: teeth in good repair; eyes fitted with glasses, if glasses are assuredly needed; menacing tonsils removed or under observation, etc. Further: the budget to meet college needs should include an available fund which can be drawn upon should illness occur or should physical weakness, as so often happens, threaten success of the college course.

The second responsibility involved in the maintenance and improvement of health, rests upon cooperation between student, college, and parents. In this cooperation Western offers the following for a fee of twenty-five cents a term:

1. Medical examinations, at the beginning of each year, are given to all new student. Initial examinations, at times other than those arranged to meet the needs of entrants, can be had for an additional fee of twenty-five cents.
2. Medical consultations, as the year progresses, are arranged for students wishing to confer with physicians.
3. Physical and scholastic loads are adapted to the strength and health of the students.
4. Medical and nursing care are rendered in so far as the college is equipped to give such service. Many minor indispositions and emergencies are considered daily through preventive rather than curative medicine. A prompt reporting of indisposition at the Health Service will aid in arranging for diagnosis of incipient disease.
5. Medical and dental services, through cooperation with many of the professional men of Kalamazoo, are often rendered students, referred from the college, at distinctly advantageous rates.
6. Consultation with home physicians and dentists is encouraged. It is most important that every student when he completes his college course, should be in as perfect physical condition as possible. Health is one of the most important qualifications considered when a position is in question.

THE HERALD

Teachers College Herald, the official weekly publication of the college, is issued each Wednesday. It chronicles the important activities of the college. From time to time, throughout the year, special numbers are issued. These are devoted to art, music, manual arts, home economics, athletics, co-educational activities of a special nature, and other particular college interests. Every student and faculty member is entitled to a copy weekly. The alumni give the paper cordial support.

STUDENT WELFARE

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

Western State Teachers 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.

**KLEINSTUCK WILD LIFE PRESERVE**

In 1922, the late Mrs. Caroline G. Kleinstuck deeded to the State Board of Education nearly fifty acres of woodland and grassland about a mile from the campus, to be used as a wild-life preserve. The preserve is freely used by classes and student groups for instructional and recreational purposes. Projects in forestry are being maintained on the area. The Women's Physical Education Department has built a cottage in the preserve which serves as a base for certain group activities.

**STUDENT ACTIVITIES AND ORGANIZATIONS**

**THE ACADEMY**

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

**THE AGRICULTURE CLUB**

This club is open to those directly interested in problems connected with agriculture. Occasional social meetings are held.

**THE ARTS AND CRAFTS CLUB**

The Arts and Crafts Club affords its members an opportunity to engage in art activities not provided for in the curriculum. It was founded because many students wanted experience in etching, modeling, or handicraft and needed the encouragement and stimulation which come from working with others. The club also provides lectures, demonstrations, and museum excursions. Membership is obtained by submitting meritorious work.

**ASSEMBLY**

Students and members of the faculty meet 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.

**CERCLE FRANCAIS**

The Cercle Francais is designed to create and extend interest in the life and literature of the French people, to encourage conversational French, and to give opportunities for activities not possible in the classroom. All students of French, except first-year students, are eligible. Meetings are held once a month.

**THE CLASSICAL CLUB**

The Classical Club holds monthly meetings. The active members are students in the Latin department; other students, particularly those specializing in art, English, or history, are cordially welcomed as associate members. An opportunity is offered for extending acquaintance with classical subjects, such as the private institutions of the Greeks and the Romans, their religion, art, theatre, and the topography and monuments of Athens and Rome. The programs consist of games, singing, illustrated talks, and the presentation of simple plays.

**COMMERCE CLUB**

This club is the student organization of the Departments of Commerce and Business Administration. Any student of either department may become
a member. The club has for its purpose the promotion of acquaintance and fellowship among the students of these departments and also the consideration of practical current business questions. The programs consist of talks by business men, expert demonstrations of labor-saving machines for the office, reviews of books pertaining to business subjects, occasional social meetings and similar activities. Meetings are held monthly.

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, economic, and social life of rural communities. Opportunity is afforded for parliamentary practice. Frequently addresses are made by members of the faculty and leaders in rural education. The club participates actively in the celebration of Rural Progress Day, an annual event, the chief feature of which is the lecture given by national leaders in the field of rural life. Provision is also made in the club for students to consider elementary research studies in co-operation with the other groups of the Student Section of the American Country Life Association.

Occasionally the club holds a joint meeting with the Michigan State College, Central State Teachers College, and Michigan State Normal College. Delegates are sent annually to the national convention of the American Country Life Association.

DANCE CLUB

The Dance Club is made up of elected members—upperclasswomen who have no grade below C in any subject and no less than B in dancing for the term preceding admittance to the club. An elective class in dancing, which gives Physical Education credit, is given for students not specializing in Physical Education who desire to attain membership. The aims of the organization are to further the study of the art of the dance and to stimulate interest in creative work.

DEBATING

The career of Western State Teachers College in intercollegiate debating, begun in 1921-22, has been increasingly successful. A large number of students are interested in forensic work, and separate squads for men and women are formed every year and trained under faculty direction. From these squads teams are chosen to represent the College in contests with teams of other colleges in Michigan and neighboring states. On several occasions Western's teams have debated visiting teams from foreign countries.

A series of spirited inter-society debates is held each fall for the possession of a loving cup presented by the Kalamazoo Bar Association.

DER DEUTSCHE VEREIN

Der Deutsche Verein is an organization composed of students who have had the equivalent of at least one year of college German. It affords its members the opportunity to make a more informal study of German life, history, and politics and gives them an opportunity for more general practice in the spoken language. The programs consist of lectures, usually with slides and pictures, the presentation of German plays, and German songs and games. Der Deutsche Verein has been affiliated with the Intercollegiate Federation of German Clubs since that organization was formed in 1927.

THE EARLY ELEMENTARY CLUB

Students who have elected work in the Early Elementary Department meet together on the first Tuesday in each month for social, professional, and practical purposes. The club takes a philanthropic interest in the young
children of Kalamazoo and endeavors to promote their welfare through financial contributions at the Thanksgiving and Christmas seasons. Whenever possible, the club aids in bringing to Kalamazoo speakers of note in the early elementary field. An effort is made to have faculty and students meet together in a purely social way; to this end, parties, picnics and banquets are features of the year’s program. The club identifies itself with the Association of Childhood Education through subscription to *Childhood Education* and through a vital first-hand interest in the annual convention of the larger organizations. Early Elementary students will wish to identify themselves with this campus organization; they are assured of a hearty welcome.

**EASTERN STAR CLUB**

The Eastern Star Club was organized the Fall Term of 1923, and has an active membership of about thirty-five women each year. The club is open to all women who are members in good standing of the Order of the Eastern Star.

**EL CIRCULO ESPANOL**

This club was organized in 1927 for the benefit of all students who are taking or have taken Spanish. It seeks to increase their knowledge of Spanish art, music, plays, games, and architecture and to acquaint them with recent developments in the Spanish-speaking countries.

**ELDORADO CLUB**

The Eldorado Club is a group of women students who find especial interest in creative writing. Meetings are held bi-monthly at which time original manuscripts are read and discussed. At the close of the school year, the club publishes a small magazine, as yet in mimeograph form, *Pen Dips*, containing material representative of the writing of that year.

**EXTEMPORE SPEAKING AND ORATORY**

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. To this competitive event, open to all students of the college, has been added a second contest in which only the inexperienced are allowed to participate. Substantial cash prizes and attractive awards are presented to the winners of both contests.

Students interested in oratory find an opportunity to participate in this activity through the contests of the Intercollegiate Peace Association. By means of a local contest a student is chosen annually to represent the College in the state contest.

**THE FORENSIC BOARD**

The Forensic Board, functioning under the authority of the Charter Committee, has charge of debating at Western. Its membership consists of the men’s and women’s debate managers, the two coaches, and representatives from the four debating societies. The Forensic Board supervises all debating activities, intramural and intercollegiate, and encourages debating in general.

**HOME ECONOMICS CLUB**

The Home Economics Club is organized for the purpose of promoting professional interests and good fellowship among the students. Membership is open to any student of the department who is interested and pays a small fee each term. The club is affiliated with the Michigan and American Home Economics Associations. Meetings are held each month during the college year.
HONORARY SOCIETIES

Kappa Delta Pi, Beta Iota Chapter, is a national honor fraternity in Education, in schools of university rank.

To be eligible for membership a student must be a junior or senior in full standing with a scholarship rank among the upper quartile of the college and must show promise of leadership in the teaching field. Membership is by invitation of the chapter, together with faculty recommendations.

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

Tau Kappa Alpha, national honorary forensic fraternity, elects its membership from the men and women whose work in intercollegiate public speaking contests warrants such recognition.

THE INGLIS CLUB

The Inglis Club is an active organization of Western State. Its aim is to have within its membership all students enrolled in the Junior High and Senior High Departments. At its meetings educational and social activities are combined.

INTERNATIONAL RELATIONS CLUB

This organization is composed of students who are interested in the study of national and international affairs. It aims to develop in its members a better understanding of foreign peoples and their problems. It is a national organization affiliated with the Carnegie Foundation. Good scholarship, the recommendation of the faculty of the department of the social sciences, and the approving vote of the society are prerequisite to membership. The semi-monthly meetings are devoted to lectures, discussions, or social diversions.

THE LATER ELEMENTARY CLUB

The Later Elementary Club is composed of students who are enrolled in the Later Elementary curriculum. Social and professional meetings are held. The regular time of meeting is the third Tuesday evening of each month.

THE MANUAL ARTS UNION

The Manual Arts Union is an outgrowth of the Manual Arts Club, organized in 1917. The present organization was perfected in 1928. The purpose of this group is to offer opportunity for individual expression and participation in educational programs of interest to the Department of Manual Arts. Activities include social functions, discussion groups, short trips, and educational gatherings.

MUSICAL ORGANIZATIONS

The Band meets bi-weekly for practice and furnishes music at athletic and other events. Students with a reasonable knowledge of band instruments are eligible to membership. This year the Band has fifty-eight members.

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

The Orchestra of 50 pieces meets twice a week throughout the year and gives concert at various times. All students with a reasonable degree of proficiency on some orchestral instrument are eligible to membership. The opportunity for ensemble work under capable direction is one of which all qualified students should take advantage.
OMEGA DELTA PHI

The Omega Delta Phi fraternity is the newest of the campus forensic organizations. The aim of the organization is to promote sustained interest and active participation in worthwhile college activities through the instrumentalities of the platform and the discussion group. Forensics, fellowship, and service are sought as its ultimate ends.

OTEYOKWA CLUB

The Oteyokwa Club is composed of students from the Upper Peninsula, who have much in common. Its Indian name explains its purpose; the gathering of friends in a strange land.

PHI SIGMA RHO

The Phi Sigma Rho, a men's organization, is the oldest of the College debating societies. Its purpose is to give its members practice in debating and to promote an intelligent and progressive college spirit.

PHYSICAL EDUCATION AND ATHLETICS

Every student is required to participate in some form 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 learned and developed which will be followed after college days are over.

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

Intramural sports constitute a definite part of the physical education program. The following activities are included: for men, basketball, tennis, handball, horseshoe 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 very successful in all phases of intercollegiate 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.

Western has excellent facilities for physical education, two gymnasiums, a swimming pool, eight 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 years specialized courses in physical education.

THE PLAYERS

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

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. The members of each association desire to render all possible service to new students.
THE SENATE

Senate is one of the oldest women's organizations on the campus. It has for its purpose to develop leadership, to increase interest in school activities, and to give a greater appreciation of the fine arts. High scholastic standing and interest in school activities are requirements for its membership.

THE STUDENT ASSOCIATION

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

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

THE STUDENT SCIENCE CLUB

The Student Science Club exists to instill in its members a scientific attitude and a spirit of research. Membership is limited to those students who have elected a year of science or mathematics and maintain high scholarship (B average) in those branches. The members are classified into groups according to the fields of science or mathematics in which their individual major interests lie. The meetings are bi-weekly. One meeting is devoted to a program given by some one of the student groups. The alternate meetings are given over to lectures by faculty members and speakers from outside the school. The programs are open to all students of the College.

THETA CHI DELTA

Theta Chi Delta is a social fraternity, the purposes of which are to develop character, encourage high scholastic achievement, and maintain a spirit of fellowship, organized loyalty, and school spirit. A fraternity house is maintained by the organization at 706 W. South St.

THETA PI ALPHA

Theta Pi Alpha is a new organization of women regularly enrolled at Western State Teachers College. Its primary purpose is the study of contemporary literature and an appreciation of all fine arts; its secondary purpose is the cultivation of friendship and a stimulation of interest in the customs and manners of people of foreign nations. There are scholarship regulations for membership, and candidates for membership must possess individuality and show interest in cultural pursuits.

THE W CLUB

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

The purpose of this organization is the promotion of an appreciation of archery. This club was organized especially for members of the Manual Arts department who will probably be asked to organize a club of this kind in connection with their teaching of woodwork. Membership, however, is open to all those who are interested in this type of activity.

THE WOMEN'S LEAGUE

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

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 college. 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 college hold their meetings here.

WOMEN'S PHYSICAL EDUCATION ASSOCIATION

The Physical Education Association is an active organization for women, with a membership of more than eighty. Bi-monthly meetings are held, some of which are professional, some social. The organization has recently built a cabin on the Kleinstuck Wild Life Preserve on the outskirts of the city. Members may make use of this for picnics and week-end parties. All women of the college who are interested in physical education or allied activities are eligible to membership in the association.
DETAILS OF CURRICULA

General Regulations

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

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

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

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

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

PURPOSE AND CONTROL OF MICHIGAN STATE TEACHERS COLLEGES

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

From time to time the Legislature has also defined the objectives and scope of work of the Teachers Colleges. It has repeatedly declared that the purpose of these institutions "shall be the instruction of persons in the art teaching and in all the various branches pertaining to the public schools of the state of Michigan" [Act 139, P. A. 1850; Act 192 P. A. 1889; Act 51, P. A. 1899]

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

**Objectives and General Scope of Curricula**

"The program of study outlined for the first two years in the curricula of the Michigan State Teachers Colleges is organized to serve, among others, the following purposes:
1. To provide the student with essential factual information; to give him an introduction to methods of thought and work and to provide such opportunities for study and growth as may lead to a well-rounded general education.
2. To prepare the student for undertaking the more advanced and specialized work embraced in the curricula of the third and fourth years of the Teachers Colleges or for more advanced work elsewhere.

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

"The program for the third and fourth years is designed to enable the student
1. To pursue more extensively and intensively courses which acquaint him with fields of his special interest and which broaden his general education.
2. To pursue a curriculum which will give him the knowledge and skills necessary for teaching in a certain field.

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

**Subject Groupings**

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

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

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

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

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

*Group V.* Art; Music.

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

*Group VII.* Physical Education; Health.

**Degree Requirements**

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

*Group I* .......................................................... at least 20 term hours
*Group II* .......................................................... at least 20 term hours
*Group III* .......................................................... at least 20 term hours
*Group IV* .......................................................... at least 24 term hours

English Composition ........................................ at least 9 term hours
"The remaining term hours may be selected from the courses regularly offered by the college, subject to the following restrictions:
1. Not more than 64 term hours may be taken in any one subject.
2. At least \( \frac{2}{3} \) of the work beyond the second year must be in courses not open to first-year students.
3. The student must complete a major subject of at least 36 term hours and at least one minor subject of not less than 24 term hours. (See pages 71, 72). Credits in the required English composition and credits in Education which are required in general on all curricula do not count toward majors and minors.
4. No candidate shall be eligible for the Bachelor's degree who has not done at least 48 term hours of work in residence and who has not been in residence during the term immediately preceding graduation.
5. Courses must be selected so that the requirements in some one of the life certificate curricula are fulfilled. (In certain cases this requirement may be waived).

Degrees

BACHELOR OF ARTS

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

BACHELOR OF SCIENCE

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

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

SPECIAL NOTE

Students, who do not have in mind preparation for teaching, may elect basic courses which provide a general education or which satisfy preliminary requirements for other professional curricula. When such a program of work is carried on for four years and conforms to the degree requirements stated on pages 50 to 52, except the professional requirement in Group IV, the degree of Bachelor of Arts or Bachelor of Science may be granted without the life certificate.

Additional Regulations Governing Students at Western State Teachers College

(1) Before being admitted to the regular program of work of the third year, the student shall have earned at least 12 term hours in each of the Groups I, II, and III. He shall have maintained at least a C average for work already completed and shall give evidence of his fitness for teaching.

(2) All freshmen must carry Rhetoric 104 A, B, C.

(3) All students who expect to receive a degree and life certificate must present at least 12 term hours of credit in rhetoric.

(4) To satisfy the minimum requirements in Groups I, II, and III, the student shall not present a series of isolated courses. On the other hand, to satisfy these minimum requirements in Groups II and III, the student shall not present more than 12 term hours in any one subject.

(5) Not more than a total of 96 term hours of credit from Groups IV, V, VI, and VII may be accepted for either the Bachelor of Arts or the Bachelor of Science degree.
(6) All students who are planning to pursue the regular program of work of the third and fourth years are required to present a credit in General Psychology 200 or its equivalent. This course should be elected by students in residence during the sophomore year.

(7) All students who expect to obtain a degree and life certificate are required to present credits in the following courses: Educational Psychology 203 A, B; Principles of Teaching 230; History of Educational Thought 433; Practice Teaching 301, 302.

(8) A student will not be permitted to carry practice teaching if he is deficient in honor points.

(9) Freshmen must carry physical education for at least two terms. At least three credits in physical education must have been earned by the end of the sophomore year. All candidates for a degree and life certificate must have obtained a credit in library methods and five credits in physical education. In their five terms of physical education, women must include one individual sport and one team sport.

(10) All candidates for the degree and life certificate must have spent at least thirty-six weeks in residence at the college.

(11) The law of Michigan requires every candidate for a certificate or degree to take "a course of six one-hour lectures on the form and functions of our federal and state governments, and of counties, cities, and villages."

THE CURRICULA

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

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

1. Degrees and Life Certificate Curricula

<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>53</td>
</tr>
<tr>
<td>Art and Music</td>
<td>54</td>
</tr>
<tr>
<td>Business Administration</td>
<td>55</td>
</tr>
<tr>
<td>Commerce</td>
<td>56</td>
</tr>
<tr>
<td>Early Elementary</td>
<td>57</td>
</tr>
<tr>
<td>Home Economics</td>
<td>58</td>
</tr>
<tr>
<td>Junior High School</td>
<td>59</td>
</tr>
<tr>
<td>Later Elementary</td>
<td>60</td>
</tr>
<tr>
<td>Manual Arts</td>
<td>61</td>
</tr>
<tr>
<td>Manual Arts and Physical Education</td>
<td>62</td>
</tr>
<tr>
<td>Music</td>
<td>63</td>
</tr>
<tr>
<td>Physical Education for Men</td>
<td>64</td>
</tr>
<tr>
<td>Physical Education for Women</td>
<td>65</td>
</tr>
<tr>
<td>Rural Elementary</td>
<td>66</td>
</tr>
<tr>
<td>Rural High School</td>
<td>67</td>
</tr>
<tr>
<td>Senior High School</td>
<td>68</td>
</tr>
<tr>
<td>Special Education</td>
<td>69</td>
</tr>
</tbody>
</table>

2. Specific details for the two-year curriculum leading to a Five-Year Certificate in Rural Elementary Education are outlined on page 70.
ART CURRICULUM
(For the preparation of teachers and supervisors of art)

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

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

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

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

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

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

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

Note: 1. A course in library methods is required.
# ART AND MUSIC CURRICULUM

(For the preparation of teachers of art and music)

<table>
<thead>
<tr>
<th>Group I</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology 200</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III</th>
<th>Term Hours</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Group IV</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 203 A, B</td>
<td>6</td>
</tr>
<tr>
<td>Principles of Teaching 230</td>
<td>3</td>
</tr>
<tr>
<td>History of Educational Thought 433</td>
<td>4</td>
</tr>
<tr>
<td>Art Observation 206</td>
<td>4</td>
</tr>
<tr>
<td>Art Supervision 313</td>
<td>4</td>
</tr>
<tr>
<td>Music Education 206 A, B, C</td>
<td>9</td>
</tr>
<tr>
<td>Practice Teaching 301, 302, 303</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group V</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers' Art 102</td>
<td>4</td>
</tr>
<tr>
<td>Industrial Art 103</td>
<td>4</td>
</tr>
<tr>
<td>Elementary Design 109</td>
<td>4</td>
</tr>
<tr>
<td>Figure Drawing 205</td>
<td>4</td>
</tr>
<tr>
<td>Demonstration Drawing 207</td>
<td>4</td>
</tr>
<tr>
<td>Art Composition 208</td>
<td>4</td>
</tr>
<tr>
<td>History of Art 211B</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Art Composition 308</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VII</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education:</td>
<td>5</td>
</tr>
<tr>
<td>Electives (not in art or music)</td>
<td>13</td>
</tr>
</tbody>
</table>

Note: 1. A course in library methods is required.
BUSINESS ADMINISTRATION CURRICULUM
(For the preparation of teachers of economics and for general business education)

Group I

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

Group II

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry, physics, geology, botany, biology, zoology</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics 100 A, B, C; or 103 A, B, C; or 104 A, B, C</td>
<td>12-15</td>
</tr>
<tr>
<td>Introduction to Statistics 251</td>
<td>4</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>5</td>
</tr>
</tbody>
</table>

Group III

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Economics 201 A, B</td>
<td>8</td>
</tr>
<tr>
<td>Financial Organization 202</td>
<td>4</td>
</tr>
<tr>
<td>General Business Administration 302</td>
<td>4</td>
</tr>
<tr>
<td>Corporations 303</td>
<td>4</td>
</tr>
<tr>
<td>Marketing 304 A, B</td>
<td>6</td>
</tr>
<tr>
<td>Transportation 305 A, B, C</td>
<td>6</td>
</tr>
<tr>
<td>Business and Government 306</td>
<td>4</td>
</tr>
<tr>
<td>United States History 201C (201 A, B elective)</td>
<td>4</td>
</tr>
<tr>
<td>Economic Development of the United States 303</td>
<td>4</td>
</tr>
<tr>
<td>Political Science 201 A, B, C</td>
<td>12</td>
</tr>
</tbody>
</table>

Group IV

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 203 A, B</td>
<td>6</td>
</tr>
<tr>
<td>Principles of Teaching 230</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Secondary Education 320</td>
<td>4</td>
</tr>
<tr>
<td>Practice Teaching 301, 302</td>
<td>8</td>
</tr>
<tr>
<td>History of Educational Thought 433</td>
<td>4</td>
</tr>
</tbody>
</table>

Group VI

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 201 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>Business Law 304 A, B, C</td>
<td>9</td>
</tr>
</tbody>
</table>

Group VII

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>19-22</td>
</tr>
</tbody>
</table>

Note: 1. A course in library methods is required.
## COMMERCE CURRICULUM
(For the preparation of teachers of commerce)

### Group I
- Rhetoric (in addition) 20 term hours

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

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

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

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

### Group VII
- Physical education: 5 terms. Women must include one individual sport and one team sport.
- Electives 38 term hours

**Note:** 1. A course in library methods is required.
# EARLY ELEMENTARY CURRICULUM

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

<table>
<thead>
<tr>
<th>Group I</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>12</td>
</tr>
<tr>
<td>Speech 101 A, B (in addition)</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature Study 231 (in addition)</td>
<td>4</td>
</tr>
<tr>
<td>General Psychology 200 (in addition)</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III</th>
<th>Term Hours</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Group IV</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 203 A, B</td>
<td>6</td>
</tr>
<tr>
<td>Principles of Teaching 230</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of Reading 212</td>
<td>4</td>
</tr>
<tr>
<td>History of Educational Thought 433</td>
<td>4</td>
</tr>
<tr>
<td>Early Elementary Education 140, 241A, 241B</td>
<td>12</td>
</tr>
<tr>
<td>Stories for Childhood 242</td>
<td>4</td>
</tr>
<tr>
<td>Psychology of Childhood 340</td>
<td>4</td>
</tr>
<tr>
<td>Teaching of Handwriting 100</td>
<td>2</td>
</tr>
<tr>
<td>Practice Teaching 301, 302, 303</td>
<td>12</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
</tr>
<tr>
<td>Early Elementary Problems 441</td>
<td>3</td>
</tr>
<tr>
<td>Parent Education 442</td>
<td>3</td>
</tr>
<tr>
<td>Nursery School Education 443</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Group V</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Art 102</td>
<td>4</td>
</tr>
<tr>
<td>Illustrative Handwork 107</td>
<td>4</td>
</tr>
<tr>
<td>Music 104</td>
<td>4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VII</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education: 5 terms. Women must include one individual sport, one team sport, and Early Elementary Physical Education 230</td>
<td>37</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

Note: 1. A course in library methods is required.
HOME ECONOMICS CURRICULUM
(For the preparation of teachers and supervisors of home economics)

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

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

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

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

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

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

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

Note: 1. A course in library methods is required.
JUNIOR HIGH SCHOOL CURRICULUM
(For the preparation of teachers of Grades 7, 8, and 9)

<table>
<thead>
<tr>
<th>Group</th>
<th>Courses</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Rhetoric (in addition)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Group II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Psychology 200 (in addition)</td>
<td>5</td>
</tr>
<tr>
<td>II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group IV</td>
<td>Educational Psychology 203 A, B</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Principles of Teaching 230</td>
<td>3</td>
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<tr>
<td></td>
<td>History of Educational Thought 433</td>
<td>4</td>
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<tr>
<td></td>
<td>Principles of Secondary Education 320</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Special Methods (e.g. Teaching of Geography)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Practice Teaching 301, 302, 303</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Teaching of Handwriting 100</td>
<td>2</td>
</tr>
<tr>
<td>Group V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group VII</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical education: 5 terms. Women must include one individual sport,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>one team sport, and Junior- and Senior-High-School Physical Education 232</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>80</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

Group VII
Physical education: 5 terms, including one individual sport, one team sport, and Later-Elementary Physical Education 231

Electives ........................................ 60 term hours

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

Group IV
Arithmetic 101
Teaching of Geography in Grades 212
Teaching of Social Studies 202

Group V
Music 105
Teachers Art 102

2. A course in library methods is required.
### MANUAL ARTS CURRICULUM

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Rhetoric (in addition)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>General Psychology 200 (in addition)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Psychology 200 (in addition)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>III</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Educational Psychology 203 A, B</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Principles of Teaching 230</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>History of Educational Thought 433</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Teaching of Manual Arts 302</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Vocational Education 260</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Practice Teaching 301, 302, 303</td>
<td>12</td>
</tr>
<tr>
<td>VI</td>
<td>Printing 116A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Mechanical Drawing 111 A, B</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>General Shop 212</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Advanced Benchwork 103A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Woodfinishing 207</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Sheet Metal 108 or 222, or 224A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Shop Organization 301</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Electives in manual arts</td>
<td>20</td>
</tr>
<tr>
<td>VII</td>
<td>Physical education: 5 terms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives (not in manual arts)</td>
<td>33</td>
</tr>
</tbody>
</table>

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

(For the preparation of teachers of manual arts and physical education)

<table>
<thead>
<tr>
<th>Group</th>
<th>Courses</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Rhetoric (in addition)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Group II</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>General Psychology 200 (in addition)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Group III</td>
<td>20</td>
</tr>
<tr>
<td>IV</td>
<td>Educational Psychology 203 A, B</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Principles of Teaching 230</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>History of Educational Thought 433</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Teaching of Manual Arts 302</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Psychology of Coaching 210</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Organization and Administration of Physical Education 404</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Vocational Education 260</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Practice Teaching 301, 302, 303</td>
<td>12</td>
</tr>
<tr>
<td>VI</td>
<td>Drawing 111A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General Shop 112</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Advanced Benchwork 103</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Woodfinishing 207</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General Metal 108</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Printing 116A</td>
<td>4</td>
</tr>
<tr>
<td>VII</td>
<td>Football Technique 313</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Basketball Technique 315</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Baseball Technique 317</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Track and Field Technique 319</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>First Aid and Athletic Training 205</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Physical Education 121 A, B, C</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Physical Education 221 A, B, C</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective in physical education</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elective in either manual arts or physical education</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Electives (not in manual arts or physical education)</td>
<td>16</td>
</tr>
</tbody>
</table>

Note: 1. A course in library methods is required.
# MUSIC CURRICULUM

(For the preparation of teachers and supervisors of music)

<table>
<thead>
<tr>
<th>Group</th>
<th>Courses</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Rhetoric (in addition)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>II</td>
<td>General Psychology 200 (in addition)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>III</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>IV</td>
<td>Educational Psychology 203 A, B</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Principles of Teaching 230</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>History of Educational Thought 433</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Music Education 206 A, B, C</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Practice Teaching 301, 302, 303</td>
<td>12</td>
</tr>
<tr>
<td>V</td>
<td>Fundamentals of Music 101 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Voice Culture 116 A, B, C, 216 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Harmony 209 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Ancient and Medieval Music 212 A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Modern Composers 212B</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Music Appreciation 212C</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Musical Composition and Analysis 320 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(An elective in music may be substituted)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orchestration 331A</td>
<td>4</td>
</tr>
<tr>
<td>VII</td>
<td>Physical education: 5 terms. Women must include one individual sport and one team sport.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives (not in music)</td>
<td>17</td>
</tr>
</tbody>
</table>

Note: 1. A course in library methods is required.
### PHYSICAL EDUCATION FOR MEN CURRICULUM

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

<table>
<thead>
<tr>
<th>Group I</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>12</td>
</tr>
<tr>
<td>Speech 101A (in addition)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology 101 A, B</td>
<td>8</td>
</tr>
<tr>
<td>Hygiene 112</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy 211 A, B</td>
<td>8</td>
</tr>
<tr>
<td>Physiology 211C</td>
<td>4</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 203 A, B</td>
<td>6</td>
</tr>
<tr>
<td>Principles of Teaching 230</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of Coaching 210</td>
<td>3</td>
</tr>
<tr>
<td>History of Educational Thought 433</td>
<td>4</td>
</tr>
<tr>
<td>Organization and Administration of Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Physical Education 403</td>
<td>3</td>
</tr>
<tr>
<td>Practice Teaching 301, 302, 303</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group IV</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Teaching 230</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of Coaching 210</td>
<td>3</td>
</tr>
<tr>
<td>History of Educational Thought 433</td>
<td>4</td>
</tr>
<tr>
<td>Organization and Administration of Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Physical Education 403</td>
<td>3</td>
</tr>
<tr>
<td>Practice Teaching 301, 302, 303</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VII</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Physical Education 202</td>
<td>3</td>
</tr>
<tr>
<td>First Aid and Athletic Training 205</td>
<td>4</td>
</tr>
<tr>
<td>Principles and Technique of Gymnastic Teaching 301</td>
<td>3</td>
</tr>
<tr>
<td>Kinesiology 312</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>Physiology of Exercise 304</td>
<td>3</td>
</tr>
<tr>
<td>Baseball Technique 317</td>
<td>3</td>
</tr>
<tr>
<td>Track and Field Technique 319</td>
<td>3</td>
</tr>
<tr>
<td>Anthropometry 401</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education 121 A, B, C</td>
<td>3</td>
</tr>
<tr>
<td>Swimming 327</td>
<td>1</td>
</tr>
<tr>
<td>Camping and Scouting 332</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education 221 A, B, C</td>
<td>3</td>
</tr>
<tr>
<td>Playground and Community Recreation 406</td>
<td>4</td>
</tr>
<tr>
<td>Electives (not in physical education)</td>
<td>24</td>
</tr>
</tbody>
</table>

Note: 1. A course in library methods is required.
## PHYSICAL EDUCATION FOR WOMEN CURRICULUM

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

<table>
<thead>
<tr>
<th>Group I</th>
<th>20 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>12 term hours</td>
</tr>
<tr>
<td>Speech 101A (in addition)</td>
<td>4 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 101 A, B</td>
<td>8 term hours</td>
</tr>
<tr>
<td>Hygiene 112</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Anatomy 211 A, B</td>
<td>8 term hours</td>
</tr>
<tr>
<td>Physiology 211 C</td>
<td>4 term hours</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>5 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III</th>
<th>20 term hours</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Group IV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 203 A, B</td>
<td>6 term hours</td>
</tr>
<tr>
<td>Principles of Teaching 230</td>
<td>3 term hours</td>
</tr>
<tr>
<td>History of Educational Thought 433</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Methods in Physical Education 217</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Administration and Organization of Physical Education 325</td>
<td>2 term hours</td>
</tr>
<tr>
<td>Principles of Physical Education 421</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Practice Teaching 301, 302, 303</td>
<td>12 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group V</th>
<th>4-term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical Construction 229</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Electives (not in physical education) | 27 term hours

Note: 1. A course in library methods is required.
RURAL ELEMENTARY CURRICULUM

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

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

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

Group III ......................................................... 20 term hours
Rural Economics 201B (in addition) ........................ 4 term hours
Rural Sociology 201C (in addition) ........................ 4 term hours

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

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

Electives .......................................................... 66 term hours

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

Group II
Agriculture 141
Hygiene 112
Nature Study 231, 232, or 233

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

Group V
Teachers Art 102
Industrial Art 103
Music 106

Group VI
Home Economics 120 or equivalent

Group VII
Health Education 190

2. A course in library methods is required.
RURAL HIGH SCHOOL CURRICULUM

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Rhetoric (in addition)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>II</td>
<td>General Psychology 200 (in addition)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>III</td>
<td>Rural Economics 201B (in addition)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Rural Sociology 201C (in addition)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>IV</td>
<td>Educational Psychology 203 A, B</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Principles of Teaching 230R</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>History of Educational Thought 433</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Rural Education 201A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Rural education (advanced courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Practice Teaching 301, 302</td>
<td>8</td>
</tr>
<tr>
<td>VII</td>
<td>Physical education: 5 terms. Women must include one individual sport, one team sport, and Junior- and Senior-High-School Physical Education 232.</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>76</td>
</tr>
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</table>

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

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

SENIOR HIGH SCHOOL CURRICULUM
(For the preparation of teachers of Grades 9, 10, 11, 12)

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Group I</th>
<th>20 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>12 term hours</td>
</tr>
<tr>
<td>Speech 101A (in addition)</td>
<td>4 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II</th>
<th>12 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology 101 A, B, C</td>
<td>12 term hours</td>
</tr>
<tr>
<td>Genetics 302</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Eugenics 303</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Organic Evolution 301</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Hygiene 112 (or Health Education 190)</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Laboratory science (other than biology) or mathematics</td>
<td>12 term hours</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>5 term hours</td>
</tr>
<tr>
<td>Abnormal Psychology 300</td>
<td>4 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III</th>
<th>12 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology 201 A, B; 301B</td>
<td>12 term hours</td>
</tr>
<tr>
<td>Elective</td>
<td>8 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group IV</th>
<th>6 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 203 A, B</td>
<td>6 term hours</td>
</tr>
<tr>
<td>Principles of Teaching 230</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Education of Exceptional Children 361</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Mental Tests 350</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Mental Deficiency 362</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Mental Hygiene 365</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Methods of Teaching Subnormal Children 364</td>
<td>2 term hours</td>
</tr>
<tr>
<td>History of Educational Thought 433</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Teaching of Handwriting 100</td>
<td>2 term hours</td>
</tr>
<tr>
<td>Practice Teaching 301, 302, 303</td>
<td>12 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group V</th>
<th>4 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrated Handwork 107</td>
<td>4 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VI</th>
<th>4 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 101, 102</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Special Education Shop 208</td>
<td>2 or 4 term hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VII</th>
<th>28 or 30 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education: 5 terms. Women must include one team sport and one individual sport.</td>
<td>28 or 30 term hours</td>
</tr>
<tr>
<td>Electives</td>
<td>28 or 30 term hours</td>
</tr>
</tbody>
</table>

**Note:**
1. A course in library methods is required.
2. One of the courses in practice teaching must be with normal children, and the other two with subnormal children.
3. To receive a teaching certificate and recommendation for a position in Special Education, the student must have had at least one year of successful teaching experience.
4. Courses in home economics are not required of men students.
RURAL ELEMENTARY CURRICULUM
(Two Years in Length)

Leading to a five-year certificate for teachers of one-teacher, consolidated, and village schools

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

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

Group III ................................................................. 12 term hours
Rural Economics 201B (in addition) .............................. 4 term hours
Rural Sociology 201C (in addition) ............................... 4 term hours

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

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

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

Group VII
Physical education: 3 terms. Women must include one individual sport, one team sport, and Rural-School Physical Education 233 .......................... 2 term hours
Electives .............................................................. 11 term hours

Note: 1. In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups I and III.
2. A course in library methods is required.
3. A minimum of 96 term hours is required for completion of this curriculum.
GROUP REQUIREMENTS

INTERPRETATION OF MAJOR, MINOR, AND GROUP REQUIREMENTS

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

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

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

2. As a rule it is preferable not to use education as a major in any undergraduate curriculum. The student may choose work in education according to his interests but should attempt to satisfy his major and minor requirements in the fields having content for teaching. Special-methods courses in the teaching of certain subjects, and practice teaching should not be counted as satisfying a part of the requirements for majors or minors in fields such as history, art, or home economics. Uniformly required courses in education; i.e., Educational Psychology 203 A, B, Principles of Teaching 230, History of Educational Thought 433, and Practice Teaching 301, 302, may not be applied toward a major or minor in education.

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

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

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

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

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

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

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

### Natural Sciences

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

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

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

AGRICULTURE

HOWARD D. CORBUS

Prospective teachers in rural elementary schools should elect Agriculture 141.

Students preparing to teach agriculture in rural high schools should elect Agriculture 142 A, B, C, 143, 144, and 145.

Students preparing to teach in vocational agricultural schools should elect Agriculture 142 A, B, C, 143, 144, 145; Biology 101 A, B, C; Economics 201 A, B; Rural Education 201 A, B, C, and Rural School Shop 203 A, B, C.

Further information regarding opportunities for teachers of agriculture and facilities for training teachers will be found on pages 37, 38.

Opportunities for practice teaching are available at Richland and Paw Paw, where vocational agriculture departments are maintained, and at Portage, where a rural agricultural high school is located.

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

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

142A. Animal Husbandry. 4 term hours. Fall term. Mr. Corbus.

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. Visits to the International Livestock Exposition, which is held in Chicago during the fall term, 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.

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

142B. Animal Husbandry. 4 term hours. Winter term. Mr. Corbus.

Dairy cattle, dairy practices, products, and feeding.

142C. Animal Husbandry. 4 term hours. Spring term. Mr. Corbus.

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 explanation of practices necessary to obtain profitable yields; observation of demonstrations.

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

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

*Note.—For information regarding the significance of course numbers and credit for courses see page 31.
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 are studied. Practices in commercial fruit and vegetable production are observed. Proximity to commercial nurseries makes a study of nursery practices possible.

ART

LYDIA SIEDSCHLAG  
SELMA ANDERSON

HAZEL PADEN  
ELAINE STEVENSON

LOUISE STRUBLE

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

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

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

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, and utensils; how it puts itself on record; and of modes of transportation.

Lettering and Poster Making. 4 term hours. Winter 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.

Modeling. 4 term hours. Spring term. Miss Anderson, Miss Siedschlag.
Not offered in 1934-1935.
A general course offered to students in all departments. Course includes the designing, building, and casting of pottery; and use of potter's wheel and kiln for modeling with clay, firing and glazing.

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

Elementary Design. 4 term hours. Fall term. Miss Siedschlag.
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.

Costume Design. 4 term hours. Winter term. Miss Paden.
This course is planned especially for students of home economics. 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.
113A. Appreciation of Art. 2 term hours. Fall and summer terms. Miss Siedschlag.
A course which aims to give the underlying principles of beauty as a basis for judging works of art. In the fall term a brief survey of the history of painting is given.

113B. Appreciation of Art. 2 term hours. Prerequisite: Art 113A. Winter term. Miss Siedschlag.
A brief survey of the history of sculpturing. Application of principles of Art 113A.

113C. Appreciation of Art. 2 term hours. Prerequisite. Art 113A. Spring term. Miss Siedschlag.
An appreciation course in architecture and minor arts of the past and present.

204B. Wood-Turning Design. 1 term-hour credit when taken in connection with Wood Turning 204. Fall, winter, and summer terms. Miss Siedschlag. See Manual Arts, page 111.
Designs in good proportion of mass and line are made on paper and used as patterns for wood work.

205. Figure Drawing. 4 term hours. Prerequisite: Teachers' Art 102, or permission of instructor. Winter term. Miss Siedschlag.
Anatomy of the human figure is studied. Rapid sketches, line drawings, and memory sketches are made, after which the work progresses from gesture lines, shadow edges, planing, and contour drawing to finished drawings. Mediums—pencil and charcoal.

206. Art Observation. 4 term hours. Offered each term. Mrs. Struble.
Observation of art activities in the training school and discussion and illustration of these problems. This course gives credit in education. See page 97.

207. Demonstration Drawing. 4 term hours. Prerequisite: Teachers' Art 102. Spring term. Miss Siedschlag.
A drawing course reviewing perspective, composition, figure, object, and animal drawing. Large free work suitable for demonstration is encouraged.

207B. Color in Wood Finishing. 1 term hour. Fall and summer terms. Miss Paden.
Credit is given only when taken in connection with Wood Finishing 207. See Manual Arts, page 111.

208. Art Composition. 4 term hours. Prerequisite: Art 102, 109. Fall term. Miss Paden.
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. Fall term. Miss Paden.
This course is planned especially for students of home economics. Color, design, historic furniture, and arrangement of furnishings will be studied.

211A. History of Art. 4 term hours. Prerequisite: Consent of the instructor. Winter term. Miss Siedschlag.
Study of primitive, Egyptian, Chaldean, Greek, and Roman architecture, sculpture, painting, and minor arts.

211B. History of Art. 4 term hours. Prerequisite: Art 211A. Spring term. Miss Siedschlag.
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 or consent of instructor. Fall term. Miss Anderson.
Includes problems in batik, gesso, metal, leather tooling, and other handwork.

214. **Commercial Art.** 4 term hours. Prerequisite: Art 102. Fall term. Miss Stevenson.
This course is designed to offer special work in the study of advertising, drawing, and modern arrangement in contrasts of black, white, and color. Posters for school and business activities, monograms, greeting cards are made; lithograph, pencil, ink, and various color mediums are used.

220. **Stage Design.** 4 term hours. Winter term. Miss Siedschlag.
Not offered in 1934-1935.
A course for art and speech students. Class makes practical use of knowledge of scene painting, lighting, and mechanics of staging in connection with the midwinter play.

304. **Advanced Figure Drawing.** 4 term hours. Prerequisite: Figure Drawing 205. Spring or summer term. Miss Stevenson.
A continuation of Figure Drawing 205 developing technical skill and imagination.

306. **Advanced Art Composition.** 4 term hours. Prerequisite: Art 102, 109, 208. Winter and summer terms. Miss Siedschlag.
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 Design 308, A, B, C. Miss Siedschlag.
The work is given in connection with furniture making. Designs are made to be executed in Woodshop 308.

309. **Advanced Design.** 4 term hours. Prerequisite: Art 102, 109, 208. Winter term. Miss Anderson.
Continuation of Elementary Design 109.

313. **Art Supervision.** 4 term hours. Prerequisite: Art 102, 109, 208, 211A, 214. Spring term. Miss Siedschlag.
A study of the school curriculum and its needs in art activities. A course of study will be outlined and administrative problems discussed. Collections of illustrative material will be catalogued, equipment and supplies planned.
This course gives credit in education. See page 97.

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

322. **Bookbinding.** 4 term hours. Prerequisite: Art 103, 109 or consent of the Instructor. Miss Siedschlag.
Not offered in 1934-1935.
An advanced course in the construction and decoration of books.
A major sequence in biology consists of General Biology 101 A, B, C (12 term hours) and any two of the following 12-term-hour sequences:
(a) Botany 221 A, B, C (223 may be substituted for 221C)
(b) Zoology 252, 253, 254 (251 may be substituted for 254)
(c) Anatomy 211 A, B, and Physiology 211C.
(d) Bacteriology 212 A, B, and Community Health 212C.
(e) Organic Evolution 301, Genetics 302, and Eugenics 303.
A minor sequence in biology consists of General Biology 101 A, B, C (12 term hours) and any one of the 12-term-hour sequences listed above.

Students interested in nature study should refer to the special course of study offered for nature-study teachers, page 80. Physical-education students should take Biology 101A and 101B and Hygiene 112 in the freshman year and Biology 211 A, B, C in the sophomore year.

GENERAL COURSES

101A. General Biology. 4 term hours. Fall and winter terms. Dr. Goddard, Dr. Kenoyer.
General life problems are considered and basic principles are developed through the study of (1) the general plan of organization of higher plants and animals and (2) the cell as the unit of organic structure. Unicellular organisms are considered with reference to their physiology, their adaptations, and their relation to human life. The organization of cells into tissues and organs is developed through the study of some of the simpler multicellular forms.
Classroom, 2 hours a week; laboratory, 2 double periods a week.

101B. General Biology. 4 term hours. Prerequisite: Biology 101A. Winter and spring terms. Dr. Goddard, Dr. Kenoyer.
Emphasis upon animal biology. Physiology and life relations are developed through a somewhat detailed laboratory study of several typical animals, such as the earthworm, the crayfish, the grasshopper, and the frog.
Classroom, 2 hours a week; laboratory, 2 double periods.

101C. General Biology. 4 term hours. Prerequisite: Biology 101 A, B. Spring term. Dr. Goddard, Dr. Kenoyer.
Emphasis upon plant biology. A study is made of representatives of the leading groups of higher plants as to their physiology, adaptations, and life relations. Practical problems, such as plant diseases and plant propagation, are given prominence. Considerable field work is attempted for acquaintance with common groups of higher plants. A general treatment is given to questions of histology, embryology, heredity, and evolution.
Classroom, 2 hours a week; laboratory, 2 double periods.

201. Fundamentals of Biology. 4 term hours. Winter and summer terms.
Not open to students who have taken or who expect to take Biology 101. Dr. Kenoyer, Mr. Wiseman.
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. Classroom work and demonstrations.
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 is made to develop not only a knowledge of these achievements, but also an appreciation of the problems and painstaking labors of early investigators and the heroism and dramatic significance of their work. Emphasis is placed on the triumphs of science in the present scientific age and the relation of science to present civilization. Historical relations between science and religion are traced.

204. **General Science.** 4 term hours. Prerequisite: Previous work in college science. Fall term. Mr. Wiseman.

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 form the basis for the work. Attention is directed to subject matter and to methods of presentation.

301. **Organic Evolution.** 4 term hours. Prerequisite: Biology 101 A, B, C. 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 that will 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 A, B, C 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. **Human Biology.** 4 term hours. Prerequisite: Biology 101 A, B, C and, if possible, 301 and 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 community welfare are considered in their eugenic bearing.

304. **Teaching of Biology.** 3 term hours. Prerequisite: At least five terms of college biology. Must precede or accompany practice teaching in high-school biology. Spring term. Dr. Goddard.

The course deals with the practical problems of teaching biology in the junior and senior high schools. Among the topics considered are biological interests of high-school pupils; values and objectives; selection and survey of subject matter; methods of presentation; projects in laboratory and field work; laboratory equipment, and available texts, reference and illustrative materials. Some practice is given in organizing and presenting model lessons; visits are planned to high-school classes for observation and suggestions, and an attempt is made to investigate practical biological problems in the high schools of the state. This course gives credit in education. See page 97.

ANATOMY, PHYSIOLOGY, AND SANITARY SCIENCE

112. **Hygiene.** 4 term hours. Desirable antecedent: General Biology 101 A, B. Offered each term. Mr. Cook.

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.
211A. Anatomy. 4 term hours. Prerequisite: Biology 101A, B. Fall term. Mr. Cook.
This course gives the student a comprehensive knowledge of the structure of the human body. A complete dissection of the rabbit is made. Required of all students majoring in physical education. Classroom, 3 hours a week; laboratory, 2 hours a week.

211B. Anatomy. 4 term hours. Prerequisite: Anatomy 211A. Winter term. Mr. Cook. A continuation of course 211A. Classroom, 3 hours a week; laboratory, 2 hours a week.

211C. Physiology. 4 term hours. Prerequisite: for physical-education students, Anatomy 211A, B; for home-economics students, Biology 2.01, Chemistry 103A, B, and, if possible, C. Spring term. Mr. Cook. The facts of physiology are presented, and stress is laid upon the relation of these facts to the interpretation of disease. Classroom, 3 hours a week; laboratory, 2 hours a week.

212A. Bacteriology. 4 term hours. Prerequisites: Hygiene 112 and at least one term of General Biology. Fall term. Mr. Cook.
A class room and laboratory course in elementary bacteriology, based on the study of structural, functional, and growth characters of harmless and harmful bacteria. Work includes the history of bacteriology, classification of microorganisms, principles of immunology, bacteriophage, microbial dissociation, allergic reactions, staining technique, sterilization methods, and relation to health and disease. Especially recommended to prospective doctors, dentists, nurses, laboratory technicians, and teachers of health subjects. The work is limited to the non-pathogenic bacteria. Classroom, 3 hours a week; laboratory, 2 hours a week.

212B. Bacteriology. 4 term hours. Prerequisite: Bacteriology, 212A. Winter term. Mr. Cook.
A continuation of course 212A. Emphasis is placed on the pathogenic bacteria. Classroom, 3 hours a week; laboratory, 2 hours a week.

212C. Advanced Hygiene and Community Health. 4 term hours. Prerequisite: Hygiene 112 and at least one term of General Biology. Desirable antecedent: Bacteriology 212A, B. Spring term. Mr. Cook.
It deals with the principles of public health and hygiene. Studies of important communicable and preventable diseases and conditions are made. Community health problems with special emphasis on water supply, sewage, milk, food inspection, and school inspection are considered. Stress is laid upon the community's interest in maternity, infancy, childhood, health problems, and opportunities for health work in the schools. Statistical studies of disease are presented.

Note.—Courses 212A, B, and C constitute a year's sequence. Courses 212A, and 212C may be taken separately. Course 212B may be taken only with Course 212A.

BOTANY

221A. General Botany. 4 term hours. Prerequisite: Biology 101 A, B, C or a year of high-school botany. Fall term. Dr. Kenoyer.
A general review study is made of the organs of higher plants, after which the morphology of thallophytes is studied in detail. Classroom, 2 hours a week; laboratory, 2 double periods. Occasional field studies.

221B. General Botany. 4 term hours. Prerequisite: Botany 221A. Winter term. Dr. Kenoyer.
Morphology of bryophytes, pteridophytes, and spermatophytes. Classroom, 2 hours a week; laboratory, 2 double periods.
221C. General Botany. 4 term hours. Prerequisite: Biology 101 A, B, C. Desirable antecedent: Botany 221 A, B. Spring term. Dr. Kenoyer.

The study of spermatophytes is continued with particular reference to spring-flowering plants, and emphasis is placed on the relation of plants to their environment.

Classroom, 2 hours a week; laboratory or field, 2 double periods.

223. Summer Flora. 4 term hours. Prerequisite: A year of biology. Summer term. Dr. Kenoyer.

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

ZOOLOGY

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

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

251. Insect Study. 4 term hours. Summer term. Dr. Goddard.

Designed to offer a systematic study of the leading groups of insects. Life habits, structural adaptations, life histories, natural homes, classification, and economic importance are considered. Frequent field excursions are made for collection of material, identification, and study of habits. Methods of rearing living material and of preparing museum specimens are studied. Control of insects in relation to disease, destruction of crops, and household pests is especially emphasized.

252. Invertebrate Zoology. 4 term hours. Fall term. Dr. Goddard.

The study includes structural characteristics, physiology, life histories, habits, distribution, and classification of invertebrates. Identification of local forms and practical economic values are 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 are especially emphasized. Some attention is given to comparative anatomy and its relation to evolutionary development. Practical applications to game laws and to the protection and conservation of wild life are studied. Zoology 252 and 253 are especially valuable to prospective teachers of high-school biology.

254. Advanced Bird Study. 4 term hours. Spring term. Dr. Goddard.

Provides opportunity for a systematic study of the biology of birds. The work will include acquaintance, life habits, economic and aesthetic values, structural adaptations, and classification. Field study is given special prominence. Class trips and individual observations enable students to become acquainted with most of the birds of the locality and to learn their habits. Some bird banding may be attempted.
NATURE STUDY

Students preparing to be special teachers of nature study should elect the following: Biology 101 A, B, C, Botany 221 C, Zoology 251, 254; Nature Study 231, 232, 233.

231. Biological Nature Study. 4 term hours. Fall term. Miss Argabright and Miss Hadley.

The aims of this course are to develop an ability to interpret natural phenomena with scientific accuracy through the study of plants and animals of the student's immediate environment, to develop an understanding of some of the laws of nature, and to help the student to enjoy and appreciate the beauties of nature. The course includes the study of wayside and garden flowers; bulbs; seed dispersal; fruits of trees; flowerless plants; beetles, crickets, grasshoppers, moths, butterflies, and gall insects; spiders; and winter birds.

232. Physical Nature Study. 4 term hours. Offered each term. Miss Argabright and Miss Hadley.

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


The aims of this course are the same as those of Nature Study 231. Spring flowers; spring birds and bird migration; pond life; aphids, bees, wasps, flies, and ants are studied.

234. Bird Study. 4 term hours. Prerequisite: Nature Study 233 or its equivalent. Spring and summer terms. Miss Hadley.

This course develops a knowledge of birds so that their beauty, dangers of environment, problems of food supply, and preference in nesting sites may be appreciated. The student learns to identify fifteen water birds at the Kellogg Bird Sanctuary, a minimum of fifty land birds in the field, and one hundred birds in the laboratory.


This course is intended to initiate the student into natural trail making and Camp Fire and Girl Scout activities. It includes games and recreation for camp grounds, outdoor cookery, and recognition of the common trees, weeds, wild flowers, and birds.
Students who wish to teach chemistry must have a minimum of 24 term hours of chemistry and in addition must have completed Chemistry 204. A major in chemistry is 36 term hours and a minor 24 term hours. Chemistry 204 and practice teaching in chemistry give credit in education. (Group F of the General Requirements.)

Through an arrangement with the Department of Physics, a major in physical science may be made by taking 24 term hours of chemistry and 12 term hours of physics.

Students who wish to specialize in chemistry should plan programs including the following sequence: 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.

101A. General Chemistry. 5 term hours. Prerequisite: One year of high-school chemistry. Fall term. 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.

Note.—Courses 101 A, B, C, and 102 A, B, C each constitute a year's work. Students should plan to take the three courses; however, credit is given for each term's work. The aim of these courses is to give a definite idea of the fundamental principles of chemistry.

101B. General Chemistry. 5 term hours. Prerequisite: General Chemistry 101A. Winter term. Dr. McCracken.

A continuation of General Chemistry 101A.

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

101C. General Chemistry. 5 term hours. Prerequisite: General Chemistry 101 A, B. Spring term. Dr. McCracken.

A continuation of General Chemistry 101B.

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

102A. General Chemistry. 5 term hours. Fall term. Mr. Eldridge.

Similar to course 101A but intended for students who have had no high-school chemistry.

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

See note under 101A. General Chemistry.

102B. General Chemistry. 5 term hours. Prerequisite: General Chemistry 102A. Winter term. Mr. Eldridge.

A continuation of course 102A.

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

102C. General Chemistry. 5 term hours. Prerequisite: General Chemistry 102 A, B. Spring term. Mr. Eldridge.

A continuation of course 102B.

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. Open only to students in the Department of Home Economics.

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

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. Open only to students in the Department of Home Economics.

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. Open only to students in the Department of Home Economics.

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

104. Chemistry and the Modern World. 4 term hours. Fall and winter 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 who 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.

108. General Metal. 2 term hours. Winter and spring terms. Mr. Weaver.

A course for chemistry students in methods of metal working. Processes in forging, bending, riveting, oxyacetylene welding, brazing, soldering, etching, polishing, plating, and lathe work are demonstrated and applied.

Note.—Students majoring in chemistry are advised to take this course.

201A. Qualitative Analysis. 4 term hours. Prerequisite: Chemistry 101 or 102. 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 or 102 and 201A. Winter term. Dr. McCracken.

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

202S. Organic Chemistry. 5 term hours. Prerequisite: Chemistry 101 A, B, C, or 102 A, B, C. Summer term. Mr. Eldridge.

The aliphatic (open chain) and aromatic (closed chain) compounds are studied—paraffins, alkyl halides, alcohols, aldehydes, ketones, sugars, amines, acids, dyes, and drugs.

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. 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. Open only to students in the Department of Home Economics.

Not a laboratory course.
204. The Teaching of Chemistry. 2 term hours. Prerequisite: Chemistry 101 or 102. May accompany either 101C or 102C. Must precede practice teaching in chemistry. 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. This course gives credit in education. See page 97.

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

The analysis of ores, alloys, and water.

This is entirely a laboratory course.

302 A, B, C. Organic Chemistry. 15 term hours. Prerequisite: Chemistry 101 or 102. Open to qualified sophomores. 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.

303A. Quantitative Analysis. 5 term hours. Prerequisite: Chemistry 101 or 102, and 201. Spring term. 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 is given. They include studies in precision, solubility product principles, and principles of separation.

303B. Quantitative Analysis. 5 term hours. Prerequisites: Chemistry 101 or 102, 201, and 303A. Fall term. 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 is given. They include studies in acidimetry, alkalimetry, iodimetry, theory of indicators, and oxidation reduction theory.


A study of the history of chemical theory is made from the point of view of putting modern chemical theory in its proper perspective. Some fundamental conceptions have undergone such a marked change in the last twenty years that a historical approach to the subject is very valuable to the prospective teacher.

No laboratory work.

390A. Laboratory Technique. 2 term hours. Fall term. Mr. Marburger, Mr. Sherwood.

This course consists of four hours a week in woodwork.

Note. Courses 390 A, B, C, are open to students majoring in chemistry after consultation with the chairman of the department. These courses are intended to aid in the making and repairing of apparatus and are especially valuable to the teacher and research worker.

390B. Laboratory Technique. 2 term hours. Winter term. Mr. Marburger, Mr. Weaver.

This course consists of four hours a week in machine shop and in metal working.
CHEMISTRY

390C. Laboratory Technique. 2 term hours. Spring term. Mr. Marburger, Mr. Weaver.

This course consists of four hours a week in glass blowing.

401A. Physical Chemistry. 5 term hours. Prerequisite: Chemistry 101 or 102, 201, 303A. Physics 201 or 100, and Mathematics 103 or equivalent and Calculus 205. 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.

401B. Physical Chemistry. 5 term hours. Prerequisite: Chemistry 101 or 102, 201, 303A, 401A. Physics 100 or 201. Mathematics 103 or equivalent, and Calculus 205. Open to qualified juniors. Winter term. Mr. Boynton.

Lectures and laboratory work. The course includes determinations of degree of ionization, studies in thermochemistry, studies in heterogeneous and homogeneous equilibrium, colloids, radioactivity, and atomic structure.

401C. Electrochemistry. 5 term hours. Prerequisite: Chemistry 101 or 102, 303A, 401A, B. Physics 201 or 100, Mathematics 103 or equivalent, and Calculus 205. Open to qualified juniors. Spring term. Mr. Boynton.

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.

403. Advanced Quantitative Analysis. 4 term hours. Consult instructor before enrolling. Winter term.

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. Offered each term. Mr. Eldridge.

Determination of carbon, hydrogen, and nitrogen by combustion methods.

Laboratory work only.
100. **Personal Typewriting.** No credit. Not offered in 1934-1935.
A one-term course in touch typewriting for personal use. Drills are used to develop facility, accuracy, and a complete mastery of the keyboard in the shortest possible time. Instruction is given in the correct arrangement of manuscripts, letters, and other typewritten work.

102A. **Shorthand and Typewriting (Elementary).** 4 term hours. Fall term.
Miss Watson.
Training in the elementary theory of Gregg shorthand and the technique of touch typewriting. The first six chapters of the *Gregg Manual*, Anniversary Edition, supplemented by assignments from *Speed Studies*, are covered in this course. Students desiring typewriting alone should not elect 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.

Shorthand and typewriting 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.

102B. **Shorthand and Typewriting (Intermediate).** 4 term hours.
Prerequisite: Shorthand and Typewriting 102A. Winter term.
Miss Watson.
The theory of Gregg shorthand and the technique of typewriting completed. Accuracy and rhythm in typewriting are stressed and moderate speed is developed.

Note.—See note under 102A. Shorthand and Typewriting.

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

Note.—See note under 102A. Shorthand and Typewriting.

201A. **Accounting.** 4 term hours. Fall term. Mr. Pennell.
This course deals with the elementary principles of the double-entry system of bookkeeping, and considers the more common technical accounting devices for giving expressions to those principles. Particular attention is given to the effect of current business transactions on balance-sheet accounts, to the theory and practice of recording temporary changes of proprietorship in expense and revenue accounts, and to the development of simple rules of debit and credit. A study is made also of simple columnar journals, subsidiary ledgers, and control accounts.

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, 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.


Consideration of methods of presentation based upon research and approved practice; the coordination of these two skills so as to secure rapid and accurate transcription; methods of testing and the determination of standards; supplementary reading and collateral materials available for the teacher. It is recommended that this course either precede or accompany practice teaching in shorthand or typewriting. This course gives credit in education. See page 97.

204. **The Teaching of Bookkeeping.** 2 term hours. Prerequisite: Accounting 201 A, B, C. Winter term. Miss Watson.

A consideration of the aim and purpose of bookkeeping in both junior and senior high-school curricula, and its contribution to commercial education. Texts, the more important methods of instruction, tests and examinations, and helpful collateral materials for the teacher's use will receive attention. It is recommended that this course either precede or accompany practice teaching in bookkeeping. This course gives credit in education. See page 97.

205. **The Teaching of Junior Business Science.** 2 term hours. Fall term. Miss Watson.

The principles and aims of the junior commerce curriculum. A consideration of the various objectives that are advanced for such a course—social science, intelligent consumption, exploratory, vocational, character development, and guidance. Discussion of methods of teaching such a course. This course gives credit in education. See page 97.

211. **Advanced Dictation and Secretarial Problems.** 2 term hours. Prerequisite: Shorthand and Typewriting 102 A, B, C. Not offered in 1934-1935.

An intensive course for the increase of speed in taking notes and transcribing, together with study of the duties of a secretary. Not open for credit to students offering two years or the equivalent of shorthand and typewriting for entrance credit.

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.

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. Verification 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. A working trial-balance, financial exhibits, and the text of a simple report are prepared from a set of working papers.
303. **Advanced Accounting Principles.** 4 term hours. Prerequisite: Accounting 201 A, B, C. Spring term. Mr. Pennell.

The purpose of this course is to supplement the somewhat elementary work of Accounting 201 by a consideration of some of the more advanced questions of accounting theory and practice. These questions involve subjects peculiar to the corporate form of business organization, the valuation of plant assets, the treatment of intangibles, and the preparation of business statements for management and credit purposes. The course will be developed through assigned readings, class discussion, and the solution of problems from various sources. A term paper on some aspect of advanced accounting theory will be required.

304 A, B, C. **Business Law.** 9 term hours. Three hours a week throughout the year. 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. 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 should plan to take it as a whole.

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. **Principles of Secondary Commercial Education.** 3 term hours. Spring term. Mr. Pennell.

In this course an analysis of modern business is made in an effort to ascertain what education for business should strive to do. An examination of present secondary commercial curricula is made 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. Considerable time is given to the investigation of recent research studies of various phases of commercial education, and some attention is given to the history and development of education for business. This course gives credit in education. See page 97.
Courses in the Department of Education and Psychology are designed primarily to meet the professional needs of the student preparing to teach. Certain regulations are set up which affect all students.

Students in all curricula are required to take General Psychology 200 and Principles of Teaching 101R, 230, or 230R. All students pursuing a curriculum for a life certificate and a degree are required to take as a minimum General Psychology 200 and 20 term hours of courses in education. The courses in education are distributed as follows: Educational Psychology 203A, B; Principles of Teaching 230 or 230R; History of Educational Thought 433; a total of 13 term hours, the remaining seven term hours being elective. The specific curricula, however, usually prescribe that this remaining requirement is to be met with one course in special methods (such as the Teaching of Algebra for students majoring in mathematics) and one course involving a survey of the student's field of education (such as Later-Elementary Education for students preparing to teach in the elementary school.) Any additional or more specific requirements in courses in education will be stated in the various special curricula outlines presented on pages 53 to 70 of this catalog.

Elective courses are available in education and psychology in the following fields: early-elementary education, elementary education, secondary education, special education, theory and principles of education, educational measurements, administration and supervision, rural education, health education, and psychology. Certain special-methods courses giving education credit are available in other departments of the institution.

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

**EARLY ELEMENTARY EDUCATION**

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

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

Note.—Courses 140 and 241 A. B constitute a year sequence, designed specifically for students preparing for teaching in the kindergarten, and first and second grades.

241A. Early Elementary Education. 4 term hours. Prerequisite: Early Elementary Education 140, Psychology 200. Offered each term. Miss Blackburn.

A study of criteria for the educative process. Students will work with large centers of interest in connection with curriculum practices in early-elementary grades.
241B. Early Elementary Education. 4 term hours. Prerequisite: Early Elementary Education 241A, Psychology 200, Psychology of Reading 212. Offered each term. Miss Blackburn.

The course will be devoted to the study of oral and written language and the technique of beginning reading.

242. Stories for Childhood. 4 term hours. Prerequisite: Speech 101A, B. Offered each term. Mrs. Phillips, Miss Stinson, Miss Blackburn.

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

340. Psychology of Childhood. 4 term hours. Prerequisite: Early Elementary Education 241B, Psychology 200, 203A, B. Offered each term. Mrs. Phillips.

A study of the mental development of the young child, his original nature, conditions best suited to conditioning behavior in relation to his own needs and to his social environment. Discussion will be based on experimental studies. It is desirable that this course be taken simultaneously with practice teaching.

441. Early Elementary School Problems. 3 term hours. Prerequisite: Psychology of Childhood 340 or consent of the instructor. Winter and summer terms. Mrs. Phillips.

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

442. Parent Education. 3 term hours. Prerequisite: Psychology 200, Early Elementary Education 340, or consent of the instructor. Spring and summer terms. Miss Blackburn.

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

443. Nursery School Education. 3 term hours. Prerequisite: Psychology 200, Early Elementary Education 340, or the consent of the instructor. Fall and summer terms. Miss Stinson.

This course will acquaint students with the history and present-day status of the nursery-school movement. Consideration will be given to the organization, equipment, and curriculum of the various types of existing nursery schools. A study will be made of the nature of the pre-school child and of the materials and environment necessary to promote correct growth.

ELEMENTARY EDUCATION


A course in the psychology of learning as specifically involved in each of the elementary-school subjects.

211. Later Elementary Education. 4 term hours. Prerequisite: Psychology 200, 203 A, B; Principles of Teaching 230. Given each term. Miss Mason.

A study of the characteristics and needs of pupils in the later-elementary grades and of the materials and methods of instruction.
212. Psychology of Reading. 4 term hours. Prerequisite: Psychology 200. Given each term. Miss Blackburn, Dr. Hilliard, Miss Spindler. A summary of the results of the scientific studies made in the field of reading, with suggestions as to the bearing of these studies upon the materials and methods of teaching.

310. The Elementary Curriculum. 4 term hours. Prerequisite: Psychology 200, 203 A, B; Principles of Teaching 230. Fall term. Dr. Hilliard. Introduction to the field of curriculum making: basic principles to be worked out, general review of the curriculum materials and content of the elementary grades.

311. Problems in Teaching Reading. 4 term hours. Prerequisite: Psychology 200, 203 A, B; Psychology of Reading 212. Spring term. Dr. Hilliard. A course designed for students wishing to continue a more detailed and analytical study of the work begun in Psychology of Reading 212. A critical study will be made of reading investigations bearing especially on current reading aims, vocabulary studies, selection and grading of reading materials, children's interests in reading, improvement of reading abilities, and textbook selection. Each student will prepare and present a paper on some problem chosen by him under the direction of the instructor.

RURAL EDUCATION

101. Curriculum. 4 term hours. Offered each term. Miss Evans. For description see Department of Rural Education, page 135.

230R. Principles of Teaching. 4 term hours. Prerequisite: Psychology 200. Offered each term. Miss Evans. For description see Department of Rural Education, page 136.

201A. Rural Education (Administration). 4 term hours. Spring term. Mr. Robinson. For description see Department of Rural Education, page 136.

301. Special Problems of Village and Consolidated Schools. 4 term hours. Spring term. Mr. Robinson. For description see Department of Rural Education, page 136.

304 A, B, C. Rural Education. 6 term hours: 2 hours a week throughout the year. Prerequisite: consent of instructor. Mr. Robinson. For description see Department of Rural Education, page 136.

SECONDARY EDUCATION

320. Principles of Secondary Education. 4 term hours. Prerequisite: Psychology 200, 203 A, B, Principles of Teaching 230. Fall and spring terms. Dr. Wilds. A study of the principles determining the aims and functions of the modern high school at both the junior and the senior levels, the criteria available for the evaluation of the various high-school subjects, and the techniques most effective in carrying on the different phases of the high-school teacher's work.
A study of the principles underlying the revision and reorganization of junior and senior high-school curricula and a survey of current practices in adapting the high-school offering to modern social conditions and adolescent needs.

322. Extra-Curricular Activities. 3 term hours. Prerequisite: Psychology 200, 203 A, B, Principles of Teaching 230. Winter and spring terms. Miss Mason, Dr. 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.

A course designed to present to teachers the general problem of guidance in junior and senior high schools. Special attention is given to such topics as agencies for guidance, materials for guidance, and counseling techniques.

SPECIAL EDUCATION

260A. 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.

260B. 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.

260C. Vocational Education. 3 term hours. Spring term. Mr. Diamond.
History and literature of the manual arts.

360. The Gifted Child. 4 term hours. Prerequisite: Psychology 200, 203 A, B. Summer term. Dr. Henry.
A course in the psychology and school treatment of gifted children.

361. Education of Exceptional Children. 4 term hours. Prerequisite: Psychology 200, 203 A, B. Winter term. Dr. Ellis.
A beginning course in the field of special education, dealing with the education of gifted, subnormal, neurotic, delinquent, speech-defective, blind, deaf, and crippled children.

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

364. Methods of Teaching Subnormal Children. 4 term hours. Prerequisite: Psychology 200, 203 A, B, Education of Exceptional Children 361. Spring term. Miss Swanson.
This course is designed to acquaint the student with the principles and practices of instruction of subnormal children.
365. Mental Hygiene. 2 or 4 term hours. Prerequisite: Psychology 200, 203 A, B. Given each term. Dr. Sangren.
This course is designed to acquaint the prospective teacher with the problems of mental hygiene in childhood, adolescence, and adulthood. Among the topics to be considered will be the mental examination of children, nutrition, delinquency, sex development, discipline, the development of adolescence, personality, dreams, mental hygiene and religion, mental hygiene and industry, mental hygiene and crime, alcoholism, drug addiction, and maladjustment in college.

THEORY AND PRINCIPLES OF EDUCATION

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

420. Educational Sociology. 4 term hours. Prerequisite: Sociology 201 A, B, Psychology 200, 203 A, B. Offered each term. Dr. E. Burnham.
For description of course see Department of Social Sciences, page 146.

430. Philosophy of Education. 4 term hours. Prerequisite: Psychology 200, 203 A, B. Desirable antecedents: Sociology 301A, 431. Offered each term. Dr. E. Burnham.
This course attempts an inclusive analysis in the large of the possibilities of growth in normal human beings and inquires 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 of this generation.

The interpretation of present-day American public-school organization and practice in the light of the past. Foundation elements of educational practice in ancient and medieval times; beginnings of modern educational institutions in the Renaissance and the Protestant Reformation; development of national educational support and control in Europe and the United States. Proposals for educational reorganization in the United States judged on the basis of past experience.

433. History of Educational Thought. 4 term hours. Prerequisite: Psychology 200, 203 A, B, Principles of Teaching 230. Offered each term. Dr. Wilds.
A study of the evolution of educational theory from primitive man down to the present time. A careful analysis of the various conceptions of education as found in the writings of outstanding educational thinkers and reformers. The development of each phase of contemporary educational opinion is traced from its origins, in order to provide a sound basis for the interpretation and evaluation of current theories and practices.

PHILOSOPHY

380. Introduction to Philosophy. 2 term hours. Fall term. Mr. Pellett.
To introduce the student to the meaning, scope, and problems of philosophy is the purpose of this course.
381A. **History of Philosophy.** 2 term hours. Winter term. Mr. Pellett.
A study of the Greek and the early medieval philosophy, with regard to both their interrelations and their influence on modern thought.

381B. **History of Philosophy.** 2 term hours. Spring term. Mr. Pellett.
A continuation of 381A. The study of the late medieval and modern systems of philosophical thought.

382. **Ethics.** 2 term hours. Spring and summer terms. Mr. Pellett.
A constructive treatment of the fundamental principles of morality, including such topics as the weakness of the traditional conception of morality; the naturalness of real morality; the content of morality; freedom and responsibility; achievement; and morality and religion.

**PSYCHOLOGY**

200. **Introductory Psychology.** 5 term hours. Offered each term. Dr. Henry.
An introductory course serving as the scientific basis for subsequent courses in education as well as an introduction to the field of psychology itself. Freshmen who enroll in the three-year and five-year certificate curricula will be admitted to this course by special permission.

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

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

201. **Genetic Psychology.** 4 term hours. Prerequisite: Psychology 200, 203 A, B. Offered each term. Dr. Henry.
A study of the development of mind in the race and in the individual.

300. **Abnormal Psychology.** 4 term hours. Prerequisite: Psychology 200, 203 A, B. 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.

301. **Advanced General Psychology.** 4 term hours. Prerequisite: 8 term hours of psychology and consent of instructor. As scheduled. Dr. Henry.
This is a conference course, designed to meet the needs and interests of students who wish to take advanced work in psychology. Exhaustive studies will be made of various phases of psychology, according to the interests of the students selecting the course. The instructor reserves the right to introduce such topics as will bring the problems under discussion to a sharper focus. Among the topics which may be considered are the following: the sensory processes, work and fatigue, learning, habit formation, and associations. Each student is expected to make a definite contribution to the development of the course.
EDUCATIONAL MEASUREMENTS

250. Introduction to Educational Measurements. 4 term hours. Prerequisite: Psychology 200. Given upon request. Mr. Carter, Dr. Ellis, Dr. Sangren.

The purpose of this course is to train the student in the ability to apply educational and mental tests and to co-operate in school testing programs. This course will include an introduction to the theories underlying the construction and use of mental and educational tests and training in the simple statistics of measurement and the administration of tests. The student will acquire an acquaintance with typical standard mental and school-subject tests. Students can not receive credit in both Educational Psychology 203B and Educational Measurements 250.

211. Introduction to Statistics. 4 term hours. Spring and summer terms. Dr. Everett.
See description of course in Department of Mathematics, page 117.

350. Mental Tests. 4 term hours. Prerequisite: Psychology 200, 203 A, B, or its equivalent. Offered each term. Mr. Carter, Dr. Ellis, Dr. Sangren.

The primary purpose of this course is to give the student careful training in the administration and interpretation of intelligence tests. About two-thirds of the course will be given over to supervised training in the administration of individual intelligence tests, emphasis being placed on the Binet tests. The remaining one-third of the course will be devoted to a more thorough training in the use and interpretation of group intelligence tests.

351. Psycho-Educational Problems. 3 to 6 term hours. Prerequisite: Psychology 300, Education 250, or consent of the instructor. Fall, winter and spring terms. Mr. Carter and Dr. Sangren.

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

Note.—A student may profit by electing this course a second time. Repetition does not involve repetition of content, but additional practice in procedure.

ADMINISTRATION AND SUPERVISION

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

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

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

A course for those students who are looking forward to administrative work. The course deals with such problems as personnel, recruiting the teaching profession, teacher training, selection of teachers, introducing the teacher to
his work, home talent, the married-woman teacher, measuring success, teaching load, salaries, teachers' councils, recreation and leisure, pupil classification, pupil promotion, educational guidance, and placement.

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

This course emphasizes the work of the school principal and deals with the problem of the faculty, the pupils and their needs, supervision of classroom teaching, daily program, training the student body, general problems of management, accounting, testing programs, relation to the community.

371A. School Supervision. 3 term hours. Prerequisite: Psychology 200, 203 A, B. Principles of Teaching 230, Practice Teaching. Fall term. Miss Steele.

The course is an introduction to the field of elementary supervision. Such topics as the following are discussed: studying the teacher at work, standards of judging instruction, methods of improving instruction.

371B. School Supervision. 3 term hours. Prerequisite: Psychology 200, 203 A, B. Principles of Teaching 230, Practice Teaching. Winter term. Miss Steele.

This course is the continuation of 371A and includes the discussion of such topics as: methods of meeting teachers individually and in groups, teacher rating, the supervisor and course of study making, the selection of instructional material.


The emphasis in this course is upon the practical application of material covered in Supervision 371A and 371B. As far as possible adaptation will be made to the needs and interests of the individual members of the class.

Note.—With permission of the instructor, students who can arrange satisfactory programs may take 372 instead of 371C.

372. Field Work in Supervision. 4 term hours. Spring 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 a critic teacher, supervisor, or assistant principal.

SPECIALIZATION IN ADMINISTRATION AND SUPERVISION

A. Courses for Superintendents and Principals.


B. Courses for Elementary School Supervisors, County Normal Critics, Helping Teachers.


C. Courses for Junior High School Supervisors.

HEALTH EDUCATION

The course in Health Education 190 may be taken for either science or education credit hours toward degree or certificate. Health Education 190 is open electively to all students.

190. Health Education. 4 term hours. Given each term. Miss Stankard and Miss Worner.

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

SPECIAL PROFESSIONAL COURSES

The courses listed below, although offered by various members of other departments of the institution, are given credit in education.

- Art Observation 206
- Art Supervision 313
- Teaching of Biology 304
- Teaching of Chemistry 204
- Teaching of Shorthand and Typewriting 202
- Teaching of Bookkeeping 204
- Teaching of Junior Business Science 205
- Principles of Secondary Commercial Education 305
- Teaching of Geography 212
- Teaching of Handwriting 100
- Home Economics Education 209
- Home Economics Education 409
- Teaching of Latin 205
- Teaching of Bookkeeping 204
- Arithmetic 101
- Teaching of Junior High Mathematics 202
- Teaching of Geometry 208
- Teaching of Algebra 209
- Problems of Teaching French 204B
- Music Education 206 A, B, C
- Psychology of Coaching 210 (M)
- Organization and Administration of Physical Education 404 (M)
- Principles of Physical Education 403 (M)
- Methods in Physical Education 217 (W)
- Administration and Organization of Physical Education 325 (W)
- Principles of Physical Education 421 (W)
- Teaching of Physics 395
- Teaching of the Social Studies 202
Students who intend to make a major or minor of English should consult the chairman of the department, if possible, some time during their freshman year.

**COMPOSITION AND RHETORIC**

**99. Grammar Drill.** Non-credit course. Offered each term. Miss Gary.
A miscellaneous review and drill for students who are deficient in the rudiments of English grammar, spelling, and punctuation. Such students are required to carry this work in connection with the regular courses in composition and rhetoric, in order that they may receive such extra attention as cannot be given them in these classes. The class meets twice a week.

**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.

Note.—Composition 101A, B cover the same ground as Rhetoric 104 A, B, C, for which they are substituted in certain cases.

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

See note under Composition 101A.

**104 A, B, C. Rhetoric.** 9 term hours. Three hours a week throughout the year. Miss Eicher, Miss Loutzenhiser, Miss Master, Miss Nobbs, Miss Rawlinson, Mr. Slusser, Miss Van Horn.
This is the regular required work in college Freshman English. The aim of the course is to cultivate the habit of correct speech, both oral and written, and to develop some skill in the use of the ordinary forms of composition. Some time is given to the careful study and analysis of such literary masterpieces as will awaken in the student a livelier appreciation of the value and importance of style in speaking and writing.

**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, Miss Nobbs, Mr. Slusser, Miss Master.
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, enphemism, poetic imagery, and shifting meanings of words are studied, with a view to illuminating much that lies back of literary expression, and to sharpening and vivifying the student's appreciation of literature. It is taken for granted that those who enroll in the course have had considerable work in English or in foreign language.
LITERATURE

Not more than 12 hours credit may be counted from courses in literature numbered below 200.

102 A, B, C. 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.

120. History of American Literature. 4 term hours. Fall term. 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. Spring term. Miss Nobbs, Mr. Slusser.

An intensive study of the chief American poets.

122. American Prose. 4 term hours. Winter term. Miss Nobbs, Mr. Slusser.

An intensive study of the chief American prose writers.

124 A, B, C. General Literature. 12 term hours. Four 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.

203. Literature for Children. 4 term hours. Offered each term. Miss Master, Miss Rawlinson.

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

205 A, B, C. Nineteenth Century English Prose. 6 term hours. Two hours a week throughout the year. Mr. Slusser.

A careful reading of selected non-fiction English prose of the nineteenth century. The types of literature selected for study include reflective and familiar essays and longer writings, both critical and philosophical. This course continues throughout the year, but students may elect one, two, or three terms.

A. Coleridge, Hazlitt, Lamb, De Quincey. Fall term.
B. Landor, Macauley, Ruskin, Pater. Winter term.
210. Literary Interpretation. 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.

211. Lyric Poetry. 4 term hours. Winter term. Mr. Sprau.
This course is a more thorough study of one form of literature considered in 210. Its aim is to help the student to a fuller appreciation of good poetry, to know why a poem is good literature, and to suggest ways of using poetry with classes.

212. 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 210, 211, and 212 represent a consecutive year's work, each unit may be taken separately with profit.

The first aim of the course is to acquaint the student with the method of studying and teaching prose fiction. For this purpose some short, well-constructed novel is analyzed in the classroom. After some study of the picaresque tale of the Elizabethan times, the class traces the development of the novel in DeFoe, Richardson, Fielding, Sterne, and Smollett, the Gothic romance, and the novels related to the French Revolution. In the winter term, the leading English novelists from Jane Austen to the present date are studied. Each member of the class is required to make a detailed study of some novelist or some phase of the novel, and to report upon it to the class.

214 A, B, C. Shakespeare. 9 term hours. Three hours a week throughout the year. Mr. Sprau.
The purpose of the course is to help the student to read Shakespeare with more understanding and appreciation and to give him practice in reading and interpreting Shakespeare to classes. Four or five plays are carefully studied in class. The other plays are assigned for careful reading.

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 thirty years and to help him choose his reading with more critical discrimination. The classroom work consists of reading and interpreting representative selections, and of lectures upon interesting subjects connected with the literature of today. The course is primarily a reading course; much library work is required.

218. The English Bible. 6 term hours. Two hours a week throughout the year. Mr. Sprau.
In this course an attempt is made to study the Bible as a body of great literature. Facts of history and composition, insofar as they are known, are carefully studied as a background for intelligent interpretation and appreciation of Biblical literature. Students who enroll in the course for credit are required to read the major part of the Bible and to study intensively certain books that are especially rich in literary value.

219. The Short Story. 4 term hours. Fall 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 the various types and its general
technique. The required reading will serve to acquaint the student with the best short stories and the method of teaching such material. Themes and reports are required.

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 are studied minutely, and many others are read. The course gives 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 narrative poetry, is read and analyzed. The masterpieces studied are as follows: In A, Canterbury Tales, Othello; in B, The Faerie Queen, Heroes and Hero Worship; 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 hours 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.

308 A, B. The English Drama. 6 term hours. Fall and winter terms. Dr. Brown.
In the fall term the class traces 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, Greene, Peele, Kyd, Marlowe, and Shakespeare. In the winter term are 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. 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, Byron, and Shelley. Fall term.
B. Landor, Tennyson, and Mrs. Browning. Winter term.
C. Browning, Clough, Arnold, Rosetti, Morris, and Swinburne. Spring term.

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

311. Carlyle. 4 term hours. Summer term and when possible during the year. Mr. Sprau.
This course is intended for mature students who have a taste for serious thoughtful reading and who care for a better acquaintance with the work of this author. Special attention is given to Sartor Resartus, Heroes and Hero-Worship, Past and Present, and the more important essays.

317. The English Epic. 3 or 4 term hours. As scheduled. Dr. Brown.
A study of the general characteristics of the epic. The class makes a careful study of Paradise Lost. Selections are read from other epics for comparative study.

322. American Literature. 4 term hours. Spring and summer terms. Dr. Brown, Miss Rawlinson.
This course is intended primarily for juniors and seniors who have had no other courses in American literature and desire more intimate acquaintance with the subject. The work consists of lectures, discussions, and as wide reading as the time will permit.

325 A, B. Eighteenth Century Prose. 6 term hours. Fall and winter terms. Mr. Foley.
This course involves the reading of a variety of types in the non-fiction prose of the eighteenth century, with attention to the ideas and ideals voiced by the leading English writers of that time. 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. Fall term.

333. Lives and Letters of English Authors. 4 term hours. Prerequisite: freshman or sophomore courses in English literature. The instructor's consent is required. Spring term. Dr. Brown.
This course combines a detailed study of the Wordsworths, the Carlyles, and others, with wide reading in biography and letters. Reports and critical essays are required.

338. Modern Drama. 2 hours a week through fall and winter terms. Miss Eicher.
A study of the plays of Ibsen, Pinero, Jones, Galsworthy, Shaw, and others, with a careful inquiry into the relations among the Continental, the English, and the American drama.

406. Anglo-Saxon.

407. Chaucer. Courses 406 and 407 together yield 9 term hours credit. Three hours a week throughout the year. Students may not enroll for half the year's work without the consent of the instructor. Each course represents a half year's work. Dr. Brown, Mr. Foley.
The purpose of Anglo-Saxon 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.
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.

GEOGRAPHY AND GEOLOGY

WILLIAM J. BERRY
LOUISE BOSWELL

Courses 101A and 101B are foundation courses in geography and must precede all other courses except 201 and 301. Course 301 is designed to meet the needs of senior college students who desire to get the viewpoint of modern geography but who will probably not specialize in the subject; it may also be used in sequence with two other geography courses.

There is no inherent sequence in the regional courses in geography. A desirable sequence, however, following 101A and 101B or 301, consists of 120, 203, 204, 205, 201, 303. Courses 210 and 305 should be preceded by at least one regional course.

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

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

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

A minor in geography consists of 24 term hours offered in this department. The minor should include course 305.

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

Students majoring in geography are advised to elect Botany 221C, Geology 207 or 320, Economics 201 and 305, Modern European and American History and to acquire the ability to read German and French.

Some recommended sequences to meet particular situations are the following:

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

GEOGRAPHY

101A. Elements of Geography. 4 term hours. Offered each term. Mr. Berry, Miss Boswell, Miss Harrison, Miss Logan.

An introductory study of the mutual relationships between man and the natural environment, with special emphasis upon types of climate and some of the adjustments which man makes to climatic conditions in selected regions.

101B. Elements of Geography. 4 term hours. Prerequisite: Geography 101A. Offered each term. Mr. Berry, Miss Boswell, Miss Harrison, Miss Logan.
A continuation of 101A. A study is made of the relationships between various human activities and the major elements of natural environment not studied in Geography 101A. The course includes an elementary study of map projections.

120. Geography of United States and Canada. 4 term hours. Spring term. Prerequisite: 101A and B or 301. Offered each term. Mr. Berry, Miss Boswell.

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

203. Geography of Europe. 4 term hours. Prerequisite: Geography 101A and 101B or 301. Fall and winter terms. Mr. Berry, Miss Logan.

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 the present social, industrial, and commercial life of its leading nations.

204. Geography of South America. 4 term hours. Prerequisite: Geography 101A and 101B or 301. Fall and summer terms. Miss Harrison.

The relationships between the combination of natural environmental conditions existing in each of the major geographic regions of the continent and the economic activities carried on therein. The place of South America in world trade.

210. Industrial and Commercial Geography. 4 term hours. Prerequisite: Geography 101A and 101B or 301. Open to qualified freshmen with consent of the instructor. Fall 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 reason for their importance.

212. The Teaching of Geography. 4 term hours. Prerequisite: Geography 101A, 101B or 301. Desirable antecedent: Principles of Teaching. Open to qualified freshmen with consent of the instructor. Offered each term. Miss Logan.

Objectives in the teaching of geography, evaluation and technique of visual aids, organization and presentation of textual materials, geographic tests. This course gives credit in education. See page 97.

301. Elements of Geography for Senior-College Students. 4 term hours. Not open to students who have received credit for either 101A or 101B. Fall and spring terms. Mr. Berry.

An introductory foundation course designed for students who have not taken either 101A or 101B but who desire to gain some insight into the field of modern geography.

302. Geography of Mexico and the Caribbean Lands. 4 term hours. Prerequisite: Geography 101A and 101B or 301. Winter term. Miss Harrison.

Includes the countries of Mexico, Central America, Colombia, Venezuela, and several of the West Indian islands. The present economic, social, and political development of these lands and their future promise. Present and prospective trade relationships with the United States and other countries.

303. Geography of Asia. 4 term hours. Prerequisite: Geography 101A and 101B, or 301 and one regional course. Spring term. Miss Logan.

An interpretation of the major geographic regions of Asia. Special emphasis will be given to the organization of materials into geographic units.
The development of the “Old Northwest” in its relationships to the various
natural environmental features. Special emphasis is given to the climate,
geology, soils, minerals, native vegetation, and scenic features of Michigan
as related to various types of economic developments within the state.

305. Field Geography. 4 term hours. Prerequisite: Geography 101 or 301.
Fall and summer terms. Mr. Berry.
An intensive study is made of various type areas within the Kalamazoo
vicinity, with the purpose of observing the adjustments made in various types
of agriculture, important industrial development, transportation facilities,
commercial organizations, and urban pattern to the environmental complex
of the type areas studied. The course is based primarily upon field work, and
affords training in observing geographical facts, accurate field note-taking
and detailed mapping of areas studied. Required of students who desire
recommendation to positions in the field of geography.
Fall term. Classroom, 2 hours a week; in field, 2 double periods.

307. Climatology. 4 term hours. Prerequisite: Geography 101. A course
in regional geography, a desirable antecedent. Winter term. Miss
Harrison.
A detailed study of the elements which combine to form climate, the interpre-
tation of climatic data, essential features of the main types of climate.
Emphasis is placed upon the study of the climates of the United States.

310. The Historical Geography of the United States. 4 term hours. Pre-
requisite: Geography 101 or 301 and History 201 A, B or equivalent.
Winter term. Mr. Berry.
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 term. Miss Harrison.
An introduction to earth history. It includes a brief study of the earth’s
physiography, climate, minerals, genesis of ore deposits, the origin of moun-
tains, 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.

320A. Geology. 4 term hours. Fall term. Mr. Berry.
A study of the origin of the features of the surface of the earth, the mate-
rials 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 common rocks and minerals.
Classroom, 3 hours a week; laboratory, 2 hours a week.

320B. Geology. 4 term hours. Prerequisite: Geology 320A. Desirable antec-
cedent: Chemistry 101. Course 207 may be substituted with con-
sent of instructor. Winter term. Mr. Berry.
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.
Classroom, 3 hours a week; laboratory, 2 hours a week.

320C. Geology. 4 term hours. Prerequisite: Geology 320 A, B. Desirable antec-
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 form as habitable lands.
Classroom, 3 hours a week; laboratory, 2 hours a week.
HANDWRITING

Ethel ShimmeL

100. Teaching of Handwriting. 2 term hours. Offered each term. Miss ShimmeL.

This course aims to prepare students to teach handwriting. It includes a study of the principles of education, the objectives in the teaching of handwriting, the materials, and methods in instruction, and the history of handwriting. The student is given practice in the measurement of handwriting, in the diagnosing of handwriting difficulties, and in determining the most beneficial remedial work. The student is also given sufficient directed practice to enable him to write with a quality and rate essential to the effective teaching of handwriting. This course gives credit in education. See page 97.

HOME ECONOMICS

Mary A. Moore

Ruth V. Schumacher

Cora M. Walker

CLOTHING AND TEXTILES

101. Introductory Home Economics. 2 term hours. Fall term. Mrs. Schumacher.

An introductory course in clothing appreciation and construction. Fundamental sewing processes are taught in the making of simple garments.


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.

110. Clothing. 3 term hours. Winter or spring term. 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.


A continuation of the study of clothing selection and further development of the aesthetic standards in dress, though the emphasis in this course is on technique of construction. The problems include the making of a paper dress form which is used in the construction of tailored wool and silk dresses.

210. Clothing. Elective. 4 term hours. Prerequisite: Clothing 110 or equivalent. As scheduled. Miss Walker.

Applied dress design. The course includes making a paper dress form and its use. Emphasis is placed on the application of art principles to the costumes.

211. Clothing. 2 term hours. Prerequisite: Clothing 103. Spring term. Miss Walker.

Children's clothing is taught, with emphasis upon design, from the standpoint of hygiene, economy, and appropriate use of materials.

305. Millinery. 3 term hours. Prerequisite: Home Economics 101, Clothing 103. Spring term. Miss Walker.

A study of line and design in hats as a part of the complete costume. The fundamental processes in millinery construction are taught in the blocking and draping of inexpensive hats of felt, straw, ribbon, and fabric.

Note.—This course is open to other than Home-Economics students upon recommendation of the adviser.
311. Clothing. 4 term hours. Prerequisite: Clothing 103, 205. Fall term. Miss Walker.
Applied dress design is studied through draping on the dress form and flat pattern work. The finer materials are handled in making soft line dresses.

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

FOODS

102. Introductory Home Economics. 2 term hours. Fall term. Miss Moore.
A foundation course aiming to give a background for future work in foods and cookery.

A study of the fundamental principles of cookery, methods of preparation, and laboratory practice in foods used in the home.

206. Nutrition. 4 term hours. Prerequisite: Home Economics 102, Chemistry 103, Biology. Fall 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.

220. Nutrition. Elective. 3 term hours. Fall or winter term. Miss Moore.
Elective for all students except those in the Department of Home Economics. Study of nutrition as a basis for selection of food for individuals and family groups.

A study of unusual methods of preparation of various foods and different types of table service. The course includes experimental work on a food problem of special interest to the individual student.

An advanced study of foodstuffs in their relation to the processes of nutrition, with special emphasis on the nutrition of the child.

412. Lunch Room Management. 4 term hours. Spring 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 the Department of Home Economics.

GENERAL COURSES IN HOME ECONOMICS

120. Home Economics. 2 term hours. As scheduled. Miss Moore, Mrs. Schumacher.
This general course is primarily for those intending to teach in schools where home economics is not taught as a special subject. Consideration will be given problems such as selection and care of clothing, nutrition and the hot noon lunch, four-H cooking and sewing clubs, school and fair exhibits.

215. Home Economics. 4 term hours. Winter or spring term. Miss Moore, Mrs. Schumacher.
For students in other departments. An informational course dealing with subject matter, materials, and methods of home economics.
HOME ECONOMICS EDUCATION

209. Home Economics. 4 term hours. Prerequisite: Home Economics 103, 104, 205, 206. Winter term. Miss Moore, Mrs. Schumacher.
Selection and organization of subject matter. Aims and methods of teaching home economics, including lesson planning, observation, and the collection and use of illustrative material. This course gives credit in education. See page 97.

409. Home Economics Education. 3 term hours. Prerequisite: Home Economics Education 209, Practice Teaching 301. As scheduled. Mrs. Schumacher.
Consideration is given to the problems which the practice teacher or the experienced teacher has met. Curriculum study and construction; survey of the literature of home economics; investigation of laboratory equipment; history of the home-economics movement. This course gives credit in education. See page 97.

HOUSEHOLD ADMINISTRATION

An elective course for students not majoring in the department. The managerial aspect of homemaking is studied with emphasis upon economy in planning and buying for the household.

306. Home Management. 4 term hours. Prerequisite: Home Economics 102, 104, 206; Art 210; Economics 204. Winter term. Mrs. Schumacher.
A study of home organization and managerial problems, house furnishings and equipment, and housekeeping methods.

315. Home Nursing. 3 term hours. Prerequisite: Biology and Nutrition 206. Spring term. Miss Stankard.
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.

LATIN

Ada Hoebeke
M. Mathilde Steckelberg

36 term hours, including Latin Writing 206, are required for a major; 24 term hours are required for a minor.
Students desiring to do practice teaching in Latin must have completed a minimum of 24 term hours in this subject, including Teaching of Latin 205, and must be approved by the chairman of the department.

100 A, B, C. Elementary and Second-Year Latin. 12 term hours. 4 hours a week throughout the year. Miss Steckelberg. Offered in alternate years.
This course is designed for those students who need two units of Latin for admission to the A. B. curriculum, or to a medical, dental, or other professional course. It covers the work of two units of high-school language requirement.
Note.—A student may present one unit of high-school Latin and enter the course in the middle of the year.

101 A, B, C. Cicero and Ovid. 12 term hours. 4 hours a week throughout the year. Prerequisite: Two units of high-school Latin or Course 100. Miss Hoebeke.
Orations and letters of Cicero and selections from Ovid's Metamorphoses are read. Latin composition is given for two weeks each term.
102 A, B, C. Vergil. 12 term hours. 4 hours a week throughout the year. Prerequisite: Three units of high-school Latin or Course 101. Miss Hoebeke. The first six books of the Aeneid are read. A study of Greek and Roman mythology accompanies the reading.


204 A. Horace. 4 term hours. Fall term. Miss Kraft. The Odes and Epodes are read. A study of the philosophy of Horace accompanies the reading.

204 B. Horace. 4 term hours. Winter term. Miss Kraft. The Satires and Epistles are read.

204 C. 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.

205. Teaching of Latin. 4 term hours. Fall term. Miss Kraft. This course treats of the problems of the first two years of high-school Latin. Observations of teaching, reports, and discussion will form a part of the work. This course must precede practice teaching in Latin. This course gives credit in education. See page 97.

206. Latin Writing. 4 term hours. Winter term. Miss Kraft. Practice is made in the fundamental principles of correct expression in Latin. Required of all students majoring in Latin.

207. Roman Life. 4 term hours. Spring term. Miss Kraft. The distinctive features of Roman private and public life are presented with a view to the needs of the high-school teacher. Since a knowledge of Latin is not required, the enrollment is not limited to students of the department.

305 A. Catullus, Tibullus, and Propertius. 3 term hours. Fall term. Miss Steckelberg. Selections from these poets and a study of the period in which they wrote.

305 B. Martial and Juvenal. 3 term hours. Winter term. Miss Steckelberg. Selections are studied from the Epigrams of Martial and the Satires of Juvenal.

305 C. Lucretius. 3 term hours. Spring term. Miss Steckelberg. This study includes selections from De Rerum Natura, with emphasis upon the poetic and philosophical aspects of the work.


LIBRARY

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

103. Advanced Benchwork. 4 term hours. Prerequisite: Woodshop 101 or equivalent. Fall, winter, and summer terms. Mr. Sherwood.
An advanced course in bench woodworking, with particular emphasis on technique of hand tools, grinding, and sharpening. Includes elementary pattern making, molding, shop sketching, and the elements of arts and crafts.

108. General Metal. 4 term hours. Fall, spring, and summer terms. Mr. Weaver
A course presenting, through a series of unit activities, the methods used in handling and shaping metals. Processes in forging, bending, riveting, oxy-acetylene welding, brazing, soldering, spinning, stamping, etching, and polishing are demonstrated and applied.

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

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

111B. Mechanical Drawing. 4 term hours. Prerequisite: Mechanical Drawing 111A. Spring and summer terms. Mr. Huff.
More advanced problems in mechanical drawing, detailing, design, theory and application, ranging from simple geometrical problems through surface development to machine details, cams, gears, and some architectural drawing. Special emphasis on review of the fundamentals of drawing and discussions of practical problems.

116A. Printing. 4 term hours. 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. Simple jobs are carried through the various stages from composition to making-ready and press work. Practical work is given in setting straight composition.

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

200. **Pattern Making.** 4 term hours. Prerequisite: Advanced Benchwork 103, or equivalent. Fall, 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 on the educational principles involved. Visits are made to commercial shops and foundries to connect this work more effectively with modern industrial practices.

201. **Mechanical and Machine Drawing.** 4 term hours. Prerequisite: Mechanical Drawing 110, or equivalent. Spring and summer terms. Mr. Huff.

Special attention is given to orthographic projection, detailing assemblies, and other fundamentals of drafting. This course is the equivalent of Drawing I of the Engineering Department, University of Michigan, and satisfies the requirements of engineering students.


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

203 A, B, C. **Rural School Shop.** 12 term hours. 4 hours a week throughout the year. Mr. Nichols.

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

204. **Wood Turning.** 4 term hours. Fall, spring, and summer terms. Mr. Nichols.

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

205. **Woodshop.** 4 term hours. Prerequisite: Advanced Benchwork 103. 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 and points to be considered in the buying of woodshop equipment. Much attention is given to jointer and surfacer grinding, band-saw filing, brazing, and circular-saw fitting. Types of furniture construction are worked out through a series of fundamental problems.

207. **Wood Finishing.** 4 term hours. Fall, winter, and summer terms. Mr. Nichols.

An introductory course in the principles and methods of modern wood finishing. This course includes the working out of the standard and more popular finishes now in vogue and of industrial finishing. Much time is devoted to the study of wood structure, finishing materials, and the organization of a course of study in connection with wood laboratory work. Some time is devoted to the theory applied to interior decorating in a selection of wall hangings, floor coverings, and furniture fabrics.
208. **Special Education Shop.** 2 term hours. Spring term. Mr. Sherwood.
This course is designed for those students who wish to teach in the field of special education. It includes the fundamentals of shop work as adapted to type problems suitable for special classes. Open only to special education students.

212. **General Shop.** 4 term hours. Fall term. Mr. Pullin.
This course should be accompanied or preceded by Electricity 160. A study of the problems of industrial arts at the junior-high-school level. The course includes practical problems in glazing, painting, plumbing, electrical construction, and the repair of electrical appliances.

215 A, B, C. **Architecture.** 12 term hours. 4 hours a week throughout the year. Prerequisite: Mechanical Drawing 110. Fall and spring terms. Mr. Huff.
Plans, elevations, detailing, rendering, perspective, estimates, tracing, and blueprinting of structures ranging from simple one-story buildings to original designs for modern homes are included. Special emphasis is placed on practical work and architectural appreciation.

Keeping of records and accounts, purchase of materials, planning and laying out equipment, and study of school publications. Students will work out courses of study with job sheets, using original ideas.

220. **Sheet Metal.** 4 term hours. Prerequisite: Mechanical Drawing 110. Winter and summer terms. Mr. Weaver.
The application of hand and machine processes in cutting, forming, seams, burring, crumpling, notching, and wiring, as applied to the making of tinware, spouts, gutters, and large containers.

222. **Sheets.** 4 term hours. Fall and summer terms. Mr. Weaver.
A course in the fundamentals of machine tool operation, involving work at the bench and the use of machines making simple projects.

224A. **Machine Shop.** 4 term hours. Fall and summer terms. Mr. Weaver.
Advanced practice in the operation of machine tools and in making parts of simple machines, requiring some assembly and fitting of parts.

224B. **Machine Shop.** 4 term hours. Winter and summer terms. Mr. Weaver.
A study of the various parts of the automobile and simple repairs to be made with the use of job sheets. A laboratory course.

224C. **Auto Mechanics.** 4 term hours. Fall and summer terms. Mr. Weaver.
Advanced practice in automotive oxyacetylene welding, battery repairing, tire vulcanizing, and electrical work. Repairs to starters, generators, and ignition apparatus, using job sheets.

242A. **Auto Mechanics.** 4 term hours. Fall and summer terms. Mr. Weaver. Not offered in 1934-1935.
Shop practice in automotive oxyacetylene welding, battery repairing, tire vulcanizing, and electrical work. Repairs to starters, generators, and ignition apparatus, using job sheets.

Advanced practice in motor overhauling and rebuilding, general chassis repairs, and car refinishing.
300. **Home Mechanics.** 2 term hours. Fall term. Mr. Sherwood.
A practical course for women only, in the care, adjustment, and repair of home equipment and devices, as well as information about and participation in those procedures and practices that are effective in the operation and management of the modern home.

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

This course aims to combine the student's previous educational contacts and practical experiences with the best modern school practices in the teaching of manual arts. It includes observation studies and individual research problems. This course gives credit in education. See page 97.

308A. **Woodshop.** 4 term hours. Prerequisite: Woodshop 205, Wood Finishing 207. Fall and summer terms. Mr. Nichols. Not offered in 1934-1935.
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, rod work, layouts, and the use of shaper and tenover. This course includes also the history of furniture design.

308B. **Woodshop.** 4 term hours. Prerequisite: Woodshop 308A. Winter and summer terms. Mr. Nichols. Not offered in 1934-1935.
A continuation of woodshop 308A, with particular emphasis on steaming and bending, cabarole and form work, jig work as applied to moldings and shaper work, veneering and panel construction, marquetry and inlaying. Included with this course is more advanced work in furniture design, which requires the working out of type furniture problems according to the rules of modern furniture design.

308C. **Woodshop.** 4 term hours. Prerequisite: Woodshop 308 A and B. Spring and summer terms. Mr. Nichols. Not offered in 1934-1935.
The work in this course can be summed up under three headings:
1. The laboratory work includes a major project designed by the student and applying as many as possible of the principles outlined in the two preceding courses;
2. The working out of an ideal shop floor-plan including natural and artificial lighting, all power conduits, location of tool cases, lumber room, finishing room, glue room;
3. Selection, prices, and installation of the equipment to fix the students' layout.
The course continues the study of furniture history and design.

308D. **Woodshop Design.** 3 term hours credit for the year's work when taken in conjunction with Woodshop 308 A, B, C. Miss Siedschlag.
See Department of Art, page 76.
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 adapted to the amount of high-school mathematics for which they have credit.

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

Sequences in Mathematics

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

Students expecting to teach mathematics are advised to elect the professional courses in the teaching of mathematics best suited to their particular field. It should be noted, however, that 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.

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

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

Students desiring to do practice teaching in mathematics must have completed a major or a minor in this subject and have included in this prep-
aration at least one of the following courses: Teaching of Algebra 209 or Teaching of Geometry 208. The History of Mathematics 315 A, B is also recommended.

The postponement of practice teaching until the senior year or late in the junior year is recommended.

Applications for practice teaching in mathematics must be approved by the chairman of this department.

100A. Algebra Beginning with Quadratics. 4 term hours. Fall term. Mr. Ackley, Mr. Bartoo, Mr. Starring.

Designed for students who present for admission one year only of algebra. For those students it should precede all other courses in mathematics.

100B. Solid Geometry. 4 term hours. Winter term. Mr. Bartoo.

Designed for students who present one year of plane geometry, but who have not studied solid geometry.

100C. Trigonometry. 4 term hours. Prerequisite: Algebra 100A or a year and a half of high-school algebra. Offered each term. Mr. Ackley, Mr. Bartoo, Mr. Blair.

Plane trigonometry, trigonometric functions, identities, inverse functions, equations, solution of triangles by logarithms.

101. Arithmetic. 4 term hours. Offered each term. Mr. Ackley, Mr. Blair, Dr. Everett.

Lectures and discussions on the history and teaching of the subject, with assigned reading. Extended treatment of typical problems of applied arithmetic. This course gives credit in education. See page 97.

103A. Trigonometry and Algebra. 5 term hours. Fall term. Mr. Ackley, Mr. Bartoo, Mr. Blair.

This course includes all of the work given in course 100C and in addition an introduction to college algebra. Designed for students who have studied algebra in high school one and a half or two years, but who have not taken trigonometry as part of their high-school course.

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.

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 104C.

104A. College Algebra and Analytic Geometry. 4 term hours. Fall term. Dr. Everett, Mr. Blair, Miss Ford.

Rectangular and polar co-ordinates, simultaneous linear equations, determinants, relations between straight lines. Designed for students 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. Dr. 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. Dr. Everett, Miss Ford.

A continuation of course 104B. The parabola, ellipse, and hyperbola, higher plane curves. A brief survey of solid geometry.
112. Applied Mathematics. 4 term hours. Winter term. Mr. Ackley.
An elementary course in the application of the fundamental operations of
mathematics to the solution of industrial or simple engineering problems.
For students in manual arts who desire a course in the applications of
elementary mathematics to the more simple machines and designs.

115. College Algebra. 4 term hours. Winter and summer terms. Mr. Ack-
ey, Mr. Blair.
A thorough review of elementary algebra, followed by topics usually
studied in a course in college algebra, such as the function concept, deter-
minants, permutations and combinations, theory of equations, and logarithms.

116. Analytic Geometry. 4 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. 'Pre-
requisite: High-school algebra and geometry. Offered each term.
Mr. Ackley, Dr. 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. This course gives credit in education. See page 97.

205A. Calculus. 4 term hours. Prerequisite: College algebra and analytic
geometry. Fall and summer terms. Mr. Ackley, Mr. Blair, Dr.
Everett.
An elementary course in differential calculus.

205B. Calculus. 4 term hours. Winter and summer terms. Mr. Ackley, Mr.
Blair, Dr. Everett.

205C. Calculus. 4 term hours. Spring term. Mr. Ackley, Mr. Blair, Dr.
Everett.
A continuation of course 205B. A course in integral calculus.

208. 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 educa-
tional thought relating to the content and teaching of geometry in the high
school. It is required that this course precede practice teaching in geometry.
This course gives credit in education. See page 97.

209. 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 educa-
tional thought with reference to the content and teaching of algebra in high
school. It is required that this course precede practice teaching in algebra.
This course gives credit in education. See page 97.

210. Surveying. 4 term hours. Prerequisite: Trigonometry. Spring and
summer terms. Mr. Ackley, Dr. 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.
211. **Introduction to Statistics.** 4 term hours. Prerequisite: One year of college mathematics. Spring and summer terms. Dr. Everett.

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

227. **Mathematics of Finance.** 4 term hours. Prerequisite: One year of college mathematics. Fall term. Dr. Everett.

A study of mathematical principles and formulas underlying investments and accounting. The course includes the analysis and solution of typical problems.

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: Calculus 205C. Spring and summer terms. Mr. Blair, Dr. Everett.

322. **Theory of Equations.** 4 term hours. Prerequisite: Calculus 205C. Winter term. Mr. Blair, Dr. Everett.

This course alternates with course 323 and will not be offered in 1934-1935.

323. **Solid Analytic Geometry.** 4 term hours. Prerequisite: Calculus 205C. Winter term. Dr. Everett.

This course alternates with course 322, and will be offered in 1934-1935.

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.

330. **College Geometry.** 4 term hours. Prerequisite: Calculus 205C. Spring term. Mr. Ackley, Mr. Bartoo.

While this course is designed primarily for those who plan to teach high-school mathematics, it will be of interest to anyone desiring to apply the Euclidian methods to many interesting problems beyond the scope of a high-school text.

The course will consist of a study of such topics as geometric constructions, properties of the triangle, harmonic ranges and pencils, circle of Apollonius, inversions, poles and polars, and orthogonal and co-axiel circle.
Students desiring to do practice teaching in French must have completed a minimum of 24 hours in this subject and must be approved by the chairman of the department.

It is strongly recommended that students who are planning to do practice teaching shall take course 204A simultaneously with course 102A or 203A. 36 term hours are required for a major; 24 term hours are required for a minor.

101 A, B, C. Elementary French. 12 term hours. 4 hours a week throughout the year. Miss Noble.

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.

102 A, B, C. Intermediate French. 12 term hours. 4 hours a week throughout the year. Prerequisite: Two years of high-school French or one year of college French. Miss Noble, Miss Tamin.

Composition based on text, assigned topics, and further practice in oral French. About 500 pages of texts, including plays and short stories are read.

203A. Nineteenth Century French Prose and Drama. 3 term hours. Prerequisite: French 101, 102, or equivalent. Fall term.

A cursory study is made of the development of Romanticism in France, with readings from Chateaubriand, George Sand, Victor Hugo.

203B. Nineteenth Century French Prose and Drama. 3 term hours. Prerequisite: French 101, 102, 203A, or consent of instructor. Winter term.

The Realistic School is studied through readings from Balzac, Flaubert, Maupassant.

203C. Nineteenth Century French Prose and Drama. 3 term hours. Prerequisite: French 101, 102, 203A, B or consent of instructor. Spring term.

A survey of the nineteenth century drama is made, including the study of plays of de Musset, de Vigny, Augier.

204A. Phonetics. 4 term hours. Prerequisite: Two years of college French or equivalent. Fall term. Miss Tamin.

The aim of this course is to make scientific study of sounds and their various groupings, so as to develop accuracy in pronunciation. A great deal of corrective work will be done, aside from the study of theories and rules. Required of all students majoring or minoring in French.

204B. Problems of Teaching French. 4 term hours. Prerequisite: French 203 or equivalent. Winter term. Miss Tamin.

Informal discussion of the daily problems arising in the teaching of French. Required of students planning to teach French. This course gives credit in education. See page 97.
204C. Advanced Composition and Grammar Review. 4 term hours. Pre- 
requisite: Two years of college French or equivalent. Spring term. 
Miss Tamin. 
A study of grammatical difficulties as they are found in first and second 
year high-school readers. Intended to verify and to strengthen the knowledge 
of fundamental principles of correct expression in those students who are 
planning to teach French. Recommended to all students majoring or minor- 
ing in French.

205 A, B, C. France and the French. 3 term hours. One hour a week 
throughout the year. 
A course required of those specializing in French, but conducted in Eng- 
lish 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 back- 
ground for other courses and for general information.

206 A, B, C. Contemporary Literature. 6 term hours. Two hours a week 
throughout the year. Miss Tamin. 
Intended especially for advanced students who are majoring in French and 
who wish additional credit. Reading planned to help students become familiar 
with the best in the modern novel, drama, and poetry. To be offered alter- 
nately with French 207 A, B, C.

207 A, B, C. Conversation and Free Composition. 6 term hours. Two hours 
a week throughout the year. Prerequisite: Two years of high-school 
French or equivalent. Miss Tamin. Not offered in 1934-1935. 
This course is intended to develop ease and accuracy in the use of daily 
French.

208 A, B, C. Seventeenth Century French. 9 term hours. Three hours a 
week throughout the year. Prerequisite: French 203 or equivalent. Miss Tamin. 
A study of seventeenth-century conditions and history. Readings from the 
masterpieces of the period. Study of the classical drama through tragedies 
of Corneille and Racine, and comedies of Moliere.

209 A, B, C. French Literature. 6 term hours. Two hours a week throughout 
the year. Prerequisite for students majoring or minoring in French: 
two years of college French. Miss Tamin. 
This course is taught in English for the benefit of all those interested in 
masterpieces of French literature. Translations are provided for those stu- 
dents who cannot read French.

GERMAN

36 term hours are required for a major; 24 term hours are required for a 
minor. 
Students desiring to do practice teaching in German must have completed 
a minimum of 24 hours in this subject and must be approved by the chair- 
man of the department.

101 A, B, C. Elementary German. 12 term hours. 4 hours a week through- 
out the year. Miss Steckelberg, Miss Zimmerman. 
The aim of this course is to give the student a thorough knowledge of the 
fundamentals of German grammar, some facility in speaking and writing 
the language, and the power to understand and reproduce simple German 
reading matter. The work consists of the systematic study of German 
grammar, the reading of 100 to 200 pages of narrative prose, the reading 
and memorizing of selected poems, and the writing of simple, idiomatic
German. No credit is given for a part of the course. One year of high-school German may be applied on the course.

Note.—One section of Elementary German is reserved for students majoring or minoring in science or mathematics. Reading, rather than oral, German is emphasized, and the subject matter is on scientific subjects from the beginning.

102 A, B, C. Intermediate German. 12 term hours. 4 hours a week throughout the year. Prerequisite: One year of college German or two years of high-school German. Miss Zimmerman.

The work of this course consists principally in extensive reading of novelistic and dramatic German. The composition work consists of reproductions of texts read, short compositions on assigned topics, and reports on books assigned for collateral reading. The memorizing of poems is continued.

103 A, B, C. Scientific German. 12 term hours. 4 hours a week throughout the year. Prerequisite: The equivalent of one year of college German. Mr. Greenwall.

The reading material in this course is adapted to the needs of the students. An attempt is made to give as wide a vocabulary as possible, to meet the needs of students interested in different sciences and in mathematics. An opportunity is 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, C. German Literature from Lessing to Kleist. 12 term hours. 4 hours a week throughout the year. Prerequisite: The equivalent of two years of college German. Miss Zimmerman.

Dramas of Lessing, Goethe and Schiller, together with representative works of the Romanticists and the lyric poetry of the period are studied in this course.

204 A, B, C. German Literature from the Middle of the Eighteenth Century to the Present. 12 term hours. 4 hours a week throughout the year. Prerequisite: The equivalent of three years of college German. Miss Zimmerman.

This course includes the study of dramas of Kleist, Hebbel, Grillparzer and contemporary poets, together with representative prose of the same period.

205 A, B, C. Survey of German Literature. 6 term hours. Two hours a week throughout the year. Miss Zimmerman. Not offered in 1934-1935.

A survey course in German literature, with lectures in English and the reading of German masterpieces in translation by those who do not read German. This course is intended primarily for students majoring in English, French, or Spanish who have had no German.

SPANISH

101 A, B, C. Elementary Spanish. 12 term hours. 4 hours a week throughout the year. Mr. Greenwall.

The elements of grammar and pronunciation are given particular attention. The use of oral Spanish is encouraged, and reading is begun very early in the year.

102 A, B, C. Intermediate Spanish. 12 term hours. 4 hours a week throughout the year. Prerequisite: Spanish 101, or two years of high-school Spanish. Mr. Greenwall.

201 A, B, C. Advanced Spanish. 9 term hours. 3 hours a week throughout the year. Prerequisite: Spanish 101, 102 or equivalent.

This course is primarily a reading course with incidental grammar review. Extensive reading is done in A, Spanish-American Novel; B, Romantic Drama; and C, Nineteenth-Century Spanish Novel. Reports are given in class on collateral reading.
204 A, B, C. Survey of Spanish Literature and Civilization. 3 term hours.  
1 hour a week throughout the year. No credit will be given for less than a year's work.  
A survey course conducted in English and not limited to students of the Spanish department. A study of Spain, her people, art, customs, and literature. Reading of Spanish masterpieces in translation, for those who do not read Spanish. A lecture course, with some outside reports by students.

MUSIC

Harper C. Maybee
George E. Amos

Dorothea Sage Snyder

101A. Fundamentals of Music. 3 term hours. Fall term. Mr. Maybee.  
This course prepares students for positions as supervisors of music in public schools. It presupposes some musical talent and ability in reading music of school-grade difficulty. The work includes a study in the development of musical theory, notation, rhythm, ear-training, scale construction, the major and minor keys, interval work, rapid sight singing, chromatics in simple form, rounds, cannons and two- and three-part singing.

101B. Fundamentals of Music. 3 term hours. Prerequisite: Music 101A.  
Winter term. Mr. Maybee. 
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 monotonies, 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.

106A. Music Appreciation for Rural Schools. 2 term hours. Summer term.  
Stresses beauty through music as developed by means of a phonograph and records; its correlation with other school subjects; and, in general, rhythmic, melodic, and harmonic development.
116 A, B, C. Voice Culture. 6 term hours. 2 hours a week throughout the year. Mrs. Snyder.
Stresses the fundamental processes of breath control and tone production. Group singing for each student every day, singing of songs in small groups, and later some individual coaching.

123. Women's Glee Club. 4 term hours credit for a year's work. Mrs. Snyder.
The Women's Glee Club of thirty is chosen from the chorus through competition. The object is to select students for special artistic training in ensemble work. The glee club sings before a number of high schools throughout the State. It also takes an active part in the musical work on the campus and in the city.

125. Men's Glee Club. 4 term hours credit for a year's work. Mr. Maybee.
Open to all men with musical ability who have had experience in singing. The club makes a concert tour during the spring vacation, in addition to filling numerous other engagements and taking an active part in the music life on the campus.

127. Orchestra. 4 term hours credit for a year's work. Rehearsals twice a week. Mr. Amos.
Open to all students with a reasonable amount of training upon wind and string instruments. Special training is given in small groups outside of regular rehearsals.

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. 3 term hours. Prerequisite: Fundamentals of Music 101 A, B, C. Mrs. Britton.
The aim of the course is to acquaint the student with the materials, methods, problems, procedure, and development of music in the public schools. Special training is given for the study of each problem involved. This course must precede practice teaching and is intended for those students who are majoring in music. This sequence gives credit in education. See page 97.

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. 3 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 a study of the changing voice, voice testing, glee clubs, and all types of ensemble singing, with a study of suitable material. The problems of credit for outside music study and competitive contests are considered. Some training is given students in presenting operettas, cantatas, and chorus numbers.
209 A, B, C. Harmony. 12 term hours. Four hours a week throughout the year. Prerequisite: Music 101 A, B, C. 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. Fall term. Prerequisite: Music 101 A, B, C. Mr. Maybee.
The aim of this course is to acquaint the student with the development of music from its earliest primitive inception through the numberless stages of growth of melody, rhythm, and harmony down to the time of 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, oratorio, and various other musical forms is worked out with the aid of the piano, voice, and victrola, bringing within the hearing of the students various interpretations of the master works.

212C. Music Appreciation. 4 term hours. Prerequisite: Music 101 A, B, C, 212A, 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. 6 term hours. 2 hours a week throughout the year. Prerequisite: Music 116. 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 Chorus. 4 term hours credit for the year's work. Mrs. Snyder.
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.

320 A, B, C. Musical Composition and Analysis. 12 term hours. 4 hours a week throughout the year. Prerequisite: Music 101 A, B, C, Harmony 209 A, B, C. Mr. Henderson.
Advanced harmony and the analysis of the various musical forms; working out original vocal and instrumental selections.

331 A, B, C. Orchestration. 12 term hours. 4 hours a week throughout the year. 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.

340 A, B, C. Choral Literature. 6 term hours. 2 hours a week throughout the year. Prerequisite: Music 101 A, B, C; 116 A, B, C, and Glee Club. Mr. Maybee.
This course aims to make the students familiar with choral literature for mixed voices, by reading through a large amount of material from the old school as well as the new. Many of the compositions will be prepared and presented in public performance. Rehearsals 4 hours a week.
A medical and physical examination is required of all students. The findings which grow out of this examination determine the type of physical education program which the student will follow. An approved corrective and recreative program is prescribed for men who are physically unable to take part in active games and exercise.

In order that students may obtain the maximum returns from their physical education program, it is recommended that they take 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.

Note.—In order to receive physical education credit for work on varsity and freshmen athletic squads, a student must enroll in one of the physical education courses and attend the first meeting of the class, at which time he will be given an opportunity of signing a card which will transfer him from the class to the varsity or freshman squad. This transfer card states under what conditions he will receive physical-education credit.

Students who wish to minor in physical education should elect the following courses:

- General Athletics 121A .................................................. 1 term hour
- Elementary Gymnastics 121B .......................................... 1 term hour
- Outdoor Games 121C .................................................... 1 term hour
- Psychology of Coaching 210 ....................................... 3 term hours
- Football Technique 313 .............................................. 3 term hours
- Basketball Technique 315 .......................................... 3 term hours
- Baseball Technique 317 .............................................. 3 term hours
- Track and Field Technique 319 ................................. 3 term hours
- Organization and Administration of Physical Education 404 4 term hours
- Elective in Physical Education .................................... 2 term hours

COURSES FOR NON-SPECIALIZING STUDENTS

101A. Physical Education. Fall term. 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 is given during Freshman Days or early in the fall term to all entering freshmen. Those passing the test may 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 are assigned to teams which 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. Maher.
Scheduled games for class championship in volleyball, basketball, newcomb, and indoor baseball. Calisthenics and apparatus work.

101C. Physical Education. Spring term. Mr. Maher.
Scheduled games for class championship in tennis, track, playground.

201A. Physical Education. Fall term. Mr. Maher.
This course is a part of the service program offered to all second-year men in the college who are not majoring in physical education. Students
who pass the physical achievement test may 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, horseshoe pitching, soccer, speedball, swimming, tennis, track, volleyball, or wrestling. Those failing to pass the test are assigned to teams which play scheduled games in the following activities: soccer, touch football, handball, and horseshoe pitching.

201B. Physical Education. Winter term. Mr. Maher.
Scheduled games for class championship in volleyball, basketball, newcomb, indoor baseball. Marching, calisthenics, apparatus work.

201C. Physical Education. Spring term. Mr. Maher.
Scheduled games for class championship in volleyball, track, playground, baseball, and swimming. Marching, calisthenics.

COURSES FOR SPECIALIZING STUDENTS

121A. General Athletics. 1 term hour. Fall term. Mr. Gill.
The fundamentals of soccer, football, touch football, and speedball; practice and theory.

121B. Elementary School Gymnastics. 1 term hour. Winter term. Mr. Gill.
Group games, organized mass athletics, elementary apparatus work, gymnastic marching, calisthenics, supplemented with indoor recreative games.

121C. Outdoor Games. 1 term hour. Spring term. Mr. Gill.
Mass athletics, track and field, and baseball.

202. History of Physical Education. 3 term hours. Fall and winter terms. Mr. Smith.
Early Greek and Roman physical training, period of development during the Renaissance, German and Swedish systems. The influence of nationalism on the various systems of physical education.

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

This course is designed primarily for those who are planning to make coaching a profession, although playground leaders find the course very helpful in working out their problems. The first part of the term is given over to the discussion of certain principles of educational psychology and their application to athletics, along with a psychological analysis of the principal sports. The latter part of the term is confined to athletic coaching. Some of the topics discussed are: getting ready to coach, planning the practice sessions, presenting material effectively, planning the season's campaign, playing the game, the "jinx" and how to handle it, the element of being afraid and how to conquer it, morale, personality and will power, the personal touch in coaching. This course gives credit in education. See page 97.

221A. Advanced Athletics. 1 term hour. Fall term. Mr. Read.
A more detailed study of the games and activities taught in 121A. The finer points are emphasized; practice is improved.

221B. Advanced Gymnastics. 1 term hour. Winter term. Mr. Read.
Advanced gymnastics and apparatus work, graded athletics tests for mass athletics, team contests.

221C. Advanced Outdoor Games. 1 term hour. Spring term. Mr. Read.
Advanced instruction and practice in track and field sports, tennis, baseball. Intramural participation is required of those not making the varsity.
301. Principles and Technique of Gymnastic Teaching. 2 term hours. Fall term. Mr. Read.

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

304. Physiology of Exercise. 3 term hours. Prerequisite: Anatomy 211 A, B, Physiology 211C. Fall term. Mr. Hyames.

Fundamental principles underlying the physiology of the muscle and nerve with special application to physical activities. Study of the interrelationship of digestion, respiration, excretion, and internal secreting glands to muscular activity and efficiency. A study of the effects of overexertion and fatigue.

312. Kinesiology. 4 term hours. Prerequisite: Anatomy 211 A, B. Winter and spring terms. Mr. Gary.

This course includes a study of the types of muscular activity; the mechanics involved in their performance; a detailed study of the muscles, ligaments, and joints used in gymnastic, athletic, and occupational movements, and their relation to the problems of bodily development and efficiency.

313. Football Technique. 3 term hours. Fall term. Mr. Gary.

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

315. Basketball Technique. 3 term hours. Winter term. Mr. Read.


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. Smith.

The best accepted forms of starting, hurdlung, 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.

327. Swimming. 1 term hour. Spring term. Mr. Read.

Instruction in the different strokes, resuscitation and life saving.

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 the Boy-Scout movement. Methods of the patrol and troop are studied. Students are given the opportunity of practical experience in the various phases of 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.

401. Anthropometry. 4 term hours. Prerequisite: Anatomy 211 A, B, Physiology 211C. Winter and spring terms. Mr. Gary.
A study of the historical development of measurements in physical education from the early anthropometric and strength tests, through the athletic ability tests up to a detailed consideration of the various types of motor ability tests which are in use at present.

403. Principles of Physical Education. 3 term hours. Fall term. Mr. Read.
This course studies the curriculum in physical education in relation to elementary- and secondary-school education. Principles are set up which help guide the prospective teacher in physical education in the selection of activities. Lectures, assigned readings, and reports. This course gives credit in education. See page 97.

404. Organization and Administration of Physical Education. 4 term hours. Winter term. Mr. Hyames.
This course draws up, plans, and discusses physical-education programs for city, village, and rural schools; the organization of health lessons, games, tests, meets, tournaments, and seasons of play; principles of supervision; construction and equipment of buildings, grounds, swimming pools, athletic fields, stadia. This course gives credit in education. See page 97.

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

Each student is required to take both a physical and a medical examination upon entering and is then assigned to the type of activity for which she is best fitted. No student is excused from physical education. Courses 102, 103, and 104 are planned for students in restricted groups.
The required gymnastic costume consists of black circular bloomers and white blouse. A gray tank suit is required for swimming. This equipment may be purchased at the Co-operative Store.
Students are not permitted to earn more than one credit in physical education in any one term and are not given credit for more than three terms of the same activity.
Students who wish to minor in physical education should elect the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Physical Education 120</td>
<td>2 term hours</td>
</tr>
<tr>
<td>History of Physical Education 121</td>
<td>2 term hours</td>
</tr>
<tr>
<td>Health Education 190</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Practice Teaching in Physical Education 201</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Methods in Physical Education 217</td>
<td>4 term hours</td>
</tr>
<tr>
<td>First Aid and Massage 218</td>
<td>1 term hour</td>
</tr>
<tr>
<td>Playground Organization 219</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Theory of Athletics 222</td>
<td>2 term hours</td>
</tr>
<tr>
<td>Rhythmic Plays and Games 318</td>
<td>2 term hours</td>
</tr>
<tr>
<td>Community Recreation 422</td>
<td>4 term hours</td>
</tr>
</tbody>
</table>

CRYSTAL WORNER  
MARY BOTTJE  
ISABEL CRANE  
DORIS A. HUSSEY

MARION A. SPALDING  
MILDRED STEPHEN  
KATHERINE THIELEN  
DOROTHY VESTAL

PHYSICAL EDUCATION FOR WOMEN
In addition the student will spend from three to five hours a week in practice courses, including games, sports, swimming, and dancing, these courses to be selected with the advice of the department counselors.

COURSES FOR NONSPECIALIZING STUDENTS

101A. Physical Education. Offered each term. Miss Bottje, Miss Hussey, Miss Stephen, Miss Thielen, Miss Worner.

The aim of this course is to give the student an understanding of the values of participation in physical activities, and to aid her in determining her physical abilities and needs.

101B. Physical Education. Prerequisite: Physical Education 101A. Winter term. Miss Bottje, Miss Hussey, Miss Stephen, Miss Thielen, Miss Worner.

Volley ball and folk dancing are emphasized. Tactics and gymnastics are included.

101C. Physical Education. Prerequisite: Physical Education 101A. Spring term. Miss Bottje, Miss Hussey, Miss Spalding, Miss Thielen, Miss Vestal.

Indoor work in stunts, self-testing activities, and games. This is followed by field sports and baseball.

102. Physical Education. Prerequisite: Physical Education 101A. Offered each term. Miss Hussey.

A daily rest period for students who are physically unable to participate in class activity.

103 A, B, C. Restricted Exercise. Prerequisite: Physical Education 101A. Offered each term. Miss Thielen, Miss Vestal.

Exercise for restricted groups. Hiking, bowling, quoits, archery, and light activity suited to the season.

104. Individual Gymnastics. Prerequisite: Physical Education 101A. Offered each term. Miss Bottje, Miss Hussey.

A course of remedial exercise for students who do not pass the physical examination. Credit will be given in this course for one repetition only.


107. Basketball. Prerequisite: Physical Education 101A. Winter term. Miss Bottje, Miss Spalding, Miss Vestal.


201. Tennis. Prerequisite: Physical Education 101A. Fall and spring terms. Miss Bottje, Miss Hussey, Miss Thielen, Miss Vestal, Miss Worner.


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

203. Folk Dancing. Prerequisite: Physical Education 101A. Fall and spring terms. Miss Thielen, Miss Worner.

Folk dances, country dances, and clogs.

204. Advanced Swimming. Prerequisite: Physical Education 101A. Offered each term. Miss Hussey.

A course in swimming and life-saving; open to students who have passed the beginners' swimming test.
205. Hiking and Skiing. Prerequisite: Physical Education 101A. Winter term. Miss Hussey, Miss Vestal.
Instruction in skiing whenever conditions are favorable. Three hours a week, not necessarily divided into one-hour periods.

206. Interpretative Dancing. Prerequisite: Physical Education 101A. Offered each term. Miss Thelen.
Individual and group study of expression through rhythmical movement. Class limited to 20 members.

230. Early Elementary Physical Education. Prerequisite: Physical Education 101A. Offered each term. Miss Bottje.
A study of the physical, mental, and social nature of children in the early-elementary group and consistent activities to take care of their needs. Two periods a week are devoted to presentation of material by members of the class. One period is for lecture and discussion.

231. Later Elementary Physical Education. Prerequisite: Physical Education 101A. Winter and spring terms. Miss Vestal.
A study of needs and interests of pupils of later-elementary grades along physical education lines, and presentation of physical education activities suitable to that age.

232. Junior and Senior High-School Physical Education. Prerequisite: Physical Education 101A. Fall term. Miss Vestal.
A course giving in theory and practice, physical-education activities suitable for junior- and senior-high students.

Suggested indoor and outdoor program for mixed-age groups. Ideas for track meets, picnics, play days, holiday programs, and student leadership systems.

COURSES FOR SPECIALIZING STUDENTS

All practice courses, including dancing, gymnastics, sports, and swimming are required. These courses do not receive credit in term hours.

PHYSICAL EDUCATION PRACTICE

110 A, B, C. Dancing. Begins in fall term and continues through the year. Miss Worner.
This course includes practice in folk dances of various nations, clogs, tap routines, country dances, and character dances.

113A. Physical Education. Fall term. Miss Hussey.
Tennis and simple group games.

113B. Physical Education. Winter term. Miss Hussey.
Gymnastics and volley ball.

113C. Physical Education. Spring term. Miss Hussey.
Track and field athletics.

125 A, B. Swimming. Begins in winter term and continues through the spring term. Miss Worner.
Swimming, diving, and life-saving methods.

126A. Soccer. Fall term. Miss Hussey.

126B. Basketball. Winter term. Miss Bottje, Miss Worner.

210A. Dancing. Fall term. Miss Worner.
   In this course students will be given an opportunity to teach folk dances, country dances, and clogging.

210 B, C. Interpretative Dancing. Begins in winter term and continues through the spring term. Miss Thielen.
   A course in which the students gain bodily control, become aware of the expressive possibilities of that control, and integrate it with their own experiences and personalities.

213A. Physical Education. Fall term. Miss Vestal.
   Tennis and games. Games will be taught with special reference to the age-groups to which they are suited.

   Marching, apparatus work, and volley ball.

213C. Physical Education. Spring term. Miss Worner.
   Stunts, self-testing activities, track and field athletics.

   Advanced swimming, diving, and life saving.

226A. Hockey. Fall term. Miss Worner.

226B. Basketball. Winter term. Miss Spalding, Miss Worner.


310 A, B, C. Interpretative Dancing. Begins in fall term and continues through the year. Miss Thielen.
   A course to develop the student's artistic creative capacities through rhythmical movement.

   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.
   Tennis. Practice in teaching games.

313B. Physical Education. Winter term. Miss Vestal.
   Tumbling and pyramids.


325 A, B, C. Swimming. Begins in fall term and continues through the year. Miss Hussey.
   Advanced work in swimming, with opportunity for teaching.

326A. Soccer. Fall term. Miss Vestal.

326B. Basketball. Winter term. Miss Bottje, Miss Stephen.


410 A, B, C. Interpretative Dancing. Begins in fall term and continues through the year.

411 A, B. Physical Education. Winter and spring terms. Miss Hussey, Miss Vestal.
   An elective course in which the students may work on the activities in which they are particularly interested.
413A. Physical Education. Fall term. Miss Worner. Archery and games for restricted groups.

413B. Danish Gymnastics. Winter term. Miss Vestal.

413C. Physical Education. Spring term. Miss Vestal. In this course the student elects advanced work in tennis or golf.

426A. Hockey. Fall term. Miss Worner.

426B. Basketball and Volley ball. Winter term. Miss Bottje, Miss Hussey.


PHYSICAL EDUCATION THEORY

120. Introduction to Physical Education. 2 term hours. Spring term. Miss Worner. General survey of the field of physical education with its various divisions. Study of results to be expected and common measures of those results. Familiarization with the literature of the subject.

121. History of Physical Education. 2 term hours. Spring term. Miss Worner. A study of the development of physical education and the social forces which have influenced it.

215. Theory of the Dance. 1 term hour. Prerequisite: Dancing 210 A, B. Fall term. Miss Thielen. The purpose of this course is to introduce the student to the field of the dance and its place in education.

217. Methods in Physical Education. 4 term hours. Prerequisite: Physical Education 120, 121, 219. Winter term. Miss Spalding. Fundamental principles underlying the selection of subject matter and the technique of teaching gymnastics, games, and rhythmic work for elementary and high-school pupils. Opportunity for observation and making of lesson plans. This course gives credit in education. See page 97.


219. Playground Organization. 4 term hours. Prerequisite: Physical Education 120, 121. Fall term. Miss Crane. A study of the history, organization, and activities of playgrounds.

220. Applied Anatomy. 4 term hours. Prerequisite: Anatomy 211 A, B. Spring term. Miss Hussey. Analysis of the mechanics of bodily movement. A study is made of the location and action of the larger muscles in developmental activities and exercises.

222. Theory of Athletics. 3 term hours. Prerequisite: Physical Education 120, 121. Spring term. Miss Worner. A study of the rules and technique of track and field athletics and the administration of meets and tournaments.

224. Theory of Swimming. 2 term hours. Spring term. Miss Hussey. This course includes the methods of teaching swimming; the analysis of strokes, dives, and Red Cross Life Saving Tests; and the administration of swimming meets.
318. Rhythmic Plays and Singing Games. 2 term hours. Winter term. Miss Crane.
Rhythmic material suitable for children in early elementary grades.

320. Theory of Games. 2 term hours. Runs throughout the year in connection with the major sport being taught. Prerequisite: Physical Education 126 A, B, C, and 226 A, B, C. Miss Vestal.
A study of the rules and playing technique of soccer, hockey, volleyball, basketball, and baseball.

The study of preventive as well as prescribed exercise for remedial defects in cases of curvature and physical abnormalities. Practice with patients will be given.

This course is a continuation of courses 222 and 320, with emphasis on the coaching of activities. Practice is given in organizing and administering meets and play days.

325. Administration and Organization of Physical Education. 2 term hours. Prerequisite: Physical Education 217, 219. Fall term. Miss Worner.
This course presents the problems that arise in the every-day experience of the instructor. Among the topics considered are: administration of activities, physical examinations, excuses, special cases, records, schedules, and relations with other services in the school. This course gives credit in education. See page 97.

401. Modern Problems in Physical Education. 4 term hours. Prerequisite: Physical Education 217, 325. Spring term. Miss Worner.
A study of current trends and problems in the field of physical education in relation to modern educational principles.

421. Principles of Physical Education. 3 term hours. Prerequisite: Physical Education 325. Winter term. Miss Worner.
A study of the derivation of principles of physical education, their relation to aim and objectives, and types of programs that develop through application of these principles. This course gives credit in education. See page 97.

The study of the organization and administration of community play. Students beyond the sophomore year may elect this course by obtaining permission from the instructor.

JOHN E. FOX
PAUL ROOD

PHYSICS

WALTER G. MARBURGER

A major in physics consists of 36 term hours. By arrangement with the Department of Chemistry, a major in physical science may be made by taking 12 term hours of chemistry and 24 term hours 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 203 A, B, C.

Students who wish to do practice teaching in physics must offer a major or a minor in this subject or a major in physical science. It is advisable that a considerable portion of the major or minor be completed before making
application for practice teaching. The postponement of practice teaching
until the student's senior year, or until late in his junior year, is strongly
recommended. Application for practice teaching in physics must be ap-
proved by the chairman of the department. Physics 395 is a prerequisite for
practice teaching.

In courses where laboratory work is required, it is necessary that the stu-
dent arrange his work so that he shall have two consecutive hours one day
each week for laboratory work.

It is desirable that students begin their college physics with Mechanics and
Sound 203A.

100A, B, C. Elementary Physics. 12 term hours. 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 demon-
stration 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 require-
ments in physics.
Classroom, 5 hours a week.

160. Electricity. 4 term hours. Prerequisite: High-school physics. Spring
term. Mr. Fox.
Required of all manual-arts students except those electing courses 203A, B,
and C. Open to other students.

200. Slide Rule. 1 term hour. Fall term. Mr. Rood.
Students electing any of the physics courses are strongly advised to pur-
chase a slide rule and elect this course. By so doing, they will save much
time and labor in the computations necessary in the solution of problems and
in the completion of laboratory reports.

203A. Mechanics and Sound. 5 term hours. Prerequisite: High-school
physics, and trigonometry. Fall term. Mr. Fox, Mr. Rood.
A general course in the mechanics of solids and fluids. The last part
of the course is devoted to a study of sound. Demonstration lectures and recita-
tions with illustrative problems.
Classroom, 5 hours a week; laboratory, 2 consecutive hours a week.

203B. Heat and Light. 5 term hours. Prerequisite: Physics 203A. Winter
term. Mr. Fox, Mr. Rood.
Same general plan of presentation as in Physics 203A.
Classroom, 5 hours a week; laboratory, 2 consecutive hours a week.

203C. Magnetism and Electricity. 5 term hours. Prerequisite: Physics
203A. Spring term. Mr. Fox, Mr. Rood.
Same general plan of presentation as in Physics 203A.
Classroom, 5 hours a week; laboratory, 2 consecutive hours a week.

Note.—Courses 203 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.

210A. Astronomy. 4 term hours. High-school physics is a highly desirable
antecedent. Fall and winter terms. Mr. Fox.
A non-mathematical course in descriptive astronomy, which will serve as an
aid to students in general science and to others who desire an understanding
of the elements of the subject. Open as an elective to students of all courses.

210B. Astronomy. 4 term hours. Prerequisite: Astronomy 210A. Spring
term. Mr. Fox.
This course is divided into three parts as follows: (a) a study of the
various hypotheses advanced to account for the solar system; (b) the genesis
and life history of the stars; and (c) the interpretation of the universe as
influenced by the modern conception of matter. The student is here given a
glimpse into modern physics. It is offered as an extension course and as a
residence course when a sufficient number of students request it.

320. Technical Mechanics. 3 term hours. Prerequisite: Physics 203, Cal-
culus 205. Fall term. Mr. Rood.
This course and Courses 340 and 380 are intended to round out to some
extent the year in general college physics, 203 A, B, C. The principles there
studied are reviewed and amplified and certain new material is introduced.
The topics covered include force, motion of translation and of rotation, periodic
motion, gravitation, elasticity, and selected topics in sound.

340. Heat. 3 term hours. Prerequisite: Physics 203, Calculus 205. Winter
term. Mr. Rood.
This is an advanced course dealing with specific heats, change of state,
kinetic theory, and the elementary principles of thermodynamics.

350 A, B, C. Light. 9 term hours. Prerequisite: Physics 203 and Calculus
205. Mr. Fox.
An advanced course in light, consisting of lectures and laboratory work.
Studies in reflection, refraction, interference, diffraction, and polarization.
Begins in the fall term and continues through the year.
Classroom, 2 hours a week; laboratory, 3 hours a week.

360. Electrical Measurements. 4 term hours. Prerequisite: Physics 204 and
Calculus 205. Fall term. Mr. Marburger.
This course is confined to direct current theory and measurements. Standard
methods of measuring current, voltage, power, and resistance are studied
and investigated in the laboratory. Elementary circuit analysis is introduced.
The simple aspects of the mathematical theory of magnetism are studied and
measurements of the magnetic properties of iron and alloys are made. High-
grade laboratory instruments are available for use in this course.
Classroom, 3 hours a week; laboratory, 4 hours a week.

365. Transient and Alternating Currents. 4 term hours. Prerequisite: Elec-
trical Measurements 360. Winter term. Mr. Marburger.
This course deals with the measurement of capacitances and inductances by
ballistic and a.c. methods. Considerable time is devoted to a.c. bridge meth-
ods. The theory of alternating currents is developed. A study is made of
sinusoidal currents and voltages in various types of electric circuits; tuning
and resonance effects; electrical oscillations; coupled circuits.
Classroom, 3 hours a week; laboratory, 4 hours a week.

366. Principles of Radio. 4 term hours. Prerequisite: Alternating Currents
365. Spring term. Mr. Marburger.
The characteristics of electron tubes and their uses in radio transmission
and reception are studied. Several electron-tube circuits are analyzed. In
the laboratory, students measure tube characteristics, assemble and adjust
high frequency generators, detectors, and amplifiers.
Classroom, 4 hours a week; laboratory, 2 hours a week.

380. Modern Physics. 3 term hours. Prerequisite: Physics 203. Spring
term. Mr. Rood.
A survey of the outstanding modern physical discoveries and their sig-
nificance. The topics covered include: the discovery and measurement of the
electron, developments in the fields of x-rays and atomic structure, and some
of the methods used and the results obtained in the present great activity
directed toward solving the mystery of the nuclei of atoms.
390A. Laboratory Technique. 2 term hours. Full term. Mr. Marburger, Mr. Sherwood.
This course consists of four hours a week in shopwork.

Note.—Courses 390 A, B, C, are open to students majoring in physics only after consultation with the chairman of the department. These courses are intended to aid in the making and repairing of apparatus and are especially valuable to the teacher and research worker.

390B. Laboratory Technique. 2 term hours. Winter term. Mr. Marburger, Mr. Weaver.
This course consists of four hours a week in the machine shop.

390C. Laboratory Technique. 2 term hours. Spring term. Mr. Marburger.
This course consists of four hours a week in glass blowing.

395. Teaching of Physics. 2 term hours. Prerequisite: Physics 201. Fall term. Mr. Marburger.
This course is a prerequisite to practice teaching in physics. The current methods of teaching high-school physics will be investigated. Consideration will be given to specific problems, such as the sources and purchase of laboratory apparatus and material, and the selection of a textbook. Numerous references will be made to the current literature in this field. This course gives credit in education. See page 97.

404. Advanced Laboratory Physics. Credit depending upon work accomplished. Prerequisite: Physics 201 A, B, C, and experience in other courses offered in this department. Offered each term. Mr. Fox, Mr. Marburger, Mr. Rood.
Work may be done in any field of physics. This course should be elected by students only after consultation with and permission of the Instructor who will supervise it.

RURAL EDUCATION

WM. MCKINLEY ROBINSON

Ernest Burnham

Anna L. Evans

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 37.
Facilities for training for work in rural education available at Western State Teachers College. pages 37, 38.
Certificates granted and degrees conferred. pages 66, 67, 70.
Provision for training teachers of agriculture. page 38.
Attention is called to the course in home economics which is especially designed for students in one-teacher, consolidated, and village schools. page 107.

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.
103. Sociology. 4 term hours. Offered each term. Dr. E. Burnham, Mr. Robinson.  
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. Rural Education. (Administration). 4 term hours. Spring term. Mr. Robinson.  
Deals with the general questions of teaching, supervising, and administering rural schools. Executive facility and efficiency in the whole work of the school are the major considerations.  
Note.—Rural Education 201A will be offered in the summer term, 1935.

201B. Rural Education. (Economics). 4 term hours. Winter term. Dr. E. Burnham.  
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. (Sociology). 4 term hours. Fall term. Dr. E. Burnham.  
Deals with current constructive and reconstructive social activities. Home, neighborhood, community, and occupational and professional units of organization are discussed with reference to the relations of provincial and class distinctions to the inclusive social unity. Illustrations are taken and applications are made to small-town, village, and country life.

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

230R. Principles of Teaching. 3 term hours. Prerequisite: Psychology 200.  
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.

301. Special Problems of Village and Consolidated Schools. 4 term hours. Spring term. Mr. 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-teacher associations. The course will include visits and studies in the high-school departments of the rural consolidated and township unit schools connected with the college.

304 A, B, C. Rural Education. 6 term hours: 2 hours a week throughout the year. Prerequisite: Consent of instructor. Mr. Robinson.  
This is a seminar course for advanced students who are interested in keeping abreast of current progress in rural education. The best material in
print on rural life and education will be read and discussed. A study is made of problems relating specifically to administration, teaching, the curriculum, supervision of all types of rural schools, and the preliminary and service preparation of teachers. 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. (Sociology). 6 term hours: 2 hours a week throughout the year. Prerequisite: Consent of instructor. Dr. E. Burnham.

In the fall term a recent college textbook in rural sociology will be critically studied, with supplementary references to other good books in this and related fields. In the winter term typical researches in rural sociology representing primarily the essentials in wholesome social life will be given intensive consideration. In the spring term analysis of worthwhile social research problems in rural life will be the subject of class discussion and members of the class will derive the forms and schedules for local researches. A minor study within the scope of the available time will be undertaken.

Practice Teaching. See description of courses in Training Department, page 147.


This course should be taken before or in conjunction with Rural Education 304 and 404 by students who desire to do supervising in counties and teaching in county normal schools.

THE SOCIAL SCIENCES

SMITH BURNHAM HOWARD F. BIEGLOW ERNEST BURNHAM LEONARD KERCHER JAMES OWEN KNAUSS FLOYD W. MOORE

ROBERT R. RUSSEL NANCY E. SCOTT GRACE EDITH SEEKELL DAVID CARL SHILLING WALTER A. TEPENNING OSCAR S. TRUMBLE

"The Social Sciences" 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 201 A, B, C, Political Science 201 A, B, Economics 101 A, and Sociology 201 A, B, or nine hours in any one of the latter three departments.

ECONOMICS

101. Description of Industry. 5 term hours. Offered each term. Mr. Biegelow.

A presentation of the important features and characteristics of our modern industrial structure, together with some of the important interrelations within that structure. This is strictly a description course with no economic principles presented. Designed for those who care for only one term of work in economics, and for those who wish to major in this department but who have had no economics in high school.
201A. **Principles of Economics.** 4 term hours. Offered each term. Mr. Bigelow, Mr. Moore.

A study of the fundamental principles of economics and their application to some of the more important of our economic problems. Special emphasis is placed upon the laws of price, the fundamental principles involved in production, and the principles underlying our monetary and banking systems. A few problems such as those presented by the business cycle, inter-regional trade, business organization, and marketing are frequently included.

Note.—Principles of Economics 201A and 201B form a single course in Principles of Economics, which are prerequisite to advanced work in the field. A student planning to take only a single term's work in economics should consult with the instructor before electing Economics 201A.

201B. **Principles of Economics.** 4 term hours. Prerequisite: 201A. Winter and spring terms. Mr. Bigelow, Mr. Moore.

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

201B. **Rural Education (Economics).** 4 term hours. Spring term. Dr. E. Burnham.

See description of course, Department of Rural Education, page 136.


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

203. **Labor Problems.** 4 term hours. Prerequisite: Economics 201. Spring term. 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. It helps to establish rational standards of expenditures, based on a careful analysis of human wants and on a consideration of the consumer's available income and of the existing standards of living. Careful analysis is made of the marketing system, investment, insurance, the recent development of installment buying, and the wise use of credit by the consumer.

Note.—It is suggested that this course follow Principles of Economics 201A and 201B as a year sequence for students preparing to teach social science in junior high school.

301. **Public Finance.** 4 term hours. Prerequisite: Economics 201. Work in government may be substituted in special cases by permission of the instructor. Fall term. Mr. Bigelow.

A study of public expenditure, revenues, debts, and problems of fiscal administration. Deals with the characteristics of and trends in public expenditures; the sources of government income; the principles and problems of
taxation; an analysis of typical modern taxes, such as the general property
tax, income tax, inheritance tax, and customs duties; the use of public credit;
and the budget system and other methods of fiscal administration.

302. Business Administration. 4 term hours. Prerequisite: Economics 201.
Fall term. Mr. Moore.
This course deals with the elementary principles of internal organization
and management of industrial enterprises. It includes a discussion of the
nature of modern industry; plant location and types of construction; material,
equipment, and power; planning and routing; statistics and accounting;
marketing methods and problems; production management; personnel ad-
ministration; purchasing, traffic, credit, and collections.

303. Corporations. 4 term hours. Prerequisite: Economics 201. Winter
term. Mr. Bigelow.
A study of the place of the corporation in modern business life. Con-
sideration 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.

304A. Marketing. 3 term hours. Prerequisite: Economics 201. Fall term.
Mr. Moore.
A study of the principles, methods, and problems of marketing. The
following are some of the topics covered in this course and in Marketing 304B:
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-oper-
ation; market finance; brands and trade names; specialization; price main-
tenance; unfair competition; cost of marketing; prices and price factors;
general criticism of existing market structure and proposals for its reform.

304B. Marketing. 3 term hours. Prerequisite: Economics 201. Winter
term. Mr. Moore.
A continuation of Marketing 304A.

305A. Transportation. 2 term hours. Prerequisite: Economics 201. Fall
term.
A study of the various means of transportation and the specific contribution
of each to a nation-wide integrated transportation system. Considerable time
is given to the study of the major transportation routes in the United States
and the factors which make them important.

Note.—Transportation 305 A, B, and C form a year's course carrying 6 term hours
credit and should be elected as such.

305B. Transportation. 2 term hours. Prerequisite: Economics 201 and
305A. Winter term.
A study of the problems of service, costs, and revenues in the business of
transporting. Stress is laid on the need of co-ordinating the various means
of transportation into an efficiently related whole for the purpose of securing
for the consumer maximum transportation service at least cost and at the
same time holding for the owners some assurance of a fair return on invested
capital.

305C. Transportation. 2 term hours. Prerequisite: Economics 201 and 305
A, B. Spring term.
A study of the development of governmental regulation of transportation
systems. A major portion of the time given to a consideration of the pres-
ent status of regulation as reflected in law and court decisions. The work of
this term logically is a continuation of the work of the second term, since
regulation deals with the problems unsolved in service and rates.
306. **Business and Government.** 4 term hours. Prerequisite: Economics 201. Work in government may be substituted in special cases by permission of the instructor. Spring term. Mr. Moore.

The relations of the government to public service corporations and to private businesses. The course includes a study of the necessity of regulation, franchises, intermediate permits, public utility commissions, principles of valuation, rate-making, service, capitalization, government ownership, legal and constitutional aspects of regulation, control of corporations and trusts, regulation of competition, government encouragement of business and national policies toward business.

**HISTORY**

102. **History of Greece.** 4 term hours. Fall term. Miss Seekell.

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

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.

105A. **English History, 55 B.C.-1603.** 4 term hours. Fall term. Dr. Russel.

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.

105B. **English History, 1603-1815.** 4 term hours. Winter term. Dr. Russel.

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.

105C. **English History, 1815 to the Present Time.** 4 term hours. Spring term. Dr. Russel.

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.

106A. **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-wide colonial conflict between France and Great Britain.
106B. 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.

106C. Modern Europe, 1870 to the Present Time. 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 the problems of reconstruction.

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

201B. United States History, 1815-1877. 4 term hours. Offered each term. Dr. S. Burnham, Dr. Knauss, Dr. Russel, 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.

201C. United States History, 1877 to the Present Time. 4 term hours. Offered each term. Dr. S. Burnham, Dr. Knauss, Dr. Russel, Mr. Trumble.
The industrial development of the United States; the coming of big business, the organization of labor; settlement of the Far West; recent industrial, social, and political problems and the efforts to solve them; America as a world power and its part in the Great War; and the history of recent years are the chief topics in this course.

202. Teaching of the Social Studies. 4 term hours. Prerequisite: Two college courses in history. Offered each term. Dr. S. Burnham.
This course is intended for students in the later-elementary and the junior and senior high-school groups. It deals with the aims, content, organization, presentation, and testing of the social studies. Attention is given to the evaluation of texts, the planning of lessons, the selection and gradation of collateral reading, and the correlation of the social studies with the other branches of the curriculum and with the various activities of the school. This course gives credit in education. See page 97.

301A. United States History, 1783-1815. 3 term hours. Prerequisite: 201 A, B, C. Fall term. Dr. S. Burnham. Not offered in 1934-1935.
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.

301B. United States History, 1815-1848. 3 term hours. Prerequisite: 201 A, B, C. Winter term. Dr. S. Burnham. Not offered in 1934-1935.
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.

302. Economic Development of Modern Europe. 3 term hours. Fall term. Dr. Knauss.
A study of the origin and development of the economic institutions of the present day, with particular reference 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 is given to the political, the economic, and the social institutions and problems of Latin America.

305. International Relations, 1878-1914. 3 term hours. Fall term. Dr. Scott.
This course consists of an analysis of the foreign policies of European states as revealed in their diplomatic documents. Its purpose is to aid the student in arriving at an independent view of the causes of the World War.

Note.—Courses 305, 306, 307 represent a consecutive year's work in recent European history for upper classmen. Each unit, however, may be taken separately. A general knowledge of European history, such as may be gained from 105 A, B, C or 106 A, B, C is necessary for an effective understanding of the material studied in these courses.

306. World War. 3 term hours. Winter term. Dr. Scott.
The military events of the World War are followed, but the emphasis in the course is placed upon the diplomacy of the war period, the revolutionary movements leading to the fall of the central and eastern empires and the creation of the new states, the Peace Conference, the treaties, and the new machinery for international action, the World Court and the League of Nations.

Note.—See note under 305 International Relations.

307. Europe Since 1918. 3 term hours. Spring term. Dr. Scott.
A study of post-war reconstruction; the problems growing out of the peace treaties, reparations, war-debts, revisionism; the successive changes in Italy, Russia, and Germany; the position of the small states in Europe; political aspects of the economic tension.

Note.—See note under 305 International Relations.

308A. United States History, 1865-1877. 3 term hours. Prerequisite: 201 A, B, C. Fall term. Dr. S. 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.

308B. United States History, 1877-1901. 3 term hours. Prerequisite: 201 A, B, C. Winter term. Dr. S. Burnham.
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.
308C. United States History, 1901 to the Present Time. 3 term hours. Prerequisite: 201 A, B, C. Spring term. Dr. S. Burnham.

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 is made of their chief present-day problems.

A course designed to show the development of the contemporary political, social, and economic status of Michigan. The relation of the history of the state to that of the nation is stressed.

POLITICAL SCIENCE

A college course in United States History 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, with special stress on the last two.

201B. State and Local Government. 4 term hours. Winter term. Mr. Shilling.
Since the citizen has many contacts with the state, city, and county government, an effort is made to acquaint the student with the organization, aims, and problems of state, county, and municipal government.

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 their rise, development, and mechanism. Elections, ballots, and civil service are given emphasis. Some use is made of laboratory materials.

302. Principles of Political Science. 3 term hours. Prerequisite: Government 201 A, B, or History 201. Fall term. Mr. Shilling.
A study of the forms and types of government, associations and unions of states, theories of the functions of government and types of constitutions. Also a critical analysis of the theory and practices of the legislative, executive, and judicial organs of government of the leading countries of the world. This course is open to students who are majoring in the social sciences or who have received permission from the instructor.

303. Problems of Urban Democracy. 3 term hours. Prerequisite: Government 201B or permission from instructor. Winter term. 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.

304. County Government. 3 term hours. Prerequisite: Government 201B. Spring term. Mr. Shilling.
This is a detailed study of local government in the United States, with special emphasis upon Michigan. After a brief discussion of the historical development of local government, a critical study is made of such topics as county and state relations, the organization of county government, the problems of administration, the appraisal of present county government and suggested improvements. The township also receives some attention.
401A. **Comparative Government.** 3 term hours. Prerequisite: Government 201 A and B, or History 201. Fall term. 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 this term the British Empire is studied.

401B. **Comparative Government.** 3 term hours. Prerequisite: Government 201 A and B, or History 201, and 301A. Winter term. Mr. Shilling.

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

401C. **International Government.** 3 term hours. Prerequisite: Government 401 A, B, or History 305 or 306. Spring term. Mr. Shilling.

The salient features of this course include the development and nature of the community of nations; international law and sanctions; membership and duties of members of the family of nations; the machinery of International intercourse; the modern organization of the community of nations; and the control of war.

**SOCILOGY**

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 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 all three of the courses numbered 201A, 201B, and 201C. Students who are planning to teach "Community Civics" should elect at least the following courses: Sociology 201A, 201B, and 301B.

103. **Sociology.** 4 term hours. Elective for freshmen only. Offered each term. Mr. Robinson.

See description of courses in Department of Rural Education, page 136.

201A. **Society and the Individual.** 4 term hours. Offered each term. Mr. Kercher, Dr. E. Burnham, Dr. Terpenning.

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

Note.—Courses 201 A, B, C constitute a year's work in social theory. If all three terms are elected, 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. E. Burnham, 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.

Offered each term. Dr. E. Burnham, 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.
HE SOCIAL SCIENCES

201C. Rural Education (Sociology). 4 term hours. Fall term. Dr. E. Burn- ham.

See description of course in Department of Rural Education, page 136.

203. Rural Sociology. 4 term hours. Spring term. Dr. E. Burnham.

See description of course in Department of Rural Education, page 136.

301A. The History of Social Thought. 4 term hours. Prerequisite: Sociology 201 A, B. Fall term. Dr. Terpenning.

A critical study of about thirty important men from Zoroaster and Confucius to Tarde, Gumplovicz, and Ratzenhofer. The course will also include estimations of various schools of thought, such as those of the economic determinist, the militarist, the eugenist.

Note.—Courses 301 A, B, C, 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 201A, and 201B. Fall and spring terms. Dr. Terpenning.

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. Prerequisite: 201A, and 201B. Spring term. Dr. Terpenning.

A historical study of the institution of marriage, followed by a careful analysis of modern family disorganization and its social significance. In general, attention will be centered on the normal rather than the definitely pathological family.

See note under course 301 A.

302. Community Organization. 4 term hours. Prerequisite: Sociology 201 A and 201B. Spring term. Dr. Terpenning.

This course comprehends the study of communities as social groups, including their origin, growth, decline, economic and cultural organization; an analysis of their conflicts and cooperative activities; the genesis and the trends of the community movement; typical experiments in community organization, including the successes and failures of idealistic communities; and the theories and principles of community organization, with some discussion of the various Utopian schemes.

303. Social Origins. 4 term hours. Prerequisite: Sociology 201A and 201B. Winter term. Mr. Kercher, Dr. Terpenning.

A study of the origins of culture, involving an examination of the sentiments, moral attitudes, and mental traits of primitive man as they find their expression in the activities and organizations of primitive tribal society.

304. Criminology. 4 term hours. Prerequisite: Sociology 201A and 201B. Spring term. Dr. Terpenning.

This course is a study of crime as a sociological problem. It considers the theories and aims of punishment; the physical, economic, and social factors of crime; types of criminals, with special emphasis upon the causes, prevention, and treatment of juvenile delinquency. An essential feature of this study will be field trips to prisons, reformatories, and other penal institutions.

404 A, B, C. Rural Education. (Sociology). 6 term hours. 2 hours a week throughout the year. Prerequisite: Consent of the instructor. Dr. E. Burnham.

See description of course in Department of Rural Education, page 137.
420. **Educational Sociology.** 4 term hours. Prerequisite: Sociology 201 A, B, Psychology 100, 200. Offered each term. Dr. E. 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.

**SPEECH**

| LAURA V. SHAW | CARROLL P. LAHMAN |
| DOROTHY M. ECCLES | ANNA E. LINDBLOM |

A major sequence in speech consists of courses 101A, 101B, 120, 210, 215, 225, 301, 315, and one other 4 term-hour course.

A minor sequence in speech consists of courses 101A, 101B, 120, 210, and other courses totaling 8 hours.

For students specializing in English, courses 101A, 101B, 210, 310, 320 and 410 are recommended.

Students majoring in speech are strongly urged to minor in English.

101A. **Fundamentals of Speech.** 4 term hours. Fall and winter terms. Miss Eccles, Mr. Lahman, Miss Lindblom, Miss Shaw.

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

101B. **Fundamentals of Speech.** 4 term hours. Prerequisite: Speech 101A. Winter and spring terms. Miss Eccles, 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.

120. **Informal Public Speaking.** 4 term hours. Prerequisite: Speech 101A, 101B. Spring term. Mr. Lahman, Miss Lindblom.

Introductory study of the rhetorical principles of public speech and audience psychology. The primary aim is to develop clear thinking, and ease and effectiveness in speaking. Frequent opportunity for platform work is given.

201. **Parliamentary Usage.** 2 term hours. Spring term. Mr. Lahman.

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

210. **Interpretive Reading.** 4 term hours. Prerequisite: Speech 101A, 101B. Fall and spring terms. Miss Eccles, Miss Shaw.

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

215. **Acting.** 4 term hours. Prerequisite: Speech 101A, 101B, 210 or the consent of the Instructor. Winter term. Miss Shaw.

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


For description see course in Department of Art, page 76. This course may be counted for credit in speech.
225. Argumentation and Debate. 4 term hours. Prerequisite: Speech 101A, 101B or consent of the instructor. Fall or spring term. Mr. Lahman, Miss Lindblom.

A thorough study of the principles of argumentation and frequent practice in debating current public questions. Attention is also given to the problems of coaching and judging debates. Students planning to participate in intercollegiate debate are advised, so far as possible, to elect this course first.

226. Intercollegiate Debating. Maximum of 12 term hours allowed during college course, and not more than 4 term hours each year. 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.


The development of speech as a form of human behavior studied from the biological and psychological standpoints.

305. Festival and Pageantry. 4 term hours. Prerequisite: Speech 101A, 101B. Two times a week during winter and spring terms of every third or fourth year. Miss Shaw. Not offered in 1934-1935.

A study of festivals and pageants and of the methods of their organization and presentation. The class develops and presents a pageant.


Advanced work in the oral interpretation of literature with special emphasis on character delineation.


Methods of staging plays, including stage settings, costumes, and makeup. Plays are presented by the class. Each student directs at least one play.

320. Advanced Public Speaking. 4 term hours. Prerequisite: Speech 101A, 101B, and 120 or the consent of the instructor. Spring term of alternate years. Mr. Lahman. Offered in 1934-1935.

Advanced study of speech organization and audience psychology, analysis of model speeches, and frequent practice in constructing speeches for special occasions.

410. Oral Interpretation of the Drama. 4 term hours. Prerequisite: Speech 101A, 101B, 210, 215, and 310 or the consent of the instructor. Spring term of every second or third year. Miss Shaw. Offered in 1934-1935.

Platform reading of the one-act and the three-act play. Through class analysis and criticism, a basis for judging the drama is established.

THE TRAINING DEPARTMENT

PRACTICE TEACHING

Students should enroll for practice teaching in the Training School office as soon as the schedule of classes for the ensuing term is published. Each student must present a tentative program approved by his curriculum counselor and his departmental adviser; his practice-teaching assignment will then be made in accordance with this program.

Practice Teaching 301, 302, and 303 are required in all the life-certificate curricula. At least two consecutive hours of the school day should be reserved for each unit (4 term hours) of teaching, if done in the elementary school.
This includes preparation. All curricula should require that Practice Teaching 303 be done well toward the end of the course.

Students are strongly advised not to undertake extra studies or remunerative work during the term or terms in which practice teaching is being done. Each unit of practice teaching, 101, 301, 302, and 303, gives four term hours credit, and hence is entitled to preparation in time and amount corresponding to equivalent academic courses.

Students preparing to do administrative work are advised to do at least one unit of practice teaching in the lower grades of the Training School.

Students should enroll for double practice teaching for Paw Paw and Richland assignments, which require a half-day of time.

201. Practice Teaching. 4 term hours. Prerequisite: Psychology 200, Principles of Teaching 101R, academic preparation in the subject or subjects to be taught, and one-fourth as many honor points as term hours of credit acquired. Mr. Ellsworth and Supervisors.

For students enrolled in curricula of two years in length.

301, 302. Practice Teaching. 4 term hours each. Prerequisite: Psychology 200, 203 A, B; Principles of Teaching 230; adequate academic and professional preparation in the subject or subjects to be taught; and one-fourth as many honor points as term hours of credit acquired. Mr. Ellsworth and supervisors.

These courses include the teaching of classes in one of the training schools, the observation of lessons taught by the supervisors, the study and measurement of children as individuals and in groups, and meetings with the Supervisors of Practice Teaching and, during the first term, with the Director of the Training Schools.

Students are expected to become familiar with the course of study, to cooperate in the general workings of the Training Schools, and to assume as full responsibility as possible for the pupils in their direct charge. Opportunity is afforded for participation in assemblies, social affairs, and parents' meeting.

All first-term practice teachers meet Tuesdays at 7 P. M. with the Director, in the rotunda of the Training School. Class meetings with the Supervisors of the Campus Training School are held Tuesdays and Thursdays at 8 A. M. Class meetings for Portage are held Tuesdays and Thursdays at 4 P. M. in the Campus School. Richland and Paw Paw practice teachers meet their supervisors during the hours of their assignments. Campus High-School class meeting hours are 3 P. M. Tuesdays and Thursdays. These hours must be reserved by students enrolling for practice teaching.

303. Practice Teaching. 4 term hours. Prerequisite: Practice Teaching 302. Offered each term. Grade and special supervisors. A third term of practice teaching required in all life certificate curricula.

Students are given fuller responsibilities, such as complete room charge. New teaching problems and units are worked out in keeping with the student's previously demonstrated needs and abilities. Assignments are based upon careful records of the student's experiences in preceding practice teaching courses.

305. Practice Teaching. 4 term hours. Prerequisite: Maturity and teaching experience. Summer term. Mr. Ellsworth and 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.
THE TEACHING LABORATORY

(See description of the Training Schools, page 26.)

The Director of the Training Schools

All 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, Tuesday evening at 7:00, for a general lecture on professional ethics and other matters pertaining to professional success.

The Supervisors

A Supervisor is in charge of each grade, each high-school subject, and each special subject; and is responsible for the progress of the pupils and of 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 two periods weekly for conferences on general management, the study of children, the direction of observation, and instruction in the psychology of the school subjects. They also meet each student in a special-subject conference once a week for discussion of the concrete teaching problems of the student's own assignment and plans for the ensuing week's work.

Demonstration Rooms

Each term three grade rooms in the Campus Training School are designated as Demonstration Rooms—a primary grade, an intermediate grade, and an upper grade. No practice students are assigned to these rooms and all the teaching is done by the grade and special supervisors. Opportunity is thus afforded students of observing good teaching under conditions that closely approximate a typical public school situation.

Assembly Exercises

Regular weekly assemblies for all the children in the Campus Training School are held Friday at 11:00 o'clock, in the rotunda of the Training School. The programs, usually in charge of the children themselves, represent culminations of the work of some one grade, or in some subject. The work in music, art, and folk-dancing also furnish attractive features of these activities. The assemblies not only serve to unify the school, but also afford the student teacher an opportunity of gaining good general impressions of the interest and activities of the various grade groups.

Assemblies of a similar character are held in the Portage, Richland, and Paw Paw Training Schools.
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**Note:** The content appears to be a page from a book or a textbook, listing various sections and topics covered in the document. The text is not clearly formatted, and there are some sections that seem to be incomplete or cut off. The table format provided is an attempt to organize the information into a readable structure.
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