Western State Teachers College Bulletin v26 n4: Twenty-seventh Catalog 1930-1931, Announcements 1931-1932

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TWENTY-SEVENTH CATALOG

of the

Western State Teachers College

with

ANNOUNCEMENTS

for 1931-1932

KALAMAZOO, MICHIGAN

1931

This Institution is a Member of the American Association of Teachers Colleges. It is fully accredited as a Class A College by the North Central Association of Colleges and Secondary Schools.
INFORMATION FOR NEW STUDENTS

DIRECTIONS FOR CORRESPONDENCE WITH WESTERN STATE TEACHERS COLLEGE

1. Correspondence with Western State Teachers College should be addressed as indicated below:
   a) Requests for catalogs, bulletins, blanks for recording high school credits, and other literature—The Registrar.
   b) Concerning the adjustment of credits—The Registrar.
   c) Concerning board, rooms, and remunerative work for men—The Dean of Men.
   d) Concerning board, rooms, and remunerative work for women—The Dean of Women.
   e) Concerning rural education—the Director of the Department of Rural Education.
   f) Concerning extension work—the Director of the Extension Department.
   g) Concerning educational research—the Director of the Bureau of Educational Measurement and Research.
   h) Other general inquiries—The Registrar.

INFORMATION FOR NEW STUDENTS

Students applying for admission should
   a) Have certified copies of their high school credits mailed to the Registrar by the high school from which graduated.
   b) If entering with advanced standing from any county normal, normal school, college, or university, have mailed to the Registrar complete official statements regarding the work for which credit is sought.
   c) Have credits sent in at as early a date as possible.
CALENDAR ANNOUNCEMENTS
1931

SPRING TERM

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

Monday, June 29 .................................. Registration of Students
Tuesday, June 30 ..................................
Friday, August 7 .................................. Summer Session Ends

FALL TERM

Monday, September 21, to Wednesday, September 23 ........ Freshman Days
Tuesday, September 22 ................................ Registration of Upper Classmen
Wednesday, September 23 .......................... Registration of Freshmen
Thursday, September 24 ............................ Recitations Begin
Wednesday, December 16 ........................... Fall Term Ends

1932

WINTER TERM

Monday, January 4 .................................. Registration of Students
Tuesday, January 5 .................................. Recitations Begin
Friday, March 25 .................................. Winter Term Ends

SPRING TERM

Monday, April 4 .................................. Registration of Students
Tuesday, April 5 .................................. Recitations Begin
Friday, June 17 .................................. Spring Term Ends
Saturday, June 18 .................................. Alumni Day
Sunday, June 19 .................................. Baccalaureate Address
Monday, June 20 .................................. Commencement

SUMMER SESSION

Monday, June 27 .................................. Registration of Students
Tuesday, June 28 .................................. Recitations Begin
Friday, August 5 .................................. Summer Session Ends

FALL TERM

Monday, September 26, to Wednesday, September 28 ........ Freshman Days
Tuesday, September 27 ............................ Registration of Upper Classmen
Wednesday, September 28 ........................ Registration of Freshmen
Thursday, September 29 ........................... Recitations Begin
Wednesday, December 21 ........................ ..Fall Term Ends
THE STATE BOARD OF EDUCATION

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

THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
The Hon. Webster H. Pearce

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John C. Hoekje, A. B. ............................................ Registrar
Bertha S. Davis ................................................. Dean of Women
Ray C. Pellett, A.M. ............................................. Dean of Men
Frank E. Ellsworth, A.B. ..................................... Director of Training Schools
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### FACULTY

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<td>Eloise McCorkle, M.A.</td>
<td>B.S., M.A., Peabody College.</td>
</tr>
<tr>
<td>Lela McDowell, Ph.B.</td>
<td>Ph.B., University of Chicago.</td>
</tr>
<tr>
<td>Ann S. Pearson, Ph.B.</td>
<td>Ph.B., University of Chicago.</td>
</tr>
<tr>
<td>Emma I. Richards, B.S.</td>
<td>B.S., University of Minnesota.</td>
</tr>
<tr>
<td>Mildred Stephen, B.S.</td>
<td>B.S., University of Oregon.</td>
</tr>
<tr>
<td>Catherine D. Wilkerson, B.S.</td>
<td>B.S., Central Missouri State Teachers College; Teachers College, Columbia University.</td>
</tr>
</tbody>
</table>

#### The Richland Township Unit Training School

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ernest Weber, A.M., (Principal)</td>
<td>A.B., Western State Teachers College; A.M., Teachers College, Columbia University.</td>
</tr>
<tr>
<td>James Edward Bane, B.S.</td>
<td>B. S., Teachers College, Columbia University.</td>
</tr>
<tr>
<td>Louise B. Cornish, B. S.</td>
<td>B. S., Teachers College, Columbia University.</td>
</tr>
<tr>
<td>Verna Fenstermacher, A.B.</td>
<td>A.B., Western State Teachers College.</td>
</tr>
<tr>
<td>Dora P. Hendy, Dr. S.</td>
<td>B. S., Lindenwood College; M. S., University of Michigan; Dr. S., Emporia College, Kansas.</td>
</tr>
<tr>
<td>Rosaline Ivey, M.A.</td>
<td>B.S., North Texas State Teachers College; M.A. Peabody College for Teachers.</td>
</tr>
<tr>
<td>Russell R. Nellist, B.S.</td>
<td>B.S., Michigan State College.</td>
</tr>
</tbody>
</table>
EULA RETHORN, B.S.
B.S., University of Illinois.

GRACE RYNBERG
Western State Teachers College.

C. MAE SIMMONS, A.M.
B.S. West Texas State Teachers College; M.A., Teachers College, Columbia University.

MARY ADAMS SIMMONS, B.S.
B. S., Columbia University.

MAUERITE STINSON, M. A.
A.B., Illinois Wesleyan University; M.A., University of Illinois.

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

The Alumni Secretary

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

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 Library School.

MARY A. H. HARVEY, Orders and Accesions
Michigan Female Seminary.

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

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

CLARA L. STERLING, A.B., Circulation
A. B., Western State Teachers College.
THE WESTERN STATE HIGH SCHOOL

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

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

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

J. RICHARD BRETBY, A. M.
A. B., Western State Teachers College; A. M., University of Southern California.

AMELIA BISCOMB, A. B.
Michigan State College; University of Michigan; A. B., Kalamazoo College.

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

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

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

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

LEON FISHER DOCKERAY, A. B.
A. B., University of Michigan.

JOHN P. EVERTT, Ph. D.
A. B., A. M., University of Michigan; Ph. D., Columbia University.

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

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

*ADA HOEBEKE, A. B.
A. B., University of Chicago.

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

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

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

BERTHA M. LEIGHTON, B. S.
B. S. Ed., Boston University.

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

HAZEL PADERN, B. S.
B. S., Massachusetts School of Art; Boston University; University of Oregon.

DON O. PULLIN, B. S.
Western State Teachers College; B. S., Detroit Teachers College.

TOWNER SMITH, B. S.
B. S., Western State Teachers College.
CHARLES R. STARRING, A. M.
A. B., A. M., Columbia University.

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

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

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

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

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

EMMA WATSON, B. S.
B. S. Ed., Teachers College, Columbia University.

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

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

MERRILL R. WISEMAN, A. B.
A. B., Ohio Northern University; University of Michigan.

EDWARD R. WOODS, B. S.
State Normal College, Ypsilanti; B. S., Western State Teachers College; University of Wisconsin.

*Absent on leave 1930-1931.
THE OFFICE STAFF

THE OFFICES, ETC.

John C. Hoekje, A.B. ............................................ Registrar
Sara Ackley .......................................................... Manager, Co-operative Store
Blanche Draper ...................................................... Editor, Teachers College Herald
Homer M. Dunham ................................................... Publicity
Marjorie Eaman ..................................................... Appointment Office
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
Cornelius MacDonald ................................................ Receiving Clerk
Maxine MacDonald .................................................... Clerk, Main Office
Myrtle A. MacDonald ................................................ Clerk, Registrar
Margaret Mac Kinnon ................................................ Recorder
Grace Moore .......................................................... Manager, Cafeteria
Ardell Olds ............................................................. Clerk, High School Office
Mary Ruthrauff ........................................................ Clerk, Rural Department
Lucille Sanders ....................................................... Clerk, Rural Department
Annie Bell Sibley ...................................................... Appointment Office
Alice Smith ............................................................. Appointment Office
Leah Smith ............................................................. Extension Secretary
Marion Wade .......................................................... Clerk, Research Department
FACULTY COMMITTEES, JULY 1931-1932

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>PERSONNEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appointment</td>
<td>Ellsworth, Brown, Cooper, Davis, Evans, Hilliard, Hoekje, Mason, F. Moore, Pellett, Robinson, Spindler.</td>
</tr>
<tr>
<td>2. Assemblies</td>
<td>Spindler, Brown, Hoekje, McCracken, Maybee, Shaw, Siedschlag, and two students named by the Student Council.</td>
</tr>
<tr>
<td>3. Athletic Board</td>
<td>Hoekje, Corbus, Dunham</td>
</tr>
<tr>
<td>4. Bulletins</td>
<td>Hoekje, Eicher, Gary, Master, Sangren</td>
</tr>
<tr>
<td>5. Curricula</td>
<td>Sangren, Argabright, Ellsworth, Everett, Hoekje, Robinson, Spindler, Steele, Trumble.</td>
</tr>
</tbody>
</table>
                          | B. S. Degree—Blair, Fox, Greenwall, Hilliard,                            
                          | Art—Siedschlag, Anderson, Stevenson.                                      
                          | Business Administration—Pennell, Moore.                                   
                          | Commerce—Pennell, Leighton.                                               
                          | Early Elementary—Blackburn, Phillips, Siedschlag, Siedschlag,              
                          | Home Economics—M. Moore, Schumacher.                                      
                          | Junior High School—Rawlinson, Ford, Gary, Powell, Sullivan, Wild.        
                          | Later Elementary—Steele, Argabright, Barbour, Boswell, Henry, Mason.     
                          | Music—Maybee, Britton, Henderson, Snyder.                                  
                          | One-Year Curriculum—Evans.                                                
                          | Physical Education—Men—Hyames, Gary, Read.                                
                          | Physical Education—Women—Werner, Bottje, Hussey, Spalding.                
                          | Rural Education—Robinson, E. Burnham.                                     
                          | Senior High School—Zimmerman, Berry, Cook, Eicher, Halnon, Nobbe.        
                          | Special Education—Ellis                                                   
                          | Three Year Certificate—Evans.                                             
                          | Unclassified—Ellis, Bartoo.                                               |
                          | B. S. Degree—Blair, Fox, Greenwall, Hilliard,                            
                          | Art—Siedschlag, Anderson, Stevenson.                                      
                          | Business Administration—Pennell, Moore.                                   
                          | Commerce—Pennell, Leighton.                                               
                          | Early Elementary—Blackburn, Phillips, Siedschlag, Siedschlag,              
                          | Home Economics—M. Moore, Schumacher.                                      
                          | Junior High School—Rawlinson, Ford, Gary, Powell, Sullivan, Wild.        
                          | Later Elementary—Steele, Argabright, Barbour, Boswell, Henry, Mason.     
                          | Music—Maybee, Britton, Henderson, Snyder.                                  
                          | One-Year Curriculum—Evans.                                                
                          | Physical Education—Men—Hyames, Gary, Read.                                
                          | Physical Education—Women—Werner, Bottje, Hussey, Spalding.                
                          | Rural Education—Robinson, E. Burnham.                                     
                          | Senior High School—Zimmerman, Berry, Cook, Eicher, Halnon, Nobbe.        
                          | Special Education—Ellis                                                   
                          | Three Year Certificate—Evans.                                             
                          | Unclassified—Ellis, Bartoo.                                               |
THE FACULTY COUNCIL

9. Friendship
   M. Moore, Argabright, Cooper, Mason.

10. General Advisory
    S. Burnham, Ellsworth, McCracken, Spindler.

11. Health
    E. Walker, Davis, Ellsworth, Alice Evans, Kenoyer, Maher, Pellett, Worner.

12. Social Life

13. Student Activities
    Sangren, Davis, Hockje, Hyames, Maybee, Pellett, Shaw, Spindler, E. Walker, Worner.

14. Student Organizations
    Y. M. C. A.—Cooper, Hyames, Starring.
    Y. W. C. A.—Steckelberg, Gish, Barbour.

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

THE FACULTY COUNCIL

1. Members Elected
   Terms Expire May, 1933
   Everett, Master, Trumble
   Terms Expire May, 1932
   S. Burnham, French, F. Moore
   Terms Expire May, 1931
   Ackley, Ellsworth, Robinson

2. Members Appointed
   Terms Expire May, 1931
   Argabright, Sangren, Zimmerman

3. Members Ex-Officio
   President D. B. Waldo
   Registrar John C. Hoekje
TWENTY-SIXTH CATALOG
of
Western State Teachers College

PURPOSE

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

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

HISTORICAL SKETCH

Western State Teachers College was established by an act of the legislature of 1903; the first school year was begun in June, 1904, under the presidency of Dwight B. Waldo. Rented quarters in the High School and the Kalamazoo College building housed the school for a year and two summer terms. In 1905 the Administration building was completed and in 1907 the gymnasium and a classroom building, connecting the latter with the Administration building. A modern Training School building was ready for occupancy in 1909, Science Hall in 1914, the Manual Arts building in 1921, the $270,000 Library in 1924, and the $260,000 Gymnasium for Men in 1925. The barracks, erected for the S. A. T. C. in 1918, have been utilized for a classroom building since 1923.

Successive land purchases have increased the original campus of 20 acres to one of 56 acres.

In the first academic year, 1904-1905, 116 students were enrolled, and, including the training school, ten full time and three part time instructors composed the faculty. In the year 1929-1930 there were 3691 different students enrolled, and the faculty, including the affiliated training schools, totalled more than 200 persons.

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

Beginning with Sept. 1, 1931, all life certificate curricula will involve three
years of training.

The increase in enrollment has made necessary larger training school facili-
ties and these have been gained by affiliation with the Paw Paw village dis-
trict, the Richland township district, the Portage rural agricultural district,
and rural district No. 9.

LOCATION

Western State Teachers College is in the city of Kalamazoo, whose loca-
tion, at the intersection of a wonderful series of natural highways, is one
of the finest in the old Northwest. The city is the halfway point on the
Detroit to Chicago Michigan Central Railway. The Pennsylvania; the Chi-
cago, Kalamazoo, and Saginaw; and the South Haven Branch of the Mich-
igan Central railway together with a network of paved and graveled high-
ways, and the trunk lines, U. S.-12, U. S.-131, and M-43, make it easily
the hub of southwestern Michigan and a great business and professional
center.

The site of the College is one of unusual beauty. Five of the buildings
stand upon College Hill, which rises a hundred feet above the broad plain
of the old glacial Lake Kalamazoo, where are now the celery fields and much
of the business and residence part of the city, and through which meanders
the Kalamazoo River. This portion of the campus is a spur of a gravel out-
wash plain, cut off by a post glacial stream. From the hill-top on clear days
can be obtained a most pleasing panorama, east and northeastward, over the
wooded city in the bottom lands, to the broken moraine of the Saginaw-Mich-
igan ice lobes. To the west of the hilltop is the old drainage valley of the
once large and vigorous Arcadia Creek, along which now runs the main line
of the Michigan Central Railway. In this depression are the athletic field,
the men's gymnasium, the manual arts building, and a recitation building.
West of this valley are the hills and the lake dotted plain of the Michigan
Ice lobe.

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

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

SUMMARY OF ENROLLMENT, July 1, 1929-June 30, 1930
(Students of Collegiate rank only.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
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<tbody>
<tr>
<td>A. Summer Session, 1929</td>
<td>1800</td>
</tr>
<tr>
<td>B. Total Fall 1929, Winter and Spring 1930</td>
<td>2228</td>
</tr>
<tr>
<td>A.B. Fourth Year</td>
<td>199</td>
</tr>
<tr>
<td>A.B. Third Year</td>
<td>148</td>
</tr>
<tr>
<td>B.S. Fourth Year</td>
<td>102</td>
</tr>
<tr>
<td>B.S. Third Year</td>
<td>39</td>
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<tr>
<td>Life Certificate Third Year</td>
<td>240</td>
</tr>
<tr>
<td>Second Year</td>
<td>757</td>
</tr>
<tr>
<td>First Year</td>
<td>743</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2228</td>
</tr>
<tr>
<td>C. Grand Total</td>
<td>4028</td>
</tr>
<tr>
<td>Names appearing twice</td>
<td>337</td>
</tr>
<tr>
<td>D. Total Number of Different Students</td>
<td>3691</td>
</tr>
</tbody>
</table>
BUILDINGS AND MATERIAL EQUIPMENT

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

1. The Administration Building contains the administration offices, the Bureau of Educational Measurement and Research, the Alumni office, the Women’s League room, the College Co-operative Store, the High School assembly room, and several class rooms. The department of Home Economics has laboratories for courses in foods and cooking in the basement.

2. The Barracks. In the building used as a Barracks during the S. A. T. C. days are the print shop of the Manual Arts Department, the Early Elementary Department, laboratories for clothing and textile work, the Art Department, and three general classrooms.

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 art, home economics and music. The center of the building is an open light-well forming a rotunda with stage for children’s assemblies.

4. The Library Building which was completed in the summer of 1924 enables all the students of the college to do reading and reference work under the most comfortable conditions. One corner of the building, at the side of the wide entrance lobby, is occupied by a long delivery desk, behind which is the steel-constructed stack-well, and at the other side of the lobby a corner of the building is devoted to staff work rooms and a faculty reading room. All the rest of this floor is given over to the main reading room two stories high and 158 feet by 38 feet, accommodating 290 readers. The second floor has two large lecture rooms and two seminar rooms. The basement provides more classrooms, a large study room, and a check room for wraps. The Library consists of 32,000 volumes, arranged according to the decimal classification, and indexed by a card catalog of the dictionary type. There are 60 complete files of periodicals. Three hundred twenty-eight periodicals and 12 newspapers were subscribed for during the current year.

Students are also generously accorded the services of the efficient staff of the Kalamazoo Public Library and the use of its collection of 75,000 volumes. The Department of Commerce occupies the basement of this building. A complete equipment of typewriters, filing cabinets, duplicating machines, etc., has been provided so that students may have an opportunity to become familiar with modern mechanical office devices.

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

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

There is a regulation basketball floor, with three cross courts for intra-mural purposes, a fourteen lap running track, a vaulting and jumping pit on the main floor; two handball courts and a dirt floor area for the training of hurdlers, shot putters, and vaulters, and for the early work of the
baseball battery men; exercise rooms, wrestling, and boxing rooms, and equipment for calisthenic apparatus work. Locker rooms take care of the needs of all the students. There are also offices and classrooms.

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

A one hundred fifty-acre farm of fertile silt loam is being handled as a demonstration project. A pure bred herd of Guernsey cattle is being raised, feeder cattle are being kept, pure seed is grown, 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 farm is operated on a business basis with the principle of economic production directing rather than the principle of experimentation.

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. For the work in psychology, all the instruments necessary for standard introductory or advanced courses are at the disposal of the student. Chronoscopes, kymographs, tachistoscopes, color mixers, ergographs, etc., constitute a part of this equipment. The department is also well supplied with excellent models of the brain and the sensory organs. The general library of the college contains complete files of all the more important psychological and educational journals, as well as a large list of the standard works in these and related fields.

The Department of Geography and Geology. The equipment includes a file of the United States topographic maps; a collection of the United States Geological Survey folios; a collection of foreign topographic maps, rainfall, vegetation, physical, political, population, and economic maps; collections of rocks, minerals, and fossils; meteorological instruments; a balopticon and 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, as well as 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. For their work in physical education the
women of the college now have the exclusive use of the gymnasium which
was formerly shared with the men. The floor space is 119'x68' feet. Sufficient
apparatus is available for the needs of all physical education activities, in-
door and outdoor athletics. There is also a room equipped for remedial
work. In the basement are lockers, shower-baths, and a swimming pool.

TRAINING SCHOOLS

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

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

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

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

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

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

The Richland Township Unit School, a fourteen-teacher school, has a
building and facilities similar to those of the Richland school above described.

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

PRACTICE TEACHING (See also p. 154)

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

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

**ADMISSION**

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

**Entrance With Advanced Credits**

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

**Credentials Should Be Sent in Advance**

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

A copy of Entrance credentials can be secured from the High School Principal.

**Entrance Tests**

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

**Entrance Requirements**

*Effective September, 1928*

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

**I. Prescribed Units.**

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

**II. Additional Units from List A** .................................................. 3

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

**Total 15**
List A

Algebra, 1, 1½ or 2 units

**Botany, ½ or 1 unit
Chemistry, 1 unit
Economics, ½ unit
English, 3 or 4 units
French, 2, 3, or 4 units

***Geology, ½ unit
Geometry, 1 or 1½ units
German, 2, 3, or 4 units

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) Physiography and Geology.
(d) Physiography and Physiology.

2. Provisional Admission

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

3. Admission by Examination

Students may also be admitted by examination in fifteen units of work, all of which must be chosen from List A. Arrangements for these examinations should be made with the Registrar at least one month in advance of the date on which the student desires to enter the College.
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. Twenty-six classes are now associated in the organization with a total membership of more than 13,000. The Alumni Secretary's office is in the Administration Building. In this office information regarding any alumni 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 and the 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. In June, at Commencement time, there is always the banquet and reception for the alumni.

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

With an organization as large as the Alumni Association of Western State Teachers College, ways and means of cultivating closer and more friendly relations among the 13,300 graduates are developing rapidly. Unit organizations are encouraged in localities where there are enough members of the alumni to warrant such organizations. The alumni secretary is glad to assist in any plans of this kind.

THE APPOINTMENT BUREAU

The Appointment Bureau aids graduating students of the Teachers College in securing suitable positions. This committee 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. The committee consists of the Director of the Training School 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. An Appointment Secretary gives full time to this work.

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

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

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

**BUREAU OF EDUCATIONAL MEASUREMENT AND RESEARCH**

The Bureau of Educational Measurement and Research of Western State Teachers College has been established for a three-fold purpose: (1) to direct and co-ordinate the measurement and research activities of the training schools and the Teachers College; (2) to aid in the more adequate preparation of teachers for participation in measurement work; (3) to aid schools and school systems of the state in carrying forward testing programs and experimental work.

The Bureau has on hand a large number of intelligence and educational tests to serve as sample and informational material; it will answer questions relating to measurement and research activities; it carries on statistical work necessary to answer questions relative to educational problems; it edits bulletins of information concerning educational problems; it conducts the intelligence examinations of students of the Teachers College; it will send representatives to visit schools and school systems which want to begin testing work for the purpose of instructing teachers, demonstrating the methods of testing, and actually conducting mental-educational surveys; and holds, at least once a year, a conference on educational measurements.

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

**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 the most wholesome food at the lowest consistent cost to the students.

**CONTESTS**

**ATHLETIC CONTESTS**

Many tournaments are conducted by Western State Teachers College in the interest of Michigan high school athletics. One of the largest is the annual Western Michigan Basket Ball Championships, Region 1, which brings together the schools of the section in Classes A, B, C, D. This tournament is held about the middle of March. A similar tournament for field and track is held during May. The regional champions participate in the state tournaments.

Cross country runners from the same district meet on the Western State course in the fall months and winners are returned to the State. In May a regional golf tournament is sponsored. Regional and state tennis meets also are held at Western State.

**EXTEMPORE SPEAKING CONTESTS**

The Extempore Speaking Association of Michigan High Schools was organized during 1926-1927 by the Department of Speech of Western State Teachers College to meet a need for training boys and girls in the study of current affairs, assimilation of ideas, and genuine extemporaneous public speaking which combines pleasing delivery and the ability to think on one's feet. The work is under the direction of a state manager, a member of the Department of Speech.

The state is divided into districts and sub-districts, in each of which a con-
The Music Department of the Western State Teachers College, in conjunction with the Department of Education at Lansing, have sponsored the High School Music Contests in southwestern Michigan for a number of years. These contests have been the means of promoting, encouraging, and stimulating an enthusiasm for finer types and higher standards both of vocal and of instrumental music. There seems to be a growing tendency towards the idea of contest-festivals, which may in time supersede the contest. In the contest, festival the festival idea is stressed; the adjudicator rehearses the entire group, preparatory to appearance at the evening performance. The evening concert usually consists of the singing and playing of the winning organizations and the massed singing and playing of the entire ensemble. In this arrangement many fine musical ideas are developed and brought before the public.

An interesting feature of the contests is the fact that winners of the first three places in sub-district contests participate in district contests and that both first and second place winners in each district contest take part in the state contest, which is held at Kalamazoo the latter part of May.

Speeches are from five to seven minutes long and are based on outstanding current events discussed in the February, March, April, and May issues of the "Literary Digest" and "Review of Reviews". Topics are formulated by state headquarters, and contestants draw by lot, being allowed not to exceed an hour for preparation of speeches.

An attempt has been made to keep awards simple and inexpensive. They are of such a nature, in the main, that they honor the school rather than the individual. Banners of different sizes are awarded to schools ranking first and second in district and sub-district contests. The school winning first place in the state contest secures for one year a handsome silver cup presented by the Kalamazoo "Gazette". To the individuals ranking, respectively, first, second, and third in the state contest go especially designed gold and silver pins and honorable mention.

MUSIC CONTESTS

The Music Department of the Western State Teachers College, in conjunction with the Department of Education at Lansing, have sponsored the High School Music Contests in southwestern Michigan for a number of years. These contests have been the means of promoting, encouraging, and stimulating an enthusiasm for finer types and higher standards both of vocal and of instrumental music. There seems to be a growing tendency towards the idea of contest-festivals, which may in time supersede the contest. In the contest-festival the festival idea is stressed; the adjudicator rehearses the entire group, preparatory to appearance at the evening performance. The evening concert usually consists of the singing and playing of the winning organizations and the massed singing and playing of the entire ensemble. In this arrangement many fine musical ideas are developed and brought before the public.

SHORTHAND AND TYPEWRITING CONTESTS

Since the spring of 1921, annual contests in shorthand and typewriting for Michigan high schools have been held at Western. These contests are held in May. From the beginning, the contests have increased steadily both in the number of entrants and in influence. About 400 students entered the district elimination contests and 66 the state contest in 1921. In 1930 a total of 1192 students entered the district contests and 167 the state contests. Practically every phase of speed and accuracy in shorthand and typewriting is covered by the eight events of the contest.

THE CO-OOPERATIVE STORE

The Co-operative Store, which was organized at the opening of the summer session of 1912, has had a most satisfactory and interesting development. It not only serves as a convenience to people on the campus, but also furnishes employment for a number of worthy students. Service is the keynote of the store and every effort is put forth to keep the necessary supplies on hand for regular class work, thereby saving students much time each day for the purpose of study.

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 and are able to fulfill the requirements for a degree by an additional two years of work. Senior standing usually is granted to graduates receiving a life certificate. A student who desires to earn a life certificate in the College, and then complete the work for a degree in some college or university should plan his work with the requirements of the particular institution in mind.

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

DEGREES AND CERTIFICATES

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

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

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

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


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

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

   A. ACADEMIC AND RESIDENT REQUIREMENTS

1. For the Bachelors Degree the candidate shall—
   a. present credits satisfying a prescribed curriculum and aggregating 192 term hours or four years;
   b. have satisfactorily completed in residence at this institution at least 48 term hours;
   c. have been in residence at this institution the term immediately preceding graduation;
   d. satisfy the requirements for the life certificate.

2. For the Life Certificate the candidate shall—
   a. present credits satisfying a prescribed curriculum and aggregating 144 term hours or three years;
   b. have satisfactorily completed in residence at this institution at least 48 term hours;
c. have been in residence at this institution the term immediately preceding graduation.

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

4. For the **Three Year Certificate** the candidate shall—
   a. present credits satisfying a prescribed curriculum and aggregating 56 term hours or one year and one summer session;
   b. have satisfactorily completed in residence at this institution at least 32 term hours; (See Note 3)
   c. have been in residence at this institution the term immediately preceding graduation.

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

**Note 2.**
   (a) If the candidate for the Five Year Certificate shall have entered from a Michigan State Teachers College or from the Detroit Teachers College with at least 16 term hours of acceptable 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) If a candidate for the Three Year Certificate shall have entered from a Michigan State Teachers College or from the Detroit Teachers College, with at least 16 term hours of acceptable resident credit here earned, 16 term hours shall satisfy the resident requirement at this institution.
   (b) If a candidate for the Three Year Certificate shall have entered as a graduate from a Michigan County Normal School, he shall complete in residence at this institution 24 term hours.

**Note 4.** A candidate presenting credits as a graduate of a Michigan County Normal School and who in addition thereto presents entrance credits satisfying the requirements of this institution shall be granted—
   1. For the Life Certificate, 40 term hours;
   2. For the Five Year Certificate, 40 term hours;
   3. For the Three Year Certificate, 32 term hours.

**Note 5.** Not more than one-fourth of the number of hours necessary for any certificate or degree may be taken in extension or by correspondence. Such credit, however, cannot be applied to modify the minimum or final resident requirements.
B. IMPORTANT ADMINISTRATIVE REGULATIONS

1. A person who shall have entered Western State Teachers College at any time previous to June 20, 1928, may pursue to its completion any curriculum as offered for the school year 1927-28. Provided, however, that after September 1, 1931, no person shall be eligible for a life certificate on any curriculum requiring less than 144 term hours.

2. After June 20, 1928, no entrant to Western State Teachers College can earn credits to apply on any life certificate curriculum requiring less than 144 term hours. Provided, however, that students who enter this institution by transfer presenting at least 8 term hours of acceptable resident credit earned before June 20, 1928, will be allowed to complete a two year life certificate course, provided the work be accomplished before September 1, 1931.

EXPENSES

FEES

Tuition Fees
For residents of Michigan, $5.00 for each regular term of twelve weeks and $3.00 for the Summer session of six weeks.
For non-residents of Michigan, $10.00 for each regular term of twelve weeks and $6.00 for the Summer session of six weeks.
Tuition will be pro-rated if less than three subjects are taken. Full tuition is charged for three or more subjects.
Kalamazoo County students who enroll for Rural Education work may attend Teachers College one year without paying tuition fees, because counties having County Normals provide for one year of free tuition and because, by law, counties having State Normals cannot have County Normals.

Miscellaneous Fees
A fee of $8.50 is collected each term for the support of student activities, health service, library purposes and subscription to The Herald.
The Identification Photo Fee is 25c.

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

Late Enrollment Fee
By action of the State Board of Education all students who enroll after opening day shall be charged an additional fee of $2.00.

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

BOARD AND ROOM

A list of approved rooming and boarding houses for men can be obtained from the Dean of Men, and for women, from the Dean of Women. It is advisable for students to see the rooms before definitely engaging them.
Rooms are available in the vicinity of the college sufficient to house 2,000 students. The cost of room and board varies. The average cost of double rooms is from $2.50 to $3.50 per week per person. The average cost of single rooms is from $3.00 to $4.00 per week. The average cost of board is from $5.50 to $6.50 per week.
ESTIMATE OF EXPENSES

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room (one-half of a double room)</td>
<td>$30.00 to $120.00</td>
</tr>
<tr>
<td>Board</td>
<td>60.00 to 72.00</td>
</tr>
<tr>
<td>Laundry</td>
<td>0.00 to 10.00</td>
</tr>
<tr>
<td>Textbooks and supplies</td>
<td>15.00 to 25.00</td>
</tr>
<tr>
<td>Incidents</td>
<td>15.00 to 25.00</td>
</tr>
<tr>
<td>Tuition and fees (approximately)</td>
<td>12.50 to 15.00</td>
</tr>
</tbody>
</table>

Total for one term (12 weeks) $132.50 to $189.00

THE EXTENSION DEPARTMENT

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

A detailed description of the work of this department follows:

Extension courses are open to:

a. High school graduates, with or without experience, who wish to earn credits to apply on certificates or on degrees.
b. High school graduates who wish to take work purely for personal pleasure and profit with or without credit.
c. Mature persons who wish to pursue work for pleasure and profit with or without credit.

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

a. Class work at a strategic center within range of the college which the instructor visits at frequent intervals (usually every week). Many classes meet on Saturday.
b. Carefully organized correspondence courses. Students who choose this type of work are directed in their study through outlines and personal letters from members of the faculty.

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

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

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

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

The schedule of fees follows:

- Class tuition, per unit of credit: $12.50
- Correspondence tuition, per unit of credit: 12.50

Not more than one-fourth of the number of hours necessary for any certificate or degree may be taken in extension classes or by correspondence. But such credit cannot be applied to modify the minimum or final resident requirements.
The Extension Department can be of service to you whether you wish to secure a Certificate or to earn credits applicable toward a degree. Interested persons who do not find answers to their questions here are requested to communicate with the Extension Director.

EXTENSION SERVICE RENDERED BY WESTERN STATE TEACHERS COLLEGE DURING THE COLLEGE YEAR 1929-1930

A tabulation of names of towns and cities in Michigan which last year received extension service from Western State Teachers College discloses the following:
1. Extension classes were conducted in 26 cities and towns in Michigan.
2. Correspondence courses were carried by people in 228 cities and towns in Michigan.
3. Students in on-campus classes represented 97 cities and towns.

Deducting towns counted twice in this summary gives a net total of 272 cities and towns of Michigan receiving extension service from Western State Teachers College during 1929-30.

In addition, out of state cities and towns by states have received correspondence service as follows:
- Alabama
- Arkansas
- California
- Florida
- Illinois
- Indiana
- Ohio
- Oklahoma
- Oklahoma
- Wisconsin

The following information is of special interest to Extension Students:

1. **Enrollment**
   a. No one should be enrolled for extension work with Western State Teachers College, if he is carrying work of any nature with another educational institution.
   b. No one should be enrolled for extension work, if he also is carrying resident work at Western.
   c. No one should be enrolled for extension class work and correspondence work simultaneously.
   d. No one should be enrolled for more than two extension courses during a given term.
   e. On-Campus Class enrollment carries resident credit.

2. **High School Entrance Credentials**
   a. Should be filed with and checked by the Registrar before enrollment is completed.
   b. Two units of a foreign language are required for entrance to the A.B. and B. S. Degree curricula. A deficiency in these may be removed by applying 12 term hours of a college foreign language. But college credit for such transferred work cannot then be granted.
   c. Credits earned in extension are considered tentative, until high school entrance requirements have been satisfied.

3. **Transfer of Credits**
   a. Only an official transcript of credits sent direct from the institution attended will be accepted.

4. **Physical Education Requirement**
   a. Five terms of non-credit Physical Education are required of life certificate graduates with the following exceptions:
      2. Students entering with advanced standing carry Physical Education while in residence. (No Physical Education is required after graduation from a life certificate curriculum.)
5. Resident Requirement
   a. For the BACHELORS DEGREE the candidate must complete 48 term hours in residence at this institution and be in residence the term immediately preceding graduation.
   b. For the THREE-YEAR LIFE CERTIFICATE the candidate must complete 48 term hours in residence at this institution and be in residence the term immediately preceding graduation.
   c. For the "LIMITED" (one-year and a summer session) or the TWO-YEAR LIFE CERTIFICATE the candidate must complete 32 term hours in residence at this institution. Candidates presenting credit from other Michigan State Teachers Colleges must earn at least four units of credit in residence in this institution. Candidates presenting credit from County Normal schools are given 32 term hours of credit toward a "limited" certificate and 40 term hours toward a life certificate. The remaining 24 term hours necessary for the 3 year "limited" must be done in residence. Of the remaining 56 term hours necessary for a life certificate 48 term hours must be done in residence. Students must be in residence the term immediately preceding graduation.

6. Practice Teaching Requirement
   a. At least four term hours of Practice Teaching is required at this institution of students presenting credits from institutions other than Michigan State Teachers Colleges. Upon satisfactory completion of one term of Practice Teaching with us, credit may be given for a second term upon the basis of five to ten years of successful teaching experience. (Application must be made to the Director of the Training School and Appointment office.)

7. Diplomas and Certificates
   a. Certificates and diplomas for prospective December, March, June or August graduates are ordered at least five weeks in advance of the date of graduation. Prospective graduates must fill in diploma data cards and receive an official checking of credits before the certificate or diploma can be ordered. (Diploma data cards are obtainable at the Records Office.)

FRESHMAN DAYS, 1931
(Monday, September 21, to Wednesday, September 23)

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

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

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

ART COLLECTION

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

WILD LIFE PRESERVE

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

HEALTH SERVICE

Physical examinations are conducted at the beginning of each year for all new enrollees at the college. These examinations are conducted by the departments of physical education, a medical staff which consists of local physicians who are in attendance at the college at certain times, and nurses and assistants from the Health Service. Where remedial measures are necessary, suggestions are made for improving the physical well-being of individual students.

For the nominal fee of twenty-five cents a term, medical care and advice are rendered in proportion as the college is equipped to dispense such service. Many minor cases of indisposition are treated daily, although preventive rather than curative medicine is the aim. All cases of indisposition should be reported to the Health Service promptly in order that diagnosis of incipient diseases may be made as soon as possible. The offices are in the north basement of the Science Building.

It is to the distinct advantage of every student that he enter college in as perfect physical condition as he can. This means that as far as possible defects should be corrected before the beginning of a college course. It is further to the advantage of the student, and to the advantage of his work, that the remedial measures suggested by the physicians and the Health Service be carried out as fully and as speedily as possible.

"THE HERALD"

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

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.
REMUNERATIVE OCCUPATION

Kalamazoo offers many 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. For those who have had experience in business lines, there is occasional demand.

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

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

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

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

ROUTINE OF REGISTRATION, CREDITS, ETC.

GENERAL INSTRUCTIONS FOR ENROLLMENT

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

CLASSIFICATION

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

COURSE NUMBERS—SIGNIFICANCE OF

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

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

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

CREDIT IN TERM HOURS

The unit of credit is the term hour and the number of term hours credit given for a course generally indicates the number of class periods a week.

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

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

Courses which meet three hours a week for one regular term will be given 3 term hours of credit (three-fourths unit).
Courses which meet four hours a week for one regular term will be given 4 term hours of credit (one unit).

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

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

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

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

**THE STANDARD STUDENT CLASS LOAD**

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

**EXTRA STUDIES**

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

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

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

**ENTRANCE WITH ADVANCED CREDITS**

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

**MARKING SYSTEM**

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
<th>Honor Points (Per 4 term hours credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>Failure</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td></td>
</tr>
</tbody>
</table>
The mark of I means that the student has not finished the work of the course, through illness, unsatisfactory work, or some other cause, and may be given opportunity to complete it. I's must be removed during the next succeeding term (except when the student does not return, and then within one year) or they automatically become E's. The mark of E means that the student has failed. E's and W's can be removed only by taking again all the work involved.

WITHDRAWAL FROM COURSES

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

STANDARD FOR GRADUATION (Honor Points)

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

STUDENT ADVISORY SYSTEM

Experience has demonstrated that college students, especially beginners, need to be advised. Immediately upon registration each Freshman is assigned to a Faculty Adviser with whom he consults relative to the details of the curriculum he wishes to pursue, sequence of studies, etc., etc. The adviser plans with him his daily program for the following term. Being advised is required of all Freshmen. With upper classmen being advised is optional, though opportunity for it is provided and students are strongly urged to avail themselves of this service.

RURAL EDUCATION

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

Western State Teachers College offers courses of study for the initial preparation of teachers one-teacher, consolidated, and village schools as well as subjects in rural education for students who are candidates for a degree. Arrangements are made for rural students who desire to specialize in the teaching of agriculture or agriculture and manual arts combined in high schools. (See page 72, 74). Advanced courses are offered each term designed to be of special service to those preparing for positions as county normal or helping teachers.

A major is offered in rural education for degree students. Six typical one-teacher rural schools located in Kalamazoo and Van Buren Counties, through the courtesy of the respective school commissioners, school boards, and teachers, have been affiliated with the rural department in order to make more effective the advanced courses for degree students. They supplement the regular training schools maintained by the College and furnish excellent laboratory facilities for students interested in rural school administration and supervision. (For detailed description of courses see pages 150-152 for kinds of certificates granted see page 43).
Many village and primary districts are now paying salaries which enable them to demand at least full life certificate preparation on the part of the teachers they employ. However, realizing that probably for several years there will be sufficient demand in rural elementary school positions for students completing two years of preparation, the two-year rural elementary school curriculum has been retained.

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

A limited amount of field work depending upon the time available by the members of the rural department is done each year in rural schools in cooperation with county commissioners within the service area of the College.

**BURNHAM RURAL LIFE LIBRARY**

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 Library Fund. A part of this fund has been used to supplement the collection of books on rural life and education in the College Library and the remainder has been invested to yield an annual income to supplement the original books. Thus the Department of Rural Education is gradually building up one of the finest collections of reference material for rural workers to be found in the United States.

**OPPORTUNITIES IN AGRICULTURAL HIGH SCHOOLS**

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

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

**REQUIRED PROFESSIONAL TRAINING**

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

**Summary of the Teacher Training Law**

The following statement by the Superintendent of Public Instruction, set forth in Bulletin No. 16 (Revised) of the Department of Public Instruction, is clear and specific about the certification of teachers by the Superintendent of Public Instruction after March 12, 1929.

a. Before any certificate shall be valid in any school district the holder shall record the same in the office of the county commissioner of schools of the county or in the office of the certificating officer of the city where the person expects to teach.
b. No certificate qualifying a person to teach in the public schools of this state shall be granted to any person who is not at least eighteen years of age and who is not a citizen of the United States or who has not declared his intention of becoming a citizen.

c. Any person who has completed a course of at least one year's work in professional training above an approved four year high school course, (see page 76) may be granted a teacher's certificate by the Superintendent of Public Instruction. The course of study for this professional training and the institution in which such professional training is taken shall have been approved by the Superintendent of Public Instruction.

Two grades of certificates may be issued, each of which qualifies the holder to teach for a period of three years in any public school of the state: Provided, All certificates granted under the provisions of this section shall expire on June thirtieth; those certificates granted between April first and June twenty-fifth shall expire three years from June thirtieth immediately following date of granting; those certificates granted between July first and March thirty-first shall expire three years from June thirtieth immediately preceding the date of granting. A second grade certificate may be granted upon the completion of a course of one year of professional training. Only one second grade certificate shall be issued to any person. A first grade certificate may be granted to any person who shall have taught at least seven months with ability and success upon the completion of a term or terms of twelve weeks of professional training since the date of issue of the last certificate, provided application for such certificate be made within one year of the date of expiration of the last certificate.

Any person who holds a second grade or first grade certificate granted under the provisions of act one hundred forty-seven of the public acts of eighteen hundred ninety-one as amended, or any person who holds a county normal training school certificate may upon the expiration of either of such certificates be granted a first grade certificate by the Superintendent of Public Instruction, provided the person shall have completed a term or terms of twelve weeks of professional training since the last certificate was issued; if application for such certificate be made within one year of the date of expiration of the last certificate: Provided, Any person who was exempt from the requirements for professional training under the provisions of act one hundred forty-seven of the public acts of eighteen hundred ninety-one, as amended, shall be eligible to receive a first grade certificate under the provisions of this act without complying with the requirements for professional training herein designated.

Certificates That May Be Issued

a. Second Grade. A person who completes the approved one year of professional training (see page 76) is granted a second grade certificate. This certificate qualifies the holder to teach in any public school of the state for a period of three years, provided the certificate is recorded in the office of the county commissioner of schools of the county or in the office of the certificating officer of the city. Only one second grade certificate will be granted to any person.

b. First Grade. A person who shall have taught seven months with ability and success may be granted a first grade certificate upon the completion of twelve weeks of professional training since the date of issue of last certificate, provided application for such certificate be made within one year of the date of expiration of the last certificate.

The first grade certificate qualifies the holder to teach in any public school of the state for a period of three years, provided the certificate is recorded in the office of the county commissioner of schools of the county or in the office of the certificating officer of the city. Additional first grade certificates may be granted upon the completion of twelve weeks of professional training since the date of issue of the last certificate.
Additional Information Concerning Certification

a. A person who has completed the work required for a year of professional training as outlined on page 76 and who desires a first grade certificate should select any subjects that will be credited toward a life certificate or toward a degree in an approved university, college, or normal school.

b. If a person has completed a year or more in an approved college or university above the completion of an approved twelve grade high school course, he will be given credit for any of the following subjects not exceeding six, provided he has college credit in the subjects: psychology, written English, hygiene, agriculture, art, music, rural sociology, or a second course in psychology.

c. Any person who now holds a second grade certificate granted under the provisions of Act No. 147 of the Public Acts of 1891 may upon the expiration of such certificate be granted a first grade certificate, provided the applicant has completed a term of twelve weeks of professional training since the last certificate was issued, provided application for such certificate be made within one year of the date of expiration of the last certificate.

d. Any person who was exempt from the requirements for professional training under the provisions of Act No. 147 of the Public Acts of 1891 may be granted a first grade certificate without additional professional training, provided, that the conditions for a renewal have been met.

COUNTY NORMAL AND HELPING TEACHERS

Subjects adapted to the needs of teachers, who are working during the year as principals and critics in county normal schools or as helping teachers in county supervision, are available in the Summer session, and every effort will be made to serve these teachers.

GRADUATE SCHOLARSHIPS AND FELLOWSHIPS

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

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

In the year 1929-30 graduate scholarships and fellowships were issued to the following graduates of Western State Teachers College: Helen Bates—University of Michigan
Thelma Reniff—Alice B. Kroeger Memorial Scholarship in Library School of Drexel Institute
Wendell Walker—Upjohn Scholarship, Exeter College, University of London

SCHOLARSHIP FUNDS

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

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

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

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

STUDENT LOAN FUND

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

STUDENT WELFARE

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

The Teachers College has never assumed an attitude of paternalism toward her students. However, on the assumption that the student has entered the institution for the definite purpose of educational advancement, regularity of class attendance, reasonable evening hours, and a sane social program are required. To ensure desirable housing conditions, frequent inspection is made of rooming houses. Students are permitted to room only in such houses as have been approved.
TRAINING FOR SUPERVISORY AND ADMINISTRATIVE WORK

Attention is called to the courses listed in the Department of Education and Psychology, pages 100-102. These courses are especially designed for those students holding life certificates and with teaching experience, who desire to continue their studies toward a degree and who plan to do supervisory or administrative work.
STUDENT ACTIVITIES AND ORGANIZATIONS

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

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

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

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

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

THE COUNTRY LIFE CLUB (NATIONAL AFFILIATION)
Students in the Department of Rural Education and other students who may desire, meet two evenings each month for social recreation, debates, special topic reports, and free discussion of subjects related to the educational, economic, and social life of rural communities. Opportunity is afforded for parliamentary practice. Occasionally addresses are made by members of the faculty and leaders in rural education. This work is emphasized by lectures given on Rural Progress Day, an annual event, by national leaders in the study of rural life. Provision is also made in the Club for students to consider elementary research studies in co-operation with the National Collegiate Country Life Club.
Each year the Club holds a joint meeting with the Clubs of Detroit City College, Michigan State College, Central State Teachers College, and Michigan State Normal College. Delegates are sent annually to the national convention of the collegiate organizations affiliated with the American Country Life Association.

DANCE CLUB

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

DEBATING

The career of Western State Teachers College in intercollegiate debating, begun in 1921-22, has been increasingly successful. A large number of students are interested in forensic work, and separate squads for men and women are formed every year and trained under faculty direction. From these squads teams are chosen to represent the College against other colleges in Michigan and outside the State and, at times, from foreign countries.

In addition to the intercollegiate debating, an excellent opportunity for practice in debate and public speaking is offered by the three student debating organizations, one for men and two for women. A series of spirited inter-society debates is held each fall for the possession of a loving cup presented by the Kalamazoo Bar Association.

DEBATING ORGANIZATIONS

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

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

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

DER DEUTSCHE VEREIN

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

THE EARLY ELEMENTARY CLUB

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

EASTERN STAR CLUB

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

EL CIRCULO ESPANOL

This Club was organized in 1927 for the benefit of all students who are taking or have taken Spanish; to increase their knowledge in the fields of Spanish art, music, plays, games, and architecture; and to discuss modern development of the Spanish-speaking countries.

ELDORADO CLUB

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

EXTEMPORNE SPEAKING

Following the establishment by the Department of Speech in the fall of 1926 of the state-wide Extempore Speaking Association of Michigan High Schools, a home extempore speaking contest was organized. To this competitive event, open to all students of the college, has been added a second contest in which only the inexperience are allowed to participate. Substantial cash prizes and attractive awards are presented to the winners.

THE FORENSIC BOARD

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

HOME ECONOMICS CLUB

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

HONORARY SOCIETIES

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

To be eligible for membership a student must be a junior or a senior in full college standing, with a scholarship rank among the upper quartile of the college, and must show promise of leadership in the teaching field. Membership is by invitation of the chapter, together with faculty recommendations.
Kappa Rho Sigma is composed of students who have shown marked excellence in the fields of mathematics and science. Election is by vote of members of the faculties of these departments.

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

JUNIOR HIGH CLUB

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

INTERNATIONAL RELATIONS CLUB

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

THE LATER ELEMENTARY CLUB

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

MANUAL ARTS UNION

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

MUSICAL ORGANIZATIONS

The Band, an organization of sixty men, furnishes music at athletic and other events, and gives its members the benefit of ensemble playing.

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

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

OTEYOKWA CLUB

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

PHYSICAL EDUCATION AND ATHLETICS

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

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

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

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

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

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

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

SQUARE AND COMPASS CLUB

The Square and Compass Club is an organization composed of men students who belong to some order of the Free Masonry—DeMolays, Shriners, or Masons. The ideas exemplified by the order of Free Masonry are carried into the everyday life of the students, to promote and preserve the good fellowship among its members. Common fellowship and fraternal brotherhood have their place on a college campus as well as in business or everyday life. Thus in this organization the students who are members of the order are brought together for social and fraternal purposes.

THETA PI ALPHA

Theta Pi Alpha is a new organization of women regularly enrolled at Western State Teachers College. Its primary purpose is the study of contemporary literature and an appreciation of all fine arts; its secondary purpose is the cultivation of friendship and a stimulation of interest in the customs and manners of people of foreign nations. There are no scholarship regulations or restrictions made as to course or class, but candidates for membership must possess individuality and show interest in cultural pursuits.

WESTERN MEERIE BOWMEN

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

WOMEN'S PHYSICAL EDUCATION ASSOCIATION

The Physical Education Association is an active organization for women, with a membership of more than eighty. Bi-monthly meetings are held, some of which are professional, some social. The organization has within the past year built a cabin on the Kleinstruck Reserve on the outskirts of the city. Members may make use of this for picnics and week-end parties. All women of the college who are interested in Physical Education or allied activities are eligible to membership in the association.
RELIGIOUS ORGANIZATIONS

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

THE PLAYERS

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

THE STUDENT ASSOCIATION

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

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

THE STUDENT SCIENCE CLUB

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

THE W CLUB

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

THE WOMEN'S LEAGUE

The Women's League was organized in 1913 to look after the social welfare of the women of the college. It aims to aid the new student in every possible manner, and to promote closer acquaintances. Women students become members by paying a fee of twenty-five cents each term at the time of registration. A large room on the first floor of the Administration building has been attractively furnished and set aside for the use of the women of the college. Students find this charming room with its comfortable chairs and davenports a pleasant place to rest between classes or to come for a cup of tea and a chat with friends in the afternoon. The various women's organizations of the college hold their meetings here.
DETAILS OF CURRICULA
THE CURRICULA

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

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

1. Curricula four years in length:
   - Bachelor of Arts, 55.
   - Bachelor of Science, 56.

2. Special curricula four years in length leading to the bachelor's degree:
   - Business Administration, 57.
   - Manual Arts and Physical Education, 58.
   - Physical Education for Men, 59.
   - Special Education, 60.

3. Curricula three years in length leading to a Life Certificate in—
   - Art, 61.
   - Art and Music, 62.
   - Commerce, 63.
   - Early Elementary, 64.
   - Home Economics, 65.
   - Junior High School, 66.
   - Later Elementary, 67.
   - Manual Arts, 68.
   - Music, 69.
   - Physical Education for Men, 70.
   - Physical Education for Women, 71.
   - Rural Elementary, 72.
   - Rural High School, 74.
   - Senior High School, 77.

4. Curricula two years in length leading to the Five Year Certificate in—
   - Early Elementary, 64.
   - Junior High School, 66.
   - Later Elementary, 67.
   - Rural Elementary, 73.
   - Rural High School, 74.
   - Senior High School, 77.

5. Curriculum one year and one summer term in length leading to the Three Year Certificate—
   - Three Year Certificate Curriculum, 75.

6. Curriculum one year in length meeting state professional requirements—
   - One Year Professional Training Curriculum, 76.

   To study in detail the requirements in professional training for teachers in the State of Michigan and the conditions under which the student may receive a certificate after having completed the curriculum outlined the reader is referred to page 76 of this publication.
BACHELOR OF ARTS

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

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

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

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

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

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

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

Group 2  History, Political Science, Economics, Sociology, Philosophy .................................. 20 term hours

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

Group 4  Ancient Languages, Modern Languages, English Language and Literature .................. 24 term hours

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

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

Minimum term hours required—192.
BACHELOR OF SCIENCE

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

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

Group 1  English Composition and Rhetoric .................................. 12 term hours
Group 2  History, Political Science, Economics, and Sociology ................ 12 term hours
Group 3  Psychology and Education:
    Introductory Psychology 100 ............................................. 5 term hours
    Educational Psychology 200 ............................................. 4 term hours
    Principles of Teaching 230 ............................................. 4 term hours
    Teaching 201, 202 ...................................................... 8 term hours
    Elective ........................................................................... 4 term hours
Group 4  Ancient Languages, Modern Languages, or English in addition to Group 1 ......................................................... 12 term hours
Group 5  Biology, Chemistry, Geography and Geology, Mathematics, and Physics ......................................................... 12 term hours
Group 6  Art.
Group 7  Commerce.
Group 8  Home Economics.
Group 9  Manual Arts.
Group 10  Music.
Group 11  Physical Education for Men.
Group 12  Physical Education for Women.

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

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

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

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

Minimum term hours required—192.
BUSINESS ADMINISTRATION CURRICULUM

(A.B. or B.S. Degree)

(Four years in Length)

For the Preparation of Teachers of Commerce and for General Business Education

1. Psychology and Education:
   - Introductory Psychology 100 .................................................. 5 term hours
   - Educational Psychology 200 ..................................................... 4 term hours
   - Principles of Teaching 230 ..................................................... 4 term hours
   - Teaching 201, 202 .................................................................... 8 term hours

2. Rhetoric 104 A, B, C, 315 or 323 ............................................. 13 term hours

3. Foreign Languages or English in addition to Group 2 .............. 12 term hours

4. Mathematics:
   - Mathematics 100 A, B, C; or 103 A, B, C; or 104 A, B, C ................. 12-15 term hours
   - Statistics 211 ........................................................................... 4 term hours

5. Laboratory Science:
   - Chemistry, Physics, Geology, Botany, Biology .......................... 12 term hours

6. History and Social Science other than Economics:
   - U. S. History 101C (101 A, B, elective) ..................................... 4 term hours
   - Economic Development of United States 303 .............................. 3 term hours
   - Political Science 201 A, B, C ...................................................... 12 term hours

7. Economics:
   - Principles of Economics 201 A, B ............................................. 8 term hours
   - Financial Organization 202 ....................................................... 4 term hours
   - General Business Administration 302 A, B ................................ 6 term hours
   - Corporations 303 A, B, C .......................................................... 6 term hours
   - Marketing 304 A, B .................................................................. 6 term hours
   - Transportation 305 A, B, C ....................................................... 6 term hours
   - Business and Government 306 ................................................... 4 term hours

8. Commerce:
   - Accounting 201 A, B, C ............................................................. 12 term hours
   - Business Law 304 A, B, C .......................................................... 9 term hours

9. At pleasure or to meet the requirement of A.B. or B.S. curricula ........................................................................ 35 to 38 term hours

10. Required of all students in addition:
    - Library Methods.
    - Physical Education: 5 terms.
      Women must include one individual sport and one team sport.

Minimum term hours required—192.
MANUAL ARTS AND PHYSICAL EDUCATION CURRICULUM
(B. S. Degree) (Four Years in Length)

For the Preparation of Teachers of Manual Arts and Physical Education

1. Psychology and Education:
   - Introductory Psychology 100 ............. 5 term hours
   - Educational Psychology 200 ............. 4 term hours
   - Principles of Teaching 230 .............. 4 term hours
   - Teaching 201, 202 ...................... 8 term hours

2. Rhetoric 104 A, B, C, 315 or 323 .......... 13 term hours

3. Foreign Languages or English in addition to group 2 .... 24 term hours
   - Speech .................................. 4 term hours

4. Social Sciences ................................ 20 term hours

5. Science and Mathematics:
   - Physics 160 ............................. 4 term hours
   - Biology 101 A, B ........................ 8 term hours
   - Applied Mathematics 112 .............. 4 term hours
   - Anatomy 211 A, B ........................ 8 term hours
   - Electives ................................ 12 term hours

6. Manual Arts:
   - Mechanical Drawing 111A ............... 4 term hours
   - Household Mechanics 102A .............. 4 term hours
   - Advanced Benchwork 103A .............. 4 term hours
   - Wood Finishing 207 .................... 4 term hours
   - Shop Organization 301 ................ 4 term hours
   - General Metal 108 ...................... 4 term hours
   - 2 Electives .............................. 8 term hours

7. Physical Education:
   - General Athletics 121A ................. 1 term hour
   - Elementary School Gymnastics 121B .... 1 term hour
   - Outdoor Games 121C .................... 1 term hour
   - Advanced Athletics 221A ............... 1 term hour
   - Advanced Gymnastics 221B .............. 1 term hour
   - Advanced Outdoor Games 221C .......... 1 term hour
   - Football Technique 313 ............... 3 term hours
   - Basket Technique 315 .................. 3 term hours
   - Baseball Technique 317 ................ 3 term hours
   - Track and Field Technique 319 ....... 3 term hours
   - Organization and Administration of Physical Education 404 ..... 4 term hours
   - Psychology of Coaching 210 ........... 4 term hours
   - Electives ................................ 6 term hours

8. At Pleasure (not in Manual Arts or Physical Education) .... 10 term hours

9. Non-credit courses required of all students:
   - Library Methods.

Minimum term hours required—192

A minimum of one year squad participation in each major sport is required
and no one should elect this course who is not qualified for this participation.
Likewise, no one should elect this course who has shown no proficiency in
Manual Arts.
PHYSICAL EDUCATION FOR MEN CURRICULUM

(A.B. or B.S. Degree)

(Four years in length)

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

1. Psychology and Education:
   - Introductory Psychology 100 ........................................ 5 term hours
   - Educational Psychology 200 ........................................ 4 term hours
   - Principles of Teaching 230 ........................................ 4 term hours
   - Teaching 201, 202, 203 ........................................... 12 term hours
   - School Health Problems 390 ........................................ 4 term hours

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

3. English in addition to Group 2 .................................... 12 term hours
   - Speech ........................................................................ 4 term hours

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

5. Science:
   - General Biology 103 A, B ............................................ 8 term hours
   - Physiology 211C ..................................................... 4 term hours
   - Anatomy 211 A, B ................................................... 8 term hours
   - Hygiene 112, 312 ..................................................... 8 term hours

6. Physical Education:
   - History of Physical Education 202 ............................... 3 term hours
   - First Aid and Athletic Training 205 .............................. 4 term hours
   - Psychology of Coaching 210 ........................................ 3 term hours
   - Principles and Technique of Gymnastic Teaching 301 ..... 2 term hours
   - Theory and Practice of Individual Gymnastics 302 ......... 2 term hours
   - Kinesiology 312 ..................................................... 4 term hours
   - Football Technique 313 ............................................ 3 term hours
   - Basketball Technique 315 ......................................... 3 term hours
   - Physiology of Exercise 304 ....................................... 3 term hours
   - Baseball Technique 317 ............................................ 3 term hours
   - Track and Field Technique 319 ................................... 3 term hours
   - Swimming 327 ................................................................ 1 term hour
   - Camping and Scouting 332 ......................................... 4 term hours
   - Thesis and Seminar 401 A, B, C .................................. 6 term hours
   - Principles of Physical Education 403 ........................... 3 term hours
   - Organization and Administration of Physical Education 404 4 term hours
   - Playground and Community Recreation 405 .................. 4 term hours
   - Program Problems in Physical Education 406 ................. 2 term hours

7. At pleasure (Not in Physical Education) ......................... 19 term hours

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

Minimum term hours required—192.
**SPECIAL EDUCATION CURRICULUM**

(A.B. or B.S. Degree)

(Four Years in Length)

**For the Preparation of Teachers of Mentally Retarded and Backward Children**

1. **Psychology and Education:**
   - Introductory Psychology 100 ........................... 5 term hours
   - Educational Psychology 200 ......................... 4 term hours
   - Principles of Teaching 230 ............................. 4 term hours
   - Teaching 201, 202, 203 ................................. 12 term hours
   - Educational Measurements 250 ....................... 4 term hours
   - Education of Exceptional Children 361 ............. 4 term hours
   - Mental Tests 350 ........................................ 4 term hours
   - The Subnormal Child 362 ............................... 4 term hours
   - Methods of Teaching Subnormal Children 364 ....... 2 term hours
   - Abnormal Psychology 300 ............................... 4 term hours

2. Rhetoric 104 A, B, C .................................... 9 term hours
   - Advanced Rhetoric 323 ................................. 4 term hours

3. Foreign Languages or English in addition to group 2 .......................... 24 term hours

4. Science and Mathematics:
   - Fundamentals of Biology 201 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 A, B ........... 4 term hours
   - General Chemistry 101 A, B, C, or Mathematics 103 A, B, C ................................. 15 term hours

5. Social Sciences including Sociology 201 A, B, 301 B ............................. 24 term hours

6. Art: Illustrative Handwork 107 ......................... 4 term hours

7. Home Economics 115 ...................................... 4 term hours

8. Manual Arts: Bench Work 208 ........................... 2 term hours

9. Speech ..................................................... 4 term hours

10. At pleasure ................................................. 27 term hours

11. Required of all students in addition:
    - Library Methods
    - Penmanship
    - Physical Education: 5 terms
    - Women must include one team sport and one individual sport.

**Minimum term hours required—192.**

**Note.—**

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

2. Students completing three years of work (144 term hours) of this curriculum under the guidance of the advisor, and complying with requirement of Note 3 may receive a Life Certificate in Special Education.

3. To receive a Degree or Life Certificate in Special Education, the student must have had 1 year of successful teaching experience.
ART CURRICULUM
(Three years in length)
For the Preparation of Teachers and Supervisors of Art

1. Psychology and Education:
   - Introductory Psychology 100 ........................................... 5 term hours
   - Educational Psychology 200 ........................................... 4 term hours
   - Principles of Teaching 230 ........................................... 4 term hours
   - Teaching 201, 202, 203 ............................................. 12 term hours

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

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

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

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

6. Art:
   - Art for Teachers 102 ................................................. 4 term hours
   - Industrial Art 103 ................................................... 4 term hours
   - Elementary Design 100 .............................................. 4 term hours
   - Mechanical Drawing 112 ............................................. 4 term hours
   - Figure Drawing 205 .................................................. 4 term hours
   - Art Observation 206 ................................................ 4 term hours
   - Demonstration Drawing 207 ......................................... 4 term hours
   - Art Composition 208 ................................................ 4 term hours
   - History of Art 211 A, B .............................................. 8 term hours
   - Commercial Art 214 .................................................. 4 term hours
   - Art Supervision 313 .................................................. 4 term hours

7. At pleasure ............................................................... 26 term hours
   (Not more than 8 term hours may be elected in Art.)

8. Required of all students in addition:
   - Library Methods.
   - Physical Education: 5 terms.
   - Women must include one individual sport and one team sport.

Minimum term hours required—144.

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

For the Preparation of Teachers of Art and Music

1. Psychology and Education:
   - Introductory Psychology 100 .................................................. 5 term hours
   - Educational Psychology 200 ................................................... 4 term hours
   - Principles of Teaching 230 ................................................... 4 term hours
   - Teaching 201, 202 ................................................................. 8 term hours

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

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

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

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

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

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

8. Required of all students in addition:
   - Library Methods.
   - Physical Education: 5 terms.
   - Women must include one individual sport and one team sport.

Minimum term hours required—145.

Note.—1. The department reserves the right to take creditable work from
   the students for the purpose of exhibition.
   2. Two years of vocal or instrumental ensemble are required.
   3. In as far as possible, consecutive courses should be elected in ful-
  fillment of the requirements of Groups 3, 4, and 5.
   4. If it is desired that the work of this curriculum count as three
   years toward a degree, elections must be made in conformity
   with the requirements of a degree curriculum.
   5. One unit of teaching should be deferred until the third year.
COMMERCE CURRICULUM
(Three years in length)

For the Preparation of Teachers of Commerce

1. Education and Psychology:
   Introductory Psychology 100 .......................... 5 term hours
   Educational Psychology 200 .......................... 4 term hours
   Principles of Teaching 230 .......................... 4 term hours
   Teaching 201, 202 .................................. 8 term hours

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

3. Economics:
   Principles of Economics 201 A, B ........................ 8 term hours
   Financial Organization 202 ................................ 4 term hours
   Elective from third-year courses .......................... 12 term hours

4. Science and Mathematics:
   Year sequence in Mathematics, Biology, Chemistry, or Physics .................................. 12 or 15 term hours
   Elective .................................................. 8 term hours

5. Commerce:
   Shorthand and Typewriting 102 A, B, C, 202, 203 .......... 16 term hours
   Commerce 204 or 205 .................................. 2 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
   Problems of Secondary Commercial Education 305 .......... 3 term hours

6. At pleasure:
   From any department except Commerce or Economics. 21 or 24 term hours

7. Required of all students in addition.
   Library Methods.
   Penmanship.
   Physical Education: 5 terms.
   Women must include one individual sport and one team sport.

Minimum term hours required—144.

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

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

1. Psychology and Education:
   - Introductory Psychology 100 ....................... 5 term hours
   - Educational Psychology 200 ....................... 4 term hours
   - Principles of Teaching 230 ....................... 4 term hours
   - Teaching 201, 202 ................................. 8 term hours
   - Psychology of Reading 212 ....................... 4 term hours
   - Early Elementary Education ..................... 24 term hours

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

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

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

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

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

7. Art for Teachers 102 ............................... 4 term hours

8. Industrial Handwork 107 .......................... 4 term hours

9. At pleasure .......................................... 38 term hours

10. Required of all students in addition:
    - Library Methods.
    - Penmanship.
    - Physical Education: 5 terms, including one individual sport, one team sport, and course 230.

Minimum term hours required—144.

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

For the Five Year Certificate Students must complete the requirements outlined above excepting Group 9, Educational Psychology 200, Teaching 202 and 8 term hours of Early Elementary Education; and elect sufficient to total 96 term hours.
HOME ECONOMICS CURRICULUM
(Three years in length)

For the Preparation of Teachers and Supervisors of Home Economics

1. Psychology and Education:
   - Introductory Psychology 100 ........................................ 5 term hours
   - Educational Psychology 200 ........................................ 4 term hours
   - Principles of Teaching 230 ........................................ 4 term hours
   - Teaching 201, 202 .................................................. 8 term hours

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

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

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

5. Science:
   - Chemistry 103 A, B, C and 203A .................................. 16 term hours
   - Biology 201 ......................................................... 4 term hours
   - Physiology 211C .................................................... 4 term hours

6. Household Arts Design 106 and 210 ................................ 8 term hours

7. Home Economics:
   - Introductory Home Economics 101, 102 .......................... 4 term hours
   - Clothing 103 .......................................................... 4 term hours
   - Foods 104 ............................................................. 4 term hours
   - Clothing 205 .......................................................... 4 term hours
   - Nutrition 206 .......................................................... 4 term hours
   - Home Economics Education 209 ................................... 4 term hours
   - Millinery 305 .......................................................... 4 term hours
   - Home Management 306 ............................................. 4 term hours
   - Advanced Foods 312 .............................................. 4 term hours
   - Home Nursing 315 .................................................. 3 term hours
   - Child Care 415 ..................................................... 2 term hours

8. At pleasure ............................................................ 17 term hours

9. Required of all students in addition:
   - Library Methods.
   - Physical Education: 5 terms, including one individual sport and one team sport.

Minimum term hours required—144.

Note.—1. If it is desired that the work of this curriculum count as three years toward a degree electives must be in conformity with the requirements of a degree curriculum.
JUNIOR HIGH SCHOOL CURRICULUM

(Three years in length)

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

1. Psychology and Education:
   - Introductory Psychology 100 ........................................... 5 term hours
   - Educational Psychology 200 ............................................. 4 term hours
   - Principles of Teaching 230 ............................................... 4 term hours
   - Teaching 201, 202 ......................................................... 8 term hours
   - Junior High School Education 320 ................................... 4 term hours

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

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

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

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

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

7. Required of all students in addition:
   - Library Methods.
   - Penmanship.
   - Physical Education: 5 terms.
   - Women must include one individual sport, one team sport, and course 232.

Minimum term hours required—144.

Note.—1. A sequence consists of two or more consecutive, coherent courses in a given subject.
2. All elections for major and minor sequences must be made with the approval of a member of the department in which the work is to be taken.
3. Majors and minors may be counted only in Literature, Mathematics, History, Geography, and General Science.
4. In determining the courses to be taken, in fulfillment of the requirements of Groups 3, 4, 5, 6, the student should hold in mind that there is a demand for teachers qualified to teach the following groups of subjects:
   - Science (geography, general science, nature study, physiology and hygiene, elementary botany, elementary biology, agriculture), history.
   - English, geography, history.
   - Mathematics, geography, other sciences (enumerated above).
   - English, geography, science (enumerated above).
   - Geography, history, other sciences (enumerated above).
   - Music and any two of the subjects.

Students completing two years of work (96 term hours) of this curriculum, under the guidance of their advisers, may qualify for the Five Year Certificate. These students omit Educational Psychology 200 and Teaching 202.
LATER ELEMENTARY CURRICULUM
(Three years in length)
For the Preparation of Teachers of Grades 3, 4, 5, and 6

1. Psychology and Education:
   - Introductory Psychology 100 .................................. 5 term hours
   - Educational Psychology 200 .................................. 4 term hours
   - Principles of Teaching 230 .................................. 4 term hours
   - Psychology of Reading 212 .................................. 4 term hours
   - Teaching 201, 202 ............................................. 8 term hours

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

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

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

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

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

7. Art for Teachers 102 ................................................ 4 term hours

8. At pleasure ............................................................... 58 term hours
   (At least 12 term hours must be elected in work directly related to subjects taught in the later elementary grades. These courses will be in addition to any courses in that subject elected in fulfillment of the other requirements.)

9. Required of all students in addition:
   - Library Methods.
   - Penmanship.
   - Five terms of Physical Education which must include one individual sport, one team sport, and course 231.

Minimum term hours required—144.

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

For the Five Year Certificate students must complete the requirements outlined above excepting Group 8, Educational Psychology 200, and Teaching 202; and elect sufficient to total 96 term hours.
### MANUAL ARTS CURRICULUM

(Three years in length)

For the Preparation of Teachers and Supervisors of Manual Arts

1. **Psychology and Education:**
   - Introductory Psychology 100 .................. 5 term hours
   - Educational Psychology 200 .................. 4 term hours
   - Principles of Teaching 230 .................. 4 term hours
   - Teaching 201, 202 .......................... 8 term hours

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

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

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

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

6. **Manual Arts:**
   - Printing 116A .............................. 4 term hours
   - Mechanical Drawing 111 A, B .............. 8 term hours
   - Advanced Benchwork 103A .................. 4 term hours
   - Wood Finishing 207, A, B .................. 4 term hours
   - General Shop 212 .......................... 4 term hours
   - Sheet Metal 222 ............................ 4 term hours
   - Shop Organization 301 .................... 4 term hours
   - Electives .................................. 20 term hours

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

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

**Minimum term hours required—144.**

**Note.—1.** In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups 3, 4, 5, 7.

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

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

4. Those who elect a year of either college physics or mathematics may substitute another subject for Applied Mathematics 112.

5. Woodshop 99 and Mechanical Drawing 99 are required of all students who have not had similar work in high schools.

6. One unit of teaching should be deferred until the third year.

7. Those who elect a year of College Physics should not take Physics 160 or Applied Mathematics 112.
MUSIC CURRICULUM
(Three years in length)

For the Preparation of Teachers and Supervisors of Music

1. Psychology and Education:
   - Introductory Psychology 100 ........................................ 5 term hours
   - Educational Psychology 200 .......................................... 4 term hours
   - Principles of Teaching 230 .......................................... 4 term hours
   - Teaching 201, 202, 203 ................................................. 12 term hours

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

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

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

5. Science and Mathematics .................................................. 8 term hours

6. Music:
   - Fundamentals of Music 101 A, B, C ................................ 12 term hours
   - Voice Culture 116 A, B, C, 216 A, B, C ............................ 12 term hours
   - Music Education 206 A, B, C .......................................... 12 term hours
   - Harmony 200 A, B, C .................................................... 12 term hours
   - Ancient and Medieval Music 212A .................................... 4 term hours
   - Modern Composers 212B ............................................... 4 term hours
   - Musical Appreciation 212C ............................................. 4 term hours
   - Musical Composition and Analysis 320 A, B, C .................... 12 term hours
   - (An elective in music may be substituted.)
   - Orchestration 331A ...................................................... 4 term hours

7. At pleasure (Not in Music) ................................................ 10 term hours

8. Required of all students in addition:
   - Library Methods.
   - Physical Education: 5 terms.
   - Women must include one individual sport and one team sport.

Minimum term hours required—144.

Note.—1. Vocal or instrumental ensemble is required throughout the course.
2. In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups 3, 4, 5, and 7.
3. If it is desired that the work of this curriculum counts as three years toward a degree, elections must be made in conformity with the requirements of a degree curriculum.
4. One unit of teaching should be deferred until the third year.
5. Only 64 term hours in Music may be applied toward fulfillment of the requirements of a degree.
PHYSICAL EDUCATION FOR MEN CURRICULUM
(Three years in length)

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

1. Psychology and Education:
   - Introductory Psychology 100 ........................................ 5 term hours
   - Educational Psychology 200 ........................................ 4 term hours
   - Principles of Teaching 230 ......................................... 4 term hours
   - Teaching 201, 202, 203 ............................................. 12 term hours
   - School Health Problems 390 ...................................... 4 term hours

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

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

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

5. Science:
   - General Biology 103 A, B .............................................. 8 term hours
   - Hygiene 112, 312 ...................................................... 8 term hours
   - Anatomy 211 A, B ...................................................... 8 term hours
   - Physiology 211C ....................................................... 4 term hours

6. Physical Education:
   - History of Physical Education 202 ................................ 3 term hours
   - First Aid and Athletic Training 205 ............................... 4 term hours
   - Psychology of Coaching 210 ........................................ 3 term hours
   - Principles and Technique of Gymnastic Teaching 301 ........ 2 term hours
   - Theory and Practice of Individual Gymnastics 302 ............ 2 term hours
   - Kinesiology 312 ....................................................... 4 term hours
   - Football Technique 313 .............................................. 3 term hours
   - Basketball Technique 315 .......................................... 3 term hours
   - Baseball Technique 317 ............................................. 3 term hours
   - Track and Field Technique 319 .................................... 3 term hours
   - Swimming 327 ......................................................... 1 term hour
   - Camping and Scouting 332 ......................................... 4 term hours
   - Organization and Administration of Physical Education 404 4 term hours
   - Playground and Community Education 405 ........................ 4 term hours

7. At pleasure (Not in Physical Education) ................................ 12 term hours

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

Minimum term hours required—144.
PHYSICAL EDUCATION FOR WOMEN CURRICULUM

(Three years in length)

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Course Title and Description</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Psychology and Education:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introductory Psychology 100</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Educational Psychology 200</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Principles of Teaching 250</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Teaching 201, 202</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>School Health Problems</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Rhetoric A, B, C</td>
<td>9</td>
</tr>
<tr>
<td>3.</td>
<td>Foreign Languages, Speech, and English in addition to Group 2:</td>
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<tr>
<td></td>
<td>Fundamentals of Speech 101A</td>
<td>4</td>
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<tr>
<td></td>
<td>Elective</td>
<td>12</td>
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<tr>
<td>4.</td>
<td>History, Economics, Political Science, and Sociology</td>
<td>12</td>
</tr>
<tr>
<td>5.</td>
<td>Science:</td>
<td></td>
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<tr>
<td></td>
<td>Biology 103 A, B</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Hygiene 112</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Anatomy 211 A, B</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Physiology 211C</td>
<td>4</td>
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<td>6.</td>
<td>Physical Education:</td>
<td></td>
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<tr>
<td></td>
<td>Methods 217</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Playground Organization 219</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Applied Anatomy 220</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Theory of Athletics 222</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Theory of Games 223</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Theory of Swimming 224</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Rhythmic Plays and Singing Games 318</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>History and Administration of Physical Education 321</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Community Recreation, Scouting, Campfire 322</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Individual Gymnastics 323</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Advanced Coaching Technique 324</td>
<td>3</td>
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<tr>
<td>7.</td>
<td>Musical Construction 129</td>
<td>4</td>
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<tr>
<td>8.</td>
<td>At pleasure with consent of adviser (Not in Physical Education)</td>
<td>18</td>
</tr>
<tr>
<td>9.</td>
<td>Required of all students in addition:</td>
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<tr>
<td></td>
<td>Library Methods.</td>
<td></td>
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<tr>
<td></td>
<td>Physical Education 110 A, B, C; 111; 113; 125 A, B, C; 126 A, B, C; 210 A, B, C; 213 A, B, C; 225 A, B, C; 226 A, B, C; 310 A, B; 311; 313 A, B, C; 325 A, B, C; 329 A, B, C.</td>
<td></td>
</tr>
</tbody>
</table>

Minimum term hours required—144.

Note.—1. In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups 3, 4, and 7.
2. If it is desired that the work of this curriculum count as three years toward a degree, elections must be made in conformity with the requirements of a degree curriculum.
3. One unit of teaching should be deferred until the third year.
4. Candidates for a degree are required to take five hours a week of practice work each term of their senior year. These courses must be selected with the approval of the adviser.
# RURAL ELEMENTARY CURRICULUM

(Three years in length)

For the Preparation of Teachers of One-teacher, Consolidated and Village Schools

This Curriculum Leads to a Life Certificate

1. **Psychology and Education:**
   - Introductory Psychology 100 ........................................ 5 term hours
   - Educational Psychology 200 ........................................ 4 term hours
   - Principles of Teaching 101R ...................................... 4 term hours
   - Teaching 201, 202 .................................................. 8 term hours
   - Curriculum 101 ...................................................... 4 term hours
   - Rural Education 201 A, B, C ..................................... 12 term hours
   - Psychology of Reading 212 ........................................ 4 term hours

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

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

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

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

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

7. **Art for Teachers 102** ................................................ 4 term hours

8. **At pleasure** ............................................................ 46 term hours

9. **Required of all students in addition:**
   - Library Methods.
   - Penmanship.
   - Physical Education: 5 terms.
   - Women must include one individual sport, one team sport, and course 233.

**Minimum term hours required—144.**

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

(Two years in length)

Leading to a Five Year Certificate for Teachers of One-teacher Consolidated and Village Schools

1. Psychology and Education:
   Introductory Psychology 100 .................................. 5 term hours
   Principles of Teaching 101R .................................. 4 term hours
   Teaching 201 .................................................. 4 term hours
   Curriculum 101 ............................................... 4 term hours
   Rural Education 201 A, B, C ................................ 12 term hours

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

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

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

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

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

7. Art for Teachers 102 ........................................ 4 term hours

8. At pleasure .................................................. 10 term hours

9. Required of all students in addition:
   Library Methods.
   Penmanship.
   Physical Education: 5 terms.
   Women must include one individual sport, one team sport and course 233.

Minimum term hours required—96.

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

For the Preparation of Teachers of Rural Consolidated and Village High Schools

1. Psychology and Education:
   - Introductory Psychology 100 ................................................... 5 term hours
   - Educational Psychology 200 .................................................... 4 term hours
   - Principles of Teaching 101R ................................................... 4 term hours
   - Teaching 201, 202 ................................................................. 8 term hours
   - Rural Education 201 A, B, C .................................................... 12 term hours

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

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

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

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

6. At pleasure ................................................................. 42 term hours

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

8. Required of all students in addition:
   - Library Methods.
   - Penmanship.
   - Physical Education: 5 terms.
     Women must include one individual sport, one team sport, and course 232.

Minimum term hours required—144.

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

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 agricultural courses Animal Husbandry 142 A, B, C; Soils 143; Farm Crops 144; Horticulture 145; also, if desired, Manual Arts courses Farm Mechanics 203 A, B, C. The remaining sequences should be chosen with the consent of the advisor.

Students completing two years of work (96 term hours) of this curriculum, under the guidance of their advisers, may qualify for the Five Year Certificate. Such students omit Educational Psychology 202 and Teaching 202.
THREE YEAR CERTIFICATE

RURAL THREE YEAR CERTIFICATE CURRICULUM

[Formerly Called Limited Certificate Curriculum]

(One year and one Summer Session in length)

A Shorter Curriculum for the Preparation of Teachers of One-teacher Consolidated and Village Schools

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

1. Psychology and Education:
   - Introductory Psychology 100 .................................................. 5 term hours
   - Principles of Teaching 101R .................................................. 4 term hours
   - Curriculum 101 ...................................................................... 4 term hours
   - Teaching 101 .......................................................................... 4 term hours

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

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

4. Art for Teachers 102 ................................................................. 4 term hours

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

6. Electives (selected from the following) ....................................... 24 term hours
   - Literature for Children 103 ..................................................... 4 term hours
   - Psychology of Reading 212 .................................................... 4 term hours
   - American History 101 A, B, or C ........................................... 4 term hours
   - Geography 101A .................................................................... 4 term hours
   - Arithmetic 101 ....................................................................... 4 term hours
   - Hygiene 112 or Health Education 100 A, B ............................ 4 term hours
   - Nature Study 131, or 132 ....................................................... 4 term hours
   - Agriculture 141 ..................................................................... 4 term hours

7. Non-credit courses required of all students:
   - Library Methods.
   - Penmanship.
   - Three terms of Physical Education.
     - Women must include course 233.

**Minimum term hours required—56.**

**Note.—** 1. A student may elect any six of the courses listed in Group 6 or he may elect certain consecutive courses in a given subject with the consent of the adviser.

2. Students who have not had Agriculture in the high school should elect this subject or Nature Study according to the enrollee's advice.
RURAL ONE YEAR PROFESSIONAL TRAINING CURRICULUM

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

(a) Each applicant must complete the following subjects:
   - Introductory Psychology 100 ............................................. 5 term hours
   - Observation and Teaching 101 ............................................ 4 term hours
   - English Composition 101A ............................................... 4 term hours
   - Hygiene 112 or Health Education 190 A, B ............................ 4 term hours
   - Agriculture 141 .................................................................. 4 term hours
   - Psychology of Reading 212 .................................................. 4 term hours
   - *Principles (Technique) of Teaching 101R ............................... 4 term hours
   - Curriculum 101 ................................................................... 4 term hours

(b) Each applicant must complete a year's work by electing from this list of subjects:
   - Art for Teachers 102 ............................................................. 4 term hours
   - Music 106 ........................................................................... 4 term hours
   - History 101 A, B, or C .......................................................... 4 term hours
   - Geography 101A .................................................................. 4 term hours
   - Arithmetic 101 ..................................................................... 4 term hours
   - Grammar ............................................................................. 4 term hours
   - Rural Sociology 108 .............................................................. 4 term hours
   - Nature Study 131 .................................................................. 4 term hours
   - Educational Psychology 200 ................................................... 4 term hours

(c) Required of each applicant in addition:
   - Penmanship.
   - Physical Education, 2 terms.
   - Women must include course 233.

Minimum term hours required—48.

Note.—1. "Four term hours" means one course for twelve weeks with four recitations per week or their equivalent.
2. Not more than one-sixth of the work required for one year of professional training may be done by correspondence or in extension classes.
3. In order to obtain a certificate, after the completion of the course outlined above, the student must make application to the Superintendent of Public Instruction at Lansing.

*These courses are required at Western State Teachers College.
SENIOR HIGH

SENIOR HIGH SCHOOL CURRICULUM

(Three years in length)

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

1. Psychology and Education:
   - Introductory Psychology 100 ........................................... 5 term hours
   - Educational Psychology 200 ............................................ 4 term hours
   - Principles of Teaching 230 ............................................ 4 term hours
   - Teaching 201, 202 .................................................. 8 term hours
   - Senior High School Education 325 ................................. 4 term hours
   - Rhetoric 104 A, B, C .................................................. 9 term hours

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

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

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

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

7. Required of all students in addition:
   - Library Methods.
   - Physical Education: 5 terms.
   - Women must include one individual sport, one team sport, and course 232.

Minimum term hours required—144.

Note.—1. A sequence consists of two or more consecutive, coherent courses in a given subject.
2. All elections for major and minor sequences must be made with the approval of a member of the department in which the work is to be taken.
3. Majors and minors may be counted in Foreign Languages, English, History, Mathematics, Biology, Geography, Chemistry, and Physics and Speech.
4. In making elections, it should be held in mind that graduates in this curriculum obtain positions in the small high schools only, and will be expected to teach at least four subjects.

Students completing two years of work (96 term hours) of this curriculum, under the guidance of their advisers, may qualify for the Five Year Certificate. Such students omit Educational Psychology 200 and Teaching 202.
DETAILS OF DEPARTMENTAL COURSES
Prospective teachers in rural elementary schools should elect Agriculture 141. Students preparing to teach agriculture in rural high schools should elect courses 142, 143, 144, and 146. Students preparing to teach in vocational agricultural schools should elect Agriculture 142, 143, 144, 145, Farm Mechanics 201, Biology 101, Economics 201, Rural Education 201. Further information regarding opportunities for teachers of agriculture and facilities for training teachers will be found on page 42. Opportunities for practice teaching are available at Richland and Paw Paw, where vocational agriculture departments are maintained, and at Portage, where a fine rural agricultural high school is located.

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

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

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

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

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

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

Dairy cattle, dairy practices, products, and feeding.

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

Poultry study and observations of feeding and marketing enterprises on the college farm.

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

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

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

A general study of cereal, forage, and root crops with special attention paid to their particular place in the farm rotation of crops. Laboratory work in selection of seeds and judging of products. Common treatments of diseases and insects will also be studied.
145. Horticulture. 4 term hours. Spring term. Mr. Corbus.

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

ART

LYDIA SIEDSCHLAG
SEMA ANDERSON
LOUISE STRUBLE

Hazel Paden
ELAINE STEVENSON

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

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

101. Teaching of Junior High School Art. 3 term hours. Given each term. Mrs. Struble.

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

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

102. Art for Teachers. 4 term hours. Given each term. Miss Paden, Miss Stevenson.

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

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

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

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

104. Lettering and Poster Making. 4 term hours. Winter and Spring terms. Miss Stevenson.

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

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

A general course offered to students in all departments. Course includes the designing, building, and casting of pottery; and use of potter's wheel and kiln for firing, glazing, and modeling with clay.
107. Illustrative Handwork. 4 term hours. Given each term. Miss Anderson.
Problems relating to interests in primary grades worked out in wood,
paper, clay, and other mediums. Required of Early Elementary students.

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

110. Costume Design. 4 term hours. Fall term. Miss Paden.
This course is planned especially for students of Home Economics. The
principle of art is applied to costumes for individual types, and a study
is made of its application to historic pageant, and play costumes.

112. Mechanical Drawing. 4 term hours. Winter term. Mr. Huff.
See description of course in Manual Arts Department, page 125.

113A. Appreciation of Art. 2 term hours. Given each term. Miss Sied-
schlag.
A course which aims to give the underlying principles of beauty as a
basis for judging works of art.

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

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

204B. Wood Turning Design. 1 term hour credit when taken in con-
nection with Manual Arts 204A. Fall, Winter, and Summer terms.
History of furniture is studied and designs emphasizing fine color and
good proportion are made on paper and used as patterns for wood turning.

205. Figure Drawing. 4 term hours. Prerequisite: Art for Teachers 102.
Winter term. Miss Siedschlag.
Rapid sketches of figure in action. Careful drawing of costumed figure in
charcoal or crayon.

206. Art Observation. 4 term hours. Given each term. Mrs. Struble.
Observation of the art activities in the training school and the discussion
and illustration of these problems.

207. Demonstration Drawing. 4 term hours. Prerequisite: Art for Teach-
ers 102. Winter term. Miss Siedschlag.
Practice in rapid drawing on the blackboard and on large paper with white
and colored chalk. Nursery rhymes and children's stories are illustrated on
blackboard and by means of paper cutting, crayons, and paints. Perspec-
tive and composition are reviewed.
207B. **Color in Wood Finishing.** 1 term hour. Fall and Summer terms.
Miss Paden.

Credit is given only when taken in connection with Manual Arts 207. See description of course in Manual Arts department, page 125.

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

A study of composing within a given space figures, landscapes, flowers, birds, and animals, emphasizing unity, good spacing, good distribution of dark and light, study of tone relationship, and color harmony. Mediums used are show card paints, charcoal, pen and ink, and linoleum cuts. Christmas cards for the annual sale are designed in this class.


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

211A. **History of Art.** 4 term hours. Prerequisite: Consent of the instructor. Winter term. Miss Siedschlag.

Study of primitive, Egyptian, Chaldean, Greek, Roman, Indian, Chinese, and Japanese architecture, sculpture, painting, and minor arts.

211B. **History of Art.** 4 term hours. Prerequisite: 211A. Spring term.
Miss Siedschlag.

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

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

Includes problems in batik, gesso, metal, leather tooling, and other problems in handwork.

214. **Commercial Art.** 4 term hours. Prerequisite: Art 102, 208. Given each term. Miss Stevenson.

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

Miss Paden.

A course for Art and Speech students. Class makes practical use of knowledge of scene painting, lighting, and mechanics of staging in connection with the midwinter play.

304. **Advanced Figure Drawing.** 4 term hours. Prerequisite: Figure Drawing 205. Spring and Summer terms. Miss Stevenson.

A continuation of Figure Drawing 205 developing technical skill and imagination.

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

During the summer term, the work centers about the study of prints and print making, etching, and woodblock printing.

308D. **Woodshop Design.** 3 hours credit for the year's work when taken in conjunction with Woodshop Design 308 A, B, C. See Manual Arts department, page 125. Miss Siedschlag.

The work is given in connection with furniture making. Designs are made to be executed in Woodshop 308.

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

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

322. **Bookbinding.** 4 term hours. Prerequisite: Art 103, 109 or consent of the instructor. Fall term. Not given in 1931-1932. Miss Siedschlag. An advanced course in the construction and decoration of books.

**BIOLOGY**

LESLIE A. KENOYER
LAVENNE ARGABRIGHT
HAROLD B. COOK

HENRY N. GODDARD
THEODOSTIA HADLEY
MERRILL R. WISEMAN

Biology 201 a survey course for those who have only a limited time to devote to the subject. Recommended sequences are as follows: for students interested in the general aspects of the subject, courses 101, 301, 302, 303; for students interested in zoology, courses 101, 252, 253, and either 251 or 254; for students interested in botany, courses 101 and 221. Students interested in nature study should refer to the special course of study outlined for nature study teachers, page 88. Physical education students should take 101 A, B, and 112 in freshman year and 211 in sophomore year.

**General Courses**

101A. **General Biology.** 4 term hours. Fall term. Dr. Goddard, Dr. Kenoyer. General life problems are considered and basic principles are developed through the study of (1) the general plan of organization of higher plants and animals and (2) the cell as the unit of organic structure. Unicellular organisms are considered with reference to their physiology, their adaptations, and their relation to human life. The organization of cells into tissues and organs is developed through the study of some of the simpler multicellular animals. Classroom, 2 hours a week; laboratory, 2 or 3 double periods a week.

Note.—Courses 101 A, B, C constitute a year sequence which should be elected by those desiring a basis for specialization in biology. Credit in these courses is accepted for entrance in schools of medicine and dentistry.

101B. **General Biology.** 4 term hours. Prerequisite: Biology 101A. Winter term. Dr. Goddard, Dr. Kenoyer. Emphasis upon animal biology. Physiology and life relations are developed through a somewhat detailed laboratory study of several typical animals, such as the earthworm, the crayfish, the grasshopper, and the frog. Classroom, 2 hours a week; laboratory, 2 or 3 double periods.
101C. General Biology. 4 term hours. Prerequisite: Biology 101 A, B. Spring term. Dr. Goddard, Dr. Kenoyer.

Emphasis upon plant biology. A study is made of representatives of the leading groups of higher plants as to their physiology, adaptations, and life relations. Practical problems, such as plant diseases, plant distribution, and plant propagation are given prominence. Considerable field work is attempted for acquaintance with common groups of higher plants, such as trees, shrubs, and flowering plants. A general treatment is given to questions of histology, embryology, heredity, and evolution.

Classroom, 2 hours a week; laboratory, 2 or 3 double periods.

201. Fundamentals of Biology. 4 term hours. Spring and Summer terms. Not open to students who have taken or who expect to take Biology 101. Dr. Kenoyer.

The student gets a general notion of the manner in which animals and plants feed, grow, react to their surroundings, reproduce, and develop. He gains some ability in interpreting the facts of organic nature. Classroom work and demonstrations.

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

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

204. General Science. 4 term hours. Prerequisite: previous work in collegiate science. Spring and Summer terms. Dr. Goddard.

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

301. Organic Evolution. 4 term hours. Prerequisite: Biology 101, or 201. Fall term. Dr. Kenoyer.

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

302. Genetics. 4 term hours. Prerequisite: Biology 101, 201 and if possible 301. Winter term. Dr. Kenoyer.

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

303. Eugenics. 4 term hours. Prerequisite: Biology 101, or 201 and if possible 302. Spring term. Dr. Kenoyer.

The principles of heredity as applied to man, the present trend of civilization, and means for the improvement of the race. Population increase, temperance, the color problem, race suicide, immigration, and community welfare are considered in their eugenic bearing.
Anatomy and Hygiene

112. **Hygiene.** 4 term hours. Desirable antecedent: General Biology 101 A, B. Given each term. Mr. Cook.
This course considers the factors of both personal and social hygiene with especial emphasis upon the causes of ill-health and disease and their control and prevention.

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

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

211C. **Physiology.** 4 term hours. Prerequisite: Anatomy 211 A, B. Spring term. Mr. Cook.
A course in physiology especially designed for students majoring in physical education.

311. **Bacteriology and Community Health.** 4 term hours. Prerequisites: Hygiene 112 and at least one term of General Biology. Winter term. Mr. Cook.
Study is made of the structure and function of favorable and unfavorable bacteria, of the lives, work, and heroism of some of those who have been associated with the development of bacteriology and with the fight against communicable diseases, and of the activities of health agencies in protecting the health of the community. Surveys of their home communities are made by the students. Some simple experiments are introduced which are suitable for use in the grades and in junior high school in suggesting ways of presenting community hygiene and the principles of infection and immunity. Stress is laid upon the responsibility of the individual for community health and of the community for individual health.

**Health Education 190 A, B, and 390.**
See description of courses in Education Department, page 102.

Botany

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

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

Plants are considered mainly from the standpoints of ecology and taxonomy. The students become familiar with the plants of the region and the manner in which they are grouped into communities.

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

Zooology

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

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

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

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

Note.—Either Insect Study 251, or Bird Study 254, may be taken with Invertebrate Zoology 252, and Vertebrate Zoology 253, as a year's sequence.

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

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


A continuation of course 252, but may be taken independently. Habits of the higher animals and their practical relationship to human life will be especially emphasized. Some attention will be given to comparative anatomy and its relation to evolutionary development. Practical applications to game laws and to the protection and conservation of wild life will be studied. Zoology 252 and 253 are especially valuable to prospective teachers of high school biology.

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

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

Note.—Either Insect Study 251, or Bird Study 254, may be taken with Invertebrate Zoology 252, and Vertebrate Zoology 253, as a year's sequence.
Nature Study

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

131. Biological Nature Study. 4 term hours. Fall, Spring, and Summer terms. Miss Argabright, Miss Hadley.

The aims of this course are to help the student become familiar with material which may be used in the elementary grades; to develop an understanding of the problems of plants and animals; and to appreciate the beauties of nature. Students should keep in mind that the seasonal changes make it necessary to offer different subject matter each term.

Fall Term: Insects, trees, seed dispersal, autumn flowers, autumn bird migration, and construction of vivarium.

Spring Term: Spring bird migration and resident birds, spring flowers, seed germination and garden plans, trees, water insects and animals, construction and equipment of an aquarium.

Summer Term: Trees, flowers, insects, birds, construction and equipment of either a vivarium or an aquarium.

132. Physical Nature Study. 4 term hours. Winter term. Miss Argabright, Miss Hadley.

The purpose of this course is to help the student become familiar with the physical elements of nature; to demonstrate simple experiments that may be adapted to the elementary schools and to develop an understanding of the wonders of the universe. Weather, rocks, and minerals, electricity, astronomy, heat, light, and sanitation will be studied.

134. Nature Study Literature. 4 term hours. Prerequisite: Nature Study 131 or 132 or the equivalent. Winter term. Miss Hadley.

A study is made of the writings of naturalists and the natural literature of several poets, essayists, and story writers.

135. Bird Study. 4 term hours. Prerequisite: Nature Study 131 or its equivalent. Summer term. Miss Hadley.

This course is to develop a knowledge of birds so that their beauty, methods of life, dangers of environment, and problems of food supply may be appreciated. The student learns to identify a minimum of fifty birds in the field, and one hundred birds from colored plates. Lectures are given on the economic importance of birds, their nest building habits; their different methods of protection; and what is being done for their preservation.


This course consists of the study, observation and practice of methods, materials, and curricula for nature study.

CHEMISTRY

WILLIAM McCracken

ROBERT ELBRIDGE

Students preparing to teach chemistry in the high school must have as a minimum preparation in chemistry courses 101 or 102. Through arrangement with the department of physics a major in physical science may be made by taking two years of chemistry and a year of physics. A minor in chemistry consists of 24 term hours and may not be made by combining chemistry and physics.
Students wishing a degree in chemistry should plan programs including the following: general chemistry, mathematics, and physics during the first year; qualitative analysis, quantitative analysis, calculus, and physics the second year; organic chemistry, quantitative analysis the third year; physical chemistry and special courses the fourth year.

101A. General Chemistry. 5 term hours. Prerequisite: one year of high school chemistry. Fall term. Mr. Boynton, Dr. McCracken.

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

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

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

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

A continuation of General Chemistry 101A.

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

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

A continuation of General Chemistry 101B.

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

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

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

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

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

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

A continuation of course 102A.

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

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

A continuation of course 102B.

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

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

The fundamental theories of chemistry are studied along with some of the common non-metallic elements and their compounds. The laboratory work involves the general practice of chemical manipulation.

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

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

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

A continuation of course 103A including the study of metals and some of their compounds. The laboratory work includes qualitative analysis.

Classroom, 3 hours a week; laboratory, 4 hours a week.
103C. Organic Chemistry. 4 term hours. Prerequisite: Chemistry 103 A, B. Spring term. Mr. Eldridge.

The following topics are studied: paraffins, alkyl halides, alcohols, aldehydes, ketones, sugars, amines, fatty acids, dyes, amino acids, peptides, and proteins.

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

104. Chemistry and the Modern World. 4 term hours. Fall and Winter terms. Dr. McCracken.

Some knowledge of chemistry is indispensable to the understanding of the world of today. This course is designed for those students who have never studied chemistry and do not wish to elect a year's work in the subject, yet desire to gain an insight into the part played by chemistry in modern life and industry, and some acquaintance with the general laws of chemical action and the properties of common elements and compounds.

No laboratory work.

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

Basic analysis. Two lectures a week and a minimum of 8 hours in the laboratory.

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

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

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

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

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

202B. Organic Chemistry. 4 term hours. Prerequisite: Chemistry 101 or 102 and 202A. Summer term. Mr. Boynton.

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

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

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

The practical phases of chemistry as applied to the home and community are studied: fuels, fires, water, waste disposal, textiles, toilet preparations, foods, and drugs. Open only to students in the department of Home Economics.

Classroom, 4 hours a week.

204. The Teaching of Chemistry. 4 term hours. Prerequisite: Chemistry 101 or 102. May accompany either 101C or 102C. Must precede practice teaching in chemistry. Spring term. Dr. McCracken.

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

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

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

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

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

Classroom, 3 hours a week; laboratory, 6 hours a week.

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

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

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

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


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

Class room 2 hours a week. No laboratory work.

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

This course will consist of four hours a week in woodwork.

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

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

This course will consist of four hours a week in machine shop and in metal working.

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

This course will consist of four hours a week in glass blowing.

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

Lectures and laboratory work. This course is particularly valuable for those who expect to teach physics and chemistry. The work includes a rigorous review of the fundamentals of chemistry, studies of physico-chemical theory, molecular weight determinations, properties of solutions, elementary thermodynamics, polarimetric and spectroscopic measurements.
401B. **Physical Chemistry.** 5 term hours. Prerequisite: Chemistry 101 or 102, 201, 303A, 401A, Physics 201 or 100, and Mathematics 103 or equivalent. Open to qualified juniors. Winter term. Mr. Boynton.

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

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

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

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

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

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

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

Methods of preparing the aromatic organic compounds.

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


Coal, water, and ore analysis.

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

Methods of preparing the less common inorganic compounds.

Laboratory, 12 hours a week.

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

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

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**COMMERCE**

**EUGENE D. PENNELL**  
**EMMA WATSON**  
**BERTHA M. LEIGHTON**

100. **Personal Typewriting.** No credit. Fall and Winter terms. Miss Leighton.

A one-term course in touch typewriting for personal use. Drills are used to develop facility, accuracy, and a complete mastery of the keyboard in the shortest possible time. Instruction is given in the correct arrangement of manuscripts, letters, and other typewritten work.

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

Training in the elementary theory of Gregg shorthand and the technique of touch typewriting. The first six chapters of the Gregg Manual, Anniversary Edition, supplemented by assignments from Speed Studies, are covered in this course. Students desiring typewriting alone should not elect this course.

Note.—Students electing shorthand and typewriting should plan to take 102 A, B, C. Credit will not be allowed for a single term except by previous arrangement with the instructor.
**102B. Shorthand and Typewriting (Intermediate).** 4 term hours.  
Prerequisite: Shorthand and Typewriting 102A. Winter term. Miss Leighton.  
The theory of Gregg shorthand and the technique of typewriting completed. Accuracy and rhythm in typewriting are stressed and moderate speed is developed.

**102C. Shorthand and Typewriting (Advanced).** 4 term hours. Prerequisite: Shorthand and Typewriting 102 A, B. Spring term. Miss Leighton.  
Application and discussion of the principles of Gregg shorthand, dictation at moderate speed, and extensive reading of shorthand notes. In typewriting, attention is given to speed and accuracy, to the transcription of shorthand notes, and to the preparation of various business forms.  
Shorthand and typewriting must be taken three consecutive terms to secure credit with the following exceptions:

- Students who present one unit of Gregg shorthand and one unit of typewriting for entrance will not be allowed credit for Shorthand and Typewriting 102A, and should enroll for 102B.
- Students who present two units of Gregg shorthand and two units of typewriting for entrance will not be allowed credit for Shorthand and Typewriting 102A or 102B. Early in the first week of the fall term a special examination will be arranged for these students. Failure to pass this examination will necessitate taking the work for review without credit.

**201A. Accounting.** 4 term hours. Fall and Spring terms. Mr. Pennell.  
A study of the principles of the double-entry system of accounting, and an examination of the principal technical accounting devices for giving expression to these principles; the effect of current business transactions upon balance sheet accounts; a study of the theory and practice of recording temporary changes of proprietorship in expense and revenue accounts; and the development of simple definite rules of debit and credit. Special attention is given to columnar journals, subsidiary ledgers, and control accounts.

**201B. Accounting.** 4 term hours. Prerequisite: Accounting 201A. Winter term. Mr. Pennell.  
Significance of the accounting period and periodic operations; construction of simple financial statements; and the classification of accounts for accounting and other purposes. Special attention is given to the periodic adjustment of accounts, working sheets, income statements, and balance sheets, and ledger closing.

**201C. Accounting.** 4 term hours. Prerequisite: Accounting 201 A, B. Spring term. Mr. Pennell.  
This course includes an intensive study of income and its determination, and a careful consideration of some of the problems of income accounting. The more important phases of partnership accounting and of corporate accounting are given special attention.

**202. The Teaching of Shorthand.** 2 term hours. Prerequisite: Shorthand and Typewriting 102. Fall term. Miss Leighton.  
Special attention is given to a discussion of the principles underlying Gregg shorthand; methods of presentation; the use of available supplementary material; and the development of speed and accuracy in transcription. It is recommended that this course either precede or accompany practice teaching in shorthand.

**203. The Teaching of Typewriting.** 2 term hours. Prerequisite: Shorthand and Typewriting 102. Winter term. Miss Leighton.  
Application of the psychology of skill to typewriting teaching; demonstration and discussion of methods of developing knowledge of the keyboard and operating technique; ways of increasing speed with accuracy; tests and standards; supplementary reading and material available to the teacher. It is recommended that this course either precede or accompany practice teaching in typewriting.
204. The Teaching of Bookkeeping. 2 term hours. Prerequisite: Accounting 201 A, B. Spring term. Miss Leighton, Mr. Pennell.

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


This course involves the principles and aims of the junior commerce curriculum. A consideration of the various objectives that are advanced for such a course—social science, intelligent consumption, exploratory, vocational, character development, and guidance. Discussion of methods of teaching such a course.

301. Cost Accounting. 4 term hours. Prerequisite: Accounting 201. Fall term. Mr. Pennell.

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

302. Auditing. 4 term hours. Prerequisite: Accounting 201. Winter term. Mr. Pennell.

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

303. Advanced Accounting. 4 term hours. Prerequisite: Accounting 201. Spring term. Mr. Pennell.

The object of this course is to supplement Accounting 201, and to consider some of the controversial points of bookkeeping and accounting theory. Such topics as valuation for accounting purposes, depreciation, phases of capital stock, determination and measurement of profits, and the treatment of surplus and reserves are discussed. Consideration is given to the views of various authors of accounting texts, and problem material illustrating theoretical questions is given for solution.

304 A, B, C. Business Law. 9 term hours. Three hours a week throughout the year. Mr. Pennell.

Organized to meet the particular needs of teachers of business law in secondary schools, this course undertakes primarily to develop an appreciation for law through a study of its sources, development, and significance. Special emphasis is laid upon the practical application of legal rules in ordinary business transactions. The course continues throughout the year, and students who elect it should plan to take it as a whole.

A. Contractual transactions involving a study of the leading principles of the law of contracts.

B. Special contractual transactions dealing with the more important principles of the law of sales, bailment, and negotiable instruments.

C. Various forms of business association. The principles of the law of agency, partnership, and corporations.
305. Problems in Secondary Commercial Education. 3 term hours. Winter and Spring terms. Miss Leighton, Mr. Pennell.

In this course an analysis of modern business is made in an effort to ascertain what education for business should strive to do. An examination of secondary commercial curricula is made to determine whether or not the best interests of business and of the students are served. Certain modifications of existing curricula are considered and new subject matter examined. Considerable time is given to the investigation of recent research studies of various phases of commercial education. Some attention is given to the history and development of education for business.

EDUCATION AND PSYCHOLOGY

Paul V. Sangren
Jane A. Blackburn
Homer L. J. Carter
Manley M. Ellis
Alice Evans
William Halnon
Theodore S. Henry
George H. Hilliard

Katherine A. Mason
Ray C. Pellett
Effie B. Phillips
Orrin E. Powell
Lavina Spindler
Roxana A. Steele
Bess L. Stinson
John C. Sullivan

Elmer H. Wilds

Early Elementary Education

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

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

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

241A. Early Elementary Education. 4 term hours. Prerequisite: Early Elementary Education 140, Psychology 100. Fall and Winter terms. Miss Blackburn.

The course will be devoted to the study of oral and written language and the technique of beginning reading and spelling.

241B. Early Elementary Education. 4 term hours. Prerequisite: Early Elementary Education 140, 241A, Psychology 100. Winter and Spring terms. Miss Blackburn.

The students will work with large centers of interests involving such subject matter as the social studies, numbers, and nature study.

242. Stories for Childhood. 4 term hours. Given each term. Mrs. Phillips, Miss Stinson.

A study of stories and poems suitable to childhood. A survey of the field, and classroom practice in story telling.

340. Psychology of Childhood. 4 term hours. Prerequisite: Psychology 100, 200. Given each term.

A study of the mental development of the young child; his original nature: conditions best suited to conditioning behavior in relation to his own needs and his social environment. This course should be taken simultaneously with practice teaching.
341. **Early Elementary School Problems.** 4 term hours. Winter and Spring terms.
A study of existing practice in early childhood education throughout the country, the nursery school movement, psychological clinics, recent literature in the field, laboratory work in training school as provided.

342. **Parental Education.** 4 term hours. Prerequisite: Psychology 100, Early Elementary Education 340, or consent of instructor. Spring and Summer terms. Miss Blackburn.
This course will enable students to appraise and organize materials and methods of work suitable for child study groups or parent-teacher meetings.

The means of securing better habits and attitudes in school and home will be studied. Behavior problems based upon actual case material secured from experiences of visiting teachers will be discussed. Efforts will be made to secure real practice in handling child study groups. This course will be adapted to the needs of both early and later elementary teachers.

343. **Nursery School Education.** 4 term hours. Prerequisite: Psychology 100, Early Elementary Education 340. Winter and Summer terms. Miss Blackburn.
This course will acquaint students with the history and present day status of the Nursery School Movement. Consideration will be given to the organization, equipment, and curriculum of the various types of existing nursery schools. A study will be made of the nature of the pre-school child and of the materials and environment necessary to promote correct growth.

**Elementary Education**

110. **Psychology of Reading.** 4 term hours. Given each term. Miss Blackburn, Dr. Hilliard, Miss Spindler.
A summary of the results of the scientific studies made in the field of reading, with suggestions as to the bearing of these studies upon the material and methods of teaching.

A course in the psychology of learning as specifically involved in each of the elementary school subjects.

211. **Later Elementary Education.** 4 term hours. Prerequisite: Psychology 100, 200, Principles of Teaching 230. Given each term. Miss Mason.
A study of the characteristics and needs of pupils in the later elementary grades, and of the materials and methods of instruction.

310. **The Elementary Curriculum.** 4 term hours. Prerequisite: Psychology 100, 200, Principles of Teaching 230. Fall term. Dr. Hilliard.
Introduction to the field of curriculum making; basic principles underlying the same to be worked out; general review of the curriculum materials and content of the elementary grades.

311. **Problems in Teaching Reading.** 4 term hours. Prerequisite: Psychology 100, 200, Psychology of Reading 110. Spring term. Dr. Hilliard.
A course designed for students wishing to continue a more detailed and analytical study of the work begun in Psychology of Reading 110. A critical study will be made of reading investigations bearing especially on current reading aims, vocabulary studies, selection and grading of reading materials, children's interests in reading, improvements of reading abilities, and textbook selection. Each student will prepare and present a paper on some problem chosen by him under the direction of the instructor.
Secondary Education

320. **Junior High School Education.** 4 term hours. Prerequisite: Psychology 100, 200, Principles of Teaching 230. Fall and Spring terms. Mr. Wilds.

A survey of the field of junior high school education. Comprises a brief study of the biological and psychological foundations upon which the junior high school is based; a survey of the origin, development, and present status of the junior high school movement; and a study of the junior high school curriculum, including a consideration of the various subjects and the points of view to be emphasized in their treatment.


An advanced course dealing with such practical problems as the adaptation of instruction to the different levels of intelligence, the adequate provision of guidance and exploration opportunities, the organization and supervision of home room activities, and the articulation of the junior high school with the elementary school and the senior high school. Opportunity will be given for trips to outstanding junior high schools for study and investigation.

322. **Extra-Curricular Activities.** 3 term hours. Prerequisite: Psychology 100, 200, Principles of Teaching 230. Winter and Spring terms. Miss Mason, Mr. Wilds.

A study of the organization and supervision of the extra-curricular program in elementary and secondary schools. Consideration is given to such topics as the justification of extra-curricular activities, extra-curricular evils, typical experiments in organization and administration, relation of extra-curricular program to the curriculum, centralization and unification, faculty participation, student participation and student government, point systems, systems of school credit and honor awards, financing the extra-curricular program.

325. **Senior High School Education.** 4 term hours. Prerequisite: Psychology 100, 200, Principles of Teaching 230. Spring term. Dr. Hailon.

Character and classification of secondary school population; the secondary school teacher; classroom routine; problems of discipline; types of recitations; tests and examinations; records and reports.

326. **Senior High School Organization.** 4 term hours. Prerequisite: Psychology 100, 200, Principles of Teaching 230. Fall term. Dr. Hailon.

A comparative study of secondary education; the development of secondary education in America; principles determining secondary education; aims and functions of secondary education.

327. **Senior High School Curriculum.** 4 term hours. Prerequisite: Psychology 100, 200, Principles of Teaching 230. Winter term. Dr. Hailon.

Aims and functions of secondary education; evaluation of the various high school subjects; trend in the content of each subject; organization of subject matter; measurement of results; individual problems in the construction of high school curricula.

Special Education

260A. **Vocational Education.** 3 term hours. Fall term. Mr. Diamond.

An introductory course. Among the topics covered are economic and social need for vocational education; legislation regarding this subject; methods of procedure in starting part-time schools; vocational guidance, and follow-up work.

260B. **Vocational Education.** 3 term hours. Winter term. Mr. Diamond.

Methods of teaching industrial subjects; selecting and analyzing types of work, arrangement of lesson plans, testing and marking, records and reports, class management, internal and external relations.
260C. Vocational Education. 3 term hours. Spring term. Mr. Diamond. History and literature of the manual arts.

360. The Gifted Child. 4 term hours. Prerequisite: Psychology 100, 200. Summer term. Dr. Henry. A course in the psychology and school treatment of gifted children.

361. Education of Exceptional Children. 4 term hours. Prerequisite: Psychology 100, 200. Winter term. Dr. Ellis. A beginning course in the field of special education dealing with the education of the gifted, subnormal, neurotic, delinquent, speech defective, blind and deaf, and crippled child.

362. The Subnormal Child. 4 term hours. Prerequisite: Psychology 100, 200, 361. Spring term. Dr. Ellis. A course in psychology and school treatment of subnormal children. This course will place its major emphasis upon the educational treatment of subnormal children of the moron and borderline classes.

364. Methods of Teaching Subnormal Children. 4 term hours. Prerequisite: Psychology 100, 200, 361. Spring term. Miss Swanson. The course is designed to acquaint the student with the principles and practices of instruction of subnormal children.

365. Mental Hygiene. 1 term hour each term, 3 term hours throughout the year. Prerequisite: Psychology 100, 200. Fall, Winter, and Spring terms. Dr. Yoder. This course is designed to acquaint the prospective teacher with the problems of mental hygiene in childhood, adolescence, and adulthood. The lectures for the fall term will be concerned with the mental hygiene of childhood and will cover such topics as the mental examination of children, heredity and environment, nutrition, delinquency, convulsions, tics, sex development, discipline. The series of lectures for the winter term will relate largely to the mental hygiene of adolescence and personality development considering such topics as adolescence, double personality, dreams, maladjustment, heterosexual development, mineses, metal hygiene and religion, physique and personality, ductless glands. The lectures for the spring term will deal largely with personal adult problems of mental hygiene and will cover such topics as maladjustments in college, mental hygiene in industry, crime and mental disease, heredity and mental disease, curability, psychoneurosis, psychotheraphy, venereal disease, alcoholism, drug addiction.

Theory and Principles of Education

230. Principles of Teaching. 4 term hours. Prerequisite: Psychology 100, 200. Given each term. Various members of the staff. Includes such topics as the curriculum, moral and social training, discipline, type lessons, questioning, and lesson plans. Systematic observation of classes in the training school is made, and standards for judging classroom instruction are worked out.

430. Philosophy of Education. 4 term hours. Prerequisite: Psychology 100, 200, 201. Desirable antecedents: Sociology 301A, 431. Given each term. Dr. Burnham, Dr. Halnon. This course will attempt an inclusive analysis in the large of the possibilities of growth in normal human beings and will inquire how education may progressively reveal the significant goals of life. The purpose of this course is to relate the agencies of education to the personal achievement and utilization of a philosophy of life equal to the needs of individuals in their generation.
431. Educational Sociology. 4 term hours. Prerequisite: Sociology 201 A, B, Psychology 100, 200. Given each term. Dr. Burnham.
   For description of course see Sociology department, page 118.

432. History of Education. 4 term hours. Prerequisite: Psychology 100, 200, Principles of Teaching 230. Given each term. Mr. Wilds.
   The beginnings of national education in Europe and America, the battle for free public schools, and the development of new conceptions of the educational process as exemplified in the teachings of such leaders as Pestalozzi, Herbart, and Froebel. The last half of the term is devoted to a study of present day educational leaders and movements with detailed consideration given to such topics as: Dewey's social philosophy, the project idea, educational measurements, mental testing, curriculum reconstruction, the Dalton and Winnetka plans of individualized instruction, the nursery school, the unified kindergarten-primary unit, the junior high school, the junior college, the county unit and rural consolidation, the platoon system, vocational guidance and training.

PHILOSOPHY

380. Introduction to Philosophy. 2 term hours. Prerequisite: Psychology 100. Fall and Summer terms. Open to Juniors and Seniors. Mr. Pellett.
   To introduce the student to the meaning, scope, and problems of philosophy is the purpose of this course.

381A. History of Philosophy. 2 term hours. Prerequisite: Psychology 100. Winter and Summer terms. Open to Juniors and Seniors. Mr. Pellett.
   A study of Greek and early medieval philosophy both with regard to their interrelations and their influence on modern thought.

381B. History of Philosophy. 2 term hours. Prerequisite: Psychology 100. Spring and Summer terms. Open to Juniors and Seniors. Mr. Pellett.
   A continuation of 381A studying the late medieval and modern systems of philosophical thought.

382. Ethics. 2 term hours. Prerequisite: Psychology 100. Spring and Summer terms. Open to Juniors and Seniors. Mr. Pellett.
   A constructive treatment of the fundamental principles of morality, including such topics as the weakness of the traditional conception of morality; the naturalness of real morality; the content of morality, freedom and responsibility, achievement; and morality and religion.

Psychology

100. Introductory Psychology. 5 term hours. Given each term. Dr. Henry, Mr. Sullivan.
   An introductory course serving as a scientific basis for subsequent courses in education, as well as an introduction to the field of psychology itself.

200. Educational Psychology. 4 term hours. Prerequisite: Psychology 100. Given each term. Various members of the staff.
   An application of the principles of psychology to the practical work of teaching in the classroom.
201. Genetic Psychology. 4 term hours. Prerequisite: Psychology 100, 200.
Given each term. Dr. Henry.
A study of the development of mind in the race and in the individual.

202. Industrial Psychology. 4 term hours. Prerequisite: Psychology 100,
200. Spring term. Mr. Powell.
Deals with the applications of psychology to business and industry.

300. Abnormal Psychology. 4 term hours. Prerequisite: Psychology 100,
200. Spring and Summer terms. Dr. Henry.
A discussion of the more common forms of mental abnormality and mal-
adjustment. Some attention will be given to feeble-mindedness. The relation-
ship between such conditions and character development will also be con-
sidered.

Educational Measurements

250. Introduction to Educational Measurements. 4 term hours. Prerequisite:
Psychology 100. Given each term. Mr. Carter, Dr. Ellis, Dr. Sangren.
The purpose of this course is to train the student in the ability to apply
educational and mental tests and to co-operate in school testing programs.
This course will include an introduction to the theories underlying the con-
struction and use of mental and educational tests and training in the simple
statistics of measurement and the administration of tests. The student will
receive an acquaintance with typical standard mental and school subject
tests.

251. Introduction to Statistics. 4 term hours. Spring and Summer terms.
Dr. Everett.
See description of course in Mathematics department, page 129.

350. Mental Tests. 4 term hours. Prerequisite: Psychology 100, 200, Edu-
cation 250. Given each term. Mr. Carter, Dr. Ellis, Dr. Sangren.
The primary purpose of this course will be to give the student careful
training in the administration and interpretation of intelligence tests. About
two thirds of the course will be given over to supervised training in the
administration of the Binet individual intelligence tests. The remaining
one-third of the course will be devoted to a more thorough training in the
use and interpretation of group intelligence tests.

351. Individual Diagnosis and Remedial Instruction. 4 term hours. Pre-
requisite: Psychology 100, 200, Education 250. Given each term.
Mr. Carter, Dr. Ellis, Dr. Sangren.
The purpose of this course will be to train the advanced student in the
use of school subject tests for the purpose of diagnosis. A more careful
training will be given in the field of school subject tests with an attempt to
show the students how to critically evaluate tests, how to detect the specific
strengths and weaknesses of pupils and how to apply standard remedial
devices in the improvement of instruction.

ADMINISTRATION AND SUPERVISION

370A. School Administration. 2 term hours. Prerequisite: Psychology 100,
200, Principles of Teaching 250. Fall and Summer terms. Mr.
Pellett.
A course for students preparing for work as school superintendents. Pro-
blems commonly met by school superintendents will be studied in some detail.
Among the problems discussed are the following: Relation of city to state
educational organization; growth of city school organization; functions of
school boards; nature of the superintendent's work; financial organization;
building planning; educational organization.
370B. **School Administration.** 2 term hours. Prerequisite: Psychology 100, 200, Principles of Teaching 230, Practice Teaching. Winter and Summer terms. Mr. Pellett.

A course for those students who are looking forward to administration work. The course will deal with such problems as personnel; recruiting the teaching profession; teacher training; selection of teachers; introducing the teacher to his work; home talent; the married woman teacher; measuring success; teaching load; salaries; teachers' councils; recreation and leisure; pupil classification; pupil promotion; educational guidance and placement.

370C. **School Administration.** 2 term hours. Prerequisite: Psychology 100, 200, Principles of Teaching 230, Practice Teaching. Spring and Summer terms. Mr. Pellett.

This course emphasizes the work of the school principal and deals with the problem of the faculty; the pupils and their needs; supervision of classroom teaching; daily program; training the student body; general problems of management; accounting; testing programs; relation to the community.

371A. **School Supervision.** 3 term hours. Prerequisite: Psychology 100, 200. Principles of Teaching 230, Teaching 201, 202. Fall term. Miss Steele.

A course for students who are preparing for positions as superintendents, supervisors, principals, or critic teachers. The course is an introduction to the field of elementary supervision and the theory underlying them; studying the teacher at work; standards for judging instruction; methods of improving instruction.

371B. **School Supervision.** 3 term hours. Prerequisite: Psychology 100, 200, Principles of Teaching 230, Teaching 201, 202. Winter term. Miss Steele.

This course is the continuation of 371A and includes the discussion of such topics as methods of meeting teachers individually and in groups; teacher rating; the supervisor and course of study making; the selection of instructional material.

371C. **School Supervision.** 3 term hours. Prerequisite: Psychology 100, 200, Principles of Teaching 230, Teaching 201, 202. Spring term. Miss Steele.

The emphasis in this course is upon the practical application of material covered in Supervision 371A and 371B. Insofar as possible adaptation will be made to the needs and interests of the individual members of the class.

Note.—With permission of the instructor students who can arrange satisfactory programs may take 372 instead of 371C.

372. **Field Work in Supervision.** 4 term hours. Given each term. Miss Steele.

This course is offered to a few selected students and is adapted to their needs and interests. Provision is made for practice work as critic teacher, supervisor, or as assistant principal.

Note.—Not open to students who have taken 371C.

**Specialization in Administration and Supervision**

Students preparing for positions as superintendents, principals, elementary school supervisors, junior high school supervisors, or helping teachers should enroll in the A.B. curriculum. In addition to the courses in Education and Psychology required for life certificate, this department advises such students to elect from the groups A, B, and C according to their specialized interests. The sum total of all work taken in the department should not exceed sixty-four term hours.
A. Courses for Superintendents and Principals.

B. Courses for Elementary School Supervisors, County Normal Critics, Helping Teachers.

C. Courses for Junior High School Supervisors.

Health Education

Health Education 190 A and B should be taken in the same term in a combined four term hours course by all students in the One Year Professional Training curriculum (Rural) and Three Year Certificate curriculum (Rural). All other groups are advised to take Health Education 190A early in their freshman year and Health Education 190B just before practice teaching experience.

Courses in Health Education 190 A, B, and 390 may be taken for either science or education credit hours toward degree or certification.

Health Education 190 A, B, and 390 are open electively to all students.

190A. Health Education. 2 term hours. Given each term. Miss Evans.
   Hygiene. This course is designed for the student who has had little or inadequate training in hygiene. It will try to build up habits of hygienic living and adequate understanding of the scientific principles underlying these habits. It will also include problems of community health.

190B. Health Education. 2 term hours. Prerequisite: Health Education 190A or adequate training in hygiene. Given each term. Miss Evans.
   Health Education Problems. In this course an effort is made to develop health consciousness in the student teacher. It includes all phases of school health problems related to the school child and covers content of health instruction suggesting methods and materials for a progressive and integrated health teaching program.

390. Health Education. 4 term hours. Prerequisite: Hygiene 112 or its equivalent. Winter and Spring terms. Miss Evans.
   School Health Problems. The course will cover the detail of the protective program for child health and the responsibility of home, school and community toward developing the child in self-directed health program in the schools with special emphasis on the supervisory aspects.
   The present day trends in health control and development on a broad basis will be considered.
   This course is required of all physical education majors.
Students who intend to make a major or minor of English should consult the chairman of the department, if possible, sometime during their freshman year.

**Composition and Rhetoric**


A miscellaneous review and drill for students who are deficient in the rudiments of English grammar, spelling, and punctuation. Such students will be required to carry this work in connection with the regular courses in composition and rhetoric in order that they may receive such extra attention as cannot be given them in these classes. The class meets twice a week.

**101A. Composition.** 4 term hours. Given each term. Miss Gary.

A consideration of the principles of composition, with emphasis upon sentence and paragraph structure. Representative prose selections are read and analyzed, and many written compositions are required.

**101B. Composition.** 4 term hours. Given each term. Miss Gary.

A general discussion of the four forms of discourse with analysis of specimens of each form. Most of the time will be devoted to the writing and correction of themes.

**104 A, B, C. Rhetoric.** 9 term hours. Three hours a week throughout the year.

Miss Eicher, Miss Little, Miss Loutzenhiser, Miss Master, Mr. Masterson, Miss Moss, Miss Nobbs, Miss Rawlinson, Mr. Slusser, Miss Swain, Miss Van Horn.

This is equivalent to the regular required work in college Freshman English. The aim of the course is to cultivate the habit of correct speech both oral and written, and to develop some skill in the use of the ordinary forms of composition. Some time is given to the careful study and analysis of such literary masterpieces as will awaken in the student a livelier appreciation of the value and importance of style in speaking and writing.

Note.—This course covers the same ground as Composition 101A and Composition 101B, and may be substituted in all cases where either of these courses is required. Students may not count Rhetoric 104 for credit along with the courses in Composition. Students must plan to take the course throughout the year with the same instructor.

**315. Literary Criticism.** 4 term hours. Winter and Spring terms. Mr. Sprau.

A careful study of the fundamental principles of literary criticism, supplemented with wide reading in English critical essays. Each student writes several short criticisms. The work of the course is arranged to develop in the student a careful critical judgment and to cultivate the habit of careful criticism.
323. **Advanced Rhetoric.** 4 term hours. Given each term. Mr. Foley, 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.

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**Literature**

Not more than 12 hours credit may be counted from courses in Literature numbered below 200.

102 A, B, C. **English Literature.** 12 term hours. Four hours a week throughout the year. Miss Elcher, Miss Loutzenhiser, Miss Van Horn.

A general survey of the whole field of English Literature with wide reading in biography and representative selections from the various periods. Students electing this course should take it throughout the year. By special arrangements students entering in January may take the remainder of the course.

120. **History of American Literature.** 4 term hours. Fall term. Mr. Masterson, Miss Nobbs, Mr. Slusser.

A general survey of American literature. The reading of selections to illustrate the various periods is required.

Note.—120, 121, and 122 may be taken separately or as a year's sequence of courses.

121. **Chief American Poets.** 4 term hours. Spring term. Mr. Masterson, Miss Nobbs, Mr. Slusser.

An intensive study of the chief American poets.

122. **American Prose.** 4 term hours. Winter term. Mr. Masterson, Miss Nobbs, Mr. Slusser, Miss Swain.

An intensive study of the chief American prose writers.

124 A, B, C. **General Literature.** 12 term hours. Four hours a week throughout the year. Dr. Brown.

In this course the student is offered the opportunity of making acquaintance with great literatures other than English. Through translations he is introduced to the literature of the ancient Hebrews, Greeks, and Romans, to the Mediaeval and modern literature of the Italian, French, German, Spanish, Russian, and Scandinavian languages. Some attention is given to English literature, but only so much as its position among the literatures of the world might seem to justify. The course assumes no knowledge of any foreign language. The course extends throughout the year and may not be taken for a single term without the previous consent of the instructor. Intended primarily for freshmen and sophomores.

203. **Literature for Children.** 4 term hours. Given each term. Miss Master, Miss Rawlinson.

This course aims: (1) to give a general survey of the field of literature suited to the needs and tastes of children; (2) to get at the general principles which underlie the selection of literature for children under any given conditions; (3) to organize and give new meaning to the mass of literature already read, and to add to its content by further reading.
205 A, B, C. Nineteenth Century English Prose. 6 term hours. Twice a week throughout the year. Mr. Slusser.

A careful reading of selected non-fiction English prose of the nineteenth century. The types of literature selected for study include reflective and familiar essays and longer writings both critical and philosophical. This course continues throughout the year, but students may elect one, two, or three terms.

A. Coleridge, Hazlitt, Lamb, De Quincey. Fall term.
B. Landor, Macaulay, Ruskin, Pater. Winter term.

210. Literary Interpretation. 4 term hours. Fall term. Mr. Sprau.

In this course an attempt is made to introduce the student to the general field of literary study and to develop in him some skill in critical interpretation. The typical forms of literature are carefully studied, and different ways of approaching the subject are considered. The course is intended to be a foundation for further study of literature.

211. Lyric Poetry. 4 term hours. Winter term. Mr. Sprau.

This course is a more thorough study of one form of literature considered in 210. Its aim is to help the student to a fuller appreciation of good poetry, to know why a poem is good literature, and to suggest ways of using poetry with classes.

212. The Familiar Essay. 4 term hours. Spring term. Mr. Sprau.

This course aims to introduce the student to careful and accurate reading of English literary prose, and to cultivate in him some appreciation of the familiar essay as a type of literature. The familiar essay is studied in its historical development with special emphasis on the essay as written by the best essayists of our own time.

Note.—While 110, 111, and 112 represent a consecutive year's work, each unit may be taken separately with profit.


The first aim of the course is to acquaint the student with the method of studying and teaching prose fiction. For this purpose some short, well-constructed novel will be analyzed in the classroom. After some study of the picaresque tale of the Elizabethan times, the class will trace the development of the novel in DeFoe, Richardson, Fielding, Sterne, and Smollett, the Gothic romance, and the novels related to the French Revolution. In the winter term, the leading English novelists from Jane Austen to the present date will be studied. Each member of the class will be required to make a detailed study of some novelist or phase of the novel, and to report upon the same to the class.

214 A. B, C. Shakespeare. 9 term hours. Three hours a week, throughout the year. Mr. Sprau.

The purpose of the course is to help the student read Shakespeare with more understanding and appreciation and to give him practice in reading and interpreting Shakespeare to classes. Four or five plays are carefully studied in class. The other plays are assigned for careful reading.

216. Contemporary Literature. 4 term hours. Fall and Winter terms. Mr. Sprau.

It is the aim of this course to give the student some acquaintance with the better things in the literature of the last thirty years and to help him choose his reading with more critical discrimination. The classroom work consists of reading and interpreting representative selections, and of lectures upon interesting subjects connected with the literature of today. The course is primarily a reading course; much library work is required.
218. The English Bible. 6 term hours. Twice a week throughout the year. Mr. Sprau.

In this course an attempt will be made to study the Bible as a body of great literature. Facts of history and composition, insofar as they are known, will be carefully studied as a background for intelligent interpretation and appreciation of Biblical literature. Students who enroll in the course for credit will be required to read the major part of the Bible and to study intensively certain books that are especially rich in literary value.

219. The Short Story. 4 term hours. Fall term. Dr. Brown, Mr. Foley.

This course aims to trace the development of the short story in England, France, and America, with an account of the various types, and its general technique. The required reading will serve to acquaint the student with the best short stories and the method of teaching such material. Themes and reports will be required.


In the first term, a study is made of classicism in English literature as exemplified in the non-dramatic poetry of Dryden of his successor, Pope, and of some of Pope’s contemporaries.

The second term follows the further history of classicism, and the rise and progress of romanticism to the end of the eighteenth century, including the work of Gray, Macpherson, Cowper, Blake, and Burns. Without the previous consent of the instructor, credit cannot be given for a single term.

225. The Ballad. 4 term hours. Spring term. Mr. Foley.

A study of the form and method of development of the traditional popular ballad. A number of ballads representative of various types will be studied minutely, and many others will be read. The course will pay some attention secondarily to the later artistic ballad.

226 A, B, C. Masterpieces. 6 term hours. Two hours a week throughout the year. Miss Loutzenhiser.

This course continues throughout the year, but students may elect one, two, or three terms. Its purpose is to study intensively some of the masterpieces of English literature. At least one example of the novel, the essay, the drama, the tale, and of narrative poetry, will be read and analyzed. The masterpieces studied are as follows: In A, Canterbury Tales, Othello; in B, Heroes and Hero Worship, The Faerie Queene; and in C, The Ring and the Book, The Return of the Native.

302 A, B, C. History of English Literature. 12 term hours. Four times a week throughout the year. Dr. Brown.

A survey course in English literature primarily for third-year students who have had no literature courses in the first or second years. It may be elected by other third- or fourth-year students who have not had English 102. Students electing the course should take it throughout the year. No credit for a single term except by previous arrangement with the instructor.

308 A, B. The English Drama. 6 term hours. Fall and Winter terms. Dr. Brown.

In the winter term the class will trace the English drama from its origin in miracle and mystery plays through the period of the moralities, the interludes and the imitations of Latin tragedy and comedy to the work of Lyly, Greene, Peele, Kyd, Marlowe, and Shakespeare. In the spring term will be read representative plays of Jonson, Chapman, Beaumont and Fletcher, Webster, and Shirley; heroic dramas by Dryden, Congreve, Farquhar, and Vanbrugh; eighteenth century comedies; and the choicest dramas of Byron, Shelley, and Browning.
309 A, B, C. Nineteenth Century Poetry. 12 term hours. Four hours a week throughout the year. Given in 1931-1932. Mr. Sprau.

This course aims to cultivate in the student a richer appreciation of poetry and to develop some skill in the critical interpretation of literature. The work consists of wide reading in the poetry of the century supplemented by critical and interpretive lectures on the thought of the period as it was reflected in the work of the chief English poets. The course continues throughout the year, and students who elect it must plan to take it as a whole. Credit will not be granted for a fractional part of the work without the previous consent of the instructor to take the course for a single term only.

A. Wordsworth, Coleridge, Byron, and Shelley. Fall term.
B. Landor, Tennyson, and Mrs. Browning. Winter term.
C. Browning, Clough, Arnold, Rossetti, Morris, and Swinburne. Spring term.

Note.—The courses in Wordsworth, Tennyson, and Browning, offered in the Summer terms and by Extension, may not be counted together with the terms of Nineteenth Century Poetry, 309, in which these poets appear.

311. Carlyle. 4 term hours. Summer term and when possible during the year. Mr. Sprau.

This course is intended for mature students who have a taste for serious thoughtful reading and who care for a better acquaintance with the work of this author. Special attention will be given to Sartor Resartus, Heroes and Hero-worship, Past and Present, and the more important essays.

317. The English Epic. 3 or 4 term hours. Winter term. Dr. Brown.

A study of the general characteristics of the epic. The class will make a careful study of Paradise Lost. Selections will be read from other epics for comparative study.

325 A, B. Eighteenth Century Prose. 6 term hours. Fall and Winter terms.

Not given in 1931-1932. Mr. Foley.

This course involves the reading of a variety of types in the non-fiction prose of the eighteenth century, with attention to the ideas and ideals voiced by the leading English writers of that time. The course extends through the fall and winter terms. Without the previous consent of the instructor, credit cannot be given for a single term.

A. Defoe, Swift, Steele, and Addison. Fall term.

333. Lives and Letters of English Authors. 4 term hours. Prerequisite: freshman or sophomore courses in English literature. The instructor's consent is required. Spring term. Dr. Brown.

This course will combine a detailed study of the Wordsworths, the Carlyles, and others, with wide reading in biography and letters. Reports and critical essays will be required.

338. Modern Drama. 2 hours a week through Fall and Winter terms. Miss Eicher.

A study of the plays of Ibsen,Pinero, Jones, Galsworthy, Shaw, and others, with a careful inquiry into the relation between the continental, English, and American drama.

406. Anglo-Saxon.


Three times a week throughout the year. Students may not enroll for half the year's work without the consent of the instructor. Each course represents a half year's work. Dr. Brown, Mr. Foley.
The purpose of Anglo-Saxon 406 is to give the student some acquaintance with Old English grammar and Old English forms as a foundation for more thorough study and understanding of modern English, and to give him a clearer conception of early English literature. Bright's *Anglo-Saxon Reader* is used as a text, supplemented with wide reading in translation from early English literature, and in the history of the period.

In Chaucer 407, as much as possible of Chaucer's poetry is read in the original with special attention to pronunciation, grammar, and meter. The life and time of Chaucer are carefully studied as an aid to the interpretation of his poetry. A generous amount of reading in the literature of the Middle English period is required.

**GEOGRAPHY AND GEOLOGY**

**WILLIAM JULIUS BERRY**

**LOUISE BOSWELL**

**LUCIA HARRISON**

**LESLIE H. WOOD**

**MARGUERITE LOGAN**

**MARY E. MARKS**

**BELLE STRUNK**

Courses 101A and 101B are foundational courses in geography and should precede all other courses except 301. Other elections to complete the requirements for a major or minor in geography should be made with the approval of the chairman of the department. Students preparing to teach geography should include course 212 in their elections. It is highly desirable that students majoring in geography elect, if possible, Economics 201, 305, and Botany 221C.

A major in earth science may be made by combining Geology 320 and six courses in geography.

Other recommended sequences are as follows:

(a) If chief interest is history: 310 and the regional geography of the country in whose history especially interested. Prerequisites to these courses are either 101 or 301.

(b) If major is in business administration: Either 101 or 301, 210.

(c) If preparing to teach general science: Either 101 or 301, 207.

(d) If electing geography merely as a year sequence in science: 101 and one other course, or 301 and two other courses to which either 101 or 301 are prerequisite.

**Geography**

**101A. Elements of Geography.** 4 term hours. Given each term. Miss Harrison, Miss Logan, Miss Marks.

An introductory study of the mutual relationships between man and the natural environment with special emphasis upon types of climate and some of the adjustments which man makes to climatic conditions in selected regions.

**101B. Elements of Geography.** 4 term hours. Prerequisite: Geography 101A. Given each term. Mr. Berry, Miss Harrison, Miss Logan, Miss Marks.

A continuation of 101A. The course is concerned with the development of human activities in their relationships to various types of natural environmental features. An elementary study is made of map projections.

**201. Michigan and the Old Northwest.** 4 term hours. Spring term. Mr. Wood.

The development of the "Old Northwest" in its relationships to the various natural environmental features. Special emphasis is given to the climate, geology, soils, minerals, native vegetation, and scenic features of Michigan as related to various types of economic developments within the state.
202. **Geography of the United States and Canada.** 4 term hours. Prerequisite: Geography 101 or 301. Open to qualified freshmen with consent of instructor. Winter, Spring, and Summer terms. Mr. Berry. A study of the two countries by geographic regions.

203. **Geography of Europe.** 4 term hours. Prerequisite: Geography 101 or 301. Fall and Spring terms. Mr. Berry. The relation of the continent to the world as a whole; its physical features, climates, resources, and the relationship between these natural environmental conditions and the development of the present social, industrial, and commercial life of its leading nations.

204. **Geography of South America.** 4 term hours. Prerequisite: Geography 101 or 301. Fall and Summer terms. Miss Harrison. The relationships between the combination of natural environmental conditions existing in each of the major geographic regions of the continent and the economic activities carried on therein. The place of South America in world trade.

205. **Geography of Mexico and the Caribbean Lands.** 4 term hours. Prerequisite: Geography 101A or 301. Winter term. Miss Harrison. Includes the countries of Mexico, Central America, Columbia, Venezuela, and several of the West Indian islands. The present economic, social, and political development of these lands and their future promise. Trade relationships with the United States and other countries, present and prospective.

210. **Industrial and Commercial Geography.** 4 term hours. Prerequisite: Geography 101 or 301. Open to qualified freshmen with consent of instructor. Spring term. Miss Marks. The geographic factors underlying commerce and industry; the geography of the major industries; the principal trade routes of the world and the commerce which passes over them; great trade centers and the geographic reasons for their importance.

212. **The Teaching of Geography in the Grades.** 4 term hours. Prerequisite: Geography 101. Desirable antecedent: Principles of Teaching. Open to qualified freshmen with consent of instructor. Given each term. Miss Logan, Miss Marks. Objectives in the teaching of geography, evaluation and technique of visual aids, organization and presentation of textual material, geographic tests.

301. **Elements of Geography for Senior College Students.** 4 term hours. Not open to students who have received credit for either 101A or 101B. Fall and Winter terms. Mr. Berry. An introductory foundational course designed for students who have not taken either 101A or 101B but who desire to gain some insight into the field of modern geography.

303. **Geography of the Orient.** 4 term hours. Prerequisite: Geography 101 or 301, one regional course. Spring term. May not be given in 1932. Miss Logan. The geography of southeast Asia, the Philippine Islands, the Dutch East Indies, Australia, and New Zealand. The organization of geographic material will receive emphasis.
305. Field Geography. 4 term hours. Prerequisite: Geography 101 or 301. Spring and Summer terms. Mr. Berry.

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

Spring term: classroom, 2 hours a week; in field, 2 double periods.
Summer term: classroom, 2 periods a week; in field, two afternoons.


A detailed study of the elements which combine to form climate, the interpretation of climatic data, essential features of the main types of climate. Emphasis is placed upon the study of the climates of the United States.

310. The Historical Geography of the United States. 4 term hours. Prerequisite: Geography 101 or 301 and History 101A, B or equivalent. Open to qualified sophomores with consent of instructor. Spring term. Mr. Berry.

A study of the relations between the natural environmental elements and the settlement and development of the United States.

Geology

207. Geology. 4 term hours. Fall, Winter, and Summer terms. Mr. Wood.

An introduction to earth history. It includes a brief study of the earth's physiography, climate, minerals, genesis of ore deposits, the origin of mountains, and the history and growth of the continents.

Note.—This is an appreciation course similar to survey courses in chemistry and biology, and should not be elected by students desiring a Year's work. Such students should elect Geology 320.

320A. Geology. 4 term hours. Desirable antecedent: Chemistry 101. Fall term. Mr. Wood.

A study of the origin of the features of the surface of the earth, the materials of which they are made, and the processes by which they are formed. It includes the topics of glaciation; the work of streams, underground water, and wind; vulcanism; and the study of common rocks and minerals.
Classroom, 3 hours a week; laboratory, 2 to 4 hours a week.

320B. Geology. 4 term hours. Prerequisite: Geology 320A. Desirable antecedent: Biology 101, Chemistry 101. Course 207 may be substituted with consent of instructor. Winter term. Mr. Wood.

A study of ore deposits and the nature of the earth's interior, the origin of the earth, and the early periods of its geological history. Classroom, 3 hours a week; laboratory, 2 to 4 hours a week.

320C. Geology. 4 term hours. Prerequisite: Geology 320A, B. Desirable antecedent: Biology 101, Chemistry 101. Spring term. Mr. Wood.

A continuation of the geological history of the earth; the ancient history of plants and animals; the study of fossils; the growth of the continents up to their present form as habitable lands.
Classroom, 3 hours a week; laboratory, 2 to 4 hours a week.
"History and Social Science" is a group title including four separate and distinct departments, namely: history, political science, economics, and sociology. Curriculum advisers should bear this fact in mind in helping students plan their work. It is frequently desirable that students majoring in one department of this group should minor in another. Candidates for the A.B. degree who major in any department of this group are advised to take a minimum of nine hours in each of the other co-ordinate departments in the group.

Students preparing to teach "Community Civics," "Problems of Democracy," and similar subjects, are advised to take in addition to United States History 101 A, B, C, Political Science 201 A, B, Economics 101 A, and Sociology 201 A, B, or nine hours in any one of the latter three departments.

History

101A. **United States History to 1815.** 4 term hours. Given each term. Miss Barbour, Miss Barnett, Mr. Burnham, Dr. Knauss, Dr. Russel, Mr. Trumble.

This course begins with the European background of American history, traces the origin and growth of the colonies, discusses their relation to the mother country, gives special attention to the causes and course of the Revolution and to the beginnings of state and national government, and concludes with the study of the Federalist and Jeffersonian periods.

101B. **United States History, 1815-1877.** 4 term hours. Given each term. Miss Barbour, Miss Barnett, Mr. Burnham, Dr. Knauss, Dr. Russel, Mr. Trumble.

This course treats the history of the rising West, the influence of the frontier, the industrial revolution and its consequences, the rise of democracy, the slavery controversy, the Civil War, and the period of reconstruction.

101C. **United States History, 1877 to the Present Time.** 4 term hours. Given each term. Miss Barbour, Miss Barnett, Mr. Burnham, Dr. Knauss, Dr. Russel, Mr. Trumble.

The industrial development of the United States; the coming of big business, the organization of labor; settlement of the Far West; recent industrial, social, and political problems and the efforts to solve them, America as a World Power and its part in the Great War; and the history of recent years are the chief topics in this course.

102. **History of Greece.** 4 term hours. Fall term. Miss Seekell.

After a brief survey of ancient Oriental civilization, this course studies the political, social, and cultural life of the Greek people from their earliest history to the breaking up of the Empire of Alexander the Great. Emphasis
is placed upon our debt to the Greeks for the elements which they contributed to modern civilization.

103. History of Rome. 4 term hours. Winter term. Miss Seekell.
   This course traces the history of Rome from the earliest times to the fall of the Empire in the West. The development of early Roman institutions, the expansion of Roman power over the Mediterranean World, the transition from the Republic to the Empire, and the social, political, legal, and cultural life of imperial Rome are the chief topics emphasized.

104. Medieval Europe, 476-1500. 4 term hours. Spring term. Miss Seekell.
   The Teutonic invasions and their results, Charlemagne's empire, the rise and nature of feudalism, the medieval church and its work, the social and intellectual life of the period, the Crusades, the rise of cities, the development of commerce, and the Renaissance.

105A. English History, 55 B. C.-1603. 4 term hours. Fall term. Dr. Russell.
   A study of the origin and growth of English nationality, early Britain, Anglo-Saxon institutions, Norman centralization, rise of the common law, limitation of monarchy, decay of feudalism, commercial development, separation from Rome and the Anglican Establishment, sea power and nationalism during the Elizabethan era.

105B. English History, 1603-1815. 4 term hours. Winter term. Dr. Russell.
   The struggle for Parliamentary supremacy, the Great Civil War and the Revolution of 1688, England and the Continental powers, the wars of the eighteenth century, colonial expansion, the American Revolution, opposition to France during the Napoleonic era.

105C. English History, 1815-1928. 4 term hours. Spring term. Dr. Russell.
   The development of the British Empire, Parliamentary reform and the growth of democracy, foreign trade and Industrialism, the labor movement, the self-governing dominions, imperialism, the Irish question, the Great War and subsequent adjustments.

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

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

106C. Modern Europe, 1870-1928. 4 term hours. Spring term. Miss Barbour, Dr. Scott, Mr. Trumble.
   The history of the Third French Republic, political and social reform in England, the German Empire, the problem of the Near East, the expansion of Europe in Asia and Africa, international relations, the World War and since.
202. **The Teaching of History.** 4 term hours. Prerequisite: two college courses in history. Given each term. Mr. Burnham.

This course is intended for students in the Later Elementary and Junior High School groups. It deals with the aims, content, organization, presentation, and testing of history in the grades. The evaluation of texts, the planning of lessons, the selection and gradation of collateral reading, the correlation of history with the other branches of the curriculum and with the various activities of the school will receive attention.

301A. **United States History, 1783-1815.** 3 term hours. Fall term. Mr. Burnham.

This course begins with the Critical Period in American History and treats in detail the making of the Constitution, the organization of the government under it, the reign of Federalism, the triumph of Jeffersonian democracy, and the influence upon America of the Revolutionary and Napoleonic wars in Europe.

301B. **United States History, 1815-1848.** 3 term hours. Winter term. 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 are among the topics studied.

301C. **United States History, 1848-1865.** 3 term hours. Spring term. Mr. Burnham.

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

302. **Economic Development of Modern Europe.** 3 term hours. Fall term. Dr. Knauss.

A study of the origin and development of the economic institutions of the present day with particular reference to European development since 1500.


Analysis of our economic development from colonial times to the present. Such forces and factors as the westward movement, the industrial and agricultural revolutions, the tariff and public finance, conservation and allied topics will be considered.

304. **Latin American History.** 3 term hours. Spring term. Dr. Knauss.

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

305. **International Relations, 1850-1914.** 3 term hours. Fall term. Dr. Scott.

The foreign relations of the Great Powers and the history of their expansion into the less developed areas of Asia, Africa, the Pacific, and Latin America will be treated in this course in their political, economic, and social aspects.

306. **The World War.** 3 term hours. Prerequisite: International Relations 305. Winter term. Dr. Scott.

This course deals with the causes and nature of the Great War, describes its military and other aspects, and traces the history of the negotiations for peace. A special study is made of the development of the machinery for international action—arbitration, the Hague Conferences, the World Court, and the League of Nations.
Political Science

307. **Reconstruction in Europe.** 3 term hours. Spring term. Dr. Scott.

Political reconstruction in Europe during and since the Great War; the break-up of the central empires, the process of building up new states; the economic and social problems facing post-war Europe, and the means used in the efforts to solve them.

308A. **United States History, 1865-1877.** 3 term hours. Fall term. Not given in 1931-32. Mr. Burnham.

The period of Reconstruction. This course is an intensive study of the recovery of the nation during the years immediately following the Civil War.


A study of the rapid industrial progress of the country during this period and of the problems growing out of that development. The tariff, the currency, trusts, labor organizations, and reform movements are among the topics studied.


The Era of Roosevelt and Wilson. Social unrest and new social and political ideals, progressive legislation, America as a World Power and its part in the Great War. Problems of the present.

309. **History of China and Japan.** 3 term hours. Fall term. Dr. Knauss.

A course designed to show in outline the development of civilization in the two countries. A study will be made of their chief present day problems.

310. **History of Michigan.** 4 term hours. Prerequisite: United States History 101 A, B, C. Winter term. 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 will be stressed.

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

201A. **National Government.** 4 term hours. Fall term. Mr. Rhynsburger, Mr. Shilling.

A study of the national government of the United States including its structure, functions, and operations.

201B. **State and Local Government.** 4 term hours. Winter term. Mr. Rhynsburger, Mr. Shilling.

Since the citizen has many contacts with the state, city, or county government, an effort will be made to acquaint the student with the organization, aims, and problems of state, county, and municipal government.

201C. **Practical Politics.** 4 term hours. Prerequisite: Government 201 A or B. Spring term. Mr. Rhynsburger, Mr. Shilling.

A detailed study of the nature and activities of political parties of the United States, including rise, development, and mechanism. Elections, ballots, and civil service are given emphasis.
301A. Comparative Government. 3 term hours. Prerequisite: Government 201 A and B, or History 201. Fall term. Mr. Shilling.

This course aims to acquaint the student with the structure, problems, and workings of the governments of the more important European countries. During this term the British Empire is studied.

301B. Comparative Government. 3 term hours. Prerequisite: Government 201 A and B, or History 201, and 301A. Winter term. Mr. Shilling.

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

301C. History of Political Thought. 3 term hours. Prerequisite: Government 301 A, B. Spring term. Mr. Shilling.

A survey of the political thought of people from ancient time to the present. Special emphasis is given the contributions of the Greeks and Romans, political theory of struggle between church and state, the Reformation, the Puritan Revolution and the revolutionary period. Recent political thought as influenced by the industrial revolution, nationalism, imperialism, and internationalism.

302. Principles of Political Science. 3 term hours. Prerequisite: Government 201 A, B, or History 201. Fall term. Mr. Shilling.

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

303. History of American Political Thought. 3 term hours. Prerequisite: Government 201 A, B, or American History. Winter term. Mr. Shilling.

An examination is made of the political thought of the colonial period, the political philosophy that produced the American Revolution and created the constitution. A study is included of the groups or schools of political thought in applying the constitution to the questions of American development such as expansion, slavery, reconstruction, and foreign relations. This course is intended for students who are majoring in the social sciences or who have received permission from the instructor.


This is a detailed study of local government in the United States with special emphasis upon Michigan. After a brief discussion of the historical development of local government, a critical study is made of such topics as, county and state relations, the organization of county government, the problems of administration, the appraisal of present county government and suggested improvements.

305 Problems of Urban Democracy. 3 term hours. Prerequisite: Government 201B or permission from instructor. Spring term. Mr. Shilling.

Attention is focused on the problem of city government, growth of cities, types of city organization, municipal functions and finances, administrative personnel, public utilities, and public conveniences.
Economics

101. Description of Industry. 5 term hours. Given each term. Mr. Bigelow, Mr. Rhynsburger.

A presentation of the important features and characteristics of our modern industrial structure, together with some of the important interrelations within that structure. This is strictly a descriptive course with no economic principles presented. Designed for those who care for only one term of work in Economics, and for those who wish to major in this department but who have had no Economics in high school.

201A. Principles of Economics. 4 term hours. Given each term. Mr. Bigelow, Mr. Moore, Mr. Rhynsburger.

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, international trade, business organization, and marketing are frequently included.

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

201B. Principles of Economics. 4 term hours. Prerequisite: 201A. Winter and Spring terms. Mr. Bigelow, Mr. Moore, Mr. Rhynsburger.

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: Economics 201. Fall and Spring terms. Mr. Bigelow.

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

204. Economics of Expenditure. 4 term hours. Given each term. Mr. Bigelow.

A study of present day problems of the consumer which helps to establish rational standards of expenditure, based upon a careful analysis of human wants, to give consideration of his available income, and existing standards of living. Careful analysis is made of the marketing system, investment and insurance, the recent development of installment buying, and the wise use of credit by the consumer.
301. Public Finance. 4 term hours. Prerequisite: Economics 201. Work in government may be substituted in special cases by permission of the instructor. Given in alternate years with Business and Government 306. Spring term. Mr. Bigelow.

A study of public expenditure, revenues, debts, and problems of fiscal administration. Deals with the characteristics of and trends in public expenditures, the sources of government income, the principles and problems of taxation, an analysis of typical modern taxes such as the general property tax, income tax, inheritance tax, and customs duties, the use of public credit, and the budget system and other methods of fiscal administration.

302A. Business Administration. 3 term hours. Prerequisite: Economics 201. Given in alternate years with Marketing 301A. Fall term. Mr. Moore.

This course deals with the elementary principles of internal organization and management of industrial enterprises. It includes a discussion of the nature of modern industry; plant location and types of construction; material, equipment, and power; planning and routing; statistics and accounting; marketing methods and problems; production, management; personnel administration; purchasing, traffic, credit, and collections.

302B. Business Administration. 3 term hours. Prerequisite: Economics 201, 302A. Given in alternate years with Marketing 304B. Winter term. Mr. Moore.

A continuation of Business Administration 302A.

303A. Corporations. 2 term hours. Prerequisite: Economics 201. Given in alternate years with Transportation 305. Not given in 1931-1932. Fall term. Mr. Bigelow.

A study of the place of the corporation in the modern business life. Consideration is given to the problems of organization, direction, finance and control, from the point of view of the promoter, the manager, the creditor, the investor, and the public.

Note.—Corporations 303 A, B, C form a year course carrying 6 term hours credit and should be elected as such.

303B. Corporations. 2 term hours. Prerequisite: Economics 201, 303A. Given in alternate years with Transportation 305B. Not given in 1931-1932. Winter term. Mr. Bigelow.

A continuation of Corporations 303A.

303C. Corporations. 2 term hours. Prerequisite: Economics 201, 303 A, B. Given in alternate years with Transportation 305C. Not given in 1931-1932. Spring term. Mr. Bigelow.

A continuation of Corporations 303B.

304A. Marketing. 3 term hours. Prerequisite: Economics 201. Given in alternate years with Business Administration 302A. Not given in 1931-1932. Fall term. Mr. Moore.

A study of the principles, methods, and problems of marketing. The following are some of the topics covered in this course and in Marketing 304B: the marketing functions, the marketing of farm products, raw materials, and manufactured goods; the operation of middlemen, and their place in the market structure; retail types and policies; consumer and producer co-operation; market finance; brands and trade names; specialization; price maintenance; unfair competition; cost of marketing; prices and price factors; general criticism of existing market structure and proposals for its reform.

A continuation of Marketing 304A.

305A. Transportation. 2 term hours. Prerequisite: Economics 201. Given in alternate years with Corporations 303A. Given in 1931-1932. Fall term. Mr. Rhynsburger.

A study of the various means of transportation and the specific contribution of each to a nation-wide integrated transportation system. Considerable time is given to the study of the major transportation routes in the United States and the factors which make them important.

Note.—Transportation 305 A, B, C form a year's course carrying 6 term hours credit and should be elected as such.

305B. Transportation. 2 term hours. Prerequisite: Economics 201 and 305A. Given in alternate years with Corporations 303B. Given in 1931-1932. Spring term. Mr. Rhynsburger.

A study of the problems of service, costs, and revenues in the business of transporting. Stress is laid on the need of co-ordinating the various means of transportation into an efficiently related whole for the purpose of securing for the consumer maximum transportation service at least cost and at the same time holding for the owners some assurance of a fair return on invested capital.

305C. Transportation. 2 term hours. Prerequisite: Economics 201 and 305 A, B. Given in alternate years with Corporations 303C. Given in 1931-1932. Spring term. Mr. Rhynsburger.

A study of the development of governmental regulation of transportation systems. A major portion of the time given to a consideration of the present status of regulation as reflected in law and court decisions. The work of this term logically is a continuation of the work of the second term, since regulation deals with the problems unsolved in service and rates.

306. Business and Government. 4 term hours. Prerequisite: Economics 201.

Work in government may be substituted in special cases by permission of the instructor. Given in alternate years with Public Finance. Given in 1931-1932. Spring term. Mr. Moore.

The relations of the government to public service corporations and to private businesses. The course includes a study of the necessity of regulation, franchises, intermediate permits, public utility commissions, principles of valuation, rate-making, service, capitalization, government ownership, legal and constitutional aspects of regulation, control of corporations and trusts, regulation of competition, government encouragement of business and national policies toward business.

Sociology

Sociology is now generally recognized to be as important a requisite as any in the education of teachers, and the following courses are designed to meet the needs of teachers as well as the needs of those who are interested in social theory and its application to problems other than those of teaching. Students who desire to major in Sociology or who expect to take two full years' work we urge to take the courses in the order in which they are named. Students who are planning to teach Community Civics should elect at least the following courses: Sociology 201A, 201B, and 301B.

103. Sociology. 4 term hours. Elective for freshmen only. Given each term. Miss Skinner.

See description of course in Rural Education department, page 150.
201A. Society and the Individual. 4 term hours. Given each term. Dr. Ettinger, Mr. Kercher.

A discussion of the psychological approach to the study of sociology. It includes some consideration of the bearing of the evolutionary theory on sociological thought, and takes up such subjects as suggestion and choice, sociability and personal ideas, sympathy, the social self, hostility, emulation, leadership, conscience, degeneracy, and freedom.

Note.—Courses 201 A, B, C constitute a year's work in social theory. If all three terms are elected, the second and third terms must be taken consecutively. During the year students will be required to make an original application of the principles of the course in the form of a thesis.

201B. Social Organization. 4 term hours. Prerequisite: Sociology 201A. Given each term. Dr. Ettinger, Mr. Kercher, Dr. Terpenning.

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

See note under course 201 A.

201C. Social Process. 4 term hours. Prerequisite: Sociology 201 A, B. Given each term. Dr. Ettinger, Mr. Kercher, Dr. Terpenning.

A study of advanced social theory. Consideration is given to the nature of the process of social evolution and its relation to degeneration, conflict and co-operation, valuation, and intelligence.

See note under course 201 A.

203. Rural Sociology. 4 term hours. Spring term. Dr. Burnham.

See description of course in Rural Education department, page 150.

301A. The History of Social Thought. 4 term hours. Prerequisite: Sociology 201 A, B. Full term. Dr. Ettinger.

A critical study of about thirty important men from Zoroaster and Confucius to contemporary social theory. The course will also include estimations of various schools of thought such as the economic determinist, the militarist, the eugenist.

Note.—Courses 301 A, B, C, D may be taken separately and they may be taken in any order by students who have had the prerequisite courses.

301B. Social Pathology. 4 term hours. Prerequisite: Sociology 201 A, B. Fall and Winter terms. Not given in 1931-1932. Mr. Kercher.

A study of pathological or diseased aspects of modern society from the point of view of fundamental causes and scientific remedies. Poverty, delinquency, divorce, unemployment, insanity, crime, and kindred subjects will be considered.

See note under course 301A.

301C. The Family. 4 term hours. Prerequisite: 201 A, B. Winter and Spring terms. Dr. Ettinger.

A historical study of the institution of marriage, followed by a careful analysis of modern family disorganization and its social significance. In general, attention will be centered on the normal rather than the definite pathological family.

See note under course 301A.
302. Community Organization. 4 term hours. Prerequisite: Sociology 201 A and B. Summer term. Dr. Terpenning.
This course comprehends the study of communities as social groups, including their origin, growth, decline, economic and cultural organization; an analysis of their conflicts and cooperative activities; the genesis and the trends of the community movement; typical experiments in community organization, including the successes and failures of idealistic communities; and the theories and principles of community organization, with some discussion of the various Utopian schemes.

303. Social Origins. 4 term hours. Prerequisite: Sociology 201 A and 201B.
Given in alternate years with Social Pathology, 301B. Given in 1931-1932. Winter term. Mr. Kercher.
A study of the origins of culture, involving an examination of the sentiments, moral attitudes, and mental traits of primitive man as they find their expression in the activities and organizations of primitive tribal society.

304. Criminology. 4 term hours. Prerequisites: Sociology 201 A and 201B.
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.

420. Educational Sociology. 4 term hours. Prerequisite: Sociology 201 A, B, Psychology 100, 200. Given each term. Dr. Halnou.
This course is a study of the relation of education to social conduct. How education may be made effective as an instrument for changing the individual in his social relations; e.g. in his family, in his group, in his recreation, and in his civic and moral relationships is a major inquiry. Emphasis will be placed upon the subject matter, the method of instruction, and the school organization believed to result in desirable changes in the social behavior of individuals and communities.

HOME ECONOMICS

MARY A. MOORE
RUTH V. SCHUMACHER
FRANCES E. WALTON

Foods

102. Introductory Home Economics. 2 term hours. Fall term. Miss Moore.
A foundation course aiming to give a background for future work in foods and cookery.

104. Foods. 4 term hours. Prerequisite: Home Economics 102. Winter and Spring terms. Miss Moore.
A study of the fundamental principles of cookery, methods of preparation, with laboratory practice in foods used in the home.

206. Nutrition. 4 term hours. Prerequisite: Home Economics 102, Chemistry 103, Biology. Fall or Winter term. Miss Moore.
A general discussion of the essentials of an adequate diet; application of such knowledge to the feeding of individuals and family groups and the planning of typical dietaries.
HOME ECONOMICS 121

Elective for all students except those in the Home Economics department. Study of nutrition as a basis for selection of food for individuals and family groups.

This course includes a study of the history of foods, demonstrations of processes of cookery, and the preparation of different types of meals.

Advanced work in the study of foods and the requirements of individuals in health and under such pathological conditions as are chiefly dependent upon dietetic treatment.

412. Lunch Room Management. 4 term hours. Winter or Spring term. Miss Moore.
Large quantity cookery with practice in college cafeteria. Planning, marketing for, and management of lunches for various social activities. Open only to seniors in Home Economics Department.

Clothing and Textiles

101. Introductory Home Economics. 2 term hours. Fall term. Mrs. Schumacher.
An introductory course in clothing appreciation and construction. Fundamental sewing processes are taught in the making of simple garments.

One half of the term is spent in the study of textiles, with respect to their cost, quality, and use. The remaining time is devoted to garment construction.

110. Clothing. 3 term hours. Winter or Spring term. Mrs. Schumacher, Miss Walker.
A course for non-specializing students. Clothing appreciation and garment construction are taught to help the student of any department to clothe herself appropriately and economically.

205. Clothing. 4 term hours. Prerequisite: Home Economics 101, Clothing 103. Fall and Winter terms. Miss Walker.
A continuation of the study of clothing selection and further development of the aesthetic standards in dress, though the emphasis in this course is on technique of construction. The problems include the making of a paper dress form which is used in the construction of tailored wool and silk dresses.

210. Clothing. Elective. 4 term hours. Prerequisite: Clothing 110 or equivalent. Miss Walker.
Applied dress design. The course includes making a paper dress form and its use. Emphasis is placed on the application of art principles to the costumes.
305. Millinery. 4 term hours. Prerequisite: Home Economics 101, Clothing 103. Winter or Spring term. Miss Walker.
A study of line and design in hats as a part of the complete costume. The fundamental processes in millinery construction are taught in the blocking and draping on inexpensive hats of felt, straw, ribbon, and fabric.

Note.—This course is open to other than Home Economics students upon recommendation of the adviser.

311. Special Problems in Advanced Clothing. 4 term hours. Prerequisite: Clothing 101, 103, 205, or equivalent. Fall term. Mrs. Schumacher.
Opportunity is given in this course for advanced work in dress decoration, children's clothing, and construction of soft line dresses. Attention is given to methods of teaching in relation to laboratory practice.

405. Clothing. 4 term hours. Prerequisite: Home Economics 101, 103, 205. As scheduled. Mrs. Schumacher, Miss Walker.
Applied dress design is taught by modeling and draping on the dress form. A tailored coat or suit is also made in this course.

Household Administration

An elective course for students not specializing in the department. One-half of the time is devoted to the study of artistic principles connected with the planning and furnishing of the home. The other half is given to a study of the family and administrative problems.

A study of the home, family relationship, and administrative problems.

315. Home Nursing. 3 term hours. Prerequisite: Biology and Nutrition 206. Spring term. Miss Ellis Walker.
Prevention and care of illness in the home, including simple nursing procedures, and first aid treatment for common household emergencies. A study of maternity and infancy.

415. Child Care. 2 term hours. Winter or Spring term. Mrs. Schumacher.
A study of the pre-school child with respect to its care, development, and habits. For home economics students only.

Home Economics Education

120. Home Economics. 2 term hours. As scheduled. Miss Moore, Mrs. Schumacher.
This general course is primarily for those intending to teach in rural schools: one-teacher, consolidated, and village. Consideration will be given personal and professional problems such as: selection and care of clothing, personal hygiene, nutrition and hot noon lunch, four-H cooking and sewing clubs, school and fair exhibits, care and decoration of school rooms, etiquette, and problems of the home.

The purpose of this course is to give students a basis for the selection and organization of subject matter preparatory to teaching Home Economics. Study is made of the general aims and methods of teaching these subjects and the construction and use of illustrative material.

215. **Home Economics.** 4 term hours. Winter or Spring term. Miss Moore, Mrs. Schumacher.

For students in other departments. An informational course dealing with subject matter, materials and methods of Home Economics.

**ADDITIONAL COURSES GIVEN IN OTHER DEPARTMENTS**

**Art.**
- Costume Design 110.

**Biology.**
- Biology 201
- Physiology 211C.

**Chemistry.**
- General Chemistry 103 A, B, C.
- Chemistry applied to the Home and Community 203A.

**Manual Arts.**
- Home Mechanics 300.

**LATIN**

**100 A, B, C.** **Elementary and Second-Year Latin.** No credit or 12 term hours. Miss Steckelberg.

This course is designed for those students who need two units of Latin for admission to the A.B. curriculum, or to a medical, dental, or other professional course. It covers the work of two units of high school language requirement. One unit of high school Latin may be applied provided the remainder of the course is taken here. Not given in 1931-32.

**101 A, B, C.** **Cicero and Latin Composition.** 12 term hours. Prerequisite: Two units of high school Latin or Course 100. Miss Hoebeke.

The reading of four orations of Cicero and several of his letters along with a study of the political institutions of the Roman Republic; also the reading of selections from Ovid’s *Metamorphoses.* Latin composition once a week throughout the year.

**102, A, B, C.** **Vergil.** 12 term hours. Prerequisite: Three units of high school Latin or course 101. Miss Hoebeke.

The first six books of the Aeneid will be read. A study of Greek and Roman mythology will accompany the reading.
103, A, B, C. Latin Literature. 12 term hours. Prerequisite: Four units of Latin. Miss Steckelberg.
Survey of Roman literature with reading of representative Latin authors:
A. Cicero's *De Amicitia* and *De Senectute*. Fall term
B. Selections from Books I, XXI, XXII of Livy. Winter term.
C. Selections from Pliny's Letters and from the Latin poets. Spring term.

204A. Horace. 4 term hours. Fall term. Miss Kraft.
The *Odes* and *Epodes* will be read. A study of the philosophy of Horace will accompany the reading.

204B. Horace. 4 term hours. Winter term. Miss Kraft.
The *Satires* and *Epistles* will be read.

204C. Latin Comedy. 4 term hours. Spring term. Miss Kraft.
A study of the rise and development of Latin Comedy, and the reading of selected plays of Plautus and Terence.

205. Teachers Course. 4 term hours. Fall term. Miss Kraft.
This course treats of the problems of the first two years of high school Latin. Observations of teaching, reports and discussion will form a part of the work. This course must precede practice teaching in Latin.

206. Latin Writing. 4 term hours. Winter term. Miss Kraft.
Practice is made in the fundamental principles of correct expression in Latin. Required of all students majoring in Latin.

207. Roman Life. 4 term hours. Spring term. Miss Kraft.
The distinctive features of Roman private and public life are presented with a view to the needs of the high school teacher. Since a knowledge of Latin is not required the enrollment is not limited to students of the department.

305A. Catullus, Tibullus, and Propertius. 3 term hours. Fall term. Miss Steckelberg.
Selections from these poets and a study of the period in which they wrote.

305B. Martial and Juvenal. 3 term hours. Winter term. Miss Steckelberg.
Selections are studied from the *Epigrams* of Martial and the *Satires* of Juvenal.

305C. Lucretius. 3 term hours. Spring term. Miss Steckelberg.
This study includes selections from *De Rerum Natura* with emphasis upon the poetic and philosophical aspects of the work.

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**

A course of ten lessons on the use of the library. Required of all freshmen.
98. Mechanical Drawing. High school credit only. Given each term. Mr. Huff.

Lettering, technical sketching, working drawings of simple objects, tracing, inking, and blueprinting as outlined by the State of Michigan Course of Study. Required of all manual arts students who have not had a satisfactory course in high school mechanical drawing.

99. Elementary Woodwork. High school credit only. Given each term. Mr. Sherwood, Mr. Woods.

A beginner's course in the fundamentals of hand woodworking including care and use of the common bench tools and simple wood finishing. Designed particularly to prepare the student of limited experience for shop courses of college grade and required of all students who have not had this work in accredited high schools.

102A. Household Mechanics. 4 term hours. Spring and Summer terms. Mr. Woods.

A course in the selection, care, and repair of mechanical devices used in the modern home. Includes practical problems in glazing, painting, soldering, furniture repair, refinishing, plumbing, care and repair of electric appliances.


A more advanced study of tools, materials, and appliances in the home. Special attention is given to the construction of a course of study and instruction sheets suitable for junior high schools. A course of special interest to those preparing to teach or supervise household mechanics.

103A. Advanced Benchwork. 4 term hours. Prerequisite: Elementary Woodwork 99, or equivalent. Fall and Winter terms. Mr. Sherwood.

An advanced course in bench woodworking with particular emphasis on technique of hand tools, grinding, and sharpening. Includes elementary pattern making and molding.

108. General Metal. 4 term hours. Fall and Summer terms. Mr. Weaver.

A course presenting, through a series of unit activities, the methods used in handling and shaping metals. Processes in forging, bending, riveting, oxyacetylene welding, brazing, soldering, spinning, stamping, etching, and polishing are demonstrated and applied.

111A. Mechanical Drawing. 4 term hours. Prerequisite: Mechanical Drawing 98, or equivalent. Fall, Winter, and Summer terms. Mr. Huff.

A continuation of the principles emphasized in Mechanical Drawing 98. Lettering, sketching, drawing, tracing, and electric blueprinting of suitable shop projects.

111B. Mechanical Drawing. 4 term hours. Prerequisite: Mechanical Drawing 111A. Spring and Summer terms. Mr. Huff.

More advanced problems in mechanical drawing, detailing, design, theory and application, ranging from simple geometrical problems through surface development to machine details, cams, and gears. Special emphases on review of the fundamentals of drawing and discussions of practical problems.
112. Mechanical Drawing. 4 term hours. Winter term. Mr. Huff.
Primarily for art students. A short, intensive study of mechanical drafting principles and processes as applied to interior decorating and exterior rendering. Also includes plans and elevations of simple architectural problems.

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

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

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

200. Pattern Making. 4 term hours. Prerequisite: Advanced Benchwork 103A, or equivalent. Winter and Summer terms. Mr. Sherwood.
A continuation of course 103A involving both pattern making and foundry practice. Special emphasis is placed upon accuracy of workmanship and general technique as well as the educational principles involved. Visits are made to commercial shops and foundries to connect this work more effectively with modern industrial practices.

201. Mechanical and Machine Drawing. 4 term hours. Prerequisite: Mechanical Drawing 98, or equivalent. Spring term. Mr. Huff.
Special attention is given to orthographic projection, detailing assemblies, and other fundamentals of drafting. This course is the equivalent of Drawing I of the Engineering Department, University of Michigan, and satisfies the requirements of engineering students.

Instruction and exercises are given on combinations of the point, line and plane, intersections, developments, tangent planes, and warped surfaces. This course is the equivalent of Drawing II of the Engineering Department, University of Michigan.

203 A, B, C. Rural School Shop. 12 term hours. 4 hours a week throughout the year. Mr. Nichols, Mr. Weaver, Mr. Woods.
A course to train unspecialized mechanics to select, care for, and repair the tools, implements, and machines commonly found on modern farms. Emphasis is placed on simple concrete and building construction, water pressure and drainage systems, heating and ventilating systems, as well as farm power equipment.
204A. Wood Turning. 4 term hours. Fall and Winter terms. Mr. Nichols
An elementary course in the fundamentals of wood turning. It includes
spindle and oval turning, chuck, faceplate, and spherical turning. Special
attention is given to tool grinding, and care of various types of wood lathes,
and the organization of a course of study. This course is accompanied by
design with special emphasis on turning problems.

205. Woodshop. 4 term hours. Prerequisite: Advanced Benchwork 103A.
Winter, Spring, and Summer terms. Mr. Nichols.
An introductory course in the use and care of woodworking machines.
Special emphasis is given to the various types and points to be considered in
the buying of woodshop equipment. Much attention is given to jointer and
surfacer grinding, band saw filing, brazing, and circular saw fitting. Types of
furniture construction are worked out through a series of fundamental
problems.

207A. Wood Finishing. 4 term hours. Fall, Winter, and Summer terms.
Mr. Nichols.
An introductory course in the principles and methods of modern wood
finishing. This course includes the working out of the standard and more
popular finishes now in vogue and industrial finishing. Much time is de-
voted to the study of wood structure, finishing materials, and the organization
of a course of study in connection with Wood laboratory work. Some time is
devoted to the theory applied to interior decorating in a selection of wall
hangings, floor coverings, and furniture fabrics.

215 A, B, C. Architecture. 12 term hours. 4 hours a week throughout the
year. Prerequisite: Mechanical Drawing 111. Mr. Huff.
Plans, elevations, detailing, rendering, perspective, estimates, tracing, and
blueprinting of structures ranging from simple one-story buildings to original
designs for modern homes are included. Special emphasis is placed on practi-
cal work and architectural appreciation.

216. Printing. 4 term hours. Prerequisite: Printing 116 A, B, and C.
Spring and Summer terms. Mr. Pullin.
Keeping of records and accounts, purchase of materials, planning and
laying out equipment, and study of school publications. Students will work
out courses of study with job sheets, using original ideas.

222. Sheet Metal. 4 term hours. Prerequisite: Drawing 111. Fall and
Summer terms. Mr. Weaver.
The application of hand and machine processes in cutting, forming, seam-
ing, burring, crimping, notching, and wiring as applied to the making of
theware, spouts, gutters, and large containers.

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

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

224C. Machine Shop. 4 term hours. Spring and Summer terms. Mr. Weaver.
Simple tool making, taps, reamers, small dies and design of jugs 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. Spring and Summer terms. Mr. Weaver.

A study of the various parts of the automobile and simple repairs to be made with the use of job sheets. A laboratory course.

242B. **Auto Mechanics.** 4 term hours. Not given in 1931-1932. 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. Not given in 1931-32. Mr. Weaver.

Advanced practice in motor overhauling and rebuilding, general chassis repairs, and car refinishing.

300. **Home Mechanics.** 2 term hours. Fall term. Mr. Sherwood.

A practical course, girls only, in the care, adjustment, and repair of home equipment and devices as well as information about and participation in those procedures and practice that are effective in the operation and management of the modern home.

301. **Shop Organization.** 4 term hours. Spring and Summer terms. Mr. Sherwood.

This course is planned to meet the needs of those students who have had considerable practical experience or school training and who wish to organize this experience and adapt it to the needs and requirements of the public schools. Equipment, supplies, and inventories are studied as well as methods of collecting and organizing teaching materials in effective forms.

308A. **Woodshop.** 4 term hours. Prerequisite: Woodshop 205, Wood Finishing 207A. Mr. Nichols.

An advanced course in machine woodshop designed for those who wish to specialize in woodwork. This course includes more advanced problems in furniture construction and design. Some attention is given to caning and simple upholstery, rod work, layouts, and the use of shaper and tenover. This course includes also the history of furniture design.

308B. **Woodshop.** 4 term hours. Prerequisite: Woodshop 308A. Mr. Nichols.

A continuation of woodshop 308A with particular emphasis on steaming and bending, cabarole and form work, jig work as applied to moldings and shaper work, veneering and panel construction, marquetry and inlaying. Included with this course is more advanced work in furniture design which requires the working out of type furniture problems according to the rules of modern furniture design.

308C. **Woodshop.** 4 term hours. Prerequisite: Woodshop 308A and B. Mr. Nichols.

The work in this course can be summed up under three headings:

1. The laboratory work includes a major project designed by the student and applying as many as possible of the principles outlined in the two preceding courses;
2. The working out of an ideal shop floor plan including natural and artificial lighting, all power conduits, location of tool cases, lumber room, finishing room, glue room;
3. Selection, prices and installation of the equipment to fix the students layout.

The course continues the study of furniture history and design.
Courses in the department of mathematics are designed to meet the needs of students presenting three types of preparation in the high school. Freshmen electing work in mathematics for the first time should be careful to select from courses 100A, 103A, or 104A the one best adapted to the amount of high school mathematics for which they have credit.

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

A major in mathematics consists of 36 term hours offered in this department including courses 205 A, B, and C.

A minor in mathematics consists of 24 term hours in this department including courses 103 A, B, and C or 104 A, B, and C.

Students desiring to do practice teaching in mathematics must have completed a major or a minor in this subject and to have included in this preparation at least one of the following courses: Teaching of Algebra or Teaching of Geometry. The History of Mathematics is also recommended.

The postponement of practice teaching until the senior year or late in the junior year is recommended.

Applications for practice teaching in mathematics must be approved by the chairman of this department.

100A. Algebra Beginning with Quadratics. 4 term hours. Fall term. Mr. Bartoo, Mr. Hart.

Designed for students who present for admission one year only of algebra. For those students it should precede all other courses of mathematics.

100B. Solid Geometry. 4 term hours. Winter term. Mr. Bartoo, Mr. Hart.

Designed for students who present one year of plane geometry, but who have not studied solid geometry.

100C. Trigonometry. 4 term hours. Given each term. Mr. Ackley, Mr. Bartoo, Mr. Hart.

Plane trigonometry, trigonometric functions, identities, inverse functions, equations, solution of triangles by logarithms.

101. Arithmetic. 4 term hours. Prerequisite: high school algebra and geometry. Given each term. Mr. Ackley, Mr. Blair, Dr. Everett, Miss Ford.

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

103A. Trigonometry and Algebra. 5 term hours. Fall term. Mr. Ackley, Mr. Bartoo, Mr. Blair.

This course includes all of the work given in course 100C and in addition an introduction to college algebra. Designed for students who have studied algebra in high school one and one-half or two years, but who have not taken trigonometry as part of their high school course. Meets five times a week.
103B. **College Algebra and Analytic Geometry.** 5 term hours. Winter term. Mr. Ackley, Mr. Bartoo, Mr. Blair.

A continuation of course 103 A. Rectangular and polar co-ordinates, simultaneous linear equations, and determinants. Meets five times a week.

103C. **College Algebra and Analytic Geometry.** 5 term hours. Spring term. Mr. Ackley, Mr. Bartoo, Mr. Blair.

A continuation of course 103B. Completes substantially all of the work offered in 104B. Meets five times a week.

104A. **College Algebra and Analytic Geometry.** 4 term hours. Fall term. Dr. Everett, Miss Ford.

Rectangular and polar co-ordinates, simultaneous linear equations, determinants, relations between straight lines. Designed for students who have taken trigonometry as a part of their high school course. Also open to students who are taking at the same time course 100C.

104B. **College Algebra and Analytic Geometry.** 4 term hours. Winter term. Dr. Everett, Miss Ford.

A continuation of course 104A. Permutations and combinations, the circle, quadratic equations, complex numerals, polynomials.

104C. **College Algebra and Analytic Geometry.** 4 term hours. Spring term. Dr. Everett, Miss Ford.

A continuation of course 104B. The parabola, ellipse, and hyperbola, higher plane curves. A brief survey of solid geometry.

110. **Surveying.** 4 term hours. Prerequisite: trigonometry. Spring and Summer terms. Mr. Ackley, Dr. Everett.

A course in field work involving actual problems in surveying and leveling. The final test consists of field notes and a map from a personal survey of an irregular tract.

112. **Applied Mathematics.** 4 term hours. Winter term. Mr. Ackley.

An elementary course in the application of the fundamental operations of mathematics to the solution of industrial or simple engineering problems.

115. **College Algebra.** 4 term hours. Winter and Summer terms. Mr. Ackley, Mr. Blair.

A thorough review of elementary algebra, followed by topics usually studied in a course in college algebra, such as the function concept, determinants, permutations and combinations, theory of equations, and logarithms.

116. **Analytic Geometry.** 4 term hours. Prerequisite: trigonometry and college algebra. Spring and Summer terms. Mr. Ackley, Mr. Blair.

Analytic geometry of the straight line, circle, and conic sections. This course is designed to follow course 115 and students who have completed courses 100C, 115, and 116 will be admitted to calculus.

202. **Teaching of Junior High School Mathematics.** 4 term hours. Prerequisite: high school algebra and geometry. Given each term. Mr. Ackley, Dr. Everett, Miss Ford.

This course will consist of a series of talks and discussions, with assigned readings for junior high school teachers on the best methods of teaching mathematics in the seventh, eighth, and ninth grades. Such topics as the function concept, graphs, the transition from arithmetic to algebra, formulas, and the more modern business applications of the subject will be considered along with the more traditional material of these grades. Not open to first-year students.
MATHEMATICS

205A. Calculus. 4 term hours. Prerequisite: college algebra and analytic geometry. Fall and Summer terms. Mr. Ackley, Mr. Blair, Dr. Everett.
An elementary course in differential calculus.

205B. Calculus. 4 term hours. Winter and Summer terms. Mr. Ackley, Mr. Blair, Dr. Everett.

205C. Calculus. 4 term hours. Spring term. Mr. Ackley, Mr. Blair, Dr. Everett.
A continuation of course 205B. A course in integral calculus.

208. Teaching of Geometry. 2 term hours. Winter and Summer terms. Mr. Bartoo, Mr. Blair.
The aim of this course is to give the prospective teacher the best educational thought relating to the content and teaching of geometry in the high school. It is recommended that this course precede practice teaching in geometry.

209. Teaching of Algebra. 2 term hours. Fall and Summer terms. Mr. Bartoo, Mr. Blair.
The aim of this course is to give the prospective teacher the best educational thought with reference to the content and teaching of algebra in high school. It is recommended that this course precede practice teaching in geometry.

211. Introduction to Statistics. 4 term hours. Spring and Summer terms. Dr. Everett.
The object of this course is to give the student a knowledge of logical principles and of methods of procedure underlying statistical analysis. The topics discussed will include measures of central tendency, of dispersion, and of relationship.

315A. History of Mathematics. 2 term hours. Prerequisite: analytic geometry. Fall and Summer terms. Mr. Blair.
Treats of the history of geometry and trigonometry from earliest times to the present.

315B. History of Mathematics. 2 term hours. Prerequisite: analytic geometry. Winter and Summer terms. Mr. Blair.
A continuation of course 315A, treating of the history of arithmetic and algebra.

321. Differential Equations. 4 term hours. Prerequisite: Calculus 205C. Spring and Summer terms. Mr. Blair, Dr. Everett.

322. Theory of Equations. 4 term hours. Prerequisite: Calculus 205C. Winter term. Mr. Blair, Dr. Everett.
This course alternates with course 323 and will be given in 1931-1932.

323. Solid Analytic Geometry. 4 term hours. Prerequisite: Calculus 205C. Winter term. Dr. Everett.
This course alternates with course 322, and will not be given in 1931-1932.
325. **Theoretical Mechanics.** 4 term hours. Prerequisite: Calculus 205C. Winter term. Mr. Blair.

The material of this course consists of a study of the composition and resolution of translations by vector methods without, however, making use of the notation of vector analysis. In linear and plane kinematics a critical study is undertaken of the following topics: velocity, acceleration, angular velocity, angular acceleration. In dynamics, mass, density, moments and centroids of particles, lines, areas, and volumes are studied.

327. **Mathematics of Finance.** 4 term hours. Prerequisite: Calculus 205C. Fall term. Dr. Everett.

A study of mathematical principles and formulas underlying investments, and accounting. The course will include the analysis and solution of typical problems.

330. **College Geometry.** 4 term hours. Prerequisite: Calculus 205C. Spring term. Mr. Ackley, Mr. Bartoo.

While this course is designed primarily for those who plan to teach high school mathematics, it will be of interest to anyone desiring to apply the Euclidian methods to many interesting problems beyond the scope of a high school text.

The course will consist of a study of such topics as: Geometric constructions, Properties of the triangle, Harmonic ranges and pencils, circle of Apollonius, Inversions, Poles and Polars, and Orthogonal and Co-axiel circles.

**MODERN LANGUAGES**

**French**

M. AMELIA HOCKENBERRY  
MARION TAMIN  
HENRY HOYT HILTON

Students desiring to do practice teaching in French must have completed a minimum of 24 hours in this subject and must be approved by the chairman of the department.

It is strongly recommended that students who are planning to do practice teaching shall take course 204A, simultaneously with course 102A or 203A. 36 term hours are required for a major; 24 hours are required for a minor.

101 A, B, C. **Elementary French.** 12 term hours. 4 hours a week throughout the year. Mrs. Hockenberry, Miss Tamin.

The rudiments of grammar, drill in pronunciation, reading of 100 to 150 pages of a selected text, writing French from dictation, and memorizing of French songs and poems. The course aims, from the outset, to give training in understanding spoken French.

102 A, B, C. **Intermediate French.** 12 term hours. 4 hours a week throughout the year. Prerequisite: Two years of high school French or one year of college French. Mrs. Hockenberry, Miss Tamin.

Composition based on text, assigned topics, and further practice in oral French. About 500 pages of texts, including plays and short stories.

203A. **Nineteenth Century French Prose and Drama.** 3 term hours. Prerequisite: French 101, 102, or equivalent. Fall term. Mrs. Hockenberry.

A cursory study is made of the development of Romanticism in France with readings from Chateaubriand, George Sand, Victor Hugo.
203B. Nineteenth Century French Prose and Drama. 3 term hours. Prerequisite: French 101, 102, 203A, or consent of instructor. Winter term. Mrs. Hockenberry.

The Realistic School is studied through readings from Balzac, Flaubert, Maupassant.

203C. Nineteenth Century French Prose and Drama. 3 term hours. Prerequisite: French 101, 102, 203 A, B or consent of instructor. Spring term. Mrs. Hockenberry.

A survey of the nineteenth century drama is made including the study of plays of de Musset, de Vigny, Augier.

204A. Problems of Teaching French. 4 term hours. Prerequisite: French 203, or equivalent. Fall term. Miss Tamin.

Informal discussion of the daily problems arising in the teaching of French. Students planning to teach French must elect this course as the fall term work of course 204 B, C.

204B. Advanced French. 4 term hours. Prerequisite: French 204A or consent of instructor. Winter term. Miss Tamin.

A study of the seventeenth century conditions and history. Readings from the letters of Mme. de Sevigne and the fables of La Fontaine.

204C. Advanced French. 4 term hours. Prerequisite: French 204 A, B, or consent of instructor. Spring term. Miss Tamin.

The Classical Drama of the seventeenth century is studied through the dramas of Corneille, Racine, and Moliere.

205 A, B, C. France and the French. 3 term hours. One hour a week throughout the year. Mrs. Hockenberry.

Obligatory for those specializing in French, but a course conducted in English and open to those not in the French department. A study of topics, oral and written, pertaining to French life. Discussion on the art, geography, education, and historical monuments of France. Intended as a cultural background for other courses and for general information.

206 A, B, C. Contemporary Literature. 6 term hours. Two hours a week throughout the year. Not given in 1931-1932. Miss Tamin.

Intended especially for advanced students who are majoring in French and who wish additional credit. Reading planned to help students become familiar with the best in the modern novel, drama, and poetry. To be offered alternately with French 207 A, B, C.

207 A, B, C. Conversation and Free Composition. 6 term hours. Two hours a week throughout the year. Given in 1931-1932. 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.

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

The aim of this course is to make a scientific study of sound 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.
209 A, B, C. French Literature. 6 term hours. Twice a week throughout the year. Prerequisite for students majoring or minoring in French: two years of college French. Miss Tamin.

This course will be taught in English for the benefit of all those interested in masterpieces of French Literature. Translations will be provided for those students who cannot read French.

GERMAN

ELISABETH T. ZIMMERMAN

36 term hours are required for a major; 24 term hours are required for a minor.

Students desiring to do practice teaching in German must have completed a minimum of 24 hours in this subject and must be approved by the chairman of the department.

101, A, B, C. Elementary German. 12 term hours. 4 hours a week throughout the year. Miss Steckelberg, Miss Zimmerman.

The aim of this course is to give the student a thorough knowledge of the fundamentals of German grammar, some facility in speaking and writing the language, and the power to understand and reproduce simple German reading matter. The work will consist of the systematic study of German grammar, the reading of 100 to 200 pages of narrative prose, the reading and memorizing of selected poems, and the writing of simple, idiomatic German. No credit will be given for a part of the course. One year of high school German may be applied on the course.

102 A, B, C. Intermediate German. 12 term hours. 4 hours a week throughout the year. Prerequisite: one year of college German or two years of high school German. Miss Zimmerman.

The work of this course will consist principally in extensive reading of novelistic and dramatic German. The composition work will consist of reproductions of texts read, short compositions on assigned topics, and reports on books assigned for collateral reading. The memorizing of poems will be continued.

103, A, B, C. Scientific German. 12 term hours. 4 hours a week throughout the year. Prerequisite: the equivalent of one year of college German. Miss Zimmerman.

The reading material in this course will be adapted to the needs of the students. An attempt will be made to give as wide a vocabulary as possible, to meet the needs of students interested in different sciences and in mathematics. An opportunity will be given to the students to suggest, upon advice of the instructors in science and mathematics, articles to be read bearing upon particular problems.

203 A, B. The Drama and Lyric Poetry of the Eighteenth Century. 8 term hours. Fall and Winter terms. Prerequisite: two years of college German or equivalent. Miss Zimmerman.

A study of the literature of the eighteenth century in Germany, covering the classical period and the beginnings of Romanticism. Dramas of Lessing, Schiller, and Goethe, and selected lyrics and ballads will be read in class and assigned for collateral reading.

203C. Modern German Drama. 4 term hours. Spring term. Miss Zimmerman.

A study of the drama from Hebbel, to the present time.
204 A, B, C. German Literature. 6 term hours. Twice a week throughout the year. Miss Zimmerman.

A survey course in German literature, with lectures in English and wide reading of German masterpieces in translation for those who do not read German. This course is designed primarily for students majoring in English, French, or Latin, who have had no German.

SPANISH

H. P. Greenwall

101 A, B, C. Elementary Spanish. 12 term hours. No credit will be given for less than a year's work. Mr. Greenwall, Miss Matlock.

The elements of grammar and pronunciation are given particular attention. The use of oral Spanish is encouraged.

102 A, B, C. Intermediate Spanish. 4 term hours each term. Prerequisite: Spanish 101, or two years of high school Spanish. Mr. Greenwall, Miss Matlock.

This is mainly a reading course; in addition to the reading work there is composition, conversation, and some work in grammar.

203 A, B, C. Advanced Spanish. 4 term hours each term. Prerequisite: Spanish 101, 102, or equivalent. Mr. Greenwall.

Emphasis will be placed on advanced composition and the reading of advanced texts. It is also the purpose of this course to give a knowledge and understanding of the Spanish-speaking nations.

204, A, B, C. Hispanic Civilization. 3 term hours. 1 hour a week throughout the year. Mr. Greenwall.

A study of the history and culture of the Spanish-speaking nations. The course will be conducted in English and is not limited to students of the Spanish department.

MUSIC

Harper C. Maybee
George E. Amos

Dorothea Sage Snyder

Leoti C. Britton
H. Glenn Henderson

101A. Fundamentals of Music. 4 term hours. Fall term. Mr. Maybee, Mrs. Snyder.

This course prepares students for positions as supervisors of music in public schools. It presupposes some musical talent and ability in reading music of school grade difficulty. The work includes a study in the development of musical theory, notation, rhythm, ear-training, scale construction, the major and minor keys, interval work, rapid sight singing, chromatics in simple form, rounds, cannons and two and three part singing.

101B. Fundamentals of Music. 4 term hours. Prerequisite: Music 101A. Winter term. Mr. Maybee, Mrs. Snyder.

Sight reading involving part singing is offered and ear training is stressed. Oral and written response is given to hearing of simple melodic and rhythmic forms.

Sight reading, involving part singing and more difficult melodic and rhythmic problems, is presented. Melody writing involving the above problems is given in both major and minor keys.

Note.—An examination in the fundamentals of music is required before credit is given.

104. Early Elementary Music. 4 term hours. Given each term. Mrs. Britton, Mrs. Snyder.

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

105. Later Elementary Music. 4 term hours. Given each term. Mrs. Britton, Mrs. Snyder.

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

106. Rural School Music. 4 term hours. Given each term. Mrs. Snyder.

The course consists of sight reading of unison songs, introduction of part singing, theory, methods of teaching music in the rural school, organization of music work in the school and the community. The importance and value of music in the life of school and community are emphasized. Material for school singing, community singing, appreciation work, and recreational play are considered.

116 A, B, C. Voice Culture. 6 term hours. 2 hours a week throughout the year. Mrs. Snyder.

Stresses the fundamental processes of breath control and tone production. Group singing for each student every day, singing of songs in small groups, and later some individual coaching.

123. Women's Glee Club. 4 term hours for a year's work. Mrs. Snyder.

The Women's Glee Club of thirty is chosen from the chorus through competition. The object is to select students for special artistic training in ensemble work. The Glee Club sings before a number of high schools throughout the State. They also take an active part in the musical work on the campus and in the city.

125. Men's Glee Club. 4 term hours for a year's work. Mr. Maybee.

Open to all men with musical ability who have had experience in singing. The club makes a concert tour during the spring vacation in addition to filling numerous other engagements and taking an active part in the music life on the campus.

127. Orchestra. 4 term hours for a year's work. Rehearsals twice a week. Mr. Amos.

Open to all students with a reasonable amount of training upon wind and string instruments. Special training is given in small groups outside of regular rehearsals.
130. **Band.** Physical education credit. Rehearsals twice a week throughout the year. Mr. Amos.

This organization of from fifty to sixty members affords the student who plays some instrument opportunity for directed development. The school owns many of the instruments, which it places at the disposal of the students.

Since the Band appears at assemblies and games, it is also supplied with uniforms.

206A. **Music Education.** 4 term hours. Prerequisite: Fundamentals of Music 101A, B, C. Mrs. Britton.

The aim of the course is to acquaint the student with the materials, methods, problems, procedure, and development of music in the Public Schools. Specific training is given for the study of each problem involved. This course must precede practice teaching and is intended for those students who are majoring in music.


This course deals with presentation of music in the intermediate grades. It involves these topics: development of independent sight singing, both syllables and words; two and three part singing; introduction of tonal and rhythmic problems found in music designed for intermediate grades. Courses in music appreciation, organization of grade school orchestras, and instrumental class work are discussed; and suitable material for the work is considered.


This course presents methods of organizing classes and presenting school music in both junior and senior high school. It involves a study of the changing voices, voice testing, glee clubs, and all types of ensemble singing with a study of suitable material. The problems of credit for outside music study and competitive contests are considered. Some training is given students in presenting operettas, cantatas, and chorus numbers.

209 A, B, C. **Harmony.** 4 term hours each term. Prerequisite: Music 101 A, B, C. Mr. Henderson.

This course presents sufficient material to enable a student to gain an intelligent knowledge of modern harmonic treatment. Part writing from given basses and melodies, chord and melodic progressions. Students must be able to play sufficiently to render hymn tunes.

212A. **Ancient and Medieval Music.** 4 term hours. Fall term. Prerequisite: Music 101 A, B, C. Mr. Maybee.

The aim of this course is to acquaint the student with the development of music from its earliest primitive inception through the numberless stages of growth of melody, rhythm, and harmony down to the time of Bach.

212B. **Modern Composers.** 4 term hours. Prerequisite: Music 101 A, B, C, 212A, or the consent of the instructor. Mr. Maybee.

Music from the time of Bach to the present day composers. The development of the orchestra, opera, oratorio, and various other musical forms is worked out with the aid of the piano, voice, and victrola, bringing within the hearing of the students various interpretations of the master works.

212C. **Musical Appreciation.** 4 term hours. Prerequisite: Music 101 A, B, C, 212A, B. Mrs. Britton.

A study of the masterpieces is made and appreciation work in preparation for teaching children is definitely worked out.
216 A, B, C. Voice Culture. 6 term hours. 2 term hours throughout the year. Prerequisite: Music 116. Mr. Maybee.

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

223. Women's Choir. 4 term hours for the year's work. Mrs. Snyder.

The Women's Chorus consists of all of the women students in the Music and Music and Art curricula and other students who have had previous musical training. The chorus appears before the student body in assembly a number of times during the year. Rehearsals are held Tuesday evenings, at 7 o'clock, in the Rotunda of the Training School.


This course is designed to train students in the physical education department who have a limited musical experience. Special stress is placed upon singing and melody writing, emphasizing the rhythmic forms.


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

331 A, B, C. Orchestration. 12 term hours. Mr. Amos.

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

PENMANSHIP

Ethel Shimmel

Penmanship. Non-credit course.

A study of the psychology, physiology, and pedagogy of handwriting. Includes a study of the objectives in the teaching of handwriting, of the relation of writing to the other subjects of the curriculum, of the measurement of handwriting, and of the best methods of presentation. Special training is given in the use of scales and score cards in diagnosing handwriting difficulties and in determining the remedial work that would be most helpful.

PHYSICAL EDUCATION FOR MEN

Herbert W. Read
Harold Francis Barnhart
Mitchell J. Gary

Towner Smith

John W. Gill
Judson A. Hyames
Charles Maher

A medical and physical examination is required of all students. The findings which grow out of this examination determine the type of physical education program which the student will follow. A corrective and recreative program approved by the college physician will be prescribed for men who are physically unable to take part in active games and exercise.
In order that students may obtain the maximum returns from their physical education program, it is recommended that they take their required physical education their first and second years.

With the exception of the men who are majoring in physical education, students are permitted, upon recommendation of the coach, to substitute membership on an athletic squad for required physical education during the term in which the sport is in season.

Students who wish to minor in physical education should elect the following courses:

121A. General Athletics ........................................... 1 term hour
121B. Elementary Gymnastics ...................................... 1 term hour
121C. Outdoor Games ................................................ 1 term hour
210. Psychology of Coaching ........................................ 3 term hours
313. Football Technique ............................................ 3 term hours
315. Basketball Technique .......................................... 3 term hours
317. Baseball Technique ............................................ 3 term hours
319. Track and Field Technique ................................... 3 term hours
404. Organization and Administration of Physical Education 4 term hours

101A. Physical Education. Fall term. Mr. Maher.

This course is a part of the Service Program offered to all students in the college who are not majoring in physical education. A physical achievement test will be given during Freshman Days or early in the Fall term to all entering freshmen. Those passing the test will elect one of the following activities, when it is designated to be in season, for three periods during the week, for the entire term: archery, playground ball, indoor baseball, basketball, boxing, cross country, football, golf, handball, horseshoes, soccer, speedball, swimming, tennis, track, volleyball, or wrestling. Those failing to pass the test will be assigned to teams which will place scheduled games for the class championship in the following activities: soccer, touch football, handball, and horseshoes. Calisthenics and apparatus work.

101B. Physical Education. Winter term. Mr. Maher.

Scheduled games for class championship in volleyball, basketball, newcomb, and indoor baseball. Calisthenics and apparatus work.

101C. Physical Education. Spring term. Mr. Maher.

Scheduled games for class championship in tennis, track, playground.

201A. Physical Education. Fall term. Mr. Maher.

This course is a part of the Service Program offered to all second year men in the college who are not majoring in physical education. Students who pass the physical achievement test will elect one of the following activities to be engaged in at a time selected by the student for three periods each week during the term: archery, playground ball, indoor baseball, basketball, boxing, cross country, football, golf, handball, horseshoe pitching, soccer, speedball, swimming, tennis, track, volleyball, or wrestling. Those failing to pass the test will be assigned to teams which will play scheduled games in the following activities: soccer, touch football, handball, and horseshoe pitching.

201B. Physical Education. Winter term. Mr. Maher.

Scheduled games for class championship in volleyball, basketball, newcomb, indoor baseball. Marching, calisthenics, apparatus work.

201C. Physical Education. Spring term. Mr. Maher.

Scheduled games for class championship in tennis, track, playground, baseball, and swimming. Marching, calisthenics.
Courses For Specializing Students

121A. General Athletics. 1 term hour. Fall term. Mr. Gill.
   The fundamentals of soccer, football, touch football, and speedball; practice and theory.

121B. Elementary School Gymnastics. 1 term hour. Winter term. Mr. Gill.
   Group games, organized mass athletics, elementary apparatus work, gymnastic marching, calisthenics, supplemented with indoor recreative games.

121C. Outdoor Games. 1 term hour. Spring term, Mr. Gill.
   Mass athletics, track and field, and baseball.

202. History of Physical Education. 3 term hours. Fall and Winter terms. Mr. Smith.
   Early Greek and Roman physical training, period of development during the Renaissance, German and Swedish systems, how nationalism influenced the various systems of physical education.

205. First Aid and Athletic Training. 4 term hours. Prerequisite: Anatomy 211 A, B, Physiology 211C. Winter and Spring term. Mr. Gary.
   Knowledge and skill in meeting emergencies. Use of massage in treatment of sprains and bruises. Use of hot and cold applications.

   This course is designed primarily for those who are planning to make coaching a profession, although playground leaders will find the course very helpful in working out their problems. The first part of the term will be given over to the discussion of certain principles of educational psychology and their application to athletics along with a psychological analysis of the principal sports. The latter part of the term will be confined to athletic coaching. Some of the topics discussed will be: getting ready to coach, planning the practice sessions, how to present material effectively, planning the season's campaign, playing the game, the "jinx" and how to handle it, the element of being afraid and how to conquer it, morale, personality and will power, the personal touch in coaching.

221A. Advanced Athletics. 1 term hour. Fall term. Mr. Read.
   A more detailed study of the games and activities taught in 121A. Some finer points will be emphasized; practice will be improved.

221B. Advanced Gymnastics. 1 term hour. Winter term. Mr. Read.
   Advanced gymnastics and apparatus work, graded athletic tests for mass athletics, team contests.

221C. Advanced Outdoor Games. 1 term hour. Spring term. Mr. Read.
   Advanced instruction and practice in track and field sports, tennis, baseball. Intramural participation will be required of those not making the varsity.

301. Principles and Technique of Gymnastic Teaching. 2 term hours. Fall term. Mr. Read.
   The underlying principles used in the selection of activities of modern physical education in the United States; principles used in the selection of activities which are adapted and suitable for elementary junior high school, senior high school, and college. The course will present methods of class organization and conduct of the activities. The field covered will include mass games, organized games, relay races, stunts, combative events, natural activities on the apparatus, folk dances, clogging, marching, and calisthenics. Testing and grading results will be included. An opportunity will be had for practice in class instruction and visitations.
302. **Theory and Practice of Individual Gymnastics.** 2 term hours. **Prerequisite:** Anatomy 211 A, B. Fall term. Mr. Maher.

This course will deal with the diagnosis of faulty posture prevalent among school children and the measures employed for their correction. A program of activities for the correction of specific cases of round shoulders, hollow back, lateral curvatures of the spine, and flat feet will be outlined; in fact any deformities, the correction of which are within the realm of the physical educator, will be outlined and discussed. An opportunity will be made for the practical work under supervision three hours each week. Methods of making posture tests will be presented.

304. **Physiology of Exercise.** 3 term hours. **Prerequisite:** Anatomy 211 A, B, Physiology 211C. Fall term. Mr. Hyames.

Fundamental principles underlying the physiology of the muscle and nerve with special application to physical activities. Study of the interrelationship of digestion, respiration, excretion, and internal secreting glands to muscular activity and efficiency. A study of the effects of overexertion and fatigue.

312. **Kinesiology.** 4 term hours. **Prerequisite:** Anatomy 211 A, B. Spring and Winter terms. Mr. Gary.

This course deals with the mechanics of bodily movements and the various muscles, ligaments, and joints involved in gymnastic, athletic, and occupational movements.

313. **Football Technique.** 3 term hours. Fall term. Mr. Gary.

Fundamentals of football coaching with special emphasis on catching, punting, kicking, blocking, interference, tackling, principles of line and backfield work, the most approved manner of playing the various positions. Building and formations of plays, generalship, signal systems, and scouting. Some problems of the coach. Study of the rules.

315. **Basketball Technique.** 3 term hours. Winter term. Mr. Read.


317. **Baseball Technique.** 3 term hours. Spring term. Mr. Hyames.

Theory and practice in base running, fielding, batting, and pitching; detailed study of each position; offensive and defensive team play; officiating; scoring; study of rules.

319. **Track and Field Technique.** 3 term hours. Spring term. Mr. Smith.

The best accepted forms of starting, hurdling, distance running, pole vaulting, discus and javelin throwing, sprinting. Study of physical condition affecting speed, endurance, and fatigue. The selection and preparation of contestants for the different track and field events. Managing and officiating of games and meets. Study of rules. Practice on the track.

327. **Swimming.** 1 term hour. Spring term. Mr. Read.

Instruction in the different strokes, resuscitation and life saving.

332. **Camping and Scouting.** 4 term hours. Spring term. Mr. Read.

Managing and planning of summer camps including such topics as housing, sanitation, commissary, program, activities, administration of canoeing, hiking, swimming, and various other lines of camp interests.
History, aims, and principles of Boy Scout movement. Methods of the patrol and troop will be studied. Students will be given the opportunity of practical experience in the various phases of scout and woodcraft. Particular emphasis is placed on the value of the scout program in supplementing the influences of the home, church, and school life of the adolescent boy. Those completing the course satisfactorily are awarded the standard leader's diploma, issued by the Department of Education, National Headquarters, Boy Scouts of America, New York City.

401A. Thesis and Seminar. 2 term hours. Fall term. Mr. Read.

All students majoring in physical education will be required to write a thesis in their senior year based on their own investigation. Topics to be chosen after consultation with the instructor. The entire group will meet two days each week at which time some member will report on his topic or problem. Each member of the class is to contribute criticisms and take part generally in the discussions.

401B. Thesis and Seminar. 2 term hours. Winter term. Mr. Read.

A continuation of course 401A.

401C. Thesis and Seminar. 2 term hours. Spring term. Mr. Read.

A continuation of courses 401 A and B.

403. Principles of Physical Education. 2 term hours. Fall term. Mr. Hyames.

This course will study the curriculum in physical education in relation to elementary and secondary school education. Principles will be set up which will help guide the prospective teacher in physical education in the selection of activities. Lectures, assigned readings, and reports.

404. Organization and Administration of Physical Education. 4 term hours. Winter term. Mr. Hyames.

This course will draw up, plan, and discuss physical education programs for city, village, and rural schools; the organization of health lessons, games, tests, meets, tournaments, and seasons of play; principles of supervision; construction and equipment of buildings, grounds, swimming pools, athletic fields, stadia.

405. Playground and Community Recreation. 4 term hours. Fall term. Mr. Hyames.

Nature and function of play; age periods, and adaptation of activities; social environment; playground development, construction, management, and supervision. Practice in class instruction in games, story plays, handwork, and other physical activities. A survey of recreational material, athletic and field meets. Laboratory work with Training School children required.

406. Program Problems in Physical Education. 2 term hours. Spring term. Mr. Read.

This course will treat the problems which confront the director of physical education who is responsible for the conduct of the physical education program in a school system. Lectures, discussions, visitations, and reports.
Each student is required to take both a physical and medical examination upon entering and is then assigned to the type of activity for which she is best fitted. No student is excused from physical education. 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.

Courses for Nonspecializing Students

101A. Physical Education. Fall term. Miss Bottje, Miss Hussey, Miss Stephen, Miss Thielen, Miss Vestal, Miss Worner.

Students may elect hockey, or soccer. Indoor work in late fall in games, gymnastics, and marching.

101B. Physical Education. Winter term. Miss Bottje, Miss Hussey, Miss Stephen, Miss Vestal, Miss Worner.

Volley ball and folk dancing are emphasized. Tactics and gymnastics are included.

101C. Physical Education. Spring term. Miss Bottje, Miss Hussey, Miss Stephen, Miss Thielen, Miss Vestal.

Indoor work in stunts, self-testing activities, and games. This is followed by field sports and baseball.

102. Physical Education. Given each term. Miss Hussey.

A daily rest period for students who are physically unable to participate in class activity.

103 A, B, C. Restricted Exercise. Given each term. Miss Thielen, Miss Vestal.

Exercise for restricted groups. Hiking, bowling, quoits, archery and light activity suited to the season.

104. Individual Gymnastics. Given each term. Miss Bottje, Miss Hussey.

A course of remedial exercise for students who do not pass the physical examination.

105. Swimming. Given each term. Miss Bottje, Miss Hussey, Miss Worner.

Swimming, diving, and life-saving.


201. Tennis. Fall and Spring terms. Miss Bottje, Miss Hussey, Miss Thielen, Miss Vestal, Miss Worner.
202. **Golf.** Fall and Spring terms. Miss Vestal.
Practice form for the various shots with some work on the course.

203. **Folk Dancing.** Fall and Spring terms. Miss Thielen, Miss Worner.
Folk dances, country dances, and clogs.

204. **Advanced Swimming.** Given each term. Miss Hussey.
A course in swimming and life-saving; open to students who have passed the beginners swimming test.

205. **Hiking and Skiing.** Winter term. Miss Hussey, Miss Vestal.
Instruction in skiing whenever conditions are favorable. Three hours a week, not necessarily divided into one hour periods.

206. **Interpretative Dancing.** Given each term. Miss Thielen.
Individual and group specialty of expression through rhythmical movement. Class limited to 20 members.

**Courses For Specializing Students**
All practice courses, including dancing, gymnastics, sports, and swimming are required. These courses do not receive credit in term hours.

**Physical Education Practice**

110 A, B, C. **Dancing.** Begins in Fall term and continues through the year. Miss Worner.
This course includes practice in folk dances of the various nations, clogs, country dances, and character dances.

113A. **Physical Education.** Fall term. Miss Hussey.
Tennis and simple group games leading to the more highly organized games.

113B. **Physical Education.** Winter term. Miss Hussey.
General gymnastics, apparatus, and volley ball.

113C. **Physical Education.** Spring term. Miss Hussey.
General gymnastics, track, and field activities.

125 A, B, C. **Swimming.** Begins in Fall term and continues through the year. Miss Hussey, Miss Worner.
Instruction in swimming, diving, and life-saving.

126A. **Hockey and Soccer.** Fall term. Miss Hussey, Miss Spalding, Miss Vestal, Miss Worner.

126B. **Basketball.** Winter term. Miss Bottje, Miss Spalding, Miss Vestal, Miss Worner.

126C. **Baseball.** Spring term. Miss Stephen, Miss Vestal, Miss Worner.

210 A, B, C. **Interpretative Dancing.** Miss Thielen.
A course in which the students gain bodily control, become aware of the expressive possibilities of that control, and integrate it with their own experiences and personalities.
213A. Physical Education. Fall term. Miss Hussey.
Tennis during the outdoor season followed by work in Swedish gymnastics and games.

213B. Physical Education. Winter term. Miss Worner.
A study of Swedish gymnastics combined with apparatus work and volleyball.

213C. Physical Education. Spring term. Miss Worner.
Stunts, self-testing activities, track and field athletics.

217. Methods. 4 term hours. Miss Spalding.
An introductory course to physical education including familiarization with physical education books and periodicals; aims and objectives of physical education; curricula for different age groups; technique of teaching for gymnastics, games, and rhythm work for all grades; making of observations and less on plans.

225 A, B, C. Swimming. Begins in Fall term and continues through the year. Miss Hussey, Miss Worner.
Advanced swimming, diving, and life-saving.

226A. Hockey and Soccer. Fall term. Miss Bottje, Miss Hussey, Miss Thielen, Miss Vestal, Miss Worner.

226B. Basketball. Winter term. Miss Bottje, Miss Stephen, Miss Vestal, Miss Worner.

226C. Baseball. Spring term. Miss Bottje, Miss Hussey, Miss Vestal, Miss Worner.

230. Early Elementary Education. Given each term. Miss Bottje.
A study of the physical, mental and social nature of children in the Early Elementary Group and consistent activities to take care of their needs. Two periods a week are devoted to presentation of material by members of the class. One period is for lecture and discussion.

231. Later Elementary Education. Winter and Spring terms. Miss Vestal.
A study of needs and interests of pupils of later elementary grades, along physical education lines, and presentation of physical education activities suitable to that age.

A course giving in theory and practice, physical education activities suitable for junior and senior high students.

Suggested indoor and outdoor program for mixed age groups. Ideas for track meets, picnics, play days, holiday programs, and student leadership systems.

310 A, B, C. Interpretative Dancing. Miss Thielen.
A course to develop the students artistic, creative capacities through rhythmical movement.

This course aims to give the student a large amount of material in dancing together with methods of presenting it. Opportunity for teaching is given.
313A. **Physical Education.** Fall term. Miss Hussey.
Archery. Practice in teaching simple and organized games.

313B. **Physical Education.** Winter term. Miss Vestal.
Danish gymnastics. Tumbling, stunts, volley ball, and games adapted to restricted classes, such as quoits and bowling.

313C. **Physical Education.** Spring term. Miss Hussey.
Golf, track, and field athletics. Review of activities most needed by the students.

325 A, B, C. **Swimming.** Begins in Fall term and continues through the year. Miss Hussey, Miss Worner.
Advanced work in swimming, diving, and life-saving. Students who have passed the Red Cross test will be given opportunity to teach.

326A. **Hockey and Soccer.** Fall term. Miss Bottje, Miss Hussey, Miss Thieles, Miss Worner.
Opportunity for refereeing and umpiring.

326B. **Basketball.** Winter term. Miss Bottje, Miss Hussey, Miss Worner
Opportunity for refereeing and umpiring.

326C. **Baseball.** Spring term. Miss Bottje, Miss Hussey, Miss Worner.
Opportunity for umpiring.

**Physical Education Theory**

217. **Methods.** 4 term hours. Fall term. Miss Spalding.
Fundamental principles underlying the selection of subject matter and the technique of teaching for gymnastics, games, and rhythmic work for children and high school students. Opportunity for observation, making of lesson.

A study of the history, organization, and activities of playgrounds.

220. **Applied Anatomy.** 4 term hours. Prerequisite: Anatomy 211 A, B.
Spring term. Miss Hussey.
The mechanics of bodily movements is carefully analyzed. The larger group muscles are studied as to their location and action in developmental activities and exercises.

222. **Theory of Athletics.** 3 term hours. Prerequisite: General Gymnastics 113. Spring term. Miss Worner.
The technique of athletics for both outdoor and indoor work will be carefully studied in this course. Administration of meets and tournaments and rules governing track and field competition will be considered in detail.

224. **Theory of Swimming.** 2 term hours. Prerequisite: Swimming 125.
Winter term. Miss Hussey.
This course includes the methods of teaching swimming, analysis of different strokes, dives, Red Cross Life Saving Test, and the administration of swimming meets.

318. **Rhythmic Plays and Singing Games.** 2 term hours. Winter term. Miss Crane.
Rhythmic material suitable for children in the early elementary grades.
320. **Theory of Games.** 2 term hours. Given each term. Miss Vestal.
A study is made of games suitable for children of various grades with progression toward major sports. Special attention will be given to rules and playing technique of soccer, hockey, volleyball, basketball, and baseball.

321. **History and Administration of Physical Education.** 4 term hours. Fall term. Miss Worner.
A course in the development of physical education and the study of its modern administration and organization.

322. **Community Recreation, Scouting, and Camp Fire.** 4 term hours. Winter term. Miss Worner.
The study of the organization and administration of community play. Second-year students in courses other than physical education may elect this course by obtaining permission from the instructor.

The study of preventive as well as prescribed exercise for remedial effects in cases of curvature and physical abnormalities. Massage and practice with patients will be given.

324. **Advanced Technique in Coaching, Athletics, and Sports.** 3 term hours.
This course is a continuation of courses 222 and 320 with the coaching of these activities given full consideration.

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**PHYSICS 147**

320. **Theory of Games.** 2 term hours. Given each term. Miss Vestal.
A study is made of games suitable for children of various grades with progression toward major sports. Special attention will be given to rules and playing technique of soccer, hockey, volleyball, basketball, and baseball.

321. **History and Administration of Physical Education.** 4 term hours. Fall term. Miss Worner.
A course in the development of physical education and the study of its modern administration and organization.

322. **Community Recreation, Scouting, and Camp Fire.** 4 term hours. Winter term. Miss Worner.
The study of the organization and administration of community play. Second-year students in courses other than physical education may elect this course by obtaining permission from the instructor.

The study of preventive as well as prescribed exercise for remedial effects in cases of curvature and physical abnormalities. Massage and practice with patients will be given.

324. **Advanced Technique in Coaching, Athletics, and Sports.** 3 term hours.
This course is a continuation of courses 222 and 320 with the coaching of these activities given full consideration.

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**PHYSICS**

**JOHN E. FOX**

**PAUL ROOD**

**WALTER G. MARBURGER**

A major in physics consists of 36 term hours. By arrangement with the department of chemistry, a major in physical science may be made by taking 12 term hours of chemistry and 24 term hours of physics. A minor in physics consists of 24 term hours and may not be made by combining physics and chemistry. A year of college mathematics should precede courses 201 A, B, C.
Students who wish to do practice teaching in physics must offer a major or a minor in this subject or in physical science. It is advisable that a considerable portion of the major or minor be worked off before making application for practice teaching. The postponement of practice teaching until the student's senior year, or until late in his junior year, is strongly recommended. Application for practice teaching in physics must be approved by the chairman of the department. Physics 305 is a prerequisite for practice teaching.
In courses where laboratory work is required, it is necessary that the student arrange his work so that he have two consecutive hours one day each week for laboratory work.
It is desirable that students begin their college physics with Mechanics and Sound 201A.
100 A, B, C. Elementary Physics. 4 term hours each term. Mr. Rood.
The aim of this course is to bring the student to an understanding of some of the physical laws which govern his everyday life. Individual and demonstration laboratory experiments illustrate many of the principles discussed. It is designed for students who enter without credit in high school physics. It may be used by manual arts students to satisfy one year of their requirements in physics. Begins in the fall term and continues through the year.
Classroom, 5 hours a week.

160. Electricity. 4 term hours. Prerequisite: high school physics. Spring term. Mr. Fox.
Required of all Manual Arts students except those electing course 201. Open to other students.

200. Slide Rule. 1 term hour. Fall term. Mr. Rood.
Students electing any of the physics courses are strongly advised to purchase a slide rule and elect this course. By so doing, much time and labor will be saved in the computations necessary in the solution of problems, and in the completion of laboratory reports.

201A. Mechanics and Sound. 4 term hours. Prerequisite: high school physics and trigonometry. Fall term. Mr. Fox, Mr. Rood.
A general course in the mechanics of solids and fluids. The last part of the course will be devoted to a study of sound. Demonstration lectures and recitations with illustrative problems.
Classroom, 4 hours a week; laboratory, 2 consecutive hours a week.

201B. Heat and Light. 4 term hours. Prerequisite: Physics 201A. Winter term. Mr. Marburger, Mr. Rood.
Same general plan of presentation as in Physics 201A.
Classroom, 4 hours a week; laboratory 2 consecutive hours a week.

201C. Magnetism and Electricity. 4 term hours. Prerequisite: Physics 201A. Spring term. Mr. Fox, Mr. Marburger, Mr. Rood.
Same general plan of presentation as in Physics 201A.
Classroom, 4 hours a week; laboratory, 2 consecutive hours a week.

202A. Mechanics and Sound Problems. 1 term hour. To accompany Physics 201A. Fall term. Mr. Fox, Mr. Rood.
Students desiring the required ten hours of physics for engineering must elect this course.
One period a week.

202B. Heat and Light Problems. 1 term hour. To accompany 201B. Winter term. Mr. Fox, Mr. Rood.
See description of course 202A.

202C. Electricity and Magnetism Problems. 1 term hour. To accompany 201C. Spring terms. Mr. Fox, Mr. Rood.
See description of course 202A.

210A. Astronomy. 4 term hours. High school physics is a highly desirable antecedent. Fall and Winter terms. Mr. Fox.
A non-mathematical course in descriptive astronomy which will serve as an aid to students in general science and to others who wish to get an understanding of the elements of the subject. Open as an elective to students of all courses.
210B. Astronomy. 4 term hours. Prerequisite: Astronomy 210A. Spring Term. Mr. Fox.

This course is divided into three parts as follows: (a) a study of the various hypothesis advanced to account for the solar system; (b) the genesis and life history of the stars, and (c) the interpretation of the universe as influenced by the modern conception of matter. The student is here given a glimpse into modern physics. It is offered as an extension course and as a residence course when a sufficient number of students request it.

350 A, B, C. Light. 3 term hours each term. Prerequisite: Physics 201 and Calculus 205. Mr. Fox.

An advanced course in light, consisting of lectures and laboratory work. Studies in reflection, refraction, interference, diffraction, and polarization. Begins in the fall term and continues through the year.

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

360A. Electrical Measurements. 4 term hours. Fall term. Prerequisite: Physics 201 and Calculus 205. Mr. Rood.

Direct current electricity is the basis for the work done in this course. The characteristics and construction of standard measuring instruments, such as voltometers, ammeters, wattmeters, potentiometers, the Kelvin bridge, the ballistic and the current galvanometer, the Wheatstone bridge, and the flux-meter, are studied. Condensers, inductances, and resistances are discussed and measured in terms of high-grade standards.

Classroom, 3 hours a week; laboratory, 1 period a week.

360B. Electrical Measurements. 2 term hours. Winter term. Prerequisite: Physics 201 and Calculus 205. Mr. Rood.

This is a continuation of 360A, and consists of magnetic measurements on various kinds of iron and iron alloys.

365. Alternating Currents. 2 term hours. Prerequisite: Electrical Measurements 360A. Winter term. Mr. Marburger.

A study of sinusoidal currents and voltages in various types of electric circuits; tuning and resonance effects; electric oscillations; coupled circuits.


The characteristics of vacuum tubes and their uses in radio transmission and reception are studied. Several vacuum tube circuits are analyzed. Students assemble and adjust high frequency generators, detectors, and amplifiers.

Note.—Courses 360 A, B, 365, and 366 constitute a year's work in advanced electricity.

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

This course will consist of four hours a week in woodwork.

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

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

This course will consist of four hours a week in the machine shop in metal working.

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

This course will consist of four hours a week in glass blowing.
395. **Teaching of Physics.** 2 term hours. Fall term. Prerequisite: Physics 201. Mr. Marburger.

This course is a prerequisite to practice teaching in physics. The current methods of teaching high school physics will be investigated. Consideration will be given to specific problems, such as the sources and purchase of laboratory apparatus and material, and the selection of a textbook. Numerous references will be made to the current literature in this field.

404. **Advanced Laboratory Physics.** Credit depending upon work accomplished. Prerequisite: Physics 201 A, B, C, and experience in other courses offered in this department. Given each term. Mr. Fox, Mr. Marburger, Mr. Rood.

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

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**RURAL EDUCATION**

*WILLIAM MCKINLEY ROBINSON  ANNA L. EVANS  ERNEST BURNHAM*

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

- Opportunities in the field of rural education, page 41.
- Facilities for training for work in rural education available at Western State Teachers College, page 26.
- Certificates granted and decrees conferred, page 32.
- Curricula offered, pages 72-76.
- Provision for county normal and helping teachers, page 44.
- Provision for training teachers of agriculture, page 42.
- Attention is called to the course in Home Economics 120 which is especially designed for students in one-teacher consolidated and village schools, page 120.

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

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

**101R. Principles of Teaching.** 4 term hours. Prerequisite: Psychology 101. Given each term. Miss Evans.

A study of the general principles of teaching, with particular application to rural school situations. Textbook discussions, supplementary reading, and observations in the Training School are required. Prerequisite to practice teaching.

**103. Sociology.** 4 term hours. Elective for freshmen only. Given each term. Dr. Burnham, Mr. Robinson.

A study of social relations and activities in small communities. An elementary textbook in general sociology and a text dealing specifically with village and country life are used. A collection of source materials illustrating the co-operation of teachers and schools in local activities is available.
201A. Rural Education. 4 term hours. Fall term. Mr. Robinson.

Deals with the general questions of teaching, supervision, and administering rural schools. Executive facility and efficiency in the whole work of the school are the major considerations.

201B. Rural Education. 4 term hours. Winter term. Mr. Robinson.

Attempts to increase specific understanding in rural economics. The work of the term concludes with a study of the possibilities of elementary and secondary rural school instruction in vocational subjects.

201C. Rural Education. 4 term hours. Spring term. Mr. Robinson.

Studies current constructive and reconstructive social activities. Home, neighborhood, community, and occupational and professional units of organization are discussed with reference to the relations of provincial and class distinctions to the inclusive social unity. Illustrations are taken and applications are made to small town, village, and country life.

Note.—Rural Education 201A will be given in the Summer 1932.

203. Rural Sociology. 4 term hours. Spring and Summer terms. Dr. Burnham.

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

301. Special Problems of Village and Consolidated Schools. 4 term hours. Spring term. Mr. Robinson.

Discussion of the following topics in those respects in which they are peculiar to village and consolidated schools: aims and functions of school in relation to its community; school laws; location and planning of school building; selection of teachers, teachers' salaries, tenure of teachers, rating and promoting of teachers, supervision of teachers, in-service training; classification and grading of pupils, supervision of pupils' work and measurement of pupils' progress, records and reports, vocational education and guidance, social life of pupils, athletics; curriculum selection, junior high school organization, transportation, publicity, parent-teacher associations. The course will include visits and studies in the high school departments of the rural consolidated and township unit schools connected with the college.

304 A, B, C. Rural Education. 6 term hours: 2 hours a week throughout the year. Prerequisite: consent of instructor. Mr. Robinson.

This is a seminar course for advanced students who are interested in keeping abreast of current progress in rural education. The best material in print on rural life and education will be read and discussed. A study is made of problems relating specifically to administration, teaching, the curriculum, supervision of all types of rural schools, and the preliminary and service preparation of teachers. Research by individual members of the class may be on minor problems reported each term or on a major problem at the end of the year. Laboratory work in rural schools in proximity to Kalamazoo is required.
404, A, B, C. Rural Education. 6 term hours: 2 hours a week throughout the year. Prerequisite: consent of instructor. Dr. Burnham.

In the fall term a recent college textbook in rural sociology will be critically studied, with supplementary references to other good books in this and related fields. In the winter term typical researches in rural sociology representing primarily the essentials in wholesome social life will be given intensive consideration. In the spring term analysis of worthwhile social research problems in rural life will be the subjects of class discussion and members of the class will derive the forms and schedules for local researches. A minor study within the scope of the available time will be undertaken.


This course should be taken previous to or in conjunction with Rural Education 304 and 404 by students who desire to do supervising in counties and teaching in county normal schools.

SPEECH

Carroll P. Lahman
Richard Bietry
Anna E. Lindblom
Laura V. Shaw

A major sequence in Speech consists of courses 101, 120, 210A, 225, 301, 315, and one other 4-hour course.

A minor sequence consists of courses 101, 120, 210A, and one other 4-hour course.

For students specializing in English, courses 101, 210, 310, and 320 are recommended.

Students majoring in Speech are strongly urged to minor in English.

101A. Fundamentals of Speech. 4 term hours. Given each term. Mr. Bietry, Mr. Lahman, Miss Lindblom, Miss Shaw.

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

101B. Fundamentals of Speech. 4 term hours. Prerequisite: Speech 101A. Winter and Spring terms. Mr. Bietry, Mr. Lahman, Miss Lindblom, Miss Shaw.

Further study of principles, with additional opportunity for individual practice. Students interested in Speech are advised to elect both A and B the first year.

120. Informal Public Speaking. 4 term hours. Prerequisite: Speech 101. Spring term. Mr. Lahman, Miss Lindblom.

Introductory study of the rhetorical principles of public speech and audience psychology. The primary aim is to develop clear thinking, and ease and effectiveness in speaking. Frequent opportunity for platform work.
201. Parliamentary Usage. 2 term hours. Fall and Spring terms. Mr. Lahman, Miss Shaw.

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

210A. Interpretive Reading. 4 term hours. Prerequisite: Speech 101. Fall and Spring terms. Mr. Lahman, Miss Shaw.

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

210B. Advanced Interpretive Reading. 4 term hours. Prerequisite: Speech 101, 210A. Winter term. Miss Shaw.

Advanced work in the oral interpretation of literature, with special emphasis on character delineation.

225. Argumentation and Debate. 4 term hours. Prerequisite: Speech 101 or consent of instructor. Fall or Spring term. Mr. Bietry, Mr. Lahman, Miss Lindblom.

A thorough study of the principles of argumentation and frequent practice in debating current public questions. Attention is also given to the problems of coaching and judging debates. Students planning to participate in intercollegiate debate are advised, so far as possible, to take this course first.

226. Intercollegiate Debating. Maximum of 12 term hours allowed during college course, and not more than 4 term hours each year. Mr. Lahman, Miss Lindblom.

Application of argumentative principles to actual platform debate. The basis of this forensic practice is the intensive study of the questions used for intercollegiate debate.


The development of speech as a form of human behavior studied from the biological and psychological standpoints.

305. Festival and Pageantry. 4 term hours. Prerequisite: Speech 101. Two times a week during Winter and Spring terms of every third or fourth year. Not given in 1931-1932. Miss Shaw.

A study of the field of festivals and pageants and of the methods of their organization and presentation. The class will develop and present a pageant.


Platform reading of the one-act and the three-act play. Through class analysis and criticism, a basis for judging the drama is established.

315. Play Production. 4 term hours. Prerequisite: Speech 101, 210, or consent of instructor. Spring term. Miss Shaw.

Methods of staging plays, including stage settings, costume, and makeup. Plays will be presented by the class. Each student will direct at least one play.
320. **Advanced Public Speaking.** 4 term hours. Prerequisite: Speech 101, 120, or consent of instructor. Given Spring term of alternate years. Not given in 1931-1932. Mr. Lahman.

Advanced study of speech organization and audience psychology, analysis of model speeches and frequent practice in constructing speeches for special occasions, such as after-dinner, introduction, welcome, and anniversary.

**THE TRAINING DEPARTMENT**

**Practice Teaching**

Students should enroll for Teaching in the Training School office early in the term preceding their term of teaching and well in advance of the day regularly scheduled for enrollment. Each student must present a tentative program, approved by his curriculum adviser; his practice teaching assignment will then be made in accordance with this program. This enrollment will be cared for daily in the Training School office.

Teaching 201 and 202 are required in all the Life Certificate curricula. As far as possible, students are urged to take both units of teaching in the same term. At least two consecutive hours of the school day should be reserved for this work. All curricula should require that at least one unit of teaching be done in the third or fourth year.

In case Teaching 201 and 202 are taken in different terms, meetings with the Director are required only the first term.

Students are strongly advised not to undertake extra studies or remunerative work during the term or terms in which practice teaching is being done. Each unit of Teaching, 101, 201, 202, 203, 204, and 205, counts the same as one academic subject and is entitled to four term hours credit, hence to a corresponding amount of time and effort in preparation.

Students preparing to do administrative work are advised to do at least one unit of teaching in the lower grades of the Training School.

**Courses of Instruction**

101. **Teaching.** 4 term hours. Given each term. Prerequisite: Psychology 100, Principles of Teaching 101R, as many honor points as courses completed. Mr. Ellsworth and Supervisors.

For students enrolled in the Three-Year Certificate and Required Professional Training Curricula only.

201, 202. **Teaching.** 4 term hours. Given each term. Prerequisite: Psychology 100, Principles of Teaching 230, as many honor points as courses completed. Mr. Ellsworth and Supervisors.

These courses include (1) the teaching of classes in one of the Training Schools; (2) the observation of lessons taught by Supervisors; (3) the study and measurement of children as individuals and in groups; and (4) meetings with the Director of the Training Schools and the Supervisors of practice teaching.

Students are expected to become familiar with the courses of study and the general workings of the Training School and to enter into the life and activities of the school. Opportunity is afforded for participation in assemblies, social affairs, and parents' meetings.

All practice teachers meet Saturdays at 8 o'clock with the Director. Class meetings with the Supervisors of Campus Training School are held Tuesdays and Thursdays at 8:00. Class meetings for the other Training Schools are held at hours especially arranged. These hours must, therefore, be reserved by all students enrolling in practice teaching.

Practice teaching is offered in the Summer session to a limited number of those who can finish a life certificate course by so doing. It is not open in Summer to those students who are on the campus the other terms.
203. Teaching. 4 term hours. Prerequisite: Psychology 100, 200, Principles of Teaching 230, Teaching 201, 202. Fall, Winter, and Spring terms. Grade and Special Supervisors.

An elective course. The permission of the Director of the Training Schools and of the student's adviser is prerequisite to enrollment. Students attend meetings as directed by the Supervisors.

204. Teaching. 4 term hours.

Required of all students receiving a mark below “C” in Teaching 202, at the discretion of the Director of the Training Schools. Students in all special departments which require three units of teaching—Music, Art, Physical Education, and Household Arts—may elect this course in addition to the practice teaching requirement of their special departments.

205. Teaching. 4 term hours. Prerequisite: maturity and experience. Summer term only. Mr. Ellsworth and Grade Supervisors.

A course in observation and discussion designed to keep teachers of experience in touch with the best present day practice. Demonstration rooms are conducted, one each, in primary, intermediate, and upper grades. The aim is to present progressive methods of education under modern conditions. Class meetings are held for discussion of the work observed and for presentation of underlying theory, Mondays, Tuesdays, Thursdays, and Fridays 11:00 to 11:50. Meetings with the Director are held Wednesdays 11:00 to 11:50. The hours from 9:00 to 12:00 must therefore be reserved for this course.

301. Teaching. 4 term hours.

Candidates for a degree who received a grade of “C” or below in Teaching 202 are advised to elect this unit of Practice Teaching.

The Teaching Laboratory

(See description of the Training Schools, page 26).

The Director of the Training Schools

All of the work of the Training Department is carried on under the general direction and supervision of the Director of the Training Schools. All students in the first term of Practice Teaching meet with the Director, Saturdays at 8:00, for a general lecture on professional ethics and other matters pertaining to professional success.

The Supervisors

A supervisor is in charge of each grade and of each special subject and is responsible for the progress of the pupils and of the student teachers. Supervisors give students charge of definite classes or groups of children, direct their teaching and observation, and teach demonstration lessons as often as the needs of pupils and students demand. At least one lesson a day is thus taught by each supervisor.

Supervisors meet student teachers two periods weekly for conferences on the general management of the grade room, the study of children, the direction of observation, and instruction in the special method of the common branches. They also meet each student in a special subject conference once a week. Here are discussed the concrete teaching problems of the student’s own assignment, and outlines and plans for the ensuing week’s work.
Student Teaching

Students are expected to assume as full responsibility as possible for the pupils in their direct charge, as well as to cooperate in the general work and interests of the grade group. The work includes the teaching of a subject to an especially assigned group, for which careful preparation is made with lesson plans and in subject conferences; the observation of classes taught by Supervisors; participation in the care and management of the room; the study of individual children and the measurement of groups; the making of reports, and attendance at meetings with the Supervisor and Director.

Demonstration Rooms

Each term three grade rooms in the Campus Training School are designated as Demonstration Rooms—a primary grade, an intermediate grade, and an upper grade. No practice students are assigned to these rooms and all the teaching is done by the grade and special supervisors. Opportunity is thus afforded students of observing good teaching under conditions that closely approximate a typical public school situation.

Assembly Exercises

Regular weekly assemblies for all the children in the Campus Training School are held Thursdays, at 11 o'clock, in the rotunda of the Training School. The programs, usually in charge of the children themselves, represent culminations of the work of some one grade, or in some subject. The work in music, art, and folk-dancing also furnish attractive features of these activities. The assemblies not only serve to unify the school, but also afford the student teacher an opportunity of gaining good general impressions of the interest and activities of the various grade groups.

Assemblies of a similar character are held in the Portage, Richland, and Paw Paw Training Schools.
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