1935

Western State Teachers College Bulletin: Summer Session 1935

Western Michigan University

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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
1935-1936

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
Thursday, Friday, Nov. 28, 29 .......................... Thanksgiving recess
Wednesday, December 18 .......................... Fall term ends

WINTER TERM—1936

Monday, January 6 .......................... Registration of students
Tuesday, January 7 .......................... Recitations begin
Friday, March 27 .......................... Winter term ends

SPRING TERM—1936

Monday, April 6 .......................... Registration of students
Tuesday, April 7 .......................... Recitations begin
Friday, June 19 .......................... Spring term ends
Saturday, June 20 .......................... Alumni Day
Sunday, June 21 .......................... Baccalaureate address
Monday, June 22 .......................... Commencement

SUMMER SESSION—1936

Monday, June 29 .......................... Registration of students
Tuesday, June 30 .......................... Recitations begin
Friday, August 7 .......................... Summer session ends

FALL TERM—1936

Monday, September 21 to Wednesday, September 23 .......... Freshman Days
Tuesday, September 22 .......................... Registration of freshmen
Wednesday, September 23 .......................... Registration of upper classmen
Thursday, September 24 .......................... Recitations begin
Thursday, Friday, Nov. 26, 27 .......................... Thanksgiving recess
Wednesday, December 16 .......................... Fall term ends
PROGRAM OF SUMMER SESSION EVENTS—1935

First Week (July 1-July 6)

Monday, July 1
Registration.

Tuesday, July 2
9 A. M. General Assembly.
3 P. M. Matinee tour. Kalamazoo State Hospital.

Wednesday, July 3
3-5 P. M. Tea and informal program for faculty and students.

Saturday, July 6
8:30 A. M. Excursion to Battle Creek to observe preparation of breakfast cereals.

Second Week (July 8-July 13)

Tuesday, July 9
7-8:30 A. M. Psycho-Educational Clinic.
9 A. M. General Assembly.
3 P. M. Matinee tour. Kellogg Bird Sanctuary, in the beautiful Gull Lake district.

Wednesday, July 10
1 P. M. Matinee tour. Upjohn Company to observe manufacture of medicines and pharmaceuticals.
3-5 P. M. Tea and informal program for faculty and students.

Thursday, July 11
3 P. M. Matinee tour. Kalamazoo Vegetable Parchment Company. "The world's model paper mill".

Saturday, July 13
8 A. M. Excursion. South Bend, to observe the manufacture of automobiles; to visit famous Notre Dame University and its noted art galleries and libraries; and St. Mary's College and Academy.

Third Week (July 15-July 20)

Week of Commercial Exhibit of Textbooks and School Supplies

Tuesday, July 16
7-8:30 A. M. Psycho-Educational Clinic.
3 P. M. Matinee tour. Kalamazoo State Hospital.

Wednesday, July 17
3 P. M. Matinee tour. Nazareth Academy, an outstanding Catholic Convent, school for boys and girls, and a liberal arts college.
3-5 P. M. Tea and informal program for faculty and students.

Thursday, July 18
7 P. M. Matinee tour. Pretty Lake Vacation Camp for underprivileged children.

Saturday, July 20
7 A. M. Excursion. Michigan State Reformatory, and State Hospital for Criminal Insane at Ionia.

Fourth Week (July 22-July 27)

Tuesday, July 23
7-8:30 A. M. Psycho-Educational Clinic.
9 A. M. General Assembly.
3 P. M. Matinee tour. Ann J. Kellogg School in Battle Creek.
Wednesday, July 24
3 P. M. Matinee tour. Kalamazoo State Hospital. Occupational Therapy Division.
3-5 P. M. Tea and informal program for faculty and students.

Thursday, July 25
3. P. M. Matinee tour. Borgess Hospital, one of the newer and more modern general hospitals.

Friday, July 26, Saturday and Sunday
3:15 P. M. Annual excursion to Chicago to observe centers of sociological and civic interest, in cooperation with the Department of Sociology.

Fifth Week (July 29-August 3)

Tuesday, July 30
7-8:30 A. M. Psycho-Educational Clinic.
9 A. M. General Assembly.
1 P. M. Matinee tour. Camp Custer to see the R.O.T.C., C.C.C., C.M.T.C., and soldier hospitals.

Wednesday, July 31
3-5 P. M. Tea and informal program for faculty and students.
7 P. M. Matinee tour. Kellogg Camp for underprivileged children at Pine Lake.

Thursday, August 1
7 P. M. Matinee tour. Kalamazoo Bread Company to observe preparation and baking of breads and pastries.

Saturday, August 3
5 A. M. Excursion. Michigan Home and Training School at Lapeer.

Sixth Week (August 5-August 9)

Tuesday, August 6
9 A. M. General Assembly.
3 P. M. Matinee tour. Kalamazoo State Hospital.
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; Mills College.

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

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

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.

LAVINERNE ARGARRIGHT, A. M.
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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

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

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

The Department of Commerce

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

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

Jane A. Blackburn, A. M.

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

Carl R. Cooper, A. M.
A. B., Western State Teachers College; A. M., Teachers College, Columbia University; University of Michigan.

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

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

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

Edna Rickey Lotz, Ph. D.
A. B., B. S. in Ed., Ohio University; A. M., Ph. D., Ohio State University; Ohio State Bureau of Juvenile Research.

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.

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

Elmer H. Wilds, Ed. D.

The Department of English

George Sprau, A. M.
A. B., Ohio Northern University; A. B., A. M., Ohio University; A. M., Harvard University.

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.

Edith M. Eicher, A. M.
A. B., Morningside College; A. M., Columbia University; University of Iowa; The University of Chicago; Oxford University.

Lorena M. Gary, A. M.
A. B., Western State Teachers College; A. M., University of Michigan; The University of Chicago.
HELEN E. MASTER, A. M.
A. B., A. M., University of Michigan; University College of Wales.

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

HERBERT S. SUSSER, A. M.
A. B., A. M., University of Michigan.

LUCILEJ. 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.
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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

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.

The Department of Languages

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

FLORENCE M. BONHARD, A. M.
A. B., Stanford University; A. M., Columbia University; University of Southern California; University of Mexico; University of Madrid; University of Paris.

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; International People's College, Denmark.
FACULTY

Mathilde Steckleberg, 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.
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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.

Charles S. Nichols, A. M.
A. B., Western State Teachers College; A. M., University of Michigan; University of Wisconsin.

Elmer C. Weaver, A. M.
B. S., A. M., 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.

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

Pearl L. Ford, A. M.
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The Department of Music

Harper C. Mayree, 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
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Mary P. Doty, B. Mus.
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H. Glenn Henderson
Michigan Conservatory of Music; American Conservatory of Music; Chicago Musical College; Student in Paris with Guilmant and Moskowski.

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.

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.

Doris A. Hussey, B. S.
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Dorothy Vestal, B. S.
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The Department of Physics

John E. Fox, A. M.
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The Department of Rural Education

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

Cleora A. Skinner
Western State Teachers College, The University of Chicago.

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Smith Burnham, L. L. D.
Ph. B., A. M., L. L. D., Albion College; Harvard University; The University of Chicago; University of Pennsylvania.

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

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ROBERT R. RUSSELL, Ph. D.
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G. EDITH SEEKELL, A. B.
A. B., University of Michigan; Teachers College, Columbia University.

DAVID C. SHILLING, A. M.
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OSCAR S. TRUMBLE, A. M.
A. B., A. M., University of Michigan.

The Department of Speech

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

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

The Campus Training School

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

BESS W. BAKER, A. M.
Ph. B., The University of Chicago; A. M., University of Michigan; Western State Teachers College.

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

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B. Mus., University of Michigan; Western State Teachers College; Teachers College, Columbia University.

CORA EBER, A. M.
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Florence E. McLouth, A. M.
B. S., Teachers College, Columbia University; A. M., University of Michigan; University of Pittsburgh; The University of Chicago.

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

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

Mildred Stephen, B. S.
B. S., University of Oregon; Battle Creek College.

Bess L. Stinson, A. M.
B. S., A. M., George Peabody College for Teachers.

Frances M. Thompson, A. M.
B. S., A. M., George Peabody College for Teachers; Teachers College, Columbia University.

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

Alma E. Wyckoff, A. M.
B. S., Central Missouri State Teachers College; A. M., Teachers College, Columbia University.

The Alumni Secretary

Carl R. Cooper, A. M.
A. B., Western State Teachers College; A. M., Teachers College, Columbia University; University of Michigan.

The Library

Anna L. French, Librarian
Michigan State Normal College; Drexel Institute School of Library Science.

Edith E. Clark, A. B., Periodicals
A. B., Western State Teachers College.

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

Mary A. H. Harvey, Orders and Accessions
Michigan Female Seminary; Oberlin College.

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

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

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

John C. Hoekje ............................................................... Registrar
Sara Ackley ................................................................. Manager, Co-operative Store
Blanche Draper ............................................................. 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
Mildred Smith .............................................................. Clerk, High School Office
Cornelius McDonald ......................................................... 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
   Wm. McKinley Robinson, Charles Starring, Louise S. Steinway
   Terms expire May, 1936
   Floyd W. Moore, William McCracken, Roxana A. Steele
   Terms expire May, 1935
   Lucia C. Harrison, Eunice E. Kraft, George Sprau

2. Members appointed
   Terms expire May, 1935
   Hugh M. Ackley, Leonard C. Kercher, Nancy E. Scott

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

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<th>Committee</th>
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<td>Hoenkle, Cooper, Robinson, Sangren, Steele.</td>
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<td>Special Education</td>
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<table>
<thead>
<tr>
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<th>Personnel</th>
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<td>5. Faculty Meetings</td>
<td>Ebert, Carter, Fox, Kercher, Robinson, Zimmerman</td>
</tr>
<tr>
<td>6. Friendship</td>
<td>Cooper, Argabright</td>
</tr>
<tr>
<td>7. General Advisory</td>
<td>S. Burnham, Sangren</td>
</tr>
<tr>
<td>8. Health</td>
<td>Kenoyer, Davis, Maher, Pellett, Steele, Worner</td>
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<td>9. Placement</td>
<td>Cooper, Davis, F. Moore, Robinson</td>
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<td>10. Scholarship and Extra Studies</td>
<td>Hoenkle, Carter, Davis, Pellett</td>
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<td>12. Student Loan Fund</td>
<td>Hoenkle, Pellett</td>
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<tr>
<td>13. Student Personnel</td>
<td>Sangren, Carter, Davis, Hoenkle, Kercher, Pellett, Steele, Zimmerman</td>
</tr>
</tbody>
</table>

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

PURPOSE

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

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

HISTORY

Summer sessions of six weeks' duration have been conducted since the foundation of Western State Teachers College in 1904. In the summer of 1934, 1075 students of collegiate rank were enrolled; 29 life certificates and 25 limited certificates were granted, and 93 degrees conferred. Steady attendance indicates that these sessions have been found of distinct service to prospective and experienced teachers.

THE THIRTY-SECOND SUMMER SESSION

The thirty-second summer session will open July 1 and continue until August 9. Students will be enrolled and classified on Monday, July 1. Instruction will begin in all classes on Tuesday, July 2. The majority of the instructors will be members of the regular staff. Departments so arrange their work that it is possible for students to pursue sequences from summer to summer.

LOCATION

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

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

BUILDINGS AND MATERIAL EQUIPMENT

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

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

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

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

4. The 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 desk, behind which is the steel-constructed stock-well. At the other side of the lobby a corner of the building is devoted to staff work rooms and a faculty reading room. All the rest of this floor is given over to the main reading room two stories high and 158 feet by 38 feet, accommodating 290 readers. On the second floor are two large lecture rooms and two classrooms. The basement provides more classrooms and a check room for wraps.

The library consists of 40,000 volumes, arranged according to the decimal classification, and indexed by a card catalog of the dictionary type. There are 60 complete files of periodicals; 262 periodicals and 12 newspapers were subscribed for during the current year. (Upon the payment of a small fee students are accorded the services of the efficient staff of the Kalamazoo Public Library and the use of its collection of 80,000 volumes).

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

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

6. The Men's Gymnasium was erected in 1925. Its size and equipment make possible adequate training of varsity basket ball and indoor track teams, the preparation of physical directors and athletic coaches, and the carrying out of an intramural program of physical education and competitive sports. Between 3,500 and 4,000 people may be seated around the varsity court during the big games of the season.

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

7. The Science Building adequately houses a number of departments.

The Department of Agriculture has its classrooms here.

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

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

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

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

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

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

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

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

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

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

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

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

THE NEW REQUIREMENTS FOR ADMISSION

Plan No. 1
Adopted by the State Board of Education at their meeting December 21, 1934
(Effective Immediately)

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

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

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

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

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

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

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

- Advanced Algebra ½ or 1 unit, Solid Geometry ½ unit, Trigonometry ½ unit, *Physics 1 unit.

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

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

If Biology is counted in these sequences neither Botany nor Zoology can be counted.

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

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

*Physics may not be counted in both of the Groups C and D.
**English History may be included under European History.
***Half units in the social studies are acceptable as part of a sequence only if taken in the 11th or 12th grade.
The remaining units, required to make up the necessary fifteen units, are entirely elective from among the subjects listed above, and any others which are counted toward graduation by the accredited school.

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

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

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

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

THE OLD REQUIREMENTS FOR ADMISSION

Plan No. 2
(Effective September, 1928)

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

I. Prescribed units.
   - Algebra .................................................. 1
   - English ................................................... 3
   - Foreign Language .......................................... 2
   - History .................................................... 1
   - Laboratory Science (Physics, Chemistry, Botany, or Zoology) ..... 1
   - Plane Geometry ............................................ 1

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

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

List A

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

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

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

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

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

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

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

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

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

Entrance With Advanced Credits

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

High-School Credentials Should be Sent in Advance

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

A copy of Entrance Credentials can be secured from the principal of the high school from which the student graduated.
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 alumnus or alumna may be obtained. The Kardex filing system is used; it affords an accurate method of referring to the alumni directory.

Each year headquarters are maintained at the Michigan Education Association meetings. Alumni of Western State Teachers College are urged to register and make use of the rooms reserved for this purpose. An annual invitation goes to graduates of Western State Teachers College to return to the campus for Homecoming Day. A 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 which is prepared and sent to them, to verify the records and secure additional facts in regard to schooling, degrees, marriage, children, books and magazine articles published, business records, etc. These returned postcards are filed with the Kardex entry and replaced annually when the most recent card arrives.

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

THE CAFETERIA

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

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

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

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

3. A grand total of not to exceed twenty-four term hours of academic credit is allowed for participation in the four activities noted.

4. Participation in Band may be substituted for physical-education credit. In such cases a maximum of two physical-education exemptions will be given for the first year of membership in the Band, and a maximum of three physical-education exemptions for membership during a succeeding year.

CREDIT RELATIONS WITH OTHER COLLEGES AND UNIVERSITIES

Graduates receiving the five-year certificate usually are granted junior standing in colleges and universities. They are able to fulfill the requirements for a degree by an additional two years of work. Senior standing usually is granted to graduates receiving a life certificate. A student who desires to earn a life certificate in the college and then complete the work for a degree in some other college or university should plan his work with the requirements of the particular institution in mind.
Admission to graduate schools is granted to students completing a four-year curriculum who have made their elections of courses conform to the requirements of such schools. Western State Teachers College is a member of the American Association of Teachers Colleges and of the North Central Association.

DEGREES AND CERTIFICATES

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

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

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

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

ACADEMIC AND RESIDENT REQUIREMENTS

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

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

IMPORTANT NOTICE

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

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

3. "For the Five Year Certificate (See Note 1) the candidate shall—
   a. present credits satisfying a prescribed curriculum and aggregating 96 term hours or two years;
   b. have satisfactorily completed in residence at this institution at least 32 term hours; (See Note 2)
   c. have been in residence at this institution the term immediately preceding graduation."
Note 1. The Five Year Certificate may be extended for one period of three years provided the holder shall
(a) make application to the college for such extension before the expiration of the certificate;
(b) submit satisfactory evidence that he has taught successfully during the life of the certificate for not less than three years;
(c) submit evidence that he has during the life of the certificate completed work aggregating not less than 16 term hours of acceptable credit.

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

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

CREDITS ORDINARILY ACCEPTED FROM COUNTY NORMAL

<table>
<thead>
<tr>
<th>Subject</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Teachers' Art</td>
<td>4</td>
</tr>
<tr>
<td>Music</td>
<td>4</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>4</td>
</tr>
<tr>
<td>Agriculture</td>
<td>4</td>
</tr>
<tr>
<td>Psychology of Reading</td>
<td>4</td>
</tr>
<tr>
<td>Grammar (English elective)</td>
<td>4</td>
</tr>
<tr>
<td>U. S. History</td>
<td>4</td>
</tr>
<tr>
<td>Geography (elective)</td>
<td>4</td>
</tr>
</tbody>
</table>

40 term hours

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

EXPENSES

Tuition Fees

For residents of Michigan $6.00 for the summer session; for non-residents of Michigan, $10.00. Tuition will be prorated on the basis of the number of courses taken.

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

A fee of $6.00 has been authorized for the support of student activities, health service, library purposes, subscription to the Teachers College Herald, the official weekly student publication, etc.

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

Graduation Fees

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

Late Enrollment Fee

By action of the State Board of Education, all students who enroll after opening day, July 1, will be charged an additional fee of $2.00.

Refunds

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

ESTIMATE OF EXPENSES

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room (one-half of a double room)</td>
<td>$12.00 to $18.00</td>
</tr>
<tr>
<td>Board</td>
<td>$27.00 to $36.00</td>
</tr>
<tr>
<td>Laundry</td>
<td>$0.00 to $5.00</td>
</tr>
<tr>
<td>Textbooks and supplies</td>
<td>$8.00 to $12.00</td>
</tr>
<tr>
<td>Incidental</td>
<td>$8.00 to $12.00</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>$12.00</td>
</tr>
</tbody>
</table>

Total for 6 weeks: $67.00 $95.00

HOUSING REGULATIONS FOR COLLEGE STUDENTS

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

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

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

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

EXTENSION DEPARTMENT

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

All instruction is given by members of the regular faculty in classes which meet at frequent intervals, in centers within range of the college, or by means of carefully organized courses offered by correspondence. As far as possible, courses are equivalent to corresponding resident courses.
Resident and extension work are not to be carried simultaneously. A person is not to enroll for extension work with Western State Teachers College, if he is carrying work with any other educational institution. Special announcements bearing on the work of the Extension Department will be mailed to those interested, if they address the Extension Director, Western State Teachers College, Kalamazoo, Mich.

HEALTH SERVICE

The aim of the Health Service is to guard the health of the students and, if possible, to improve it. This implies two responsibilities: that each student enter college in as perfect physical condition as he can, and that conditions for the maintenance and improvement of his health be as ideal as possible. The first responsibility must, of necessity, be assumed by the student and his parents or guardian. A student entering should come with all obvious remedial defects corrected: teeth in good repair; eyes fitted with glasses, if glasses are assuredly needed; menacing tonsils removed or under observation; etc. Further, the budget to meet college needs should include an available fund which can be drawn upon should illness occur or should physical weakness, as so often happens, threaten success of the college course.

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

THE HERALD

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

THE PLACEMENT BUREAU

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

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

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

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

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

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

**REMUERATIVE OCCUPATION**

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

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

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

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

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

**GENERAL INSTRUCTIONS FOR ENROLLMENT**

Registration for the summer session occurs on Monday, July 1. A circular giving detailed information relative to registration may be obtained at the Information Desk.
CLASSIFICATION OF STUDENTS
(Effective January 1, 1932)

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

First Year—Students credited with 0—45 term hours 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.

CREDIT IN TERM HOURS (SUMMER SESSION)

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

Fractional units of work are accorded credit as indicated on the term schedule of classes.

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

THE STANDARD CLASS LOAD FOR THE SUMMER SESSION

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

EXTRA STUDIES

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

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

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

IDENTIFICATION PHOTOS

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

MARKING SYSTEM

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

Grades are indicated by letters, to each of which is given a certain value in "honor points."
Grade | Significance | Honor Points (Per 4 term hours credit)
-------|-------------|-----------------
A      | Excellent   | 3              
B      | Good        | 2              
C      | Fair        | 1              
D      | Passing     | 0              
E      | Failure     |                
I      | Incomplete  |                
W      | Withdrawn   |                

The numerical value of E is \(-1\).

The mark of I means that the student has not finished the work of the course, because of illness, unsatisfactory work, or some other cause, and that he may be given opportunity to complete it. I's must be removed during the next succeeding term (except when the student does not return, and then within one year) or they automatically become E's.

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

WITHDRAWAL FROM COURSES

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

SIGNIFICANCE OF COURSE NUMBERS

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

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

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

STANDARD FOR GRADUATION (HONOR POINTS)

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

ADVISORY SYSTEM

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

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

RURAL EDUCATION

Public opinion is asking equal minimum standards of academic and professional preparation for all beginning public-school teachers. A state-wide requirement of at least two years of preparation in addition to high-school graduation should be anticipated by all beginning teachers in Michigan.
Since its establishment, Western State Teachers College has made provision for the special differentiation considered essential for the preparation of teachers for one-teacher, consolidated, and village schools. Curricula leading to a life certificate and a degree are offered, as well as those requiring less than four years of college work. Students preparing for positions in rural high schools are given the privilege of selecting courses from a number of fields, in view of the diversity of subjects they may be expected to teach. Arrangements are also made for rural students who desire to specialize in agriculture or agriculture and manual arts.

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

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

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

BURNHAM RURAL LIFE FUND

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

COUNTY COMMISSIONERS' SUMMER CONFERENCE

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

SCHOLARSHIP AND MEMORIAL FUNDS

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

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

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

The Harvey Memorial Loan Fund was established in 1925 by the Students Science Club to honor the memory of Dr. LeRoy H. Harvey, who was, until his death, the active and inspiring head of the Department of Biology.

The fund is administered by a joint committee of students and faculty members who are interested in science. Loans are made to students whose major interests are in the field of science.

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

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

SPECIAL FEATURES

ADVANCED PROFESSIONAL COURSES OF INTEREST TO EXPERIENCED TEACHERS AND ADMINISTRATORS

The Department of Education and Psychology announces several courses of special interest to experienced teachers who desire training for supervisory and administrative work. Details of these courses are given on pages 67-70. Various departments offer courses dealing with the teaching of their particular subjects.

ART COLLECTION

An interesting collection of pictures and porcelains 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 three-fold purpose: (1) to direct and co-ordinate the measurement and research activities of the training schools and the college; (2) to aid in the more adequate preparation of teachers for participation in measurement work; (3) to aid schools and school systems of the state in carrying forward testing programs and experimental work.

The Bureau has on hand a large number of intelligence and educational tests to serve as sample and informational material. It will answer questions relating to measurement and research activities; it carries on statistical work necessary to answer questions relative to educational problems; it edits bulletins of information concerning educational problems; it conducts the intelligence examinations of students of the college; it will send representatives to visit schools and school systems that wish to begin testing work to instruct the teachers to demonstrate the methods of testing, and actually to conduct mental-educational surveys.
SPECIAL FEATURES

THE CO-OPERATIVE STORE

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

KLEINSTUECK WILD LIFE PRESERVE

In 1922, the late Mrs. Caroline G. Kleinstueck 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.

LECTURES, ENTERTAINMENTS, EXCURSIONS, CONFERENCES

During the summer session, lectures, travelogues, round-table discussions, and conferences with different faculty members and guest speakers will be held, usually in the late afternoon, and will be open to all who are interested. Weekend trips outside of the city and mid-week excursions to places of interest in Kalamazoo are planned on a definite schedule. A faculty reception, dancing parties, and afternoon teas are social features of former summer sessions to be repeated in 1935. Announcement of each event will be made in the Teachers College Herald.

ORCHESTRA

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

PHYSICAL EDUCATION

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

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

RECREATIONAL LEADERSHIP

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

RECREATIONAL OPPORTUNITIES

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

STUDENT LOAN FUND

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

STUDENT WELFARE

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

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

TRAINING SCHOOL FACILITIES

The Campus Training School will be operated for the summer session. The kindergarten and grades one to eight inclusive will be open from 8:30 to 11:00 A. M. in charge of regular grade and special supervisors. A limited amount of practice teaching will be offered for students not in residence during other terms, who can thus complete the work for a life certificate. Three grades will be designated as demonstration rooms for observation and discussion courses. A few practice-teaching assignments will be made in the city summer schools in junior-high classes. Application for enrollment for practice teaching should be made to the Director of the Training School well in advance of the opening of the summer session.
DETAILS OF CURRICULA

GENERAL REGULATIONS

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

1. The outlines 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 the Legislature. In 1903 [Public Acts 203] the Legislature decreed: “The State Board of Education is hereby authorized and required to prescribe the courses of study for students, to grant such diplomas and degrees and issue such licenses and certificates to the graduates of the several normal schools of the state as said State Board of Education shall determine.”

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

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

**Objectives and General Scope of Curricula**

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

1. To provide the student with essential factual information; to give him an introduction to methods of thought and work; and to provide such opportunities for study and growth as may lead to a well-rounded general education.
2. To prepare the student for undertaking the more advanced and specialized work embraced in the curricula of the third and fourth years of the Teachers Colleges or for more advanced work elsewhere.

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

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

1. To pursue more extensively and intensively courses which acquaint him with fields of his special interest and which broaden his general education.
2. To pursue a curriculum which will give him the knowledge and skills necessary for teaching in a certain field.

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

**Subject Groupings**

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

- **Group I.** Ancient Language and Literature; Modern Language and Literature; English Language and Literature; Certain courses as indicated in Department of Speech.
- **Group II.** Astronomy; Anatomy; Biology; Botany; Chemistry; Geography; Geology; Mathematics; Nature Study; Physics; Physiology; Hygiene; Psychology; Zoology; Certain courses as indicated in Agriculture.
- **Group III.** History; Political Science; Philosophy; Economics; Sociology.
- **Group IV.** Education (includes methods courses and practice teaching)
- **Group V.** Art; Music.
- **Group VI.** Agriculture; Commerce; Home Economics; Industrial Arts.
- **Group VII.** Physical Education; Health.

**Degree Requirements**

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

- **Group I** at least 20 term hours
- **Group II** at least 20 term hours
- **Group III** at least 20 term hours
- **Group IV** at least 24 term hours
- **English Composition** at least 9 term hours
"The remaining term hours may be selected from the courses regularly offered by the college, subject to the following restrictions:
1. Not more than 64 term hours may be taken in any one subject.
2. At least \( \frac{2}{3} \) 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 62, 63). Credits in the required English composition and credits in Education which are required in general on all curricula do not count toward majors and minors.
4. No candidates shall be eligible for the Bachelor's degree who has not done at least 48 term hours of work in residence and who has not been in residence during the term immediately preceding graduation.
5. Courses must be selected so that the requirements in some one of the life certificate curricula are fulfilled. (In certain cases this requirement may be waived).

Degrees

BACHELOR OF ARTS

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

BACHELOR OF SCIENCE

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

SPECIAL NOTE

Students, who do not have in mind preparation for teaching, may elect basic courses which provide a general education or which satisfy preliminary requirements for other professional curricula. When such a program of work is carried on for four years and conforms to the degree requirements stated on page 36, 37, 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

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<td>Manual Arts and Physical Education</td>
<td>48</td>
</tr>
<tr>
<td>Music</td>
<td>49</td>
</tr>
<tr>
<td>Physical Education for Men</td>
<td>50</td>
</tr>
<tr>
<td>Physical Education for Women</td>
<td>51</td>
</tr>
<tr>
<td>Rural Elementary</td>
<td>52</td>
</tr>
<tr>
<td>Rural High School</td>
<td>53</td>
</tr>
<tr>
<td>Senior High School</td>
<td>54</td>
</tr>
<tr>
<td>Special Education</td>
<td>55</td>
</tr>
<tr>
<td>General Degree</td>
<td>57</td>
</tr>
</tbody>
</table>

2. Specific details for the two-year curriculum leading to a Five-Year Certificate in Rural Elementary Education are outlined on page 56.
ART CURRICULUM

(For the preparation of teachers and supervisors of art)

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

Group II
General Psychology 200 (in addition) .......... 20 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: A course in library methods is required.
ART AND MUSIC CURRICULUM

(For the preparation of teachers of art and music)

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

Group II
General Psychology 200 (in addition) ..................... 20 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
Music Education 206 A, B, C ................................ 9 term hours
Practice Teaching 301, 302, 303 .................. 12 term hours

Group V
Art:
Teachers' Art 102 ........................................... 4 term hours
Industrial Art 103 .............................................. 4 term hours
Elementary Design 109 ....................................... 4 term hours
Figure Drawing 205 .......................................... 4 term hours
Demonstration Drawing 207 ................................. 4 term hours
Art Composition 208 .......................................... 4 term hours
History of Art 211B ............................................ 4 term hours
Advanced Art Composition 308 .............................. 4 term hours
Music:
Fundamentals of Music 101A, B, C ....................... 12 term hours
Voice Culture 116 A, B ........................................ 4 term hours
Harmony 209 A, B .............................................. 8 term hours
Modern Composers 212B ................................. 4 term hours
Music Appreciation 212C ................................... 4 term hours

Group VII
Physical education: 5 terms. Women must include one individual sport and one team sport.
Electives (not in art or music) ................................. 13 term hours

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

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

<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>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>

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

<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>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>

<table>
<thead>
<tr>
<th>Group VI</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>

<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</td>
<td>19-22</td>
</tr>
</tbody>
</table>

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

Group I ................................................................. 20 term hours
Rhetoric (in addition) ............................................. 12 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: 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>
<tbody>
<tr>
<td>Educationsal 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>
</tbody>
</table>

**One of the following:**
- Early Elementary Problems 441 | 3 |
- Parent Education 442 | 3 |
- Nursery School Education 448 | 3 |

<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>
</tr>
</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>
</tbody>
</table>

**Electives** | 37 |

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

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Course</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</td>
<td>20</td>
</tr>
<tr>
<td>II</td>
<td>Chemistry 103 A, B, C and 203</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Biology 201</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Physiology 211C</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General Psychology 200</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Group</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>Home Economics Education 209</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Home Economics Education 409</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Practice Teaching 301, 302, 303</td>
<td>12</td>
</tr>
<tr>
<td>V</td>
<td>Costume Design 110</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Home Furnishing 210</td>
<td>4</td>
</tr>
<tr>
<td>VI</td>
<td>Introductory Home Economics 101, 102</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Clothing 103 and 205</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Foods 104 and 312</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Home Management 306</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Nutrition 206</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Home Mechanics 300</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Electives in Home Economics (or related departments)</td>
<td>20</td>
</tr>
<tr>
<td>VII</td>
<td>Physical education: 5 terms, including one individual sport and one team sport.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>20</td>
</tr>
</tbody>
</table>

Note: 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>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Rhetoric (in addition)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>General Psychology 200 (in addition)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></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>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>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></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)*

<table>
<thead>
<tr>
<th>Group I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>20 term hours</td>
</tr>
<tr>
<td>Literature for Children 203 (in addition)</td>
<td>12 term hours</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology, chemistry, geology, mathematics, physics</td>
<td>12 term hours</td>
</tr>
<tr>
<td>Geography</td>
<td>12 term hours</td>
</tr>
<tr>
<td>Nature Study 231, 232, or 233</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Hygiene 112</td>
<td>4 term hours</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>5 term hours</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III</th>
<th>24 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>Psychology of Reading 212</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Later Elementary Education 211</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Teaching of Handwriting 100</td>
<td>2 term hours</td>
</tr>
<tr>
<td>History of Educational Thought 433</td>
<td>4 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 VII</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education: 5 terms, including one individual sport, one team sport, and Later-Elementary Physical Education 231</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>60 term hours</td>
</tr>
</tbody>
</table>

**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)

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

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

Group III
Educational Psychology 203 A, B .................................. 6 term hours
Principles of Teaching 230 ......................................... 3 term hours
History of Educational Thought 433 .............................. 4 term hours
Teaching of Manual Arts 302 ....................................... 4 term hours
Vocational Education 200 ........................................... 3 term hours
Practice Teaching 301, 302, 303 ................................ 12 term hours

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

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

Note: 1. A course in library methods is required.
2. Students who enter without high-school physics must elect 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 I</th>
<th>20 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>12 term hours</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Group IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 203 A, B</td>
</tr>
<tr>
<td>Principles of Teaching 230</td>
</tr>
<tr>
<td>History of Educational Thought 433</td>
</tr>
<tr>
<td>Teaching of Manual Arts 302</td>
</tr>
<tr>
<td>Psychology of Coaching 210</td>
</tr>
<tr>
<td>Organization and Administration of Physical Education 404</td>
</tr>
<tr>
<td>Vocational Education 260</td>
</tr>
<tr>
<td>Practice Teaching 301, 302, 303</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing 111A</td>
</tr>
<tr>
<td>General Shop 112</td>
</tr>
<tr>
<td>Advanced Benchwork 103</td>
</tr>
<tr>
<td>Woodfinishing 207</td>
</tr>
<tr>
<td>General Metal 108</td>
</tr>
<tr>
<td>Printing 116A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football Technique 313</td>
</tr>
<tr>
<td>Basketball Technique 315</td>
</tr>
<tr>
<td>Baseball Technique 317</td>
</tr>
<tr>
<td>Track and Field Technique 319</td>
</tr>
<tr>
<td>First Aid and Athletic Training 205</td>
</tr>
<tr>
<td>Physical Education 221 A, B, C</td>
</tr>
<tr>
<td>Elective in physical education</td>
</tr>
<tr>
<td>Elective in either manual arts or physical education</td>
</tr>
<tr>
<td>Electives (not in manual arts or physical education)</td>
</tr>
</tbody>
</table>

*Note: A course in library methods is required.*
MUSIC CURRICULUM
(For the preparation of teachers and supervisors of music)

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

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

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

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

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

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

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

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

<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>8 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology 101 A, B</td>
<td>4 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 211C</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>
<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>Psychology of Coaching 210</td>
<td>3 term hours</td>
</tr>
<tr>
<td>History of Educational Thought 433</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Organization and Administration of Physical Education</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Principles of Physical Education 403</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 VII</th>
<th>24 term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Physical Education 202</td>
<td>3 term hours</td>
</tr>
<tr>
<td>First Aid and Athletic Training 205</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Principles and Technique of Gymnastic Teaching 301</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Kinesiology 312</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Football Technique 313</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Basketball Technique 315</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Physiology of Exercise 304</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Baseball Technique 317</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Track and Field Technique 319</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Anthropometry 401</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Physical Education 121 A, B, C</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Swimming 327</td>
<td>1 term hour</td>
</tr>
<tr>
<td>Camping and Scouting 332</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Physical Education 221 A, B, C</td>
<td>3 term hours</td>
</tr>
<tr>
<td>Playground and Community Recreation 406</td>
<td>4 term hours</td>
</tr>
<tr>
<td>Electives (not in physical education)</td>
<td>24 term hours</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Group I</th>
<th>Term Hours</th>
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</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>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 211 C</td>
<td>4</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>5</td>
</tr>
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</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>History of Educational Thought 433</td>
<td>4</td>
</tr>
<tr>
<td>Methods in Physical Education 217</td>
<td>4</td>
</tr>
<tr>
<td>Administration and Organization of Physical Education 325</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Physical Education 421</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>Theory of Athletics 222</td>
<td>3</td>
</tr>
<tr>
<td>Theory of Swimming 224</td>
<td>2</td>
</tr>
<tr>
<td>Rhythmic Plays and Singing Games 318</td>
<td>2</td>
</tr>
<tr>
<td>Theory of Games 320</td>
<td>2</td>
</tr>
<tr>
<td>Individual Gymnastics 323</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Athletics 324</td>
<td>3</td>
</tr>
<tr>
<td>Modern Problems in Physical Education 401</td>
<td>4</td>
</tr>
<tr>
<td>Community Recreation, Scouting, Camp Fire 422</td>
<td>4</td>
</tr>
<tr>
<td>Health Education 190</td>
<td>4</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) | Term Hours |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Note: A course in library methods is required.</td>
<td>27</td>
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<table>
<thead>
<tr>
<th>Group V</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical Construction 229</td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>Group VII</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory of Athletics 222</td>
<td>3</td>
</tr>
<tr>
<td>Theory of Swimming 224</td>
<td>2</td>
</tr>
<tr>
<td>Rhythmic Plays and Singing Games 318</td>
<td>2</td>
</tr>
<tr>
<td>Theory of Games 320</td>
<td>2</td>
</tr>
<tr>
<td>Individual Gymnastics 323</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Athletics 324</td>
<td>3</td>
</tr>
<tr>
<td>Modern Problems in Physical Education 401</td>
<td>4</td>
</tr>
<tr>
<td>Community Recreation, Scouting, Camp Fire 422</td>
<td>4</td>
</tr>
<tr>
<td>Health Education 190</td>
<td>4</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.
RURAL ELEMENTARY CURRICULUM

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

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

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

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

Group IV
Educational Psychology 203 A, B ......................... 6 term hours
Principles of Teaching 230R ............................ 3 term hours
History of Educational Thought 433 .................... 4 term hours
Rural Education 201A .................................. 4 term hours
Rural education (advanced courses) ....................... 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 .................................................. 6 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)

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

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

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

Group IV
Educational Psychology 203 A, B ................................ 6 term hours
Principles of Teaching 230R ....................................... 3 term hours
History of Educational Thought 433 ............................... 4 term hours
Rural Education 201A ............................................. 4 term hours
Rural education (advanced courses) ............................... 6 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 .............................................................. 76 term hours

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

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

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

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

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

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

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

Group VII
Physical education: 5 terms. Women must include one individual sport, one team sport and Junior- and Senior-High-School Physical Education 232.
Electives ........................................... 90 term hours

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

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

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

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

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

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

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

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

### Group VII
- Physical education: 5 terms. Women must include one team sport and one individual sport.
- Electives .............................................................................. 28 or 30 term hours

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

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

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

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

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

Group IV
Principles of Teaching 230R .................................................... 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
Electives ................................................................. 19 term hours

Note: 1. A course in library methods is required.
2. A minimum of 96 term hours is required for completion of this curriculum.
GENERAL DEGREE CURRICULUM
(For Liberal and Pre-Professional Education)

Students who do not have in mind preparation for teaching may elect basic courses which provide a general education or which satisfy preliminary requirements for other professional curricula. When such a program of work is carried on for four years and conforms to the degree requirements stated on pages 36, 37 of the annual catalog, except the professional requirements in Group IV and such other special requirements as concern professional training for teaching, the degree of Bachelor of Arts or Bachelor of Science may be granted without the life certificate.

GROUP REQUIREMENTS

Group I .......................................................... 20 term hours
(Ancient Language and Literature; Modern Language and Literature; English Language and Literature; Certain courses as indicated in Department of Speech.)

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

Group II .......................................................... 20 term hours
(Anatomy; Astronomy; Biology; Botany; Chemistry; Geography; Geology; Mathematics; Nature Study; Physics; Physiology; Hygiene; Psychology; Zoology; Certain courses as indicated in Agriculture.)

Group III .......................................................... 20 term hours
(History; Political Science; Philosophy; Economics; Sociology.)

Group VII. Physical Education .................................. 5 terms

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

Note: 1. Credit in Library Methods is required.

2. The total minimum requirement is 192 term hours.

PRE-PROFESSIONAL COURSES

The amount of college training required by leading universities in preparation for the various professions such as Law, Medicine, Dentistry, etc., has in late years been materially increased. Dentistry formerly requiring 3 years now requires 5; Medicine, formerly a 4-year course, now requires 7 years; etc. A number of professions such as Business Administration and Library Science are now entirely on the graduate level; that is, a four-year college degree must be presented before one may enter upon the study of those professions.

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

First Year

Rhetoric 104 A, B, C ........................................ 9 term hours
Mathematics 103 A, B, C ........................................ 15 term hours
or
Mathematics 104 A, B, C ........................................ 12 term hours
Biology 101 A, B, C ........................................ 12 term hours
or
Chemistry 101 A, B, C ........................................ 15 term hours
French, German or Spanish 101 A, B, C .................. 12 term hours

Second Year

Mathematics 211, 227 ........................................ 8 term hours
Accounting 201 A, B, C ........................................ 12 term hours
Psychology 200 ........................................ 5 term hours
Elective ........................................ 12 term hours

Note: Modern language or a laboratory science recommended.

DENTISTRY

First Year

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

Second Year

Chemistry 302 A, B, C ........................................ 15 term hours
*Physics 203 A, B, C ........................................ 15 term hours
Elective 20 term hours (Social Science, English Literature, Mathematics, Psychology or Modern Language)
*Physics must be preceded by Plane Trigonometry. See note under Medicine.
### ENGINEERING

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
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<tbody>
<tr>
<td>Rhetoric 104 A, B, C</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics 103 A, B, C</td>
<td>15</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Mathematics 104 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>Chemistry 101 A, B, C or 102 A, B, C</td>
<td>15</td>
</tr>
<tr>
<td>Fundamentals of Speech 101 A (Fall Term)</td>
<td>4</td>
</tr>
<tr>
<td>Drawing 202 (Winter Term)</td>
<td>4</td>
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<tr>
<td>Drawing 201 (Spring Term)</td>
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**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 205 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>Physics 203 A, B, C</td>
<td>15</td>
</tr>
<tr>
<td>Economics 201 A, B</td>
<td>8</td>
</tr>
<tr>
<td>Economics 202 or 203</td>
<td>4</td>
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<tr>
<td>Elective</td>
<td>12</td>
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### FORESTRY

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
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<tbody>
<tr>
<td>Rhetoric 104 A, B, C</td>
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</tr>
<tr>
<td>Mathematics 103 A, B, C</td>
<td>15</td>
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<tr>
<td>or</td>
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<tr>
<td>Mathematics 104 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>Biology 101 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>Chemistry 101 A, B, C or 102 A, B, C</td>
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</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 210 (Spring Term)</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics 211</td>
<td>4</td>
</tr>
<tr>
<td>General Botany 221 A, B, C</td>
<td>12</td>
</tr>
<tr>
<td>Physics 203 A, B</td>
<td>8</td>
</tr>
<tr>
<td>Geology 301 A (Fall Term)</td>
<td>4</td>
</tr>
<tr>
<td>Economics 201 A, B</td>
<td>8</td>
</tr>
<tr>
<td>Elective</td>
<td>8</td>
</tr>
</tbody>
</table>
JOURNALISM

*First Year

Rhetoric 104 A, B, C ........................................ 9 term hours
Biology 101 A, B, C .......................................... 12 term hours
or
Chemistry 101 A, B, C ..................................... 15 term hours
United States History 201 A, B, C ..................... 12 term hours
French, German or Spanish 101 A, B, C ............ 12 term hours

Second Year

American Literature 120 .................................. 4 term hours
Introductory Psychology 200 ............................. 5 term hours
Sociology 201 A, B, C ...................................... 12 term hours
Political Science 201 A, B, C ............................ 12 term hours
Economics 201 A, B ......................................... 8 term hours
Economics 202 .............................................. 4 term hours
or
History 303 .................................................. 3 term hours
Elective ....................................................... 3 or 4 term hours

*Since journalists are using the typewriter constantly, it is of great advantage to the student to acquire facility in typing. It is strongly recommended that the student take Personal Typewriting 100 (without college credit).

LAW

(Combined course in Letters and Law)

First Year

Rhetoric 104 A, B, C ........................................ 9 term hours
Mathematics 103 A, B, C .................................. 12 term hours
or
Chemistry 101 A, B, C ..................................... 15 term hours
or
Biology 101 A, B, C ....................................... 12 term hours
English History 105 A, B, C ............................. 12 term hours
Latin, French, German or Spanish 101 A, B, C ... 12 term hours

Second Year

English 102 A, B, C ....................................... 12 term hours
or
English 214 A, B, C ....................................... 9 term hours
United States History 201 A, B, C ..................... 12 term hours
Economics 201 A, B, and 202 .......................... 12 term hours
French, German or Spanish 102 A, B, C ............ 12 term hours
### MEDICINE

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

**Second Year**
- English 102 A, B, C ............................................... 12 term hours
- Chemistry 302 A, B, C ............................................. 12 term hours
- Physics 203 A, B, C ................................................. 15 term hours
- French or German 102 A, B, C ................................... 12 term hours

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

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

*First class medical colleges require 90 semester hours (3 years) of college credit for entrance in addition to high school graduation. If two units of high school Latin are not presented by a student, the deficiency must be made up without college credit. If \( \frac{1}{2} \) unit of plane trigonometry is not presented by a student, the deficiency must be made up (Trigonometry 100 C, 4 hours college credit) before the study of Physics is begun in the second year.

### PHARMACY

**First Year**
- Rhetoric 104 A, B, C ........................................... 9 term hours
- Mathematics 103 A, B, C ....................................... 15 term hours
  or
- Mathematics 104 A, B, C ....................................... 12 term hours
- Chemistry 101 A, B, C or 102 A, B, C ..................... 15 term hours
- French or German 101 A, B, C .................................. 12 term hours

**Second Year**
- Chemistry 201 A, B (Fall and Winter) ....................... 8 term hours
- Introductory Psychology 200 (Spring Term) ............... 5 term hours
- Physics 203 A, B, C ............................................. 15 term hours
- Economics 201 A, B or Botany 221 A, B (Fall and Winter) 8 term hours
- Hygiene 112 (Spring Term) ...................................... 4 term hours
- French or German 102 A, B, C .................................. 12 term hours
INTERPRETATION OF MAJOR, MINOR, AND GROUP REQUIREMENTS

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

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

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

2. As a rule it is preferable not to use education as a major in any undergraduate curriculum. The student may choose work in education according to his interests but should attempt to satisfy his major and minor requirements in the fields having content for teaching. Special-methods courses in the teaching of certain subjects, and practice teaching should not be counted as satisfying a part of the requirements for majors or minors in fields such as history, art, and home economics. Uniformly required courses in education; i.e., Educational Psychology 203 A, B, Principles of Teaching 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. A student who expects to be recommended for a position in the teaching of a special subject, such as art, music, commerce, manual arts, home economics, or physical education, should present a minor of at least 24 hours in that field.

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

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

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

<table>
<thead>
<tr>
<th>History Major</th>
<th>History Major</th>
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</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>
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<tr>
<td>12 Economics</td>
<td>8 Political science</td>
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<tr>
<td></td>
<td>8 Economics</td>
</tr>
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<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.

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
DETAILED OF DEPARTMENTAL COURSES

AGRICULTURE

HOWARD D. CORBUS

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

ART

LYDIA SIEDSCHLAG

Hazel Paden

102. Teachers Art. 4 term hours. Miss Anderson, Miss Paden.
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, free-hand drawing, cut-paper problems and holiday projects, together with methods of presenting problems and the developing of a greater appreciation in art among children.

103. Industrial Art. 4 term hours. 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.

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

208. Art Composition. 4 term hours. Prerequisite: Teachers Art 102, Elementary Design 109. 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.

308. Advanced Art Composition. 4 term hours. Prerequisite: Teachers Art 102, Elementary Design 109, Art Composition 208. Miss Siedschlag.
The work centers about the study of prints and print making, etching, and woodblock printing.

BIOLOGY

LESLEY A. KENOYER

LEGERE ARGABRIGHT

HENRY N. GODDARD

THEODOSIA H. HABLEY

MERRILL R. WISEMAN

GENERAL COURSES

101B. General Biology. 4 term hours. Prerequisite: General Biology 101A.
Dr. Goddard.
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.
301. **Organic Evolution.** 4 term hours. Prequisite: General Biology 101 A, B, C. 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.

ANATOMY, PHYSIOLOGY, AND SANITARY SCIENCE

112. **Hygiene.** 4 term hours. Mr. Wiseman.

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.

211C. **Physiology.** 4 term hours. Prerequisites: General Biology 101 A, B, C, Anatomy 211 A, B. Mr. Wiseman.

The facts of physiology are presented. Stress is laid on the relation of these facts to the interpretation of disease.

BOTANY

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

251. **Insect Study.** 4 term hours. 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 preparing museum specimens are studied. Control of insects in relation to disease, destruction of crops, and household pests is especially emphasized.

NATURE STUDY

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

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

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

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

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

This course undertakes to develop a knowledge of birds leading to appreciation of their beauty, the dangers of their environment, their problems of food supply, and their preference in nesting sites. The student learns to identify fifteen water birds at the Kellogg Bird Sanctuary, a minimum of fifty land birds in the field, and one hundred birds in the laboratory.
333. Nature Guiding and Recreational Activities. 4 term hours. Miss Hadley and Miss Worner.

This course is intended to initiate the student into natural trail making and recreational activities. It includes games and recreation for campgrounds, outdoor cookery, and recognition of the common trees, weeds, wild flowers, and birds.

CHEMISTRY

ROBERT J. ELDREDGE

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

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

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

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

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

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

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

202B. Organic Chemistry. 5 term hours. Prerequisite: General Chemistry 101A, B, C or 102 A, B, C. 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.

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

COMMERCE

EMMA WATSON

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

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

201A. Accounting. 4 term hours. Miss Watson.

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

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).

Additional or more specific requirements in courses in education are stated in the various special curricula outlines presented on pages 39-56 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.
EDUCATION

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

140. Early Elementary Education. 4 term hours. Mrs. Phillips.
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.

200. Educational Agencies and Activities. With or without credit. 2 term
hours. Mr. Robinson, Mr. Heathcote, and visiting speakers.
Study of various educational agencies, such as the P. T. A., 4-H Clubs,
Y. M. C. A., Y. W. C. A., Boy Scouts, and Junior Red Cross. Programs of
radio, visual, health, character, and adult education; in mental hygiene; in
educational and vocational guidance; and in school publicity. These topics
will be developed in their relation to the activities of the school.
Visitors will be welcome at any session.

201A. Rural Education (Administration). 4 term hours. Mr. Robinson.
For description see Rural Education Départment, page 83.

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

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

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

212. Psychology of Reading. 4 term hours. Prerequisite: General Psy-
chology 200. Dr. Hilliard.
A summary of the results of the scientific studies made in the field of read-
ing, with suggestions as to the bearing of these studies upon the materials
and methods of teaching.

230. Principles of Teaching. 3 term hours. Prerequisite: General Psychol-
ogy 200, Educational Psychology 203 A, B.
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.

241A. Early Elementary Education. 4 term hours. Prerequisite: Early
Elementary Education 140, General Psychology 200. 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-ele-
mentary grades.
320. **Principles of Secondary Education.** 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B, Principles of Teaching 230. Mr. Heathcote.

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

322. **Extra-Curricular Activities.** 3 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B, Principles of Teaching 230. 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.

340. **Psychology of Childhood.** 4 term hours. Prerequisite: Early Elementary Education 241B, General Psychology 200, Educational Psychology 203A, B. Mrs. Phillips.

A study of the original nature of the young child, his mental development, and 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.

361. **Education of Exceptional Children.** 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B. 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.

364. **Methods of Teaching Subnormal Children.** 2 term hours. Prerequisite: Psychology 200, 203 A, B, Education of Exceptional Children 361. Dr. Lotz.

This course is designed to acquaint the student with the principles and practices of instruction of subnormal children.

365. **Mental Hygiene.** 4 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B. Dr. Ellis.

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.

366. **Character Education.** 2 term hours. Mr. Cooper.

Character outcomes of education are emphasized in this course. The theories of character education are considered, the objectives of character education are studied and catalogued, and a bibliography of references to methods and materials is collected. Consideration of the individual and respect for personality are stressed. The center of interest is life-situations, with classroom management, group cooperation, and problem-solving in the foreground. Socialized discussion, case discussions, child guidance, pupil participation, and the significance of the teacher's influence receive attention, together with the influences of the community and the home upon character.
370B. **School Administration.** 2 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B. Principles of Teaching 230, Practice Teaching. Mr. Pellett.

A course for 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.

371C. **School Supervision.** 3 term hours. Prerequisite: General Psychology 200, Educational Psychology 203 A, B. Principles of Teaching 230, Practice Teaching. Miss Steele.

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.

380. **Introduction to Philosophy.** 2 term hours. Mr. Pellett.

To introduce the student to the meaning, scope, and problems of philosophy is the purpose of this course.

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

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

442. **Parent Education.** 3 term hours. Prerequisite: General Psychology 200, Early Elementary Education 340, or consent of the instructor. 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.

**PSYCHOLOGY**

200. **General Psychology.** 5 term hours.

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

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

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.

351. **Psycho-Educational Problems.** 3 to 6 term hours. Prerequisite: Abnormal Psychology 300, Mental Tests 350, or consent of the instructor. Mr. Carter.

Five one-hour periods each week, including staff conference. Clinical studies of pupils presenting psycho-educational problems, such as behavior difficulties
and deficiencies in reading, spelling, and arithmetic. Work involving individual case studies, home visits, conferences, laboratory and clinical procedure. Theory and practice of the case study, including history and physical, psychological, and educational examinations, as well as remedial treatment, will be considered. Detailed work of the course is carried out under the direction of the Department of Research. Each student is required to select from the following instructors a counselor, who will direct his investigation and study: Dr. Hillard, Dr. Ellis, 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.

ENGLISH

GEORGE SPRAD
AMELIA BISCOMB
WILLIAM R. BROWN
EDITH M. EICHER

LORENA M. GARY
HELEN E. MASTER
LUCILLE A. NOBBS
HERBERT SLUSSER

LOUISE J. WALKER

COMPOSITION AND RHETORIC

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

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

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

LITERATURE

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

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

202A. Representative English Poetry. 4 term hours. Miss Eicher. The aim of this course is to help the student become more familiar with representative poets of England and the relation of each to the period and movement in which he worked. Selections are read and discussed in class.
202B. **Representative English Prose.** 4 term hours. Miss Gary.

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

203. **Literature for Children.** 4 term hours. Mrs. Biscomb, Miss Master.

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

218A. **The English Bible (Old Testament).** 4 term hours. Mr. Sprau.

Lectures and reading about what the Bible is and how we came to have it in the form it has. As much reading in the Old Testament as time will permit, with more intensive study of the following books: Genesis, Deuteronomy, Amos, Hosea, Jonah, Psalms, and Proverbs.

313. **The Modern Novel.** 4 hours credit. Dr. Brown.

A study of the tendencies in English and American prose fiction since 1888, together with wide reading from the chief novelists of the period. Book reviews and a long report will be required.

322. **American Literature.** 4 term hours. Miss Nobbs.

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

324. **General Literature.** 4 hours credit. Dr. Brown.

In this course the student is offered the opportunity of reading in translation the masterpieces of continental European drama. The plays are studied with reference to their share in the development of dramatic theory as well as to their influence upon the English drama.

**GEOGRAPHY AND GEOLOGY**

**WILLIAM J. BERRY**

**MARGUERITE LOGAN**

**LOUISE BOSWELL**

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

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

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

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

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

A minor in geography consists of 24 term hours and should include Field Geography 305.
A major in earth science may be had by combining Geology 320 and six courses in geography, elected in proper sequence.

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

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

101A. Elements of Geography. 4 term hours. Miss Boswell, 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: Elements of Geography 101A. Miss Boswell.

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

120. Geography of United States and Canada. 4 term hours. Prerequisite: Elements of Geography 101A, B or Elements of Geography for Senior-College Students 301. Mr. Berry.

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

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

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

305. Field Geography. 4 term hours. Prerequisite: Elements of Geography 101A, B or Elements of Geography for Senior-College Students 301. Mr. Berry.

An intensive study is made of various type areas within the Kalamazoo vicinity, with the purpose of observing how agriculture, industrial development, transportation, commercial organization, and the urban pattern, have made adjustment to these areas. The course is based primarily upon field work, and affords training in observing geographical facts, field note-taking, and detailed mapping of areas studied. Required of students who desire recommendation to positions in the field of geography.

HANDWRITING

Ethel Shimmel

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

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

**HOME ECONOMICS**

**MARY A. MOORE**

110. Clothing. 2 or 4 term hours. Mrs. Schumacher.
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 general discussion of the essentials of an adequate diet; application of such knowledge to the feeding of individuals and family groups and to the planning of typical dietaries.

210. Clothing. Elective. 4 term hours. Prerequisite: Clothing 110 or equivalent. Mrs. Schumacher.
Applied dress design. The course includes making a paper dress form. Emphasis is placed on the application of art principles to the costumes.

215. Foods. 4 term hours. Prerequisite: Introductory Home Economics 102, Foods 207 or equivalent. Miss Moore.
Problems in planning, marketing, preparing, and serving meals.

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.

**LATIN**

**ELISABETH T. ZIMMERMAN**

205. Teaching of Latin. 4 term hours. Miss Steckelberg.
This course treats of the problems of the first two years of high-school Latin. Reports and discussion will form a part of the work. This course must precede practice teaching in Latin. This course gives credit in education.

208. Greek Mythology. 4 term hours. Miss Zimmerman.
A study of the mythology of Greece and Rome, with wide reading in English literature treating of these myths, and special reference to their use in the teaching of children.

**LIBRARY**

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

**MANUAL ARTS**

**MARION J. SHERWOOD**

101. Woodshop. 4 term hours. Mr. Sherwood.
An introductory course including shop drawing, blue-print reading, and fundamental tool processes, as well as general information helpful in or-
ganizing elementary woodworking classes. A combination theory and labora-
tory course suitable for students enrolled in other departments. This course
will also give special attention to those students who are preparing to go into
rural high schools.

103. Advanced Benchwork. 4 term hours. Prerequisite: Elementary
Woodshop 101 or equivalent. Mr. Sherwood.
An advanced course in bench woodworking, with particular emphasis on
technique of hand tools, grinding, and sharpening. Includes elementary pat-
tern making and molding.

108. General Metal. 4 term hours. 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 polish-
ing are demonstrated and applied.

203A. Rural School Shop. 4 term hours. Mr. Nichols.
A course in the general field of industrial arts, with emphasis on the
needs of the small town and rural community. This course is of particular
value to those who have had but limited training in the industrial-arts field
and to administrators who wish to become better acquainted with this type
of education and its correlation with the academic subjects.

205. Woodshop. 4 term hours. Prerequisite: Advanced Benchwork 103.
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 prob-
lems.

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

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

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

242A. Auto Mechanics. 4 term hours. Mr. Weaver.
A study of the various parts of the automobile and of simple repairs, to be
made with the use of job sheets. A laboratory course.

242B. Auto Mechanics. 4 term hours. Mr. Weaver.
Shop practice in automotive oxyacetylene welding, battery repairing, tire
vulcanizing, and electrical work. Repairs to starters, generators, and ignition
apparatus, using job sheets.

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

301. Shop Organization. 2 term hours. Mr. Sherwood.
This course includes the organization of models, outlines, and various teach-
ing aids, as well as modern tool and equipment arrangements for school shops.
Teaching of Manual Arts. 4 term hours. Mr. Sherwood.
This course aims to combine the student's previous educational contacts and practical experiences with the best modern school practices in the teaching of manual arts. It includes observation studies and individual research problems. This course gives credit in education.

Mathematics
John P. Everett
Pearl L. Ford
Harold Blair

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

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

Sequences in Mathematics

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For students who have studied calculus a main sequence is offered, consisting of the following courses: Solid Analytic Geometry 323, Theory of Equations 322, Differential Equations 321, Theoretical Mechanics 325.

For all students, including those not majoring in mathematics, there is offered by the department a group of subjects consisting of the following courses: Mathematics of Finance 227, College Geometry 330, Introduction to Statistics 211.

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

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

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

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

DESCRIPTION OF COURSES OFFERED IN THE SUMMER TERM OF 1935

100A. Elementary Algebra. 4 term hours. Prerequisite: One year of high-school algebra and one year of geometry.
A review of fundamental operations, with emphasis upon factoring and fractions, exponents and radicals, linear equations in one unknown, simultaneous linear equations, quadratics.

100C. Plane Trigonometry. 4 term hours. Prerequisite: Algebra 100A or a year and a half of high-school algebra, and at least one year of Euclidean geometry. Miss Ford.
Trigonometric ratios, identities and equations, inverse functions, theory and use of logarithms, solution of triangles.

101. Arithmetic. 4 term hours. Dr. Everett.
Lectures and discussions on the history and teaching of the subject, with assigned reading. Extended treatment of typical problems of applied arithmetic.

115. College Algebra. 4 term hours. Prerequisites: One and one-half years of high-school algebra and one or one and one-half years of high-school geometry, or the equivalent. Mr. Blair.
A review of exponents, radicals, and quadratic equations including systems of quadratic equations, progressions, the binomial theorem, complex numbers, theory of equations, including Horner's method, determinants, permutations, and combinations.

116. Analytic Geometry. 1 term hours. Prerequisite: College Algebra 115, Trigonometry 100C. Mr. Blair.
Analytic geometry of the straight line, circle, and conic sections; change of axes, properties of conics involving tangents, diameters and asymptotes.

Lectures and discussions, with assigned readings on methods of teaching mathematics in the seventh, eighth, and ninth grades. Such topics as the function concept, graphs, intuitive geometry, the transition from more elementary mathematics to algebra, formulas, and the modern business applications of mathematics are considered along with the more traditional material of these grades.

250A or 250B. Calculus. 4 term hours. Prerequisite: College Algebra, Analytic Geometry. Mr. Blair.
Course A deals with functions, limits, continuity, the derivative, differentiation of algebraic functions, applications of the derivative, trigonometric, inverse, exponential and logarithmic functions.
Course B is a continuation of Course A into the differential, curvature, motion and elementary indefinite and definite integrals.

208. The Teaching of Geometry. 2 term hours. Dr. Everett.
The aim of this course is to give the prospective teacher the best educational information relating to the content and teaching of geometry in the high school. This course gives credit in education and is prerequisite to practice teaching in geometry. See note following Course 209.
209. The Teaching of Algebra. 2 term hours. Dr. Everett.

The aim of this course is to give the prospective teacher the best educational information relating to the content and teaching of algebra in the high school. This course gives credit in education and is prerequisite to practice teaching in algebra.

Note: In the summer session Courses 208 and 209 are given at consecutive hours for the convenience of those who desire to take both courses.

321. Differential Equations. 4 term hours. Prerequisite: Calculus 205C. Mr. Blair.

An elementary course in ordinary differential equations.

322. Theory of Equations. 4 term hours. Prerequisite: Calculus 205C. Dr. Everett.

Complex numbers, properties of polynomial functions, trigonometric solution of equations, cubic and quartic equations, algebraic criteria for ruler and compass constructions, approximation to the roots of numerical equations, symmetric functions, determinants.

MODERN LANGUAGES

ELISABETH T. ZIMMERMAN
FLORENCE M. BONHARD
HARRY P. GREENWALL

MATHILDE STECKELBERG
MARION TAMIN
MYRTLE WINDSOR

FRENCH

101A. Elementary French. 4 term hours. Miss Bonhard.

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

101B or 101C. Elementary French. 4 term hours. Miss Windsor.

A continuation of 101A. This course is planned to accommodate students who have completed 101A or 101B as a summer course. Students may pursue work giving credit for either 101B or 101C.

203. Readings from Modern French Novels and Stories. 4 term hours. Miss Windsor.

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

204A. Phonetics. 4 term hours. Prerequisite: Two years of college French or equivalent. Miss Tamin.

The aim of this course is to make scientific study of sounds and their various groupings, so as to develop accuracy in pronunciation. A great deal of corrective work will be done, aside from the study of theories and rules. Required of all students majoring or minoring in French.

207 A, B. Conversation and Free Composition. 4 term hours. Prerequisite: Two years of high-school French or equivalent. Miss Tamin.

This course is intended to develop ease and accuracy in the use of daily French.

GERMAN

101A. Elementary German. 4 term hours. Miss Steckelberg.

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

**SPANISH**

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

102A, B, or C. *Intermediate Spanish.* 4 term hours. Miss Bonhard, Mr.
Greenwall.
A modern novel is read, which serves as a basis for composition and gram-
mar work.

Note.—This course may be substituted for 101C with the consent of the instructor.

**MUSIC**

**DOROTHIA SAGE SNYDER**

This course gives a singing knowledge of syllables in all major and minor
keys, study of song material for first three grades, treatment of monotones,
experience in presentation and teaching of rote songs, and introduction of
notation.

Material suitable for upper grades, method of introducing part singing,
and experience in unison and part singing in all major and minor keys.

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. Mrs. Snyder.
Stresses beauty through music, as developed by means of a phonograph and
records; correlation with other school subjects; and, in general, rhythmic,
melodic, and harmonic development.

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

212B. *Modern Composers.* 4 term hours. Prerequisite: Fundamentals of
Music 101 A, B, C, Ancient and Medieval Music 212A, or the consent
of the instructor. Mr. Maybee.
Music from the time of Bach to the present-day composers. The develop-
ment 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.

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

216A. **Voice Culture.** 2 term hours. Mr. Maybee.

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

320A. **Musical Composition and Analysis.** 4 term hours. Prerequisite: Fundamentals of Music 101, Harmony 209 A, B, C. Mr. Henderson.

Advanced harmony and the analysis of the various musical forms; working out of original vocal and instrumental selections.

331A. **Orchestration.** 4 term hours. Prerequisite: Consent of the instructor. Mr. Amos.

The orchestration of hymns, songs and larger works. Opportunity will be provided for students to learn to tune the various instruments of the orchestra, and to study the fundamental principles of playing them.

**PHYSICAL EDUCATION FOR MEN**

JUBSON A. HYAMES
MITCHELL J. GARY

101. **Physical Education.** One hour period four days a week. Mr. Maher.

Athletics, team games, and general recreation for physical-education programs. Tennis instruction is offered if requested.

101A. **Tennis.**

May be substituted for Physical Education 101.

103. **Physical Education.** Mr. Maher.

Intramural teams and County Baseball League play a regular schedule of games from 3:00 to 5:00.

205. **First Aid and Athletic Training.** 4 term hours. Mr. Gary.

Knowledge and skill in meeting emergencies, use of massage in treatment of sprains and bruises, use of hot and cold applications.

313. **Football Technique.** 3 term hours. Mr. 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. Mr. Gill.


317. **Baseball Technique.** 3 term hours. Mr. Maher.

Theory and practice in base running, fielding, batting, and pitching; detailed study of each position; offensive and defensive team play; officiating; scoring; study of rules.
319. Track and Field Technique. 3 term hours. Mr. Gill.
The best accepted forms of starting, hurdles, 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.

404. Organization and Administration of Physical Education. 4 term hours. Mr. Hyames.
The planning of physical-education programs for city, village, and rural schools; the organization of health lessons, games, tests, meets, tournaments, and seasons of play; principles of supervision; construction and equipment of buildings, grounds, swimming pools, athletic fields, stadia. This course gives credit in education.

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

PHYSICAL EDUCATION FOR WOMEN

CRYSTAL WORNER
DORIS HUSSEY
MILDRED STEPHEN
DOROTHY VESTAL

Each student is required to take both a physical and a medical examination upon enering 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.

PHYSICAL EDUCATION PRACTICE

102. Physical Education. Miss Hussey.
A daily rest period for stUdents who are physically unable to participate in class activity.

104. Individual Gymnastics. Prerequisite: Physical Education 101A. 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.

201. Tennis. Miss Hussey, Miss Stephen, Miss Vestal.

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

203. Folk Dancing. Miss Stephen.
Folk dances, country dances, and clogs.

207. Archery. Miss Stephen.

208. Tap Dancing. Miss Stephen.

Badminton, ring tennis, shuffle board.
234. **Physical Education.** Miss Vestal.
A survey of the needs and interests of children along physical education lines and presentation of suitable activities.

**PHYSICAL EDUCATION THEORY**

A course for students who wish to be prepared to organize a program of volleyball, fieldball, basket ball, and other sports for high-school girls.

333. **Nature Guiding and Recreational Activities.** 4 term hours. Miss Hadley and Miss Worner.
For description of course, see page 66.

**PHYSICS**

JOHN E. FOX  

WALTER G. MARBURGER

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

Although it is desirable that students start their college physics with the course in mechanics, exceptions may be made to this requirement in the case of students enrolled in the summer.

166. **Practical Radio.** 4 term hours. Prerequisite: High-school physics. Mr. Marburger.
An elementary non-mathematical course in the fundamental principles underlying radio reception and transmission. It is designed to meet the needs of teachers and students preparing to teach high-school physics and general science. Different types of receiving and transmitting circuits are studied.

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

203A. **Mechanics and Sound.** 5 term hours. Prerequisite: High-school physics and trigonometry. Mr. Marburger.
A general college course in mechanics of solids and fluids. The last part of the term is devoted to the study of sound. The work consists of demonstration lectures and recitations with illustrative problems.

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

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

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

203C. **Magnetism and Electricity.** 5 term hours. Prerequisite: Mechanics and Sound 203A. Mr. Marburger.
A college course in magnetism and electricity. The same general plan of presentation is used as in Mechanics and Sound 203A.

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

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

210. **Astronomy.** 4 term hours. Mr. Fox.
A non-mathematical course in descriptive astronomy for students of general science and others who desire an understanding of the elements of the subject. Open as an elective to students of all curricula.
Advanced Laboratory Physics. Credit dependent upon work accomplished. Prerequisite: Mechanics and Sound 203 A, B, C and experience in other courses offered in this department. Mr. Fox, Mr. Marburger.

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

RURAL EDUCATION

WM. MCKINLEY ROBINSON
CLEORA A. SKINNER
ERNEST BURNHAM

Additional information relating to the work of the Department of Rural Education may be found on the following pages:
Facilities for training for work in rural education available at Western State Teachers College, page 30.
Certificates granted, page 24.
Curricula offered, page 52, 53, 56.
Attention is called to the course in Music Appreciation 106 A, which is especially designed for students in one-teacher, consolidated, and village schools.

Curriculum. 4 term hours. Miss Skinner.
A discussion of modern methods in curriculum making, with special attention to the elementary-school subjects; a survey of the development of these subjects, together with the objectives to be sought in each and the standardized tests used with each; a detailed study of the Michigan State Course of Study; and a brief comparison of the Michigan State Course of Study with the courses of other states and of cities.

Rural Education. (Administration). 4 term hours. 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 201 B will be offered in the summer term, 1936.

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

Principles of Teaching. 4 term hours. Miss Skinner.
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.

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

201A. Principles of Economics. 4 term hours. Mr. Moore.
A study of the fundamental principles of economics and their application to some of the more important of our economic problems. Special emphasis is placed upon the laws of price, the fundamental principles involved in production, and the principles underlying our monetary and banking systems. A few problems such as those presented by the business cycle, inter-regional trade, business organization, and marketing are frequently included.

Note.—Principles of Economics 201 A and B form a single course in Principles of Economics, and are prerequisite to advanced work in the field. A student planning to take only a single term's work in economics should consult with the instructor before electing Economics 201A.

201B. Principles of Economics. 4 term hours. Prerequisite: Principles of Economics 201A. Mr. Bigelow.
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.

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: Principles of Economics 201 A. B. 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.

HISTORY

104. Medieval Europe, 476-1500. 4 term hours. 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.

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

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

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

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

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

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

202. Teaching of the Social Studies. 4 term hours. Prerequisite: Two college courses in history. Mr. Burnham.
This course is intended for students in the later-elementary and the junior and senior high-school groups. It deals with the aims, content, organization, presentation, and testing of the social studies. Attention is given to the evaluation of texts, the planning of lessons, the selection and gradation of collateral reading, and the correlation of the social studies with the other branches of the curriculum and with the various activities of the school. This course gives credit in education.

301B. United States History, 1815-1848. 3 term hours. Prerequisite: United States History 201 A, B, C. Mr. Burnham.
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.

303. Economic Development of the United States. 4 term hours. Dr. Russel.
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.

305. International Relations, 1878-1914. 3 term hours. 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.

310. History of Michigan. 4 term hours. Prerequisite: United States History 201 A, B, C. Dr. Knauss.
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

201B. State and Local Government. 4 term hours. Mr. Shilling.
Since the citizen has many contacts with the state, city, and county government, an effort is made to acquaint the student with the organization, aims, and problems of state, county, and municipal government.

This course is primarily to satisfy the law on Civic Lectures, and consists of ten discussions covering important phases of American government. A credit of one hour will be given to those who do the readings and pass the examination. Students expecting to take government 201A, or 201B should not take this course for credit. State and Local Government 201B may be substituted for this requirement.

304. County Government. 3 term hours. Desired prerequisite: Government 201B. Mr. Shilling.
The course deals with rural government in the United States, with special emphasis upon Michigan. Following a brief discussion of the historical development of rural government, a more detailed study is made of the functions of county and township government and their relation to the state, the types of organization, and problems of administration. A critical appraisal is made of township and county government, together with a study of recent changes and plans proposed for further reorganization.

SOCIOLOGY

201A. Society and the Individual. 4 term hours. Mr. Kercher.
A discussion of the psychological approach to the study of sociology. Some consideration is given to the biological basis of personality and social life. The chief emphasis is upon the social origin and character of human nature and individuality.

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

301B. Social Pathology. 4 term hours. Prerequisite: Society and the Individual 201A and Social Organization 201B.
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 are considered.

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

SPEECH

Laura V. Shaw

Dorothy M. Eccles

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

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

210. Interpretive Reading. 4 term hours. Prerequisite: Fundamentals of
   Speech 101 A, B. Miss Shaw.
   Analysis and oral interpretation of the more simple types of prose and
   poetry.

215. Acting. 4 term hours. Prerequisite: Fundamentals of Speech 101 A,
   B, Interpretive Reading 210, or the consent of the instructor. Miss
   Shaw.
   Improvisation and practical work on the stage. Through criticism from the
   instructor and the class, the student acquires an understanding of the basic
   principles of the art of acting.

TRAINING SCHOOL

PRACTICE TEACHING

The Campus Training School is open in the summer session from 8:30 to
11:00 A. M. Courses in observation and practice teaching are offered.
Practice-teaching assignments are reserved for students who have not been
in residence during the other terms, and for those who can complete the
work for a life certificate. Since the number of such opportunities is limited,
application should be made to the director of the Training School well in
advance of the summer-session enrollment day.
Pupil enrollment is by application. Children of students attending the
summer session are among those accepted, but reservations must be made in
advance. The work is designed to furnish profitable experience for the chil-

dren, rather than to provide opportunity for the making up of grades by
those who have failed of promotion.

Students enroll for teaching at the Training School office on enrollment
day. At this time assignment is made to a definite grade and supervisor.
Class meetings with the supervisors are held Mondays, Tuesdays, Thurs-
days and Fridays, 11:00 to 11:50. Meetings with the director are held
Wednesdays, 11:00 to 11:50. All who enroll for teaching must therefore re-
serve the hours from 9:00 to 11:50.

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

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

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

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

305. Practice Teaching. 4 term hours. Prerequisite: Maturity and teaching experience. Miss Steele, grade and special supervisors.

A course in observation and discussion designed to keep teachers of experience in touch with the best present-day practice. Demonstration rooms are conducted, one each in primary, intermediate, and upper grades. The aim is to present progressive methods of education under modern conditions.
| Pharmacy | Photos, identification | Physical education, equipment for | Physical Education for Men Curriculum | Physical Education for Men, description of courses | Physical Education for Women Curriculum | Physical Education for Women, description of courses | Physics, description of courses | Placement Bureau | Political Science | Practice teaching | Pre-professional Courses | Program of summer-session events | Psychology, description of courses | Psychology, equipment for | Purpose | Refunds | Registration, routine of | Remunerative occupation | Renewal of certificates | Resident requirements | Rooms | Rural Education, description of courses | Rural Education, opportunities in field of | Rural Elementary Curriculum | Rural High School Curriculum | Scholarship funds | Science Building |
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|          |                      |                                  |                                    | 61                                           | 29                                          | 50                                           | 51                                            | 81                                           | 70                                           | 86                                           | 87                                           | 57                                           | 5                          | 70                                           | 19                                           | 17                                           | 26                                           | 28                                           | 28                                           | 25                                           | 24                                           | 26                                           | 83                                           | 30                                           | 52, 56 | 53                                           | 31                                           | 19                                           |