Twenty-Second Catalog of the Western State Normal School
1926-1927

Western Michigan University

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DIRECTIONS

1. Correspondence with Western State Normal School should be addressed as indicated below:
   a) Requests for blanks for application for admission, for the recording of high school credits or advanced standing—*the Registrar*.
   b) Requests for the Year Book and schedule of classes—*the Registrar*.
   c) Concerning board, rooms, and remunerative occupation for men—*the Dean of Men*.
   d) Concerning board, rooms, and remunerative occupation for women—*the Dean of Women*.
   e) Concerning courses in Rural Education—*the Director of the Department of Rural Education*.
   f) Concerning extension courses—*the Director of the Extension Department*.

2. Admission of new students.
   a) Fill out and mail to the Registrar an application for admission blank before the opening of the term in which you plan to be in residence.
   b) Have a certified copy of your high school credits mailed to the Registrar by the high school from which you were graduated.
   c) If entering with advance 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.
   d) Credits should be sent at as early a date as possible.
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SCHOOL CALENDAR FOR 1926-1927
(Holidays are indicated by bold face type)

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CALENDAR ANNOUNCEMENTS FOR 1926-1927

1926

SPRING TERM

Monday, April 5 .................................. Registration of Students
Tuesday, April 6 .................................. All Classes Meet
Friday Noon, June 18 ................................ Spring Term Closes
Saturday, June 19 .................................. Alumni Day
Sunday, June 20 .................................. Baccalaureate Address
Monday, June 21 .................................. Commencement

SUMMER SESSION

Monday, June 28 .................................. Registration of Students
Tuesday, June 29 .................................. All Classes Meet
Friday Noon, August 6 ......................... Summer Session Closes

FALL TERM

Tuesday and Wednesday, September 21 and 22 .................................. Registration of Students
Thursday, September 23 .................................. All Classes Meet
Wednesday Noon, December 15 ......................... Fall Term Closes

1927

WINTER TERM

Monday, January 3 .................................. Registration of Students
Tuesday, January 4 .................................. All Classes Meet
Friday Noon, March 25 .................................. Winter Term Closes

SPRING TERM

Monday, April 4 .................................. Registration of Students
Tuesday, April 5 .................................. All Classes Meet
Friday Noon, June 17 ................................ Spring Term Closes
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 .................................. All Classes Meet
Friday Noon, August 5 ......................... Summer Session Closes
SOCIAL CALENDAR

FALL TERM, 1926

Friday, September 24. Faculty Reception to Students
Friday, October 1. High School Party
Friday, October 8. Student Party
Saturday, October 9. Practice Teachers' Tea
Saturday, October 14. High School Party
Thursday, October 14. Supervisors' Dinner
Saturday, October 23. Student Party
Friday, October 29. Women's League Masquerade
Saturday, November 13. Y. M. and Y. W. Mixer
Friday, December 3. Sophomore Reception to Freshmen
Tuesday, December 7. Christmas Assembly
Wednesday, December 8. Men's Supper

WINTER TERM, 1927

Wednesday, January 5. Men's Mixer
Saturday, January 8. Student Party
Thursday, January 13. Practice Teachers' Tea
Thursday, January 20. Supervisors' Dinner
Saturday, January 22. Student Party
Saturday, January 29. High School Party
Friday, February 4. Y. M. and Y. W. Mixer
Friday, February 11. Women's League Party
Friday, February 18. Mid-Winter Play
Saturday, February 19. Junior Banquet to Seniors
Friday, March 4. High School Party
Saturday, March 5. Student Party
Friday, March 11. Rural Progress Day
Friday, March 18. Student Party

SPRING TERM, 1927

Friday, April 8. Freshmen Reception to Sophomores
Thursday, April 14. Practice Teachers' Tea
Friday, April 15. Joy Night
Thursday, April 21. Conservation Day
Thursday, April 21. Supervisors' Dinner
Saturday, April 30. Student Party
Friday, May 6. High School Party
Saturday, May 7. Mothers' Tea
Friday, May 13. Student Party
Children's May Festival. Date to be announced later
Saturday, June 4. Women's Breakfast
Friday, June 17. High School Commencement
Saturday, June 18. Alumni Dinner
Saturday, June 18. Alumni Party
Sunday, June 19. Baccalaureate Address
Monday, June 20. Commencement
STATE BOARD OF EDUCATION
Hon. A. M. Freeland, Grand Rapids.......................... President
Hon. Frank Cody, Detroit.......................... Vice-President
Hon. T. E. Johnson, Lansing.......................... Secretary
Hon. F. A. Jeffers, Painesdale.......................... Member

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
Hon. T. E. Johnson

OFFICERS OF ADMINISTRATION
Dwight B. Waldo, A.M., LL.D.......................... President
John C. Hoekje, A.B.......................... Registrar and Director of Extension Department
Bertha S. Davis.......................... Dean of Women
Ray C. Pellett, A.M.......................... Dean of Men
Frank E. Ellsworth, A.B.......................... Director of Training School
William H. Cain, A.B.......................... Principal of Normal High School

FACULTY
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A.B., A.M., Olivet College; The University of Chicago.
B.S., Northwestern University.
George E. Amos, Band and Orchestra.
Bethany Conservatory of Music; Chicago Musical College; Wichita Conservatory of Music.
Gerald Barnes, Ph.D., Sociology.
A.B., Amherst College; Ph.D., University of Michigan.
A.B., Grinnell College; A.M., The University of Chicago.
A.B., A.M., University of Michigan.
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A.B., Wellesley College.
Howard F. Bigelow, A.M., Economics.
A.B., Wesleyan University; A.M., Harvard University.
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A.B., Kalamazoo College.
Harold Blair, A.M., Mathematics.
B.S., A.M., University of Michigan.
Louise Boswell, B.S., Geography.
B.S., The University of Chicago.
Mary Botte, Physical Education.
Western State Normal School; University of Wisconsin.
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A.B., DePauw University.
James W. Boynton, A.B., Chemistry.
A.B., Western State Normal School; University of Michigan.
AGNES L. BROEMEL, B.S., Art.
B.S., Oklahoma State College; B.A.E., Chicago Art Institute.

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

ERNEST BURNHAM, Ph.D., Director of Rural Education.
Ph.B., A.M., Albion College; Ph.D., Columbia University.

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A.B., University of Michigan.

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

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B.S., Teachers College, Columbia University.

MINNIE A. CAMPBELL, B.S., Early Elementary Education.
B.S., Teachers College, Columbia University; The McMellan Nursery School of London, England.

FRED W. CARTLAND, Physics.
Western State Normal School; Carnegie Institute of Technology.

ADA KLINE CLARK, A.B., Commerce.
A.B., Western State Normal School.

VERLE F. COFFENS, A.M., Early Elementary Education.
B.S., A.M., Teachers College, Columbia University.

LELAND E. CROSSMAN, Ph.D., History.
A.B., A.M., Ph.D., University of Michigan.

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Columbia School of Music; University of Minnesota.

ARTHUR RAY DELAMARTE, M.S., Agriculture.
B.S., Michigan State College; M.S., Iowa State College; B.D., Garrett Biblical Institute.

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

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

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

JOHN P. EVERETT, A.M., Mathematics.
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A.B., The University of Chicago; A.M., University of Pennsylvania.

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A.B., University of Michigan; S.M., The University of Chicago.

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

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A.B., A.M., Ph.D., University of Iowa.

M. AMELIA HOCKENBERRY, A.B., French.
A.B., Wellesley College; Bordeaux University.

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

FRED S. HUFF, A.B., Manual Arts.
A.B., Western State Normal School.

DORIS A. HUSSEY, Physical Education.
Sargent School of Physical Education.

JUDSON A. HYAMES, A.B., Physical Education.
A.B., Western State Normal School.

LEslie A. KENoyer, Ph.D., Biology.
A.B., Campbell College; A.M., University of Kansas; Ph.D., The University of Chicago.

EUNICE A. KRAFT, A.B., Latin.
A.B., University of Michigan.

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

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

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

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

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

EARL T. MARTINEAU, B.S., Physical Education.
B.S., University of Minnesota.

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

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

HARPER C. MAYBEE, Music.
Michigan State Normal College; Columbia University; Student with Jean de Reszke, Oscar Seagle, and Percy Rector Stephens.

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

MARY A. MOORE, Home Economics.
Teachers College, Columbia University.

EDITH MULLEN, B.S., Physical Education and Hygiene.
B.S., Teachers College, Columbia University.
KATHERINE M. MULRY, B.S., History.
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  A.B., Western State Normal School.
LUCILLE A. NOBBS, A.M., English.
  A.B., Kalamazoo College; A.M., University of Michigan.
RAY C. PELLETT, A.M., Education and Dean of Men.
  A.B., A.M., University of Michigan.
EUGENE D. PENNELL, Commerce.
  University of Minnesota; University of Michigan.
EFFIE B. PHILLIPS, A.M., Early Childhood Education.
  B.S., University of Minnesota; A.M., Teachers College, Columbia University.
JESSE A. PLACE, A.M., Biology.
  A.B., A.M., Ohio University; The University of Chicago.
Orrin E. Powell, A.M., Education and Psychology.
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  The University of Chicago.
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  B.S., A.M., Columbia University.
FREDERICK RAND ROGERS, Ph.D., Education and Psychology.
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  A.B., McPherson College; A.M., University of Kansas; Ph.D., University of Illinois.
PAUL V. SANGREN A.M., Education and Psychology.
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NANCY E. SCOTT, Ph.D., European History.
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  A.B., University of Michigan.
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ETHEL SHIMMEL, Penmanship.
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LYDIA SIEDSCHLAG, Art.
  Western State Normal School; Applied Art School.
HERBERT SLUSSER, A.M., English.
  A.B., A.M., University of Michigan.
DOROTHEA SAGE SNYDER, Music.
  Western State Normal School.
MARIAN A. SPALDING, Physical Education.
  Teachers College. Columbia University.
FACULTY

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

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

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

ALBERTINE STENSON, B.S., Home Economics.
B.S., Michigan State College.

ELAINE L. STEVENSON, Art.
Western State Normal School; Emma M. Church School of Design; Quint Studio of Pottery.

BELLE STRUNK, S.B., Geography.
S.B., The University of Chicago.

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

GEORGE E. TRABRAHAM, Manual Arts.
Western State Normal School.

MARION TAMIN, Ph.B., French.
Université de Caen; Ph.B., The University of Chicago.

LAWRENCE TAYLOR, A.B., Physical Education.
Springfield Y. M. C. A. College; A.B., Western State Normal School.

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

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

LESLIE E. WAGNER, Manual Arts
Western State Normal School.

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

EMMA WATSON, Commerce.
Michigan State Normal College; Gregg School; Columbia University.

ELMER H. WILDS, A.M., Education and Psychology.

CRISTAL WORNER, A.M., Physical Education.
A.B., Michigan State Normal College; A.M., University of Michigan.

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

THE NORMAL TRAINING SCHOOL

FRANK E. ELLSWORTH, A.B., Director.
A.B., Albion College; Teachers College, Columbia University.

MARGARET F. ALLEN, B.S., Supervisor.
B.S., Teachers College, Columbia University.

LAVERNE ARGABRIGHT Ph.B., Supervisor.
Ph.B., The University of Chicago; Teachers College, Columbia University.
HELEN BARTON, A.M., Supervisor.
  A.B., A.M., Teachers College, Columbia University.
TOMPSIE BAXTER, B.S., Supervisor.
  B.S., Teachers College, Columbia University.
JANE BLACKBURN, B.S., Supervisor.
  B.S., Teachers College, Columbia University.
ISABEL CRANE, Physical Education.
  Michigan State Normal College.
ROWNA HANSEN, B.S., Supervisor.
  B.S., Teachers College, Columbia University.
INA KELLEY, A.B., Supervisor.
  A.B., Hillsdale College.
ETHEL HALE RUSSEL, A.M., Supervisor.
  B.S., A.M., Iowa State University.
GRACE EDITH SEEKELL, A.B., Course of Study.
  A.B., University of Michigan.
LOUISE S. STEINWAY, B.S., Supervisor.
  B.S., Teachers College, Columbia University.
LOUISE F. STRUBLE, Art.
  Western State Normal School.
THELMA HOOTMAN TAWNEY, G.M., Music.
  G.M., Northwestern University.

VINE ST. THIRD AND FIFTH GRADE ROOMS

JESS M. DUNCAN, A.B., Supervisor.
  A.B., Indiana University.
KATE H. VICK, Ph.B., Supervisor.
  Ph.B., The University of Chicago.

THE HURD ONE-TEACHER COUNTRY SCHOOL

LOIS M. CLARK, Principal.
  Western State Normal School.

PORTAGE CENTER CONSOLIDATED SCHOOL

CLEORA A. SKINNER, Principal.
  Western State Normal School.
LEWIS D. CRAWFORD, A.B., History and Physics.
  A.B., Western State Normal School.
MARGARET E. CUMMINGS, Ph.B., Home Economics.
  Ph.B., The University of Chicago.
P. J. DUNN, B.S., Agriculture.
  B.S., Michigan Agricultural College.
VERNA L. FENSTERMACHER, Art.
  Western State Normal School.
MILDRED FLEMING, A.B., Supervisor.
  A.B., University of Michigan
ESTHER FLETCHER, Supervisor.
  Chicago Kindergarten College.
MARIAN I. HALL, Supervisor.
  Western State Normal School.
GENEVIEVE HODGSON, A.B., Latin and English.
  A.B., University of Michigan.
BLANCHE LELAND, Supervisor.
  Michigan State Normal College.

ANNA C. LUBKE, Supervisor.
  Western State Normal School.

VERA PICKARD, Supervisor.
  Western State Normal School.

DUKA RANDALL, Music.
  Western State Normal School.

EMMA I. RICHARDS, Supervisor.
  University of Minnesota.

ASENATH WORTHINGTON, A.B., Supervisor.
  A.B., Beloit College.

THE RICHLAND TOWNSHIP UNIT SCHOOL

ERNEST WEBER, A.B., Principal.
  A.B., Western State Normal School.

VERNA L. FENSTERMACHER, Art.
  Western State Normal School.

RENA L. GOODRICH, Supervisor.
  Western State Normal School.

MILDRED GOULD, A.B., English.
  A.B., Western State Normal School.

DORAH M. HERRINGTON, B.S., Supervisor.
  B.S., Columbia University.

HAZEL HICKS, A.B., Supervisor.
  A.B., Western State Normal School.

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

  B.S., Michigan State College.

DUKA RANDALL, Music.
  Western State Normal School.

EULA RETHORN, B.S., Supervisor.
  B.S., University of Illinois.

GRACE RYNBERG, Supervisor.
  Western State Normal School.

CLARA SOHN, Supervisor.
  Western State Normal School.

THELMA VOGT TAYLOR, A.B., Social Sciences.
  A.B., Western State Normal School.

PAW PAW SCHOOL

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

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

BESS W. BAKER, Ph.B., History.
  Ph.B., The University of Chicago.

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

A. B. CASTLE, B.S., Science.
  B.S., University of Michigan.
HELEN M. COOPER, B.S., Supervisor.
B.S., Teachers College, Columbia University.

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

MABLE DICKINSON, Supervisor.
Oberlin College.

BRYAN EMMERT, Ph.B., Physical Education.
Ph.B., The University of Chicago.

MARY HENDERSON, A.B., English.
A.B., University of Michigan.

ELIZABETH HERMAN, B.S., Supervisor.
B.S., Teachers College, Columbia University.

HAZEL JONES, Ph.B., Supervisor.
Ph.B., The University of Chicago.

LAURA C. JONES, B.M., Music and Art.
B.M., Northwestern University.

JULIA JOSLIN, Supervisor.
Teachers College, Columbia University.

C. F. KEUZENKAMP, B.S., Manual Arts.
B.S., Kansas State Teachers College.

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

FRANCES A. POPE, Ph.B., English.
Ph.B., The University of Chicago.

GLORIA ROETH, A.B., Latin and Spanish.
A.B., The University of Chicago.

EDSON V. ROOT, Principal Senior High School.
Western State Normal School.

DELLA E. SIMPSON, Ph.B., History.
Ph.B., The University of Chicago.

CELIA SPRAGUE, Commerce.
B.C.S., Albion College.

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

CLELLA STUFFT, A.M., Supervisor.
A.B., University of Nebraska; A.M., Teachers College, Columbia University.

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

ELSIE WENDLING, Principal Junior High School.
Teachers College, Columbia University.

EDITH WOOD, Supervisor.
The University of Chicago.

LIBRARY

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

FLORENCE FOWLER, A.B., Cataloguer.
A.B., University of Missouri; New York State Library School.

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

PHOEBE LUMAREE, A.B., Circulation.
A.B., Western State Normal School.
OFFICE STAFF

ORRELL NEGUS, Reference.
Western State Normal School.

PAUL RANDALL, A. B., Periodicals.
A.B., Western State Normal School.

HEALTH SERVICE

J. W. HEPBURN SMITH, M. D., Physician.
M.D., C.M., McGill University.

LOIS R. CONE, A.B., Nurse.
A.B., Hillsdale; R.N., Harper Hospital, Detroit.

OFFICES

John C. Hoekje, A.B. ........................................... Registrar
Bernice G. Hesselink ............................................ Financial Secretary
Lloyd E. Jesson .................................................. Secretary to the President
Myrtle Allinson .................................................. Clerk, Main Office
Cornelius MacDonald ........................................... Receiving Clerk
Edna Hirsch ...................................................... Records Office
Ardell Olds ....................................................... Records Office
Lucille Sanders .................................................. Clerk, Rural Department
Alice Smith ....................................................... Clerk, Training School
Gretchen Switzer ................................................ Appointment Secretary
Leah Smith ......................................................... Extension Secretary
Mildred Sellers .................................................. Clerk, High School Office
V. Helen Height .................................................. Clerk, Dean of Women
Margaret Feather ................................................ Clerk, Dean of Men
Sara E. Ackley .................................................. Co-operative Store
Blanche Draper .................................................. Editor, Normal Herald
H. P. Greenwall, A.B. .......................................... Alumni Secretary
COMMITTEES OF THE FACULTY, 1926-1927

The President is ex-officio a member of each committee.

Appointment Committee—Ellsworth, Davis, Evans, Hoekje, Mason, F. Moore, Pellett, Spindler.

Assembly Exercises—S. Burnham, Shaw.

Athletics—Barnes, Rogers.

Curricula—Harrison, S. Burnham, Ellsworth, Everett, Guiot, Pellett, Sprau, Spindler, Steele.

Enrollment Committees—
General Chairman—Hoekje.
General Advisory Committee—Spindler, McCracken, S. Burnham.

Departmental Enrollers—
  A.B. Degree—Sprau, Shilling, Slusser.
  B.S. Degree—Everett, Departmental Representatives.
  Art—Siedschlag, Roberts.
  Commerce—Pennell, Watson.
  County Certificates (One Year Curriculum)—Evans, Delamarter.
  County Renewals—E. Burnham.
  Early Elementary—Campbell, Mason, Phillips.
  Home Economics—M. Moore, Mrs. Cain, Schumacher.
  Junior High School—Rawlinson, Brown, F. Moore, Wilds.
  Later Elementary—Henry, Mulry, Sangren, Strunk.
  Library Methods—French.
  Music—Maybee, Henderson.
  Normal High School—Cain.
  Physical Education for Men—Taylor.
  Physical Education for Women—Guiot, Hussey.
  Rural—E. Burnham, Ellis.
  Senior High School—Zimmerman, Fox, Halnon, Scott.
  Unclassified—Bartoo, Trumble.

Extra Studies and Scholarship—Hoekje, Blair, Davis, Hilliard, Pellett.

Health—Dr. Smith, Cone, Davis, Guiot, Pellett, Taylor.

Publications—Hoekje, Eicher, Harrison, Roberts, Slusser.

Social Life—Davis, Barnes, Brown, Cain, Campbell, Guiot, McCracken, Mason, Master, M. Moore, Pellett.

Student Organizations:
  Student Association Advisory Board—F. Moore, Davis, Steinway.
  Y. M. C. A.—Greenwall, Delamarter, Terpenning.
  Y. W. C. A.—Spindler, Scott, Hockenberry.

Note.—The chairman of each committee is the person first named.
LOCATION

Western State Normal School is in the city of Kalamazoo, whose location, at the intersection of a wonderful series of natural highways, is one of the finest in the old Northwest. The city is the halfway point on the Detroit to Chicago Michigan Central Railway. The Grand Rapids and Indiana; the Chicago, Kalamazoo, and Saginaw; and the South Haven Branch of the Michigan Central railway, together with the Michigan United Railway, a network of graveled highways, and the State trunk lines, M-17, M-13, and M-43, all following post glacial drainage lines radiating from here, make it easily the hub of southwestern Michigan and a great business and professional center.

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

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

The city of Kalamazoo has a population of 50,000, dependent upon the business growing out of the rich surrounding farming country, the celery fields within and adjacent to it, the widely known paper mills, and a diversity of other manufacturing industries. The exceptionally pure water supply is obtained from artesian wells that tap the deep glacial gravel beds of the old Kalamazoo Valley.

The Normal School has the advantages of neighborhood with other institutions of kindred purpose: Kalamazoo College, Nazareth Academy, and a splendid public school system. The Public Library, under the charge of the City Board of Education, has a well-chosen collection of more than 55,000 volumes, the use of which is generously permitted to the Normal students.

PURPOSE

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

By every means in its power this school seeks to attract young men and young women in whom these high qualities are potential. By careful attention to the formation of those habits which make for good health; by the development of sound bodies through physical education; by courses of study which introduce students to the best in thought and life and 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 voluntary participation along the line of the student’s
taste or interest in a wide range of extra-curricular activities; by encouraging in every way a sane, wholesome social life; in all these ways this school aims to develop in its students the essential qualities of the teacher, and, as a consequence, to do its part in giving the State of Michigan a body of teachers thoroughly trained for every phase of their work. In a word the Western State Normal School is progressive in educational policy and practice. It fosters a wholesome spirit of democracy. By every means at its command it seeks to keep constantly before its teachers and students that character and service are the highest aims of education and the noblest ideals of life.

HISTORICAL SKETCH

The Western State Normal School was established by an act of the legislature of 1903 and the first school year began in June, 1904, under the presidency of Dwight B. Waldo, with an enrollment of 117 students and a faculty of ten instructors. Rented quarters in the High School and the old 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. An initial appropriation was made in 1903 of $35,000 for buildings and equipment, and of $7,000 for salaries and running expenses. Buildings and equipment now represent a total of over $1,500,000 and a fund of $727,000 is available for salaries and running expenses during the current year.

In the first academic year, 1904-1905, 116 students were enrolled, and, including the training school, ten full time and three part time instructors composed the faculty. In the current year there have been 4,089 students enrolled, and the faculty, including the affiliated training schools, totals 182 persons.

Graduation from an approved high school is a prerequisite to admission, and after August, 1927, no certificate will be granted for less than two years of work beyond the high school. In 1926 the curricula in art, music, commerce, manual arts, home economics, and physical education were lengthened to three years. The conferring of the degree of Bachelor of Arts, on the completion of a four year curriculum, was authorized in 1917. A curriculum for the degree of Bachelor of Science was formulated in 1925. During the year 1925-1926, 107 bachelor degrees will be conferred, and 925 life certificates and 130 limited certificates will be granted.

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

SUMMARY OF ENROLLMENT, 1925-1926

A. Summer term, 1925 ........................................... 1,909
B. Fall, Winter, and Spring terms, 1925-1926 .................. 2,549
   A.B. Fourth Year .............................................. 141
   A.B. Third Year .............................................. 257
   B.S. Fourth Year ............................................... 20
   B.S. Third Year ............................................... 41
   Second Year .................................................... 985
   First Year ..................................................... 1,062
   Unclassified .................................................. 43
C. Grand total of enrollment ........................................ 4,458
D. Names appearing twice ............................................. 369
E. Total number of different students ............................... 4,089

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

GIFTS TO WESTERN STATE NORMAL SCHOOL

ART COLLECTION

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

The library is fortunate in having from this same collection a number of pictures, two of which have been presented as the nucleus of a permanent art collection.

WILD LIFE PRESERVE

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

STUDENT WELFARE

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

The Normal School has never assumed an attitude of paternalism toward her students. However, on the assumption that the student bas entered the institution for the definite purpose of educational advancement, regularity of class attendance, reasonable evening hours, and a sane social program are required. To ensure desirable housing conditions, frequent inspection is made of rooming houses and students are permitted to room only in such houses as have been approved. Specific regulations governing students' conduct are given in the Freshman Handbook, available to all students.

The medical staff, consisting of a physician, graduate nurse, and assistants, conducts the physical examination required of all students upon entrance. Where remedial measures are necessary, suggestions are made for improving the physical well-being. For the nominal fee of twenty-five cents a term, medical care and advice are given to all those in need of and desiring it. All cases of indisposition should be reported to the medical adviser promptly in order that diagnosis of incipient diseases may be made. Many minor cases are treated daily, although preventive rather than curative medicine is the aim.

At the beginning of each term representatives of the Y. M. C. A. and of the Women's League meet all trains. They may be recognized by their badges, and may be relied upon for information and advice.

THE APPOINTMENT SERVICE

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

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

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

A complete alumni file with reports from the present field of work of each former student makes it possible to name candidates for work which requires people of some maturity and experience. Each year a number of former graduates are thus placed in larger cities, county normal work, or superintendencies of larger places.

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

EXTENSION WORK

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

A detailed description of the work of this department is given on page 56.

BUILDINGS AND MATERIAL EQUIPMENT

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

The Library, which was completed in the summer of 1924, enables all the students of the school 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 27,000 volumes, arranged according to the decimal classification, and indexed by a card catalog of the dictionary type. An effort is made to insure an intelligent use of library tools and the principal works of reference by a course of ten lessons required of all first-year students.

The Administration Building contains the administration offices, classrooms, the High School assembly room, the Normal Co-operative Store, and the Women’s League room.

The Training School Building, which houses the pre-high school training school work, is a model building of its kind, with every facility for the effective handling and teaching of children.

The Science Building. The Department of Biology is located on the second floor of the science building. There are separate laboratories for special work
in physiology, hygiene, general biology, botany, zoology, nature study, and agriculture. The department is in every way thoroughly equipped with the instruments and apparatus necessary for high-grade work in the various phases of biological study.

Students of nature study have for their use the Normal School's 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 occupies commodious and well equipped quarters on the third floor of the Science building. There are laboratory facilities for two hundred students.

The Department of Physics, on the third floor of the Science building, has two lecture rooms, two large laboratories for the general courses and a smaller one for electrical measurements, a dark room for photometric and spectrum work and for photography, a smaller dark room for individual use, three store rooms, one of which is equipped with bench and tools for making or repairing apparatus.

The apparatus in mechanics is designed to give the student an understanding of the fundamentals of the subject and of the behavior of machines he may meet in his experience outside the school. A number of the machines are of the commercial type.

In electricity the equipment is unusual. Both direct current up to 200 volts and alternating current to 120 volts, 60 cycles, are available to each table in the laboratories and lecture rooms, and the switch panels are so constructed that the throwing of a switch is all that needs to be done to change from one type of current to the other. The voltmeters, ammeters, and wattmeters are of the celebrated Weston manufacture and have sufficient ranges to take care of any problems that may arise. For work in alternating currents a fair proportion of the equipment is devoted to meters of this type. A complete Evans equipment is available for the demonstration of a large number of electrical phenomena. The apparatus for the work in electrical measurements is of the standard Leeds and Northrup make and includes precision standards of E. M. F., resistance, capacity, and inductance.

The department is well equipped for demonstration work in radio, and instruction is available in the building and operation of both sending and receiving radiotelegraph and telephone sets.

Work in heat is facilitated by a supply of gas at each laboratory table and the dark room is amply large to permit work by a number of students in light. Fine opportunities are also offered students who are interested in photography, as the dark room offers space and equipment for all processes. A large Eastman printer makes the work of printing an easy matter.

The Department of Geography and Geology is located on the first floor in the Science building. 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 Education and Psychology is also on the first floor of the Science building. 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 school contains complete files of all the more important psychological and educational journals, as well as a large list of the standard works in these and related fields.

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

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

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

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

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

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

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

TRAINING SCHOOL FACILITIES

One of the most complete systems of Training Schools in the United States affords students a teaching laboratory with facilities for practice teaching of all types of grade, special-subject, and high school teaching. The training schools represent a range of such typical schools as students will meet in the actual field, from a one room rural school, consolidated and township unit schools, a large village school, to city graded schools and high schools. Transportation to the outlying schools is afforded by the Normal busses. The Normal Training School is especially designed and fully equipped, including a kindergarten, a room each for grades one to eight, class rooms, a library, a gymnasium, and manual arts and home economies laboratories.

The center of the building is an open light well forming a rotunda, with stage for children's assemblies at one side, and a fire place which is the attractive center for social gatherings.

Pupil enrollment in this school 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.
The Normal High School is a typical four year high school and a member of the North Central Association. It is situated on the second floor of the Administration Building.

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

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

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

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

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

PRACTICE TEACHING (See also pp. 113-115)

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

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

ASSEMBLY EXERCISES

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 musical numbers provided by the music department of the school and an address given by a member of the faculty or by an invited guest.

STUDENTS' CLUBROOMS

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

A similar room has been set aside for the use of the young men.

THE STUDENT ASSOCIATION

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

The Association provides the democratic means whereby the students of the school govern themselves, with the co-operation of a committee of faculty members, the Faculty Advisory Board. The Association, through its duly elected representatives and with the aid of the faculty, keeps close to the problems of student life. In the last few years it has developed a point system determining the number of extra-curricular activities students may carry; 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 handbook. As a responsible, self-governing body, the Association unifies and inspires a fine type of spirit in the school.

THE WOMEN'S LEAGUE

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

RELIGIOUS ORGANIZATIONS

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

THE ALUMNI ASSOCIATION

The Western Normal Alumni Association, organized June 19, 1906, by graduates of the first two classes, has served as a bond between the members as teachers throughout the State, and the Normal. With the class of 1926 its number will exceed eight thousand, and twenty-two classes will be represented in the membership. Each year headquarters are maintained at the
State Teachers' Association meetings, and alumni are urged to register and make use of the rooms reserved for this purpose. At the commencement home-coming of alumni in June there are a reception and a banquet for members. Through Normal news-letters the school keeps its alumni informed in regard to various matters of mutual interest. A permanent alumni secretary collects and files addresses and information concerning the graduates who are now placed in all parts of the United States and even in foreign countries. Alumni are encouraged to organize into groups in localities where there are enough graduates to warrant such organization.

ATHLETICS AND PHYSICAL EDUCATION

Gymnasium work is required of all students. The development of physical ability and instruction in correct habits of living are the aims. A physical examination is required of all entering students and corrective exercises are prescribed if necessary. Two gymnasiums, several tennis courts, a swimming pool, a large athletic field, and a one-quarter mile cinder running track provide the necessary facilities for participation in all the major sports. The men's teams have had unusual success in all phases of intercollegiate athletics. The women engage in intramural competition in hockey, soccer, basketball, indoor baseball, track, tennis, and swimming, and are represented by varsity teams in tennis and swimming.

THE W CLUB

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

HONORARY SOCIETIES

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

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

DEBATING

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

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

DEBATING CLUBS

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

The Tribunal, the younger of the men's debating organizations, has as its main purpose the encouragement of collegiate debating; but it is also engaged in promoting the best interests of other campus activities. The society has a membership of thirty.
The Senate is a women's debating club, organized to develop interest in public affairs through formal debate. Interest in school activities and a high scholastic standing are requirements for membership.

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

MUSICAL ORGANIZATIONS

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

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

The Glee Clubs take an important part in the musical life of the Normal School. Three are maintained: a Freshmen Girls' Club, a Sophomore Girls' Club, and a Men's Glee Club. The latter club makes a tour during the spring vacation.

THE PLAYERS

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

SCIENCE CLUB

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

SOCIAL SCIENCE CLUB

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

An opportunity is here offered for extending acquaintance with many matters of supplementary interest, discussed in the classroom, such as public and private institutions of the Greeks and Romans, their religion, art, theatre, and the topography and monuments of Athens and Rome. The programs, given by both instructors and students, consist of games, illustrated talks on subjects varying in the different years, and the giving of simple plays.
CERCLE FRANCAIS

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

THE COUNTRY LIFE CLUB (National Affiliation)

Students in the Department of Rural Education, and other students who may so elect, meet on alternate weeks for debates, special topic reports, and free discussion of subjects related to the educational, industrial, and social life of rural communities. Opportunity is afforded for parliamentary practice, and occasionally addresses are made by members of the faculty and leaders in rural education. This work is emphasized by an annual rural progress lecture given by a national leader in the study of rural life.

In addition to these organizations, there exists a number of clubs, representing the interests of different groups of students. For the major part each is an affiliation for professional advancement and social intercourse of the students following the same curriculum.

THE WESTERN NORMAL HERALD

The “Herald,” the official weekly publication of the Normal School, is issued as a four-page paper each Wednesday. It chronicles the important activities of the school. 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 school interests. Every student and faculty member is a paid subscriber. The alumni give the paper hearty support.
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 on the basis of the number of courses taken.
A fee of $3.50 ($3.00 for the Summer session) is collected each term for the support of athletics, subscription to the school paper, student activities, and library purposes.
The above rates will apply to all classes of students except students from Kalamazoo County who enroll in Rural Education curricula.
Kalamazoo County students who enroll for Rural Education work may attend Western Normal 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.
No refunds of fees will be made after the first week of the term.

Graduation Fees

Limited Certificate Curriculum ................................................ $2.00
Life Certificate Curriculum .................................................. 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, February 22, 1923, all students who enroll more than one day late shall be charged an additional fee of $1.00.
No exceptions will be made to this rule.

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.
There are convenient rooms in the vicinity of the school sufficient to house 1,800 students. The cost of room and board varies. The average cost of double rooms is from $2.00 to $3.00 per week per person. The average cost of single rooms is from $3.00 to $4.00 per week. The average cost of board is from $5.50 to $6.50 per week.
The Normal School maintains a lunchroom in the basement of the Training School building where wholesome and palatable food is served at small cost. Five hundred students can be comfortably accommodated each noon.

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>$36.00</td>
</tr>
<tr>
<td>Board</td>
<td>72.00</td>
</tr>
<tr>
<td>Laundry</td>
<td>10.00</td>
</tr>
<tr>
<td>Textbooks and supplies</td>
<td>15.00</td>
</tr>
<tr>
<td>Incidentals</td>
<td>20.00</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>10.00</td>
</tr>
<tr>
<td><strong>Total for one term</strong></td>
<td><strong>$163.00</strong></td>
</tr>
</tbody>
</table>
REMUNERATIVE OCCUPATION

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

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

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

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

THE CO-OPERATIVE STORE

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

STUDENT LOAN FUND

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

SCHOLARSHIP FUNDS

The Fannie Ballou Memorial Fund, founded in 1921 in honor of Fannie Ballou, who was for seven years supervisor of the second grade of the Western Normal Training School, is administered as a loan fund. Loans are awarded to persons of superior ability in the field of elementary education who have completed at least one year of resident work in this school. Preference is given to students in the Early Elementary department. Funds are loaned for one year without interest. After that time, interest at the rate of five per cent per annum is charged. Persons receiving the loan are asked to take out an insurance policy, or to give equal collateral for the protection of the loan. The administration of this fund is in charge of a permanent committee of which Mr. Ellsworth is chairman.

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 thousand dollar mark, and has been instrumental in making it possible for several debaters to remain in school. The money is administered as a trust fund, and is under the management of the Forensic Board of Control.

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

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

ENTRANCE REQUIREMENTS

Any recommended graduate of a four-year high school which meets in full the requirements for approval by the Department of Public Instruction, or a graduate of an institution maintaining equivalent standards, may be admitted to any of the normal schools and colleges of the state, provided the applicant submits the following units:

- English—three units
- Mathematics—two units, other than arithmetic
- History, civics, and economics—two units
- Laboratory science—one unit (This unit may be in physics, chemistry, or the biological sciences.)
- Foreign languages or other academic subjects—two units
- Five other units (These may be in vocational or academic work from courses offered in the school and approved by the State Department of Public Instruction.)

Students who have completed the first two years of an approved high school course and those who hold second-grade certificates will be admitted to the third year of the Normal High School under the general direction of the committee on High School course.

For admission to a degree course, see the detailed outline of the requirements as given on pages 52-54.

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 must present them at the time of registration. Otherwise, they must submit to an examination before enrollment.

Graduates of approved high schools who do not present the required units will be entered on condition and may make up their deficiencies in the Normal High School.

ENTRANCE WITH ADVANCE 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 Normal School. Application for advanced standing, accompanied by credentials, should be made to the Registrar of the Western State Normal School within two weeks of the time that a student first enters the Normal.

TRANSFER OF CREDITS

Students presenting credits from other institutions will have them evaluated according to the following rules, adopted by the Michigan State Board of Education in August, 1922:

1. Candidates for a Limited or a Life Certificate who offer credit from other Michigan normal schools shall earn at least four units** of credit in residence in the institution from which the certificate is sought. If fewer than eight units remain to be done with the institution granting the certificate, all shall be done in residence; if eight or more units are earned with the institution on approval of the faculty, two of the last six may be done in extension or by correspondence.

*Effective beginning with Summer session, 1925.

**A unit of work represents a course of study pursued for twelve weeks with four class periods of fifty minutes each per week, and is regularly recorded as four term hours of credit.
2. Candidates for a Limited or a Life Certificate who offer credits from institutions other than Michigan normal schools shall earn at least eight units of credit with the institution from which the certificate is sought, six of which shall be done in residence. On approval of the faculty the last two units may be done in extension or by correspondence. This rule does not apply to students from county normal schools.

3. Graduates from county normal schools shall be given eight units of credit toward a Limited Certificate and ten toward a Life Certificate, provided that said graduates shall have completed a four-year high school course preliminary to taking the county normal work. The remaining six units necessary for a Limited Certificate must be done in residence. Of the remaining fourteen necessary for a Life Certificate in a two-year curriculum, twelve must be done in residence. On the approval of the faculty the last two units required for either the Limited or Life Certificate may be done by extension or by correspondence.

4. Candidates for a degree shall earn twelve units of credit in residence with the institution from which the degree is sought.

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.

EXTRA STUDIES

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

It is deemed more desirable for a student to do work of a high grade of excellence with a normal class load than to take extra subjects with mediocre success. Students should not apply for an extra study for their first term in residence, but should establish their ability to carry extra work before making application for the same.

Students may make application for an extra study in subsequent terms by securing an application blank from the Chairman of the Extra Study Committee, carefully filling out the same, and filing the application with the chairman of the committee.

The committee will investigate the record of the student and decide whether the request shall be granted. If the extra study is granted, the chairman of the committee will issue to the student an Extra Study Permit, which should be retained as evidence that such permission has been granted.

CREDIT

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

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

Courses which meet two hours a week for one regular term will be given 2 term hours of credit (one-half unit.)
Courses which meet three hours a week for one regular term will be given 3 term hours of credit (three-fourths unit.)

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

Ninety-six term hours of credit are required for a Life Certificate in a two-year curriculum, 144 term hours of credit are required for a Life Certificate in a three-year curriculum, 56 term hours of credit are required for the Limited Certificate, and 192 term hours of credit are required 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.

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>
</tbody>
</table>

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

The mark of A means that in a number of students so large as to exclude accidental variations this student would be found ranking among the few excellent students. Only unusual attainments in this subject shall be recognized by this grade.

The mark of B means that the student ranks among the great majority of those who are superior to the medium students in this subject.

The mark of C means that the student would be found ranking with the fifty per cent medium students of this subject.

The mark of D means that the student ranks among those who are inferior to the medium students in this subject, but whose attainments seem worthy of some recognition.

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.

The mark of E means that the student has failed. It’s must be removed during the next succeeding term (except when the student does not return, and then within one year) or they automatically become E’s.

E’s and W’s can be removed only by taking again all the work involved.

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

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

The State Board of Education through Western State Normal School grants teachers' certificates and the Bachelor's Degree as follows:

LIFE CERTIFICATE

Requirements:
(a) Applicant must be at least eighteen years of age.
(b) Applicant must have completed one of the curricula offered in Western State Normal School, which curriculum shall require not less than two years of work (96 term hours of credit) in advance of the high school.
(c) Applicants must be citizens of the United States, or have signified their intention of becoming citizens by having taken out the first papers.

Duration and Validity:
The Normal Life Certificate shall be valid for life in all schools of the State, provided a copy of the certificate shall have been filed in the office of the legal examining officer of the county or city in which the holder is to teach.

LIMITED CERTIFICATE

Requirements:
(a) Applicant must be at least eighteen years of age.
(b) Applicant must have completed a curriculum requiring forty-two weeks of work (56 term hours of credit) in advance of the high school.

Duration and Validity:
The Limited Certificate shall be valid in the schools of the State for three years, providing a copy of the certificate shall have been recorded in the office of the legal examining officer of the county or city in which the holder is to teach.

BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES

The degree of Bachelor of Arts or Bachelor of Science is conferred by Western State Normal School after the completion of one of the four-year curricula outlined on pages 52-55.

REQUIRED PROFESSIONAL TRAINING

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

The following statement by the Superintendent of Public Instruction, set forth in Bulletin No. 14 of the Department of Public Instruction, is clear and specific about the certification of teachers by county boards of examiners after September 1, 1925:

Summary of the Law

The law provides that after September 1, 1925, a person to receive a county certificate must have had at least one year of professional training beyond the completion of an approved four-year high school course.

Exceptions to this requirement for one year of professional training:
1. Any teacher who can furnish proof to the Superintendent of Public Instruction of having taught five years previous to the taking effect of the law
in August, 1921, the last three years of which were continuous, may have a renewal of a certificate without completing the professional training, if such teacher has been continuously and successfully teaching and has the average standing mentioned in the next paragraph.

2. Any teacher holding a third grade certificate, a second grade certificate, or a first grade certificate on September 1, 1925, renewable because the teacher has taught continuously since the last certificate was received and has attained an average standing of at least eighty-five per cent in all subjects covered in two or more previous examinations may have a third grade certificate and a second grade certificate renewed by completing twelve weeks of professional work amounting to sixteen term hours' credit, and may have a first grade certificate renewed by completing eighteen weeks of professional training amounting to twenty-four term hours' credit.

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

Certificates Issued

A person who completes one year or more of professional training is granted a certificate as follows:

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

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

**First Grade.** A person who completes one and two-thirds years of professional training is granted a first grade certificate by the county board of school examiners.

Each of the above three grades of county certificates issued upon one year or more of professional training is renewable without further professional training, but no person may receive more than three third grade certificates, including renewals of third grades.

**Renewal of County Certificates Issued Previous to September 1, 1925.**

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

The requirements for one year of professional training are given on page 51.

**CREDIT RELATIONS WITH COLLEGES AND UNIVERSITIES**

Graduates from the two-year curricula 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 of the three-year curricula. A student who desires to earn a life certificate in the Normal School, 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 Normal School is a member of the American Association of Teachers Colleges.
THE CURRICULA

The curricula in Western State Normal School 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 of Western Normal, in outlining curricula sufficiently flexible to prepare teachers for both general and special school work, has made liberal provision for students to exercise individual preference in elective work. A prospective student should study carefully the curricula as outlined that he may understand clearly the purposes of each. He should choose the curriculum for which he considers himself best fitted.

Life Certificate Curricula

Western State Normal School offers several curricula leading to the Normal Life Certificate. They are designed to prepare teachers for different grades and special kinds of public school work. These curricula require from two to four years (36 weeks each) of work beyond the four-year high school. The school year is divided into three terms of twelve weeks each and a Summer session of six weeks. A year’s work consists of twelve units (48 term hours).
Three-Year Curriculum for the Preparation of Teachers and Supervisors of Art

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

2. English Composition 101 A, B ........................................... 8 term hours
   or
   - 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:
   - Teachers' Art 102 ...................................................... 4 term hours
   - Industrial Art 103 ........................................................ 4 term hours
   - Elementary Design 109 ................................................ 4 term hours
   - Mechanical Drawing 112 .............................................. 4 term hours
   - Art Observation 201 ................................................... 4 term hours
   - Figure Drawing 205 .................................................... 4 term hours
   - Demonstration Drawing 207 ......................................... 4 term hours
   - Art Composition 208 ................................................... 4 term hours
   - History and Appreciation of Art 211 A, B .. ................. 8 term hours
   - Commercial Art 214 ................................................... 4 term hours
   - Art Supervision 313 ................................................... 4 term hours

7. At pleasure ........................................................................... 32 term hours
   (Not more than 8 term hours may be elected in Art)

8. Non-credit courses, required of all students.
   - Library Methods.
   - Penmanship.
   - Physical Education 101, 102, 103, 106, 201, 202.

Note.—1. The department reserves the right to take creditable work from the students for purposes of exhibition.
2. In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups 3, 4, 5, and 7.
Three-Year Curriculum for the Preparation of Teachers of Art and Music

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

2. English Composition 101 A, B .......................... 8 term hours
   or
   - 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:
   - Teachers Art 102 ..................................... 4 term hours
   - Industrial Art 103 .................................... 4 term hours
   - Elementary Design 109 ................................ 4 term hours
   - Mechanical Drawing 112 ............................... 4 term hours
   - Art Observation 201 ................................... 4 term hours
   - Figure Drawing 205 ................................... 4 term hours
   - Demonstration Drawing 207 ............................ 4 term hours
   - Art Composition 208 ................................... 4 term hours
   - History and Appreciation of Art 211B ............... 4 term hours
   - Art Supervision 313 .................................. 4 term hours

7. Music:
   - Fundamentals of Music 101 A, B, C .................... 12 term hours
   - Voice Culture 116 A, B ................................ 4 term hours
   - Music Education 206 A, B, C ......................... 12 term hours
   - Harmony 209 A, B ..................................... 8 term hours
   - Modern Composers 213 ................................ 4 term hours
   or
   - Musical Appreciation 214 ................................ 4 term hours

8. Non-credit courses required of all students:
   - Library Methods.
   - Penmanship.
   - Physical Education 101, 102, 103, 106, 201, 202.

Note.—1. The department reserves the right to take creditable work from the students for purposes of exhibition.
2. Two years of vocal or instrumental ensemble are required.
3. In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups 3, 4, and 5.
### Three-Year Curriculum for the Preparation of Teachers of Commerce

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

2. **English Composition**
   - 101 A, B: 8 term hours
   - Rhetoric 104 A, B, C: 9 term hours

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

4. **Science and Mathematics:**
   - Mathematics 103 A, B, C, or 104 and 104 A, B: 15 or 12 term hours
   - Geography 109, 110: 8 term hours

5. **Commerce:**
   - Shorthand and Typewriting 102 A, B, C: 12 term hours
   - Elementary Accounting 103: 4 term hours
   - Accounting 201 A, B, C: 12 term hours
   - Problems of Secondary Commercial Education 206: 3 term hours
   - Business Law 304 A, B, C: 9 term hours

6. **At pleasure:**
   - From Department of Commerce: 4 term hours
   - From any departments except Commerce and Economics: 25 or 28 term hours

7. **Non-credit courses required of all students:**
   - Library Methods.
   - Penmanship.
   - Physical Education 101, 102, 103, 106, 201, 202.

Note—In as far as possible, groups of two or more consecutive courses should be elected in fulfillment of the requirements of Group 6.
Two-Year Curriculum for the Preparation of Teachers of the Early Elementary Grades

1. Psychology and Education:
   - Introductory Psychology 101 ........................................... 4 term hours
   - Educational Psychology 102 ............................................ 4 term hours
   - Psychology of Reading 104 ............................................. 4 term hours
   - Principles of Teaching 101 ............................................. 4 term hours
   - Teaching 201, 202 ....................................................... 8 term hours

2. Early Elementary Education:
   - Early Elementary Education 101 A, B, C ........................... 12 term hours
   - Games and Rhythms 201 ................................................. 2 term hours
   - Story Telling 202 ......................................................... 2 term hours

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

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

5. History or Sociology ..................................................... 12 term hours

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

7. Music 104 ......................................................................... 4 term hours

8. Art
   - Teachers Art 102 ............................................................ 4 term hours
   - Industrial Art 103 ............................................................ 4 term hours

9. At pleasure ........................................................................ 4 term hours

10. Non-credit courses required of all students.
    - Library Methods.
    - Penmanship.
    - Physical Education 101, 102, 103, 106, 201, 202.

Note.—1. In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups 4 and 5.
2. Attention is called to the following courses:
   - Demonstration Drawing 207.
   - Literature for Children 103.
   - Lyric Poetry 111.
   - Mythology 108.
   - Geography for Primary Grades 103.
   - Arithmetic 101.
   - Hygiene 112.
   - Home Management 205.
   - Nutrition 206.
   - Health Education 215.
   - Educational Measurements 206.
Two-Year Curriculum for the Preparation of Teachers of the Later Elementary Grades

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

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

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

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

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

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

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

8. At pleasure .............................................................. 24 term hours
   (At least twelve term hours must be elected in work directly related to subjects taught in the later elementary grades. These courses will be in addition to any courses in that subject elected in fulfillment of the other requirements.)

9. Non-credit courses required of all students:
   - Library Methods.
   - Penmanship.
   - Physical Education 101, 102, 103, 106, 201, 202.

Note.—1. In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups 3, 4, 8.
   2. Attention is called to the following courses:
      - Demonstration Drawing 207.
      - Literature for Children 103.
      - Lyric Poetry 111.
      - Mythology 108.
      - Story Telling 111.
      - Hygiene 112.
      - Health Education 215.
      - The Teaching of Geography 212.
      - The Teaching of History 204.
      - Psychology of Reading 104.
      - Educational Measurements 206.
Two-Year Curriculum for the Preparation of Junior High School Teachers

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

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

3. One major subject, consisting of from 16 to 28 term hours, including 4 term hours of teaching.

4. One minor subject, consisting of 16 term hours, including 4 term hours of teaching.

5. Two subjects (other than the major and minor) consisting of 12 term hours.

6. The remaining units are to be taken in groups of three ormiscellaneously with the consent of the adviser.

7. Non-credit courses required of all students.
   - Library Methods.
   - Penmanship.
   - Physical Education 101, 102, 103, 106, 201, 202.

Note.—1. All elections for major and minor must be made with the approval of a member of the department in which the work is to be taken.
2. In determining the courses to be taken, in fulfillment of the requirements of Groups 3, 4, 5, 6, the student should hold in mind that there is demand for teachers qualified to teach the following groups of subjects:
   - Science (geography, general science, nature study, physiology and hygiene, elementary botany, elementary biology, agriculture), history.
   - English, geography, history.
   - Mathematics, geography, other sciences (enumerated above).
   - English, geography, other sciences (enumerated above).
   - English, history, science (enumerated above).
   - Geography, history, other sciences (enumerated above).
   - Music and any two of these subjects.
Two-Year Curriculum for the Preparation of Senior High School Teachers

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

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

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

4. A minor of 16 to 28 term hours including 4 term hours of teaching.

5. In as far as possible the remaining units should be taken in groups of 12 term hours of consecutive courses in subjects not chosen as a major or minor.

6. Non-credit courses required of all students.
   - Library Methods.
   - Penmanship.
   - Physical Education 101, 102, 103, 106, 201, 202.

Note.—1. Students should hold in mind, in making their elections, that graduates in this curriculum obtain positions in the small high schools only and will be expected to teach at least four subjects.

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

3. Students who desire to teach in the high schools of rural agricultural, consolidated, and village schools are referred to the high school curriculum given on page 49.
Three-Year Curriculum for the Preparation of Teachers and Supervisors of Home Economics

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

2. English Composition 101 A, B ........................................ 8 term hours
   or
   - 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 .......... 12 term hours

5. Science and Mathematics:
   - Hygiene 112 ............................................................... 4 term hours
   - Home Nursing 212 ...................................................... 4 term hours
   - Chemistry 103 A, B, C .............................................. 12 term hours
   - Electives ...................................................................... 12 term hours

6. Household Arts Design 106 ............................................. 4 term hours

7. Home Economics:
   - Clothing 101 .............................................................. 2 term hours
   - Foods 102 .................................................................... 2 term hours
   - Clothing 103 .................................................................. 4 term hours
   - Foods 104 ..................................................................... 4 term hours
   - Clothing 205 .................................................................. 4 term hours
   - Nutrition 206 ................................................................ 4 term hours
   - Clothing 207 ................................................................ 4 term hours
   - Home Management 208 ............................................... 4 term hours
   - Home Economics Education 209 ................................. 4 term hours
   - Millinery 215 ................................................................ 4 term hours
   - Advanced Clothing 311 .............................................. 4 term hours
   - Advanced Foods 312 .................................................. 4 term hours

8. At pleasure ...................................................................... 16 term hours
   (Not more than 8 term hours may be elected in Home Economics.)

9. Non-credit courses required of all students:
   - Library Methods.
   - Penmanship.
   - Physical Education 101, 102, 103, 106, 201, 202.

Note.—In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups 3, 4, 5, 8.
Three-Year Curriculum for the Preparation of Teachers and Supervisors of Manual Arts

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

2. English Composition 101 A, B ....................................................... 8 term hours
   or
   - 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 101 ................................................................. 4 term hours
   - Electives ................................................................. 12 term hours

6. Manual Arts:
   - Mechanical Drawing 111 A, B .................................................. 8 term hours
   - Household Mechanics 102A .................................................. 4 term hours
   - Advanced Benchwork 103A .................................................. 4 term hours
   - Wood Finishing 207 ............................................................... 4 term hours
   - Machine Shop 223 or Sheet Metal 222 .................................................. 4 term hours
   - Shop Organization 301 ............................................................... 4 term hours
   - Electives ................................................................. 24 term hours

7. At pleasure (Not in Manual Arts) ................................................................. 20 term hours

8. Non-credit courses required of all students:
   - Library Methods.
   - Penmanship.
   - Physical Education 101, 102, 103, 106, 201, 202.

Note.—1. In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups 3, 4, 5, 7.
2. Students who enter without high school physics must elect Physics 100 A, B, C.
3. Those who elect a year of either college physics or mathematics may substitute another subject for Applied Mathematics 112.
4. Woodshop 99 and Mechanical Drawing 99 are required of all students who have not had similar work in high school.
5. Manual Arts students wishing to prepare to teach some work in Physical Education should elect Physical Education courses 101, 102, 103 the first year. Physical Education 121, 122, 123 should be elected the second year. Courses 118, 128, 213, 215, 219 should also be elected and may be taken in summer sessions. The courses above enumerated will total fifteen hours. A certain amount of field, floor, and track work, corresponding to laboratory work, will be required of all enrolled in each coaching course.
THE CURRICULA

Three-Year Curriculum for the Preparation of Teachers and Supervisors of Music

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

2. English Composition 101 A, B ....................................... 8 term hours
   or
   - Rhetoric 104 A, B, C .................................................. 9 term hours

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

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

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

6. Music:
   - Fundamentals of Music 101 A, B, C ................................ 12 term hours
   - Voice Culture 116 A, B, C, 216 A, B, C ............................ 12 term hours
   - Music Education 206 A, B, C ........................................ 12 term hours
   - Harmony 209 A, B, C .................................................... 12 term hours
   - History of Ancient and Medieval Music 212 .................... 4 term hours
   - Modern Composers 213 ................................................ 4 term hours
   - Musical Appreciation 214 ............................................. 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) ............................................ 12 term hours

8. Non-credit courses required of all students:
   - Library Methods.
   - Penmanship.
   - Physical Education 101, 102, 103, 106, 201, 202.

Note.—1. Vocal or instrumental ensemble are 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, 7.
Three-Year Curriculum for the Preparation of Men Teachers and Supervisors of Physical Education

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

2. English Composition 101 A, B .................................... 8 term hours
   or
   - 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:
   - Biology 103 A, B ................................................ 8 term hours
   - Hygiene 112 ................................................ 4 term hours
   - Anatomy 211 A, B ........................................ 8 term hours
   - Psychology 211C ........................................ 4 term hours

6. Physical Education:
   - History of Physical Education 107 .............................. 3 term hours
   - Gymnastic Theory 108 ........................................ 2 term hours
   - Baseball Technique 118 ....................................... 2 term hours
   - General Athletics and Games 121A ............................. 1 term hour
   - Elementary School Gymnastics 121B ............................. 3 term hours
   - Outdoor Games 121C ........................................ 2 term hours
   - Fundamental Football 128 ..................................... 1 term hour
   - Football Technique 213 ..................................... 2 term hours
   - Basketball Technique 215 .................................... 2 term hours
   - Track Technique 219 .......................................... 2 term hours
   - Advanced Athletics 221A .................................... 2 term hours
   - Physical Education 221 B, C .................................. 4 term hours
   - Swimming 227 ............................................... 1 term hour
   - Anthropometry and Physical Diagnosis 310 .................... 4 term hours
   - First Aid and Massage 312 ................................... 4 term hours
   - Physical Education Administration 317 .................... 4 term hours
   - Physical Education 321 A, B, C ............................. 6 term hours
   - Scoucraft 332 ................................................ 4 term hours

7. At pleasure (Not in Physical Education) .......................... 15 term hours

8. Non-credit courses:
   - Library Methods.
   - Penmanship.
   - Physical Education 101, 102, 103, 106, 201, 202, 203.

Note.—1. In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups 3, 4, and 7.
# Three-Year Curriculum for the Preparation of Women Teachers and Supervisors of Physical Education

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

2. **English Composition 101 A, B** .................................. 8 term hours
   or
   **Rhetoric 104 A, B, C** ........................................... 9 term hours

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

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

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

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

7. **At pleasure with consent of adviser (Not in Physical Education)** ........................................... 14 term hours

8. **Non-credit courses:**
   - Library Methods.
   - Penmanship.
   - Physical Education 110 A, B, C; 111, 113, 125 A, B, C; 126 A, B, C;
     210 A, B, C; 211 A, B, C; 225 A, B, C; 226 A, B, C; 310 A, B; 311;
     312 A, B, C.

Note.—In as far as possible consecutive courses should be elected in fulfillment of the requirements of Groups 3, 4, 7.
Two-Year Curriculum for the Preparation of Teachers of Rural Elementary Schools

1. Psychology and Education:
   - Introductory Psychology 101 ........................................ 4 term hours
   - Educational Psychology 102 .................................... 4 term hours
   - Principles of Teaching 101R .................................. 4 term hours
   - Teaching 201, 202 .............................................. 8 term hours
   - Curriculum 101 .................................................. 4 term hours
   - Rural Education (Consecutive electives) .................. 12 term hours

2. English Composition 101A ........................................ 4 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 ............................................... 4 term hours
   - Geography 101 A, B .......................................... 8 term hours

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

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

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

9. Non-credit courses, required of all students:
   - Library Methods.
   - Penmanship.
   - Physical Education 101, 102, 103, 106, 201, 202.

Note.—1. In as far as possible, consecutive courses should be elected in fulfillment of the requirements of Groups 3, 4, 8.
2. Attention is called to the following courses:
   - Agriculture 142, 143, 144.
   - Art Education 207.
   - Literature for Children 103.
   - Lyric Poetry 111.
   - Mythology 109.
   - Story Telling 111.
   - Hygiene 112.
   - Health Education 215.
   - The Teaching of Geography 212.
   - The Teaching of History 204.
   - Psychology of Reading 104.
Two-Year Curriculum for the Preparation of Teachers of Rural High Schools

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

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

3. A major of 28 term hours in some subject as advised by the enroller, including 4 term hours of practice teaching in the major subject.

4. Two minor subjects of 12 term hours each with 4 term hours of practice teaching added to one of these minor subjects.

5. At pleasure ......................................................... 12 term hours.

6. Non-credit courses required of all students:
   - Library Methods.
   - Penmanship.
   - Physical Education 101, 102, 103, 106, 201, 202.

Note.—1. Major and minor subjects are available in science, mathematics, literature, history, and social science, and in agriculture, home economics, and manual arts. Twelve term hours of free electives enables the student to choose among such professional subjects as secondary school administration, problems of county normal teachers and rural supervisors, genetics psychology, educational measurements, mental tests, school supervision, curriculum, history of education, or additional academic subjects.

2. Students who are preparing to teach in larger high schools are referred to pages 53-55 in this book.

3. Mature second year students who have had sufficient teaching experience and are able to do independent study, may elect work in rural education in the seminar course for third and fourth year students with the consent of the instructor. This course meets two hours per week.
One-Year Curriculum for the Preparation of Teachers of Rural Schools

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

Students in the Limited Certificate curriculum are urged to elect three consecutive units, with a view of taking any Life Certificate curriculum which they may decide to enter when they return for their second year.

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

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

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

4. Teachers' Art 102 ...................................................... 4 term hours

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

6. Electives (selected from the following) ................................ 24 term hours
   - Literature for Children 103 ....................................... 4 term hours
   - Psychology of Reading 104 ........................................ 4 term hours
   - American History 101, 102, or 103 ............................... 4 term hours
   - Geography 101A .................................................... 4 term hours
   - Arithmetic 101 ..................................................... 4 term hours
   - Hygiene 112 ......................................................... 4 term hours
   - Nature Study 131 or 132 ........................................... 4 term hours
   - Agriculture 141 .................................................... 4 term hours

7. Non-credit courses required of all students:
   - Library Methods.
   - Penmanship.
   - Physical Education 101, 102, 103.

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

2. Agriculture is a year's work in the eighth grade in the latest edition of the State Course of Study. Students who have not had Agriculture in the high school should elect this subject or Nature Study as advised by the enroller.
Requirements for One Year of Professional Training

(a) Each applicant must complete the following subjects:
- Psychology 101 .................................................. 4 term hours
- Observation and Teaching 101 ................................ 4 term hours
- Written English 101A ......................................... 4 term hours
- Hygiene 112 ......................................................... 4 term hours
- Agriculture 141 ................................................... 4 term hours
- Reading 104 .......................................................... 4 term hours
- Principles 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 102 ............................................................... 4 term hours
- Music 106 ............................................................. 4 term hours
- History 101, 102, 103 ............................................ 4 term hours
- Geography 101A .................................................. 4 term hours
- Arithmetic 101 ..................................................... 4 term hours
- Grammar ............................................................. 4 term hours
- Rural Sociology 103 ............................................. 4 term hours
- Nature Study 131 ................................................ 4 term hours
- Psychology 102 .................................................... 4 term hours

(c) Non-credit courses required of each applicant:
- Penmanship.
- Physical Education, 2 terms.

"Four term hours" means one course for twelve weeks with four recitations per week or their equivalent.

Students are advised to take the second course in psychology in their second year.

Not more than one-sixth of the work required for one year of professional training may be done by correspondence or in extension classes.

The completion of one-half year of work in an approved four-year normal school, college, or university above a four-year approved high school course may be substituted for six of the above subjects as directed by adviser.

A person who has completed the work required for a year of professional training as outlined above and who desires a second or first grade certificate may select any subject that will be credited toward a life certificate or toward a degree in an approved university, college, or normal school.
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 normal schools of the state to formulate a four-year curriculum leading to the Bachelor's degree. The curriculum is the same for all of the normal schools of Michigan, and leads to a Life Certificate and the degree of Bachelor of Arts.

The four-year curriculum will in no way interfere with the two-year or three-year Life Certificate curricula already in force in the Western State Normal School, 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. However, the entrance requirements for the four-year curriculum are more rigidly prescribed than for the Life Certificate curricula, and candidates for a degree must satisfy these entrance requirements.

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

General Requirements for Admission.

Admission to the Western State Normal School as a candidate for the degree of Bachelor of Arts may be gained only by certificate or by examination. Fifteen units of high school work are required for admission, a unit meaning the equivalent of five recitations a week in one subject for one year of at least thirty-six weeks. Two or three hours of laboratory, drawing, or shop work will be counted as equivalent to one recitation.

Applicants who offer certificates of graduation from high schools accredited by the University of Michigan or the State Department of Public Instruction will be admitted without examination.

Applicants for admission from non-accredited high schools or whose entrance credits are in any way deficient, will be examined under the direction of the Entrance Requirements Committee. Details concerning these examinations may be obtained from the Registrar.

Subjects Required for Admission

A high school graduate who wishes to enter Western State Normal School with a view of securing the degree of Bachelor of Arts must qualify according to the following scheme. He must have had

- English .................................................. 3 units
- Foreign Language ................................. 2 or 3 units
- Mathematics (Algebra or Geometry) ....... 2 units
- Science ................................................. 1 unit
- History, Civics, and Economics .............. 2 units

Subjects Accepted for Admission

He must present a total of 15 credits (including those just noted) selected from the following list:

- English .............................................. 3 or 4 units
- Greek .................................................. 2 or 3 units
- Latin ................................................... 2, 3, or 4 units
- French ............................................... 2, 3, or 4 units
- Spanish .............................................. 2, 3, or 4 units
- History .............................................. 1, 2, or 3 units
- Algebra .............................................. 1, 1½, or 2 units
- Geometry ............................................ 1 or 1½ units
- Trigonometry ...................................... ½ unit
- Physics .............................................. 1 unit
- Chemistry .......................................... 1 unit
- Physiology ......................................... ½ unit
Geology ......................................................... \( \frac{1}{2} \) unit  
Botany .......................................................... \( \frac{1}{2} \) or 1 unit  
Zoology .......................................................... \( \frac{1}{2} \) or 1 unit  
Physiography .................................................. \( \frac{1}{2} \) or 1 unit  
Elementary Economics ....................................... 1 \( \frac{1}{2} \) unit  
Agriculture .................................................. 1 or 2 units  
Household Arts ................................................. 1 or 2 units  
Drawing .......................................................... \( \frac{1}{2} \) or 1 unit  
Manual Arts .................................................... 1 or 2 units  
Commercial Branches .......................................... 1 or 2 units  
General Science ................................................ 1 \( \frac{1}{2} \) unit

Requirements for the Degree of Bachelor of Arts

The degree of Bachelor of Arts and a Teacher's 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 Requirements for Admission. 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 requirement for graduation with this degree is 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 |
| Group 5 | Psychology and Education: Introductory Psychology 101 | 4 term hours |
| | Educational Psychology 102 | 4 term hours |
| | Principles of Teaching 201 | 4 term hours |
| | Teaching 201, 202 | 8 term hours |

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

Note.—1. Not more than sixty-four term hours may be taken in any one department.  
2. Courses counted in Group 1 cannot be counted in Group 4.  
3. Not more than a total of 64 term hours may be counted from 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.  
4. At least two-thirds of the work taken in residence beyond the second year must be in courses not open to first-year students, and no candidate will be recommended for the A.B. degree who has spent less than one year at the Western State Normal School and who has not been in residence during the term next preceding the time of his graduation.
**Four-Year Curriculum Leading to the Degree of Bachelor of Science**

**Requirements for Admission**

The requirements for admission to the Bachelor of Science curriculum are the same as for the Bachelor of Arts curriculum (pages 52-53) except that the option is granted of presenting, in place of two units of foreign language, two units chosen from the departments of mathematics, natural science, or social science.

**Requirements for 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 Requirements for Admission. 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 one hundred ninety-two term hours distributed as follows:

<table>
<thead>
<tr>
<th>Group</th>
<th>Requirement</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English Composition and Rhetoric</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>History, Political Science, Economics, and Sociology</td>
<td>12</td>
</tr>
<tr>
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<td>Psychology and Education: Introductory Psychology 101</td>
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<td>Educational Psychology 102</td>
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<td>Principles of Teaching 101</td>
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<td>Teaching 201, 202</td>
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<td>Elective</td>
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<td>Ancient Languages, Modern Languages, or English in addition to Group 1</td>
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<td>5</td>
<td>Biology, Chemistry, Geography and Geology, Mathematics, and Physics</td>
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<td>Physical Education for Men</td>
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<td>12</td>
<td>Physical Education for Women</td>
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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.

Credits counted toward a degree must be earned in courses generally recognized as of college grade. After June of 1928, 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 Normal School and who has not been in residence during the term next preceding the time of his graduation.
THE EXTENSION DEPARTMENT

JOHN C. HOEKJE, Director

Extension courses are open to:

a. High school graduates, with or without experience, who wish to earn credits to apply on certificates or on the A.B. or B.S. 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 Normal School. The work takes two forms:

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

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

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

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

Correspondence courses may be begun at any time when the Normal 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 Normal authorized by the Department. Correspondence students must enroll with the Extension Department. When in residence all extension students enroll with the Director of Extension.

The schedule of fees follows:

<table>
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<tr>
<th>Class tuition, per unit of credit</th>
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<tr>
<td>Correspondence tuition, per unit of credit</td>
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Henceforth for students who enroll for extension work the following rules regarding the amount of such work permitted will apply:

1. A maximum of one-fourth of the required number of courses for Life Certificate and for the A.B. or the B.S. degree may be earned by extension.

2. A maximum of two courses may be earned by extension by graduates of County Normals who are also graduates of four year high schools.

3. Not more than two extension courses can be applied toward the requirements for the Limited Certificate or toward the requirements to satisfy the 1925 Certification Law.

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

COURSES OF INSTRUCTION

ART

Any one of the following group of courses constitutes a major sequence in art.

a) 102, 103, 109
b) 102, 109, 201
c) 102, 205, 207
d) 102, 211 A, B

102. Teachers’ Art. 4 term hours. Offered each term. Miss Stevenson, Miss Siedschlag, Miss Roberts, Miss Broemel.

This course prepares the student to direct art activities in the grades. Color, design, and lettering are followed by drawing in line and tone, memory and imaginative drawing taking precedence over representative. Required of all students in Early Elementary, Later Elementary, and Art curricula.

103. Industrial Art. 4 term hours. Offered each term. Miss Siedschlag, Miss Roberts.

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

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

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

105. Modeling. 4 term hours. Offered each term. Miss Stevenson.

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

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

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


Principles of design to enable students to make original patterns in borders, surface patterns, and motifs. This course also provides color instruction with special reference to these designs.

201. Art Observation. 4 term hours. Fall and Winter terms. Mrs. Struble, Miss Siedschlag.

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

203. Jewelry. 4 term hours. Prerequisite: Design 109. Miss Broemel.

A study of processes of metal craft worked out in designs practical for high school students.

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

Rapid sketches of figure in action. Attention is given to preliminary sketches of anatomical analysis. Careful drawing of figure in charcoal or crayons.

206. **Art Education.** 4 term hours. Summer term. Miss Siedschlag.

A course designed to aid the grade teacher in correlating handwork and blackboard demonstration with the teaching of geography, literature, and history.

207. **Demonstration Drawing.** 4 term hours. Winter term. Miss Roberts, Miss Broemel.

Practice in rapid drawing on the blackboard and large paper with white and colored chalks. Topics pertaining to everyday life and special holidays give subject matter. Perspective is reviewed. Nursery rhymes and children's stories are illustrated on blackboard and by paper cutting.

208. **Art Composition.** 4 term hours. Prerequisite: Art 102, Modeling 105, and Design 109. Fall term. Miss Roberts.

A study of composing within a given space figures, landscapes, flowers, etc., 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.

211A. **History and Appreciation of Art.** 4 term hours. Winter term. Miss Roberts.

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

211B. **History and Appreciation of Art.** 4 term hours. Spring term. Miss Roberts.

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

212. **Handwork.** 4 term hours. Prerequisite: Art 102 or 103. Spring term. Miss Roberts, Miss Stevenson.

Includes problems in batik, leather tooling, colored cement work, stitchery, and block printing.

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

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

220. **Stage Design.** 4 term hours. Fall term. Miss Siedschlag.

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

302. **Advanced Design.** 4 term hours. Prerequisite: Art Composition 208. Fall term. Miss Stevenson.

A series of problems with definite application. For Art students.

304. **Advanced Figure Drawing.** 4 term hours. Prerequisite: Figure Drawing 105. Winter term. Miss Stevenson.

A continuation of figure drawing, developing technical skill and imagination.

305. **Advanced Composition and Illustration.** 4 term hours. Prerequisite: Art Composition 208. Winter term. Miss Roberts.

This course will consist of illustrations for the school annual the first part of the term, followed by such problems as illustrating a child's poem, nursery
rhymes, covers for magazines, etc. An etching press will make it possible to make etchings. The artist's point of view rather than the illustrator's will be emphasized.


311. History of Art. 4 term hours. Prerequisite: History of Art 211 A, B. Fall term. Miss Roberts.
A study of the development of painting and sculpture with special attention to modern movements and contemporary art.

313. Art Supervision. 4 term hours. Prerequisite: Art Composition 208. Spring term. Miss Siedschlag.
A study of the school curriculum and its needs in art activities. Course of study will be outlined and administrative problems discussed. Collections of illustrative material will be cataloged, and equipment and supplies planned for.

A course in textile decoration involving embroidery, dyeing, block printing, and stenciling from creative designs. The use of decorative textiles for home, school, stage, etc., is discussed.

321. Painting. 4 term hours. Prerequisite: Art Composition 208, or consent of instructor. Spring and Summer terms. Miss Roberts, Miss Broemel.
Painting of still life, landscape, and figure in oil and water color. Although attention is given technique, the study of design, composition and color will be emphasized. The work will not consist of drawing from nature only; there will be a chance for imaginative composition as well. The course is to develop appreciation and to show how the elements and principles of design can be carried into painting.

322. Bookbinding. 4 term hours. Prerequisite: Industrial Art 103 and Design 109, or consent of instructor. Fall term. Miss Siedschlag.
An advanced course in the construction and decorative design of books.

BIOLOGY

Course 102 is a survey course for those who have only a limited time to devote to the subject.
Course 101 is recommended as a minor sequence in biology. Any three one term courses may be taken for which the student has the prerequisites, but it is desirable to have them somewhat related in subject matter. Courses 131, 102, and 121, for example, make a good sequence.
Good major sequences are: for students interested in the general aspects of the subject, courses 101, 301, 302, 303; for students interested in zoology, courses 101 and any three of 251, 252, 253 and 254; for students interested in botany, courses 101 and 221. Students interested in nature study should refer to the special course of study outlined for nature study teachers, page 63. For sequences in agriculture, see page 64.

General Courses

101 A, B, C. General Biology. 12 term hours. Courses should be taken consecutively through the year. Dr. Goddard.
A general laboratory course which can profitably be selected by those who wish a thorough general training in the subject and those who desire a basis for specialization. Credit in this work is accepted for entrance in professional
schools of medicine and dentistry. Beginning with the cell as a unit, a number of representative animal and plant forms are studied with reference to their structures, functions, and life relations. Classroom; 2 hours a week; laboratory, 2 double periods.

102. Fundamentals of Biology. 4 term hours. Fall, Winter, and Summer terms. Dr. Kenoyer.

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

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

An abbreviated form of Course 101, covering the ground in two terms. Intended primarily for freshman students in the departments of physical education, but open to others. Physical education students should take Hygiene 112 in the term of their freshman year in which they are not enrolled in Biology 103. Classroom, 2 hours a week; laboratory, 2 double periods.

104. General Science. 4 term hours. Prerequisite: Previous work in collegiate science. Fall and Winter terms. Dr. Goddard.

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

201. Teaching of Biology. 2 term hours. Prerequisite: At least three terms of work in the biology department. Spring term. Dr. Kenoyer.

For those who intend to teach biology in the high schools. Instruction is given in the organization of material and in the means of presenting biological truths through the lecture-recitation, the laboratory, and the field trip.

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

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

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

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

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

Deals with the reasons why living things differ from one another and the manner in which 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.
ANATOMY AND HYGIENE

303. Eugenics. 4 term hours. Prerequisite: Biology 101 or 102 and, if possible, 302. Spring term. Dr. Kenoyer.

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

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

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

Anatomy and Hygiene

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

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

113. School Hygiene. 2 term hours. Summer term. Mr. Place.

Designed especially for teachers. Such problems are considered as malnutrition of the school child, factors influencing growth, physiological differences between children and adults, school-room ventilation, personal hygiene, and prevention of contagious diseases. Hygienic and sanitary surveys are taken.

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

This course gives the student a comprehensive knowledge of the structure of the human body. A complete dissection of the rabbit is made. This and the following course constitute a year's work required of sophomores in physical education and open to other students. Classroom, 3 hours a week; laboratory, 2 hours a week.

211C. Physiology. 4 term hours. Prerequisite: Anatomy 211 A and B or high school physiology. Spring term. Mr. Place.

This course is especially designed for physical education students.

212. Home Nursing. 4 term hours. Prerequisite: Hygiene 112. Offered each term. Miss Cone.

Prevention and care of illness in the home, including simple nursing procedures and first aid treatment for common household emergencies.

214. School Health Problems. 4 term hours. Prerequisite: courses 112 and 211 A, B, C. Spring term. Mr. Place.

This study of the methods of maintaining good health in schools is planned especially for second year physical education women. Practice is given in the recognition of the common diseases of children. A special study is made of the contagious diseases. Hygienic and sanitary surveys are taken.

215. Health Education. 4 term hours. Prerequisite: Hygiene 112 or Physical Education 106, and Principles of Teaching 101. Offered each term. Miss Bell.

The purposes of this course are to develop in the teacher a sense of responsibility for the pupils in his or her care; to give to students instruction in and, as far as possible, experience with methods of health education; to give students experience in finding specific health needs and in planning health education objectives and activities in a particular school situation by such means as analysis of school situations, simple local surveys, tests, and children’s interest questions; to acquaint students with ways of gaining closer cooperation of parents for the health of children; to familiarize students with activities and literature of various organizations interested in school health and with ways in which these organizations may be of help to the teacher.
311. Bacteriology and Community Health. 4 term hours. Prerequisite: One year of chemistry. Spring term. Mr. Place.

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

Botany

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

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

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

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

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

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

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

Individual instruction in beginning research for advanced students.

Zoology

151. Elementary Zoology. 4 term hours. Spring term. Dr. Goddard.

This is designed to offer a one-term course to freshmen and others who have had little previous zoology. A general survey will be made of the animal kingdom with special emphasis on habits, life histories, physiology and economic importance. The course will deal largely with higher animals and will give opportunity for considerable field work. Practical applications to agriculture, health and disease, etc., will be given prominence. Classroom, 2 hours a week; laboratory, 4 hours a week.

251. Entomology. 4 term hours. Fall term. Dr. Goddard.

Structural characteristics, habits, life histories, natural homes, classification and economic importance of insects. Field excursions will deal with natural environment, adaptations, and identification. Food habits and economic control will receive special attention. Structural characters, identification, classification, and methods of rearing insect forms will be studied in the laboratory.
252. Invertebrate Zoology. 4 term hours. Winter term. Dr. Goddard.
The study will include structural characters, physiology, life histories, habits, distribution and classification of invertebrates. Identification of local forms and practical economic values will be emphasized. This course is especially desirable for students intending to teach biology in the high school.

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

254. Field Zoology. 2 or 4 term hours. Spring and Summer terms. Dr. Goddard.
A course for students desiring to become acquainted with animals in their natural homes and to learn methods of collecting, mounting, classifying, and preserving for laboratory and demonstration purposes. Special attention will be given to methods of keeping living material, such as the making and stocking of aquaria, terraria and animal cages. Identifying and classifying specimens will be carried on in the laboratory. Saturday forenoon should be reserved for field work.

Nature Study

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

131. Biological Nature Study. 4 term hours. Offered each term. Miss Hadley.
The students make materials which they can use in their schools. Outline drawings of trees, birds and flowers are colored. An aquarium and a net which can be used for water and air insects are made. Each student has an individual garden where he prepares the soil, plants the seed, and cares for the plants that he raises. By trips through the meadows and woods the student learns to recognize the trees, flowers, birds, and insects that are common inhabitants of our fields, woods, and streams. The theories and problems of biology and the ideals of nature study are given in lectures throughout the course.

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

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

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

135. Bird Study. 4 term hours. Summer term. Miss Hadley.
The student learns to identify at least fifty birds in the field, and makes colored plates of seventy-five birds. Lectures are given on the economic
importance of birds, their life problems, the measures necessary for their protection, and what the United States and Michigan have done for their protection.

137. Nature Study Course for Camp Nature Teachers. 4 term hours. 
Prerequisite: high school biology, or its equivalent. Summer term. 
The staff. (Not given in 1926.)

The first two weeks of the term will be spent with the nature study instructor, the third and fourth weeks with the botany instructor, the fifth and sixth weeks with the zoology and community health instructors. The student will spend almost his entire time in the field. He will become acquainted with the material that the average child will find in the usual Michigan camp environment.

Agriculture

The work in agriculture is intended to develop interest in, appreciation of, and right attitudes toward farm life and the work of farming, as well as to develop knowledge of scientific food production and marketing. Some of the courses are intended for those who expect to teach in city schools as well as for those who expect to teach in rural sections. Anyone interested in boys' and girls' club work, garden supervision work, planning and care of school grounds, special phases of farming as sideline, teaching in rural and consolidated schools, teaching agriculture and science in high schools, or in finishing a four year course in agriculture in an agricultural college should consider the courses offered in this department. A one hundred acre farm is operated in connection with this department.

A major sequence in agriculture consist of courses 142, 143, 144, 242, 243, and 244.

A minor sequence in agriculture consists of three of the above courses, preferably 142, 143, and 144 or 244. 
Since the specialized courses are offered only every other year, students who desire to major in agriculture, who will be in school only two years, and who enter in years in which second year courses are offered, may take second year courses in the first year.

141. General Agriculture. 4 term hours. Fall and Winter terms. Mr. Delamarter.

For those who can take only one term of agriculture preparatory to teaching in a rural school. An understanding of the farmer and his task will be sought; curricular content and arrangement will be considered; elementary agriculture texts will be evaluated; sources of illustrative and reference material will be presented, and methods of teaching agriculture considered. Problems involving all phases of farm activity will be presented for solution. A general knowledge of agriculture will thus be acquired.

142. Farm Crops. 4 term hours. Fall term. Mr. Delamarter

Factors in the production of all farm crops and adaptation, culture, and improvement of the separate crops, such as corn, wheat, oats, rye, barley, buck-wheat, field beans, potatoes and root crops, the clovers, alfalfa, vetch, soy beans, millets, hay and pasture grasses. Some study of the botany of crop plants will be made.

143. Animal Husbandry. 4 term hours. Winter term. Mr. Delamarter

The student is expected to become familiar with the correct types of farm animals. Some time will be devoted to a study of breeds, noting particularly adaptations, characteristics, and economic importance. Market classes will be considered in relation to correct type. Animals will be judged by scale of points and by comparison. Correct breeding practices will be noted. Each student will be required to solve a problem involving the housing, feeding, care, and management of each kind of farm animal and the marketing of products.
144. **Fruit Growing.** 4 term hours. Spring term. Mr. Delamarter.

Both tree fruits and small fruits, including choice of site and soil, selection of varieties and of nursery stock, setting of trees and plants, culture, pruning, insects and diseases and their control, picking, handling, and marketing of fruit. Field work will be given in setting trees and plants, pruning, spraying, and the like.

242. **Soils.** 4 term hours. Fall term, 1927-1928. Mr. Delamarter.

The aim of this course is to give the student a knowledge of the origin and nature of soils, soil classes, textural classes, physical properties, moisture relations, air, heat, culture, deterioration and conservation, judging farm lands, supply of lime, nitrogen, organic matter and mineral food, soil organisms, crop rotation, manures and commercial fertilizers.

243. **Agricultural Economics.** 4 term hours. Winter term, 1927-1928. Mr. Delamarter.

The economics of production and marketing, including such problems as farm life, size of farm business, production, balance, capital and credit, types of farming and farm enterprises, selection of crops and livestock, layout and arrangement, acquiring a farm, land rental, farm accounts, cost accounts, cost of producing farm products, marketing of farm products, fundamental principles of cooperation in agriculture, power and equipment, labor. Laboratory practice will be given in farm accounting, including inventories and financial statements, financial accounts, and cost accounts.

244. **Gardening.** 4 term hours. Spring term, 1927-1928. Mr. Delamarter.

Home and school gardens and the place of gardening in educational work; objectives and methods of school gardening. Garden crops are studied and each student plans a garden. Some study will be made of flowers as well as vegetables and the principles of landscape gardening will be presented. Field practice in gardening will be provided.

245. **The Farmer and His Task.** 2 term hours. Spring term. Mr. Delamarter.

A course intended for those who have always lived in town or who expect to teach in town schools. Aims to develop proper appreciation of farm problems and to serve as a basis for rural and urban cooperation. The course presents the historical development of agriculture, agriculture in other lands, the farmer of the past, the present, and the future, a few of the problems involved in providing an adequate food supply that the city man should understand, the joys of farm life, some items of non-vocational agriculture that should help the city autoist to enjoy more fully his trip amidst country scenes, and the teacher's relation to this problem of insuring proper understanding of food production and distribution.

**CHEMISTRY**

Students who expect to be recommended to teach chemistry in high schools must elect, as a minimum, courses 101 A, B, C or 102 A, B, C. Through arrangement with the Department of Physics, a major may be made by taking chemistry the first year and physics the second year.

*101 A, B, C. **General Chemistry.** 12 term hours. Prerequisite: One year of high school chemistry. Begins in the fall term and continues through the year. Dr. McCracken, Mr. Boynton.

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

*102 A, B, C. **General Chemistry.** 12 term hours. Begins in the fall term and continues through the year. Mr. Eldridge.

Similar to course 101 A, B, C, but intended for students who have had no high school chemistry. Classroom, 3 hours a week; laboratory, 4 hours a week.

*Note.—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. Either course may also be taken as a cultural subject by students desiring a broader knowledge of their environment.
103 A, B, C. General Chemistry. 12 term hours. Begins in the fall term and continues through the year. Mr. Eldridge.

Required of all students in the Home Economics department. No other students admitted. Classroom, 3 hours a week; laboratory, 4 hours a week.

104. Introductory Chemistry. 4 term hours. Summer term. Mr. Eldridge.

A descriptive course including some history and classical achievements of chemists. The relation of chemistry to industry and to nature is made. Classroom, 6 hours a week; laboratory, 8 hours a week.

Note—Chemistry 104 is an appreciative course in chemistry and should not be taken by students desiring the fundamental principles of general chemistry.

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

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

201B. Qualitative Analysis. 4 term hours. Prerequisite: Chemistry 201A. Winter term. Dr. McCracken.

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

202A. Organic Chemistry. 4 term hours. Summer term. Mr. Eldridge, Mr. Boynton.

The aliphatic (fatty) series are studied,—paraffins, alkyl halides, alcohols, aldehydes, ketones, sugars, amines, and acids. Classroom, 6 hours a week; laboratory, 8 hours a week.

202B. Organic Chemistry. 4 term hours. Summer term. Mr. Eldridge, Mr. Boynton.

The aliphatic (open chain) and aromatic (closed chain) compounds are studied. Classroom, 6 hours a week; laboratory, 8 hours a week.

Note.—202A is a prerequisite for course 202B except when the student may take both courses during the same term.

204. Teacher’s Chemistry. 4 term hours. Prerequisite: Chemistry 101 A, B, C or 102 A, B, C. May accompany either 101C or 102C. Spring term. Dr. McCracken.

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

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

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

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

Preparation and reactions of organic compounds, both of the aliphatic and aromatic series are studied. Those courses are not only valuable to those students who wish to teach chemistry, but are also suited to the needs of those who may later study medicine, dentistry, or chemical engineering. Credit is given for each term’s work, but students are advised against taking one course only. Classroom, 3 hours a week; laboratory, 6 hours a week each term.
303A. **Quantitative Analysis.** 5 term hours. Prerequisite: Qualitative Analysis 201B. Mr. Boynton.
Gravimetric methods. Laboratory work offered each term.
Note—Two lectures a week are given in the spring term, and must be attended before credit will be given. They include studies in precision and the propagation of errors, acidimetry and alkalimetry, solubility product principle, theory of indicators, oxidation-reduction theory, iodimetry, and principles of separation.

303B. **Quantitative Analysis.** 4 term hours. Prerequisite: Quantitative Analysis 303A. Mr. Boynton.
Volumetric methods. Laboratory work offered each term. See note under 303A.

401A. **Physical Chemistry.** 5 term hours. Prerequisite: Chemistry 102 C or equivalent, Physics 200 A, B, C, and Mathematics 104,104A, and 104B. Open to qualified juniors. Winter 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, applications of physico-chemical theory, molecular weight determinations, viscosity, surface tension, polarimetric and spectroscopic measurements.

401B. **Physical Chemistry.** 4 term hours. Prerequisite: Chemistry 401A. A knowledge of calculus is desirable. Spring term. Mr. Boynton.
Lectures and laboratory work. The work includes determinations of degree of ionization, thermochemistry, homogeneous and heterogeneous equilibrium, colloids, radioactivity, and atomic structure.

402A. **Organic Preparations.** 4 term hours. Consult instructor before enrolling. Offered each term. Mr. Eldridge.
Methods of preparing the aliphatic compounds with an effort to produce the maximum yield at the minimum of expense. Theoretical interpretations of facts are sought. Classroom, 1 hour a week; laboratory, 10 hours a week.

402B. **Organic Chemistry.** 4 term hours. Offered each term. Prerequisite: Chemistry 402A. 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 the instructor before enrolling. Offered each term. Dr. McCracken, Mr. Eldridge.
Laboratory, 12 hours a week. Methods of preparing the less common inorganic compounds.

405. **Organic Analysis.** 2 or 4 term hours. Consult the instructor before enrolling. Mr. Eldridge.
Determination of carbon, hydrogen, nitrogen, etc., by combustion methods. Laboratory work.

**COMMERCE**

101. **Business Arithmetic.** 4 term hours. Fall and Winter terms. Mr. Pennell.
An arithmetical study of business situations which will enable the student to solve problems of the type that are of everyday occurrence in modern business. Review of fractions, decimals, and practical measurements followed by a thorough study of percentage and its applications. Considerable time is given to the development of mental solutions.
*102A. Shorthand and Typewriting (Elementary). 4 term hours. Fall term. Miss Watson, Mrs. Clark.

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

*102B. Shorthand and Typewriting (Intermediate). 4 term hours. Prerequisite: Shorthand and Typewriting 102A. Winter term. Miss Watson, Mrs. Clark.

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

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

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.

103. Elementary Accounting. 4 term hours. Spring term. Mr. Pennell.

An elementary course to acquaint the student with accounting principles underlying the recording of business transactions and the analysis of these recorded facts. It includes principles of debit and credit as applied in double-entry bookkeeping; books of original and final entry; the preparation of simple balance sheets and profits and loss statements; the principles of closing the ledger; discussion of the simple phases of inventories, deferred and accrued items, bad and doubtful accounts, and depreciation. Designed as a foundation for advanced accounting courses.

201A. Accounting. 4 term hours. Prerequisite: Elementary Accounting 103. Fall term. Mr. Pennell.

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

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 201B. 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

*Shorthand and typewriting must be taken three consecutive terms to secure credit, with the following exceptions:

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

Note.—Accounting 201 A, B, and C is planned to make a continuous year’s work in the principles of accounting. Paton’s *Accounting* is used as a basic text for this work. The text is supplemented by laboratory sets and many short problems and exercises.

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

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

203. Typewriting. 2 term hours. Prerequisite: Shorthand and Typewriting 102C. Winter term. Miss Watson.

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

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

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

205. Business Training and Secretarial Practice. 4 term hours. Prerequisite: Shorthand and Typewriting 102C. Spring term. Miss Watson.

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

206. Problems in Secondary Commercial Education. 3 term hours. Fall and Winter terms. Mr. Pennell.

This course deals with some of the more important problems of commercial education in secondary schools. An analysis of modern business is made in an effort to ascertain what education for business should strive to do. An examination is made of secondary commercial curricula to determine whether or not the best interests of business and of the students are served. Certain modifications of existing curricula are considered and new subject matter examined. Some attention is given to the history and development of commercial education.

301. Cost Accounting. 4 term hours. Prerequisite: Accounting 201C. 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 201C. 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.

304 A, B, C. Business Law. 9 term hours. Offered as a year’s course. Mr. Pennell. (Not given in 1926-27).

Organized to meet the particular needs of teachers of business law in secondary schools, this course undertakes primarily to develop an appreciation for law through a study of its sources, development, and significance. By assigned readings from various legal writers, an effort is made to give the student some
acquaintance with the history and philosophy of law. Special emphasis is laid upon the practical application of legal rules in ordinary business transactions. The course continues throughout the year, and students who elect it must plan to take it as a whole. Credit will not be given for a single term.

A. Contractual transactions involving a study of the leading principles of the law of contracts.
B. Special contractual transactions dealing with the more important principles of the law of sales, bailment, and negotiable instruments.
C. Various forms of business association. The principles of the law of agency, partnership, and corporations.

**EARLY ELEMENTARY EDUCATION**


An appreciation of child conservation is sought through a knowledge of the physical needs of the child and the method the school uses to provide and promote healthy living.

**101B. Psychology of Childhood.** 4 term hours. Prerequisite: Early Elementary Education 101A, Psychology 101. Fall and Winter terms. Mrs. Phillips, Mrs. Campbell.

The nature and development of the behavior of the young child is studied. Observation in the Training School is required so that the student may become familiar with the natural mental characteristics, individual differences, and problem cases of children from five to eight years of age.

**101C. Early Elementary Curriculum.** 4 term hours. Prerequisite: Early Elementary Education 101B, Psychology 101. Fall and Winter terms. Mrs. Phillips, Mrs. Campbell.

The satisfaction of the child's needs is found in the enriched curriculum which provides for an active child. Standards for judging objectives and methods used will be established. Experience in recording growth and development through the activities will be given. Activities dealing with the social life of which the child is a member; scientific experiences including use of numbers. Observation in the Training School required.

**201. Games and Rhythms.** 2 term hours. Prerequisite: Early Elementary Education 101B. Fall, Winter, and Spring terms. Miss Allen, Mrs. Phillips.

The development of rhythm and play in young children. About one-half of the course consists of readings and discussions of the theory of teaching plays and games. The remainder of the time is given to floor work and practice in games and dancing.

**202. Story Telling.** 2 term hours. Prerequisite: Early Elementary Education 101B. Fall, Winter, and Spring terms. Miss Allen, Mrs. Phillips.

A study of the field of story telling for young children. Through classroom criticism and actual story telling standards in both are established.


A brief survey will be made of the history of the movement, the organization of the work, a comparison of types of practice as well as experience with materials needed to satisfy the physical and mental needs of the pre-school child.

**EDUCATION AND PSYCHOLOGY**

**Education**

**101. Principles of Teaching.** 4 term hours. Prerequisite: Psychology 102 or its equivalent. Offered each term. Various members of the staff.
Includes such topics as the curriculum, moral and social training, discipline, type lessons, questioning, and lesson plans. Systematic observation of classes in the training school is made, and standards for judging classroom instruction are worked out.

201. Junior High School Education. 4 term hours. Prerequisite: Psychology 102, Principles of Teaching 101. Fall and Spring terms. Mr. Wilds.

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

206. Educational Measurements. 4 term hours. Prerequisites: Principles of Teaching 101. Winter and Spring terms. Mr. Sangren, Mr. Ellis.

A beginning course in educational tests and measurements. Includes such features as elementary statistical methods, essentials of test and scale construction, standardized tests and scales in school subjects, diagnosis and treatment of special difficulties, informal tests, surveys. There will be some opportunity for practice in giving and scoring tests, and in the interpretation of results.

220. Extra-curricular Activities. 3 term hours. Prerequisite: Psychology 102, Principles of Teaching 101. Winter and Spring terms. Mr. Wilds, Miss Mason.

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.

224A. History of Education. 3 term hours. Prerequisite: Psychology 102, Principles of Teaching 101. Fall term. Mr. Wilds.

The foundation elements of our educational organization and practice in ancient and medieval times. A detailed consideration of the education of Greek, Roman, and Christian civilizations. Emphasis is placed upon the three great forces giving rise to the beginnings of modern education—the Renaissance, the Protestant Reformation, and the Intellectual Awakening.

224B. History of Education. 3 term hours. Prerequisite: History of Education 224A. Winter term. Mr. Wilds.

The development of education in the seventeenth and eighteenth centuries, the transition from medieval to modern attitudes, the transplanting of European institutions to American shores, education in the American colonies, and the effects of the American and French revolutions upon educational theories and practices.

225. History of Education. 3 term hours. Prerequisite: Psychology 102, Principles of Teaching 101. Spring term. Mr. Wilds.

The beginnings of national education in Europe and America, the battle for free public schools, and the development of new conceptions of the educational process as exemplified in the teachings of such leaders as Pestalozzi, Herbart, and Froebel. The last half of the term is devoted to a study of present day educational leaders and movements with detailed consideration given to such topics as: Dewey's social philosophy, the project idea, educational measurements, mental testing, curriculum reconstruction, the Dalton and Winnetka plans of individualized instruction, the nursery school, the unified kindergarten-primary unit, the junior high school, the junior college, the county unit and rural consolidation, the platoon system, vocational guidance and training.
226. **Fundamentals of School Administration.** 4 term hours. Prerequisite: Principles of Teaching 101. Offered each term. Dr. Rogers, Mr. Powell.

Fundamental relationships and principles of action between school administrators, teachers, and "public;" and a general insight into the duties and responsibilities of the superintendent of schools. The problems discussed include the following: place of public opinion (local, state, and national) in school control; selection and functions of boards of education and of the superintendent of schools; personnel organization and control; selection, training, tenure, and salaries of teachers; adjustments of curricula to individual differences; the platoon, Winnetka, Cambridge, Dalton, and other plans; the efficiency expert; business organization.

306A. **Problems of Secondary School Education.** 4 term hours. Prerequisite: Principles of Teaching 101. Fall term. Dr. Halnon, Mr. Ellis.

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

306B. **Problems of Secondary School Education.** 4 term hours. Prerequisite: Principles of Teaching 101. Winter term. Dr. Halnon, Mr. Ellis.

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.


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.

308. **Secondary School Administration.** 4 term hours. Prerequisite: Principles of Teaching 101. Spring term. Dr. Halnon, Mr. Ellis.

Relationships of teachers, principal, school board, patrons, and pupils; place and value of supervision in secondary schools; various plans of supervision; daily programs; diagnostic value of the standard tests; significance of the new movements; curriculum reorganization; adult, vocational, and extension education.

325. **School Publicity.** 2 term hours. Winter term. Mr. Wilds.

Practical application of statistical and graphic methods to educational publicity. Specific training is given in the preparation of concrete material for school exhibits, school bulletins, superintendents' reports, and the daily newspapers.

326A. **Problems in School Administration.** 4 term hours. Prerequisite: Education 226, or experience as an administrator. Winter term. Dr. Rogers, Mr. Powell.

Problems met by all school administrators will be studied in detail, and methods for arriving at solutions in the field will be tested by application to real situations, the method of the school survey being used wherever possible. The problems include: school survey methods, location and planning of school buildings, curriculum reorganization, administration of health and physical education, educational and vocational guidance, grades and marks.

326B. **Problems in School Administration.** 4 term hours. Prerequisite: Education 226, 326A. Spring term. Dr. Rogers, Mr. Powell.
The method followed is similar to that in Education 326A. The problems include: classification, progress, and achievement of pupils; child accounting, financial accounting, supply accounting, publicity, taxation, state control.

328A. Supervision of the Elementary Curriculum. 4 term hours. Prerequisite: Principles of Teaching 101. Fall term. Dr. Hilliard.

Introduction to the field of curriculum making; basic principles underlying the same worked out; special emphasis on writing and spelling. Open to qualified sophomores who obtain the consent of the instructor.

328B. Supervision of the Elementary Curriculum. 2 term hours. Prerequisite: Principles of Teaching 101. Winter term. Dr. Hilliard.

Special emphasis on composition, oral English, silent reading, and the improvement of study habits. Open to qualified sophomores who obtain the consent of the instructor.

328C. Supervision of the Elementary Curriculum. 2 term hours. Prerequisite: Principles of Teaching 101. Spring term. Dr. Hilliard.

Special emphasis on geography, elementary science, history, civics, arithmetic, literature, and art. Open to sophomores as above.

329A. Experimental Problems in Elementary Education. 2 term hours. Prerequisite: Principles of Teaching 101. Winter term. Dr. Hilliard.

Supplements course 328 B. Review of outstanding studies in the field with special reference to the elementary subjects, elementary organization, measurement, and methods of teaching. One original problem is attacked. Open to sophomores as above.

329B. Experimental Studies in Elementary Education. 2 term hours. Prerequisite: Principles of Teaching 101. Winter term. Dr. Hilliard.

Supplements course 328C. Similar in method and plan to course 329A. Open to sophomores as above.

330 A, B, C. School Supervision. 4 term hours. Prerequisite: Teaching 202. Offered each term. Miss Steele.

A course for those looking forward to positions as principals and supervisors of elementary schools and critic teachers in normal schools. The course deals with the problems of supervision, with special emphasis upon the improvement of teaching. Opportunity is provided for practical experience. Among the more important topics are diagnosis of instruction observed, methods of improvement, methods of meeting teachers individually and in groups, the selection of textbooks, the use of standard tests.

331. Practice in Supervision. 4 term hours. Offered each term. Miss Steele.

This course is offered to a few selected students, and is adapted to their needs and interests. Provision is made for practice work as critic teacher, supervisor, or as assistant principal.

Psychology

101. Introductory Psychology. 4 term hours. Offered each term. Various members of the staff.

An introductory course serving as a scientific basis for subsequent courses in education, as well as an introduction to the field of psychology itself.

102. Educational Psychology. 4 term hours. Prerequisite: Psychology 101. Offered each term. Various members of the staff.

An application of the principles of psychology to the practical work of teaching in the classroom.
104. **Psychology of Reading.** 4 term hours. Prerequisite: Psychology 101. Offered each term. Miss Spindler, Dr. Hilliard.
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.

203. **Genetic Psychology.** 4 term hours. Prerequisite: Psychology 102. Offered each term. Dr. Henry.
A study of the development of mind in the race and in the individual.

205. **Mental Tests.** 4 term hours. Prerequisite: Psychology 102. Winter and Spring terms. Mr. Sangren.
An introduction to the use of mental tests in education. Supervised training is provided in the giving and scoring of the various types of individual and group tests. The interpretation of results and the application of remedial measures will be emphasized.

212. **Industrial Psychology.** 4 term hours. Prerequisite: Psychology 102. Spring term. Dr. Henry.
Deals with the applications of psychology to business and industry.

302. **Educational Psychology.** 4 term hours. Prerequisite: Psychology 102. Winter and Spring terms. Mr. Powell.
This course offers a more intensive study of the psychology of learning, of individual differences, and their causes, than is possible in Educational Psychology 102.

**ENGLISH**

99. **Grammar Drill.** No credit given. Offered each term. Miss Gary.
A miscellaneous review and drill for students who are deficient in the rudiments of English grammar, spelling, and punctuation. Such students 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 then in these classes. The class meets twice a week.

101A. **Composition.** 4 term hours. Offered each term. Miss Eicher, Miss Master, Miss Gary, Mr. Slusser.
A consideration of the principles of composition, with emphasis upon sentence and paragraph structure. Representative prose selections are read and analyzed, and many written compositions are required.

101B. **Composition.** 4 term hours. Offered each term. Miss Rawlinson, Miss Master, Mr. Slusser.
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.

102 A, B, C. **History of English Literature.** 9 term hours. Three hours a week throughout the year. Miss Loutzenhiser, Miss Eicher.
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 must take it throughout the year. By special arrangements students entering the Normal School in February may take the second half of the course.

Note—This course is recommended for students who have not had a general survey course in English literature in the high school. Students who have had such a course should elect English 110, 111, or 112; American Literature 120, 121, or 122; or General Literature 124.
103. Literature for Children. 4 term hours. Offered each term. Miss Rawlinson, Miss Master.

This course aims: (1) to give a general survey of the field of literature suited to the needs and tastes of children; (2) to get at the general principles which underlie the selection of literature for children under any given conditions; (3) to organize and give new meaning to the mass of literature already read, and to add largely to its content by further reading. While this is primarily a course in literary material for class use, some attention will be paid to the subject of general reading for children, both inside and outside of school.

104 A, B, C. Rhetoric. 9 term hours. Three hours a week throughout the year. Mr. Foley, Miss Rawlinson, Miss Loutzenhiser, Miss Nobbs, Miss Swain.

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.

110. English Literature. 4 term hours. Fall term. Mr. Sprau.

In this course an attempt is made to introduce the student to the general field of literary study and to develop in him some skill in critical interpretation. The typical forms of literature are carefully studied, and different ways of approaching the subject are considered. The course is intended to be a foundation for further study of literature.

111. Lyric Poetry. 4 term hours. Winter term. Mr. Sprau.

This course is a more thorough study of one form of literature considered in 110. Its aim is to help the student to a fuller appreciation of good poetry, to know why a poem is good literature, and to suggest ways of using poetry with classes. Intended for grade teachers especially.

112. The Familiar Essay. 4 term hours. Spring term. Mr. Sprau.

This course aims to introduce the student to careful and accurate reading of English literary prose, and to cultivate in him some appreciation of the familiar essay as a type of literature. The familiar essay is studied in its historical development with special emphasis on the essay as written by the best essayists of our own time.

Note.—While 110, 111, and 112 represent a consecutive year’s work, each unit may be taken separately with profit.

118. The English Bible. 6 term hours. Twice a week throughout the year. Mr. Sprau.

In this course an attempt will be made to study the Bible as a body of great literature. Facts of history and composition, in so far as they are known, will be carefully studied as a background for intelligent interpretation and appreciation of Biblical literature. Students who enroll in the course for credit will be required to read the major part of the Bible and to study intensively certain books that are especially rich in literary value. Juniors and seniors may elect the course only with the consent of the instructor.

120. History of American Literature. 4 term hours. Fall term. Miss Nobbs, Mr. Slusser.

A general survey of American literature. The reading of selections to illustrate the various periods is required.

Note.—120, 121, and 122 may be taken separately or as a year’s sequence of courses.
121. **Chief American Poets.** 4 term hours. Winter and Spring terms. Mr. Foley, Miss Nobbs, Mr. Slusser.

An intensive study of the chief American poets.

122. **American Prose.** 4 term hours. Winter and Spring terms. Mr. Foley, Miss Nobbs, Mr. Slusser.

An intensive study of the chief American prose writers.

124 A, B, C. **General Literature.** 9 term hours. Three hours a week throughout the year. Dr. Brown.

In this course the student is offered the opportunity of making acquaintance with great literatures other than English. Through translations he is introduced to the literature of the ancient Hebrews, Greeks, and Romans, to the Mediaeval and modern literature of the Italian, French, German, Spanish, Russian, and Scandinavian languages. Some attention is given to English literature, but only so much as its position among the literatures of the world might seem to justify. The course assumes no knowledge of any foreign language. The course extends throughout the year and may not be taken for a single term without the previous consent of the instructor. Intended primarily for freshman and sophomores.


The first aim of the course is to acquaint the student with the method of studying and teaching prose fiction. For this purpose some short, well-constructed novel will be analyzed in the classroom. After some study of the picaresque tale of the Elizabethan times, the class will trace the development of the novel in Defoe, Richardson, Fielding, Sterne, and Smollett, the Gothic romance, and the novels related to the French Revolution. In the spring term, the leading English novelists from Jane Austen to the present date will be studied. Each member of the class will be required to make a detailed study of some novelist or phase of the novel, and to report upon the same to the class. Offered in 1926-27.

214 A, B, C. **Shakespeare.** 9 term hours. Three hours a week throughout the year. Mr. Sprau.

The purpose of the course is to help the student read Shakespeare with more understanding and appreciation and to give him practice in reading and interpreting Shakespeare to classes. Six or seven plays are carefully studied in class. Twenty-four other plays are assigned for careful reading.

216. **Contemporary Literature.** 4 term hours. Fall and Winter terms. Mr. Sprau.

It is the aim of this course to give the student some acquaintance with the better things in the literature of the last twenty years and to help him choose his reading with more critical discrimination. The classroom work consists of reading and interpreting representative selections, and of lectures upon interesting subjects connected with the literature of today. The course is primarily a reading course; much library work is required.

219. **The Short Story.** 3 or 4 term hours. Spring term. Dr. Brown, Mr. Foley.

This course aims to trace the development of the short story in England, France, and America, with an account of its various types, and its general technique. The required reading will serve to acquaint the student with the best short stories and the method of teaching such material. Themes and reports will be required.

224 A, B. **Eighteenth Century Poetry.** 6 term hours. Fall and Winter terms. Mr. Foley.

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. Not offered in 1926-27.

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 Excursion, The Faerie Queen; and in C, The Ring and the Book, The Return of the Native.

302 A, B, C. History of English Literature. 12 term hours. Four times a week throughout the year. Dr. Brown.
A survey course in English Literature primarily for third year students who have had no literature courses in the first or second years. It may be elected by other third or fourth year students who have not had English 102. Students electing the course should take it throughout the year. No credit for a single term except by previous arrangement with the instructor.

308 A, B. The English Drama. 6 term hours. Winter and Spring 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, Green, Peele, Kyd, Marlowe, and Shakespeare. In the spring term will be read representative plays of Johnson, 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. Not offered in 1927.

309 A, B, C. Nineteenth Century Poetry. 12 term hours. Four hours a week throughout the year. Mr. Sprau.
This course aims to cultivate in the student a richer appreciation of poetry and to develop some skill in the critical interpretation of literature. The work consists of wide reading in the poetry of the century supplemented by critical and interpretive lectures on the thought of the period as it was reflected in the work of the chief English poets. The course continues throughout the year, and students who elect it must plan to take it as a whole. Credit will not be granted for a fractional part of the work without the previous consent of the instructor to take the course for a single term only.
A. Wordsworth, Coleridge, Scott, Byron, Shelley, and Keats. Fall term.
B. Landor, Tennyson, and Browning. Winter term.
C. Mrs. Browning, Clough, Arnold, Rosetti, Morris, and Swinburne. Spring term.

317. The English Epic. 3 or 4 term hours. Fall term. Dr. Brown.
A study of the general characteristics of the epic. The class will make a careful study of Paradise Lost. Selections will be read from other epics for comparative study. Offered in 1926.
322. **Browning.** 4 term hours. Mr. Sprau.

This course is for those advanced students who care enough for Browning's poetry to study it carefully. Primarily for third and fourth year students specializing in English, or electing it in place of foreign language.

323. **Advanced Rhetoric.** 4 term hours. Fall and Spring terms. Mr. Foley.

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

325 A, B. **Eighteenth Century Prose.** 6 term hours. Fall and Winter terms. Mr. Foley.

This course involves the reading of a variety of types in the non-fiction prose of the eighteenth century, with attention to the ideas and ideals voiced by 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. Offered in 1926-27.

A. Defoe, Swift, Steele, and Addison.

B. Johnson, Hume, Goldsmith, Burke, and Boswell.

333. **Lives and Letters of English Authors.** 4 term hours. Prerequisite: Freshman or sophomore courses in English literature. The instructor's consent is required. Dr. Brown.

This course will combine a detailed study of the Wordsworths, the Carlyles, and others, with wide reading in biography and letters. Reports and critical essays will be required. This course may be substituted for one of the units in Group I of the A.B. course.

338. **Modern Drama.** 4 term hours. 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.

405 A, B, C. **Nineteenth Century Prose.** 12 term hours. Four hours a week throughout the year. Offered in alternate years with English 309 and under the same conditions. Mr. Sprau.

A. Coleridge, Lamb, Hazlitt, Hunt, and Landor.

B. DeQuincey, Macaulay, Carlyle, and Newman.

C. Ruskin, Arnold, Huxley, Pater, and Stevenson.

406. **Anglo-Saxon.**

407. **Chaucer.** Courses 406 and 407 together yield 9 term hours' credit.

Three times a week throughout the year. Students may not enroll for half the year's work without the consent of the instructor. Each course represents a half year's work. Dr. Brown, Mr. Foley.

The purpose of Anglo-Saxon 406 is to give the student some acquaintance with Old English grammar and Old English forms as a foundation for more thorough study and understanding of Modern English, and to give him a clearer conception of early English literature. Bright's *Anglo-Saxon Reader* is used as a text, supplemented with wide reading in translation from early English literature, and in the history of the period. *Required of students who major in English in the A.B. course.*

In Chaucer 407, as much as possible of Chaucer's poetry is read in the original with special attention to pronunciation, grammar, and meter. The life and time of Chaucer are carefully studied as an aid to the interpretation of his
poetry. A generous amount of reading in the literature of the Middle English period is required. Required of students who major in English in the A. B. course.

415. 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.

431. Wordsworth. 4 term hours. Mr. Sprau.

The work of the course consists of as careful a study of the life and poetry of William Wordsworth as the time will permit. Open only to juniors and seniors and to such sophomores as have been given special permission to take the course.

230. The English Conference.

One evening each week during the winter members of the faculty who are especially interested in teaching English, and students who are specializing in English meet together to discuss the problems that confront the teachers of English. The meetings are open to all who care to attend.

GEOGRAPHY AND GEOLOGY

Note.—Students preparing to teach in the grades or the junior high school should elect courses 101A and 101B in the freshman year if possible. These courses are prerequisite for many of the other courses offered by the department. Economics 201 A, B should be elected by all students who plan to specialize in geography.

A major sequence in geography consists of courses 101A, 101B, 206, 207, 212, and at least one course in regional geography.

A minor sequence in geography consists of courses 101A, 101B, and one of the following courses: 110, 202, 203, 204, 205, 212, 305, 310.

Students preparing to teach general science should elect in this department either courses 101A and 101B, or 101A, 206, and 207.

For students specializing in history, courses 101A, 101B, and 310 are recommended.

Students taking a three year geography and nature study curriculum should elect 101 A, B, 110, 206, 207, 212, and two regional courses.

101A. Elements of Geography. 4 term hours. Offered each term. Miss Harrison, Miss Strunk.

An introductory study of the mutual relationships between man and the natural environment. The field of modern geography is defined. Detailed study is made of the life of man in regions in which adjustments to climatic conditions are well marked.

101B. Elements of Geography. 4 term hours. Offered each term. Pre-requisite: Geography 101A. Miss Strunk, Miss Boswell.

A continuation of course 101A. The relationships between the human activities in typical regions and the combination of the natural environmental elements that exists in each. The course includes an analysis of the elements of location, land forms, soils, minerals, ground and surface waters, oceans, and coastlines. An elementary study is made of map projections and contour mapping.

103. Geography for the Early Elementary Grades. 2 term hours. Fall and Spring terms. Miss Boswell.

A background course for teachers of kindergarten, first, and second grades. Open only to students enrolled in the Early Elementary curriculum.
109. **Elements of Geography.** 4 term hours. Fall and Winter terms. Miss Strunk.

Similar in scope to courses 101A and 101B. Open only to sophomores in the department of commerce.

110. **Industrial and Commercial Geography.** 4 term hours. Prerequisite: Geography 101B or 109. Winter and Spring terms. Miss Strunk, Miss Boswell.

The geographic factors underlying commerce and industry, the geography of the major industries, the principal trade routes and the commerce which passes over them, great trade centers and the geographic reasons for their importance, and the geography of a few important commercial areas.

201. **Michigan and the Old Northwest.** 4 term hours. Fall and Spring terms. Mr. Wood.

The geology, climate, soils and minerals, vegetation, fisheries, lakes, resorts, and scenic features, all in relation to the historical and industrial development of the region. The course includes a study of the glaciation and industries in the vicinity of Kalamazoo.

202. **Geography of North America.** 4 term hours. Prerequisite: Geography 101B. Winter, Spring, and Summer terms. Mr. Wood.

The physiographic regions in their geological development, the climatic provinces in their world relations, forests and economic plants in relation to soils and climate, minerals and power resources, general industrial conditions, and the regional study of the major divisions of the continent.

203. **Geography of Europe.** 4 term hours. Desirable antecedent: Geography 101B. Fall and Winter terms. Mr. Wood.

The relation of the continent to the world as a whole, its physical features, climates, resources, and the influences of geographic conditions on the development and present social, industrial, and commercial life of its leading nations.

204. **Geography of South America.** 4 term hours. Desirable antecedent: Geography 101B. Spring term. Miss Harrison.

The geographic regions of South America. The place of South America in world trade, with special emphasis upon the commercial relations between this continent and the United States.

205. **The Geography of Mexico and the Caribbean Area.** 4 term hours. Desirable antecedent: Geography 101B. Winter and Summer terms. Miss Harrison.

It is the aim of this course to give the student such an acquaintance with the geography of these countries and islands as will enable him to follow intelligently the trend of political events and the economic development within them.

206. **Climatology.** 4 term hours. Prerequisite: Geography 101A. Winter term. Miss Harrison.

A detailed study of the elements which combine to form climate, the interpretation of climatic data, essential features of the main types of climate. Emphasis is placed on the climates of the United States.

207. **Geographic Geology.** 4 term hours. Fall term. Mr. Wood.

Land forms and the processes involved in their origin. The course includes the blackboard sketching of relief forms, topographic map study, and automobile trips in the region around Kalamazoo for the study of glaciation.

Note.—Although courses 207, 208, 209 may be elected for separate credit, students are urged to elect the three terms of work consecutively.
208. **Economic Geology.** 4 term hours. Winter term. Mr. Wood.
Ore deposits and the minerals associated with them; rocks in their relation to vulcanism, erosion, metamorphism; and both rocks and minerals in relation to the mineral industry of the United States.

209. **Historical Geology.** 4 term hours. Spring term. Mr. Wood.
The periods of the earth’s physical history, the evolution of plants and animals in their geological relations, the growth of the continents of North America and Europe, and the origin of their physiographic features.

212. **The Teaching of Geography in the Grades.** 4 term hours. Prerequisite: Geography 101B. Offered each term. Miss Strunk.
The course aims to establish standards by means of which the student evaluates pictures, graphs, maps, and subject matter. The technique of presenting geographic material and of measuring the results of geography teaching is studied.

305. **Geography of Asia.** 4 term hours. Prerequisite: Geography 101B. Winter term. Miss Strunk.
The geography of the following areas: India, southeast Asia, Chinese Empire, Japanese Empire, Philippine Islands, and the East Indies.

310. **The Historical Geography of the United States.** 4 term hours. Prerequisite: Geography 101B and History 101 and 102, or equivalent. Fall term. Miss Harrison.
A study of the relations between the natural environmental elements and the settlement and development of the United States.

**HISTORY AND SOCIAL SCIENCE**

Note:—“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 coordinate departments in the group.

Students preparing to teach “Community Civics,” “Problems of Democracy,” etc., are advised to take in addition to U. S. History 101, 102, 103, Political Science 201A and 201B, Economics 101A, and Sociology 201A and 201B, or nine hours in any one of the latter three departments.

**History**

101. **United States History to 1789.** 4 term hours. Offered each term. Mr. Burnham, Dr. Russel, Miss Barnett, Mr. Trumble, Dr. Crossman.
Starting with the European background of American history, this course treats the origin and growth of the colonies, discusses their relation to the mother country, and shows why and how the independence of the United States was established. Special attention is given to the causes and course of the Revolution and to the beginnings of state and national government.

102. **United States History, 1789-1865.** 4 term hours. Offered each term. Mr. Burnham, Dr. Russel, Miss Barnett, Mr. Trumble, Dr. Crossman.
This course treats American history from the inauguration of Washington to the close of the Civil War. The organization of the government under the Constitution, the rise of political parties, the movement into the West, the influence of the frontier, the industrial revolution and its consequences, the rising tide of democracy, the slavery controversy, the sectionalization of the country, and the Civil War are among the chief topics studied.
103. United States History, 1865 to the present time. 4 term hours.
Offered each term. Mr. Burnham, Dr. Russel, Miss Barnett, Mr. Trumble, Dr. Crossman.
A study of the leading movements in American history since the Civil War. Reconstruction, industrial development, the coming of big business, the organization of labor, the settlement of the far West, recent industrial, social, and political problems and the efforts to solve them, America as a World Power and its part in the Great War are the chief topics in this course.

104. History of Greece. 4 term hours. Fall term. Miss Mulry.
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.

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.

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.

107. English History, 55 B.C.—1603. 4 term hours. Fall term. Dr. Russel.
A study of the origin and growth of English nationality, early Britain, Anglo-Saxon institutions, Norman centralization, rise of the common law, limitation of monarchy, decay of feudalism, commercial development, separation from Rome and the Anglican Establishment, sea power and nationalism during the Elizabethan era.

The struggle for Parliamentary supremacy, the Great Civil War and the Revolution of 1688, England and the Continental powers, the wars of the eighteenth century, colonial expansion, the American Revolution, opposition to France during the Napoleonic era.

The development of the British Empire, Parliamentary reform and the growth of democracy, foreign trade and industrialism, the labor movement, the self-governing dominions, imperialism, the Irish question, the Great War and subsequent adjustments.

201. Modern Europe, 1500-1763. 4 term hours. Fall term. Dr. Scott.
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.

202. Modern Europe, 1763-1870. 4 term hours. Winter term. Dr. Scott.
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.
203. Modern Europe, 1870-1926. 4 term hours. Spring term. Dr. Scott.

The history of the Third French Republic, political and social reform in England, the German Empire, the problem of the Near East, the expansion of Europe in Asia and Africa, international relations, the World War and since.


204. The Teaching of History. 4 term hours. Prerequisite: 2 college courses in history. Offered each term. Mr. Burnham.

This course is intended for students in the Later Elementary and Junior High School groups. It deals with the aims, content, organization, presentation, and testing of history in the grades. The evaluation of texts, the planning of lessons, the selection and gradation of collateral reading, the correlation of history with the other branches of the curriculum and with the various activities of the school will receive attention.

301. United States History, 1865-1877. 3 term hours. Fall term. 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.

302. United States History, 1877-1901. 3 term hours. Winter term. Mr. Burnham.

A study of the rapid industrial progress of the country during this period and of the problems growing out of that development. The tariff, the currency, trusts, labor organizations, and reform movements are among the topics studied.

303. United States History, 1901-1926. 3 term hours. Spring term. Mr. Burnham.

The Era of Roosevelt and Wilson. Social unrest and new social and political ideals, progressive legislation, America as a World Power and its part in the Great War. Problems of the present.

304. Economic Development of Modern Europe. 3 term hours. Fall term. Dr. Crossman.

A study of the origin and development of the economic institutions of the present day with particular references to European development since 1500.


Analysis of our economic development from colonial times to the present. Such forces and factors as the westward movement, the industrial and agricultural revolutions, the tariff and public finance, conservation and allied topics will be considered.

306. Latin American History. 3 term hours. Spring term Dr. Crossman.

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.

307. 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.

308. The World War. 3 term hours. Prerequisite: International Relations 307. 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.
309. **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.

**Political Science**

Note:—A college course in the history of the United States is prerequisite to all courses in this department.

201A. **National Government.** 4 term hours. Fall term. Mr. Shilling.

A study of the national government of the United States including its structure, functions, and operations.

201B. **State and Local Government.** 4 term hours. Winter term. Mr. Shilling.

Since the citizen has many contacts with the state, city, or county government, an effort will be made to acquaint the student with the organization, aims, and problems of state, county, and municipal government.

201C. **Practical Politics.** 4 term hours. Prerequisite: Government 201A or B. Spring term. Mr. Shilling.

A detailed study of the nature and activities of political parties of the United States, including rise, development, and mechanism. Elections, ballots, civil service, etc., are given emphasis.

301 A, B. **Comparative Government.** 6 term hours. Prerequisite: Government 201A and B, or History of Modern Europe. Fall and Winter terms. Mr. Shilling.

This course aims to acquaint the student with the structure, problems, and workings of the governments of the more important European countries. During the fall term the British Empire is studied; in the winter term France, Germany, Italy, Russia, and Switzerland. In the study of each country, problems of administration, civil service, taxation, and foreign relations receive special emphasis.

301C. **History of Political Thought.** 3 term hours. Prerequisite: Government 301 A, B. Spring term. Mr. Shilling.

A survey of the political thought of peoples from ancient times to the present. Special emphasis is given the contributions of the Greeks and Romans, political theory of struggle between church and state, the Reformation, the Puritan Revolution and the revolutionary periods in America and Europe. Recent political thought as influenced by the industrial revolution, nationalism, imperialism, and internationalism.

302. **American Municipal Government.** 3 term hours. Prerequisite: Government 201B. Alternates with 301C. Not offered in 1927. Mr. Shilling.

Attention is focused on the problem of city government, growth of cities, types of city organization, municipal functions and finances, administrative personnel, public utilities, and public conveniences.

**Economics**

101. **Introduction to Economics.** 5 term hours. Offered each term. Mr. Moore.

Gives a background of business information that will develop an interest in and prepare for further study in this field. For the student with but one course in the subject, it will be of practical value in interpreting the business aspects of his profession. Primarily descriptive of productive industries, production and marketing methods, corporations, methods of transportation, the
work of banks, insurance companies, labor organizations, and other agencies as they function in the modern business world. Economic principles are not presented. Designed primarily for those who wish to major in this department but have had no economics in high school, and for those who care for only one term in the subject.

201 A, B. Principles of Economics. 8 term hours. 201A offered each term. 201B offered Winter and Spring terms. Mr. Moore, Mr. Bigelow.

A study of the fundamental principles of economics and their application to some of the more important of our present economic problems. Its purpose is to acquaint the student with the underlying forces and generally accepted laws which govern our economic life, and to train him in methods of straight thinking which will enable him to get at the heart of economic problems which face every individual in his own daily life and in the fulfilling of his duties as a citizen.


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

203. Labor Problems. 4 term hours. Prerequisite: Economics 201 A, B. Fall and Spring terms. Mr. Bigelow.

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

301 A, B, C. Public Finance. 6 term hours. Prerequisite: Economics 201 A, B. (Work in government may be substituted in special cases by permission of the instructor.) Twice a week throughout the year. Offered in alternate years with Corporations 303. Not offered in 1926-27. Mr. Bigelow.

A study of public expenditures, revenues, debts, and problems of fiscal administration. Deals with the characteristics of and trends in public expenditures, the sources of government income, the principles and problems of taxation, an analysis of typical modern taxes such as the general property tax, the income tax, the inheritance tax and customs duties, the use of public credit, and the budget system and other methods of fiscal administration.

302 A, B, C. General Business Administration. 6 term hours. Prerequisite: Economics 201 A, B. Twice a week throughout the year. Offered in alternate years with Marketing 304. Not offered in 1927-27 Mr. Moore.

This course deals with the elementary principles of internal organization and management of industrial enterprises. Since many of the problems of school administration are similar to, if not identical with, the problems of the business concern, this course is designed to be helpful to prospective school principals and superintendents, as well as to the student majoring in the economic field. It includes a discussion of the nature of modern industry; plant location, layout and types of construction; material equipment and power; planning and routing; statistics and accounting; marketing methods and problems; production, management; personnel administration; purchasing, traffic, credit, and collections.
303 A, B, C. **Corporations.** 6 term hours. Prerequisite: Economics 201 A, B. Twice a week throughout the year. Offered in alternate years with Public Finance 301. Offered in 1926-27. Mr. Bigelow.

A study of the place of the corporation in modern business life. Consideration is given to the problems of organization, direction, finance, and control from the point of view of the promoter, the manager, the creditor, the investor, and the public.

304 A, B, C. **Marketing.** 6 term hours. Prerequisite: Economics 201 A, B. Twice a week throughout the year. Offered in alternate years with General Business Administration 302. Offered in 1926-27. Mr. Moore.

A study of the principles, methods, and problems of marketing. The following are some of the topics covered: the marketing functions, the marketing of farm products, raw materials and manufactured goods; the operation of middlemen, and their place in the market structure; retail types and policies; consumer and producer cooperation; market finance; brands and trade names; specialization; price maintenance; unfair competition; cost of marketing; prices and price factors; general criticism of existing market structure and proposals for its reform.

**Sociology**

Note:—Sociology is now generally recognized to be as important a requisite as any in the education of teachers, and the following courses are designed to meet the needs of teachers as well as the needs of those who are interested in social theory and its application to problems other than those of teaching. Students who desire to major in Sociology or who expect to take two full years' work are urged to take the courses in the order in which they are named. Students who are planning to teach Community Civics should elect at least the following courses: 201A Society and the Individual, 201B Social Maladjustments.

103. **Sociology.** 4 term hours. Elective for freshmen only. Offered each term. Dr. Burnham.

A study of social relations and activities in small communities. An elementary textbook in general sociology and a text dealing specifically with village and country life are used. A collection of source materials illustrating the co-operation of teachers and schools in local activities is available.

201A. **Society and the Individual.** 4 term hours. Offered each term. Dr. Terpenning.

A discussion of the psychological approach to the study of sociology. It includes some consideration of the bearing of the evolutionary theory on sociological thought, and takes up such subjects as suggestion and choice, sociability and personal ideas, sympathy, the social self, hostility, emulation, leadership, conscience, degeneracy, and freedom.

Note.—Courses 201 A, B, C constitute a year's work in social theory. All three terms should be, and the second and third terms must be, taken consecutively. During the year students will be required to make an original application of the principles of the course in the form of a thesis.

201B. **Social Organization.** 4 term hours. Prerequisite: Sociology 201A. Offered each term. Dr. Terpenning.

The group phase of the organic relation between society and the individual is presented in connection with such subjects as the following: primary groups and the ideals which develop in them; the importance of communication in the extension of primary ideals to the more elaborate groupings; systems of idealism such as Democracy and Christianity; the organization and function of social classes; the nature, functions, and dangers of institutions; the importance and control of public will.

See note under course 201A.
201C. **Social Process.** 4 term hours. Prerequisite: Sociology 201 A, B. Spring term. Dr. Terpenning.

A study of advanced social theory. Consideration is given to the nature of the process of social evolution and its relation to degeneration, conflict and co-operation, valuation, and intelligence.

See note under course 201A.

301A. **The History of Social Thought.** 4 term hours. Prerequisite: Social Organization 201B. Fall term. Dr. Barnes.

This course undertakes to trace the important contributions to social thought from the sayings and proverbs of the most ancient people of whom we have any record up to the present time.

Note.—Courses 301 A, B, C, D may be taken separately and may be taken in any order by students who have had the prerequisite courses.

301B. **Social Maladjustments.** 4 term hours. Prerequisite: Social Organization 201B. Winter term. Dr. Barnes.

Modern methods of dealing with poverty, and the defective and delinquent classes of society. Child-caring agencies and their methods; institutional treatment of the feeble minded, the insane, and the criminal; causes and methods of prevention of juvenile delinquency will be studied. Training required for social workers and methods of investigation will also be taken up. The text will be supplemented by reference reading, particularly along lines of criminology and juvenile delinquency. Some field work will be done and reports made on special topics.

See note under course 301A.

301C. **The Family.** 4 term hours. Prerequisite: Social Organization 201B. Spring term, 1927. Dr. Barnes.

A review of the history of the family and marriage. Lectures, reports, and discussions of modern theories and problems.

See note under course 301A.

301D. **Criticism of Utopian Thought.** 4 term hours. Prerequisite: Social Organization 201B. Spring term, 1928. Dr. Barnes.

A discussion of Utopias from Plato and the Hebrew prophets to Samuel Butler and H. G. Wells, with especial reference to modern conditions. Anarchy, socialism, syndicalism, etc., will be briefly considered in the light of past Utopias. Each student will write an original Utopia embodying his own constructive views and criticisms of modern society.

See note under course 301A.

**HOME ECONOMICS**

Note.—Students specializing in Home Economics must take all of the following courses except any that are marked elective. Their numerical order should be observed unless permission is granted by an adviser to vary this order.

Students in courses in cookery are required to wear an all-over white apron. This should be purchased under the supervision of the department.

99. **Foods and Clothing.** High school credit only. Fall term. Miss Stenson, Mrs. Cain.

An elementary study of foods and clothing. Required of Home Economics students who have not had any courses in foods and clothing in high school.

**Cookery**


A foundation course aiming to give a background for all future work in foods and cookery.
104. **Foods.** 4 term hours. Prerequisite: Home Economics 102. Winter and Spring terms. Miss Moore, Mrs. Cain.

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: Foods 104. Offered each 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.

208. **Home Management.** 4 term hours. Prerequisite: Nutrition 206. Spring and Fall terms. Mrs. Cain.

A study of the home, family relationship, and administrative problems.


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.

302. **Home Economics Practice Teaching.** 4 term hours. Required of juniors. Offered each term. The staff and Home Economics faculty of off-campus training schools.

The teaching of classes in Home Economics in Training School and other practice schools.


Problems in planning, marketing, preparing and serving meals in the home. Demonstrations of cookery processes.

**Clothing and Textiles**


An introductory study of the scope of Home Economics. Special attention is given to the selection of the young woman's wardrobe.

103. **Clothing.** 4 term hours. Prerequisite: Home Economics 101. Winter and Spring terms. Mrs. Schumacher, Miss Stenson.

Fundamental principles of garment construction, with emphasis on technique. Study of textiles with reference to the quality, cost, and appropriate use of fabrics.

110. **Clothing Elective.** 4 term hours. Winter and Spring terms. Mrs. Schumacher, Miss Stenson.

A course for non-specializing students. Clothing appreciation and selection presented to students of any department to enable them to choose their wardrobe more wisely.

205. **Clothing.** 4 term hours. Prerequisite: Clothing 103. Fall term. Mrs. Schumacher, Miss Stenson.

Application of the principles of design to pattern study and garment construction. Discrimination in clothing selection and excellence in workmanship are the aims of the course.
207. Clothing. 4 term hours. Prerequisite: Clothing 205. Winter term. Mrs. Schumacher, Miss Stenson.

Advanced dressmaking, including modeling and draping on the figure. Emphasis on suitability of line and color to the individual.

215. Millinery. 4 term hours. Prerequisite: Clothing 103. Fall and Spring terms. Miss Stenson.

Fundamental millinery processes. Application of construction and art principles in the making of hats.

311. Advanced Clothing. 4 term hours. Prerequisite: Clothing 207. Winter and Spring terms. Mrs. Schumacher, Miss Stenson.

Special problems in clothing. Opportunity for advanced textile study, dress decoration, children's clothes, etc. Special work in methods of teaching in relation to laboratory practice.

Latin

100 A, B, C. Elementary and Second-Year Latin. No credit or 12 term hours. Miss Kraft.

This course is designed to meet the need of students who require two units of Latin for admission to the A.B. course, or to a medical, dental, or other professional course. It covers the work of two units of high school Latin. College credit will be given only to those who have fulfilled the high school language requirement. One unit of high school Latin may be applied, provided the remainder of the course be taken here.

101 A, B, C. Cicero and Latin Composition. 12 term hours. Prerequisite: two units of high school Latin or Course 100. Miss Hoebeke.

Six orations of Cicero will be read in this course, and as many of his letters as time will permit, accompanied by a study of the political institutions of the Roman Republic.

102 A, B, C. Vergil. 12 term hours. Miss Kraft.

The first books of the Aeneid will be read, or selections from Ovid's Metamorphoses may be substituted for a part of the work. A study of Greek and Roman mythology will accompany the reading.

103 A, B, C. Latin Literature. 12 term hours. Miss Kraft.

A study of Roman literature with rapid reading of representative Latin authors, and a detailed study of the following:

A. Selections from Ovid, Cicero's De Senectute. Fall term.
C. Selections from the Letters of Pliny and Cicero.
Selections from the Latin poets. Spring term.

204 A, B. Horace. 8 term hours. Fall and Winter terms. Miss Zimmerman.

A. Odes and Epodes. Fall term.
B. Satires and Epistles. Winter term.

204C. Latin Comedy. 4 term hours. Spring term. Miss Zimmerman.

A study of the rise and development of Latin Comedy, and the reading of selected plays of Plautus and Terence.

205A. Catullus, Tibullus, and Propertius. 3 term hours. Fall term. Miss Zimmerman.

Selected readings from the elegiac poets of the Augustan Age, together with a study of the history of the period.

205B. Martial and Juvenal. 3 term hours. Winter term. Miss Zimmerman.

205C. Selections from Lucretius. 3 term hours. Spring term. Miss Zimmerman.
106. **Teachers' Course.** 4 term hours. Spring term. Miss Zimmerman.
   This course treats of the problems of the first two years of high school Latin. Observation of actual teaching and reports and discussions will form a part of the work. All students specializing in Latin are required to take this course.

107. **Latin Writing.** 4 term hours. Winter and Spring terms. Miss Kraft.
   Practice in the fundamental principles of correct expression in Latin. Should be elected by all students specializing in Latin.

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

209. **Mythology.** 4 term hours. Spring term. Prerequisite: Mythology 108. Miss Zimmerman.
   A comparative study of the mythology of the Greeks, Norse, and other Aryan nations, and of the relation between mythology and folklore. The aim of the course is to give to students of literature a background for a keener appreciation of the literature dealing with material drawn from these sources. Wide reading in such literature will be a part of the course.

**LIBRARY**

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

**MANUAL ARTS**

99. **Mechanical Drawing.** High school credit only. Fall and Summer terms. Mr. Huff.
   Lettering, technical sketching, working drawings of simple objects involving top, front, and end views, invisible edges, sections, auxiliary views, tracing, inking, and blue printing as outlined by the State of Michigan Course of Study in Mechanical Drawing for high schools. Required of all manual arts students who have not had a satisfactory course in high school mechanical drawing.

99. **Elementary Woodwork.** High school credit only. Fall term. Mr. Sherwood.
   A beginners' course in the fundamentals of hand woodworking. Care and use of the common bench tools, and simple wood finishing. Designed particularly to prepare the student of limited experience for shop courses of college credit and required of all students who have not had this work in accepted high schools.

101. **Woodshop.** 4 term hours. Prerequisite: consent of instructor. Summer term. Mr. Sherwood.
   A general elementary course in beginning benchwork. Includes drawing, blue print reading, and fundamental tool processes, as well as general information helpful in organizing elementary woodworking classes. A combination theory and laboratory course.

102A. **Household Mechanics.** 4 term hours. Fall, Winter, and Summer terms. Mr. Tabraham.
   A course in the selection and use of tools and materials and the operation and repair of mechanical devices used in maintaining the modern home. Practical problems in repairing door bells, electric flatirons, plumbing, glazing, painting, soldering, and carpentry. Suitable equipment lists for new household mechanics installations as well as for the converted woodshop type.
102B. Household Mechanics. 4 term hours. Prerequisite: Household Mechanics 102A. Spring term. Mr. Tabraham.

A more advanced study of tools and materials in the maintenance of the household with emphasis on the development of job sheets, and a detailed study of the theory of modern household appliances. Of particular interest to those preparing to teach household mechanics.

103A. Advanced Benchwork. 4 term hours. Fall and Winter terms. Prerequisite: Elementary Woodwork 99 or its equivalent. Mr. Sherwood.

A more advanced course in woodworking with particular emphasis on technique of hand tools, grinding and sharpening. Includes elementary pattern making, core making, and molding.

103B. Pattern Making. 4 term hours. Spring and Summer terms. Prerequisite: course 103A or its equivalent. Mr. Sherwood.

A continuation of course 103A involving both pattern making and foundry practice. Special emphasis is placed upon accuracy of workmanship and general technique, as well as the educational principles involved. Visits to commercial shops and foundries are made to articulate more effectively this work with modern industrial practices.

108. General Metal Shop. 4 term hours. Winter and Summer terms. Mr. Weaver.

A course offering information regarding the metal industries and the status of industrial workers in the numerous trades. The organization and presentation of material is based on a number of unit activities which familiarize the individual with different metals and their useful purposes. Processes in forging, heat treating, welding, soldering, brazing, plating, spinning, stamping, etching, riveting, machining, fitting, and polishing are demonstrated and worked out in several metals.

111A. Mechanical Drawing. 4 term hours. Prerequisite: Mechanical Drawing 99 or equivalent. Fall, Winter, and Summer terms. Mr. Huff.


111B. Mechanical Drawing. 4 term hours. Prerequisite: Mechanical Drawing 111A. Winter, Spring, and Summer terms. Mr. Huff.

More advanced problems in mechanical drawing, detailing, design, theory and application, ranging from simple geometrical problems through surface development to machine details, cams, gears, etc. Special emphasis on review of the fundamentals of drawing, discussion of teachers' problems, etc.

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

Primarily for Art students. Short intensive study of tool technique, lettering, geometric problems, orthographic projection, isometric drawing, machine details, and some architectural drawing, tracing, and electric blue printing.

201. Mechanical and Machine Drawing. 4 term hours. Fall term. Prerequisite: Mechanical Drawing 99 or equivalent. Mr. Huff.

This course is the same as Drawing I of the Engineering Department, University of Michigan, and it fits the requirements of future engineering students and teachers of mechanical drawing. Special attention is given to orthographic projection, detailing, assemblies, and other fundamentals of drafting.


This course is the same as Drawing II of the Engineering Department, University of Michigan. Instruction and exercises are given on combinations of the point, line, and plane, intersections, developments, tangent planes, and warped surfaces.
204. Woodturning. 4 term hours. Summer, Winter, and Spring terms. Mr. Nichols.

An elementary course in the fundamentals of woodturning. It includes spindle and oval turning, chuck, faceplate, and sphere turning. Special attention is given to tool grinding and the care of various types of wood lathes. Organization of a course of study.

205. Woodshop. 4 term hours. Summer, Winter, and Spring terms. Mr. Nichols.

An introductory course in the use and care of woodworking machines. Special emphasis is given to the various types of machines and points to be considered in the buying of woodshop equipment. Much attention is given to jointer and surfacer grinding, band saw filing and brazing, and circular saw fitting. Types of furniture construction are worked out through a series of fundamental problems.

207. Wood Finishing. 4 term hours. Summer and Fall terms. Mr. Nichols.

The working out of the standard finishes, along with some of the more popular finishes now in vogue in industrial finishing, on a group of panels of the same woods as those used in the construction of modern furniture.

215 A, B, C. Architecture. 12 term hours. Begins Fall and Summer terms. Prerequisite: one year of collegiate drawing. Mr. Huff.

Plans, elevations, detailing, rendering, perspective, estimates, tracing, blue printing, etc., of structures ranging from simple one-story buildings to original designs for modern homes. Special emphasis placed on practical work and architectural appreciation. Course of study suitable for high schools.

222. Sheet Metal Work. 4 term hours. Fall, Spring, and Summer terms. Mr. Weaver.

The application of hand and machine processes in cutting, forming, seaming, burring, crimping, notching, and wiring as applied to the making of tinware, spouts and gutters, large containers, etc.

223. Machine Shop. 4 term hours. Offered each term. Mr. Weaver.

The fundamentals of machine tool operation, involving work at the bench and the use of machines.

224 A, B, C. Machine Shop. 12 term hours. Course begins Winter and Summer terms. Mr. Weaver.

Advanced practice in machine tool construction, operation, and repair. Machine parts are finished and assembled, and considerable time is devoted to tool-making. A study is made of shop layouts and equipment, and a course is outlined for teaching machine shop practice.

230A. Vocational Education. 4 term hours. Fall term. Mr. Diamond.

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

230B. Vocational Education. 4 term hours. Winter term. Mr. Diamond.

Methods of teaching industrial subjects; selecting and analyzing types of work, arrangement of lesson plans, testing and marking, records and reports, class management, internal and external relations.

230C. Vocational Education. 4 term hours. Spring term. Mr. Diamond.

History and literature of the manual arts.
241. Gasoline Automobiles. 4 term hours. Fall and Summer terms. Mr. Tabraham.

An elementary course including a study of the various parts of the modern automobile, their relation and operation. Proper lubrication, minor adjustments, and necessary repairs.

242 A, B, C. Auto Mechanics. 12 term hours. Course begins Winter and Summer terms. Mr. Tabraham.

A study of the various parts of the automobile, such as axles, springs, transmission, power plants, and repair jobs on these units. A thorough study of electricity as applied to the automobile, including storage battery repair, ignition, starters, generators, wiring, and lighting. Vulcanizing and welding are also taught.

301. Shop Organization. 4 term hours. Winter and Spring terms. Mr. Sherwood.

This course is planned to meet the needs of those students who have had considerable experience or training with tools and who wish to organize this experience and adapt it to the needs and requirements of the schools. Courses of study are worked out, with models and methods of class procedure. Shop arrangements, equipments, supplies, and inventories are carefully studied.

308 A, B, C. Woodshop. 15 term hours. Prerequisite: Woodshop 205. Woodfinishing 207. Begins Fall and Summer terms. Mr. Nichols.

An advanced course in machine woodshop designed for those who wish to specialize in woodwork. This course includes more advanced problems in furniture construction and design. Some attention is given to caning and simple upholstery, wood steaming and bending. In this course each student makes a layout of an ideal woodshop, equipping the same, putting in all power lines, openings, etc., for the various machines. Much time is given to the selection of material and the organization of a course of study suitable for senior high school work.

MATHEMATICS

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 104 the one best suited to the amount of high school mathematics for which they have credit.

Students expecting to teach mathematics are advised to elect the professional courses in the teaching of mathematics best suited to their particular field. It should be noted, however, that the faculty of the department of mathematics is unanimously of the opinion that adequate appreciation of, and acquaintance with, subject matter is among the first, and inevitable, steps in the acquisition of professional skill in teaching. Professional preparation for teaching mathematics demands both academic accomplishment and training in proficiency of method, but in general the relative importance of these two types of education is in the order in which they are mentioned here. Students whose time is so limited as to permit of only partial preparation for teaching mathematics are advised to consult with members of the department as to the courses best adapted to their needs.

100A. Algebra beginning with Quadratics. 4 term hours. Fall term. Mr. Bartoo, Mr. Adams.

Designed for students who present for admission one year only of algebra. For those students it should precede all other courses in mathematics.

100B. Solid Geometry. 4 term hours. Winter term. Mr. Bartoo, Mr. Adams.

Designed for students who present one year of plane geometry, but who have not studied solid geometry.
100C. **Trigonometry.** 4 term hours. Offered each term. Mr. Ackley, Mr. Bartoo, Mr. Adams.

Plane trigonometry, trigonometric functions, identities, inverse functions, solutions, solution of triangles by logarithms.

103. **College Algebra.** 4 term hours. Spring and Summer terms. Mr. Blair, Mr. Ackley.

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.

103A. **Trigonometry and Algebra.** 5 term hours. Fall term. Mr. Blair, Mr. Ackley.

This course includes all of the work offered in course 100C and in addition an introduction to college algebra. Designed for students who wish to major or minor in mathematics and who have not taken trigonometry as a part of their high school course. Meets five times a week.

103B. **College Algebra and Analytic Geometry.** 5 term hours. Winter term. Mr. Blair, Mr. Ackley.

A continuation of course 103A. Rectangular and polar co-ordinates, simultaneous linear equations and determinants. Meets five times a week.

103C. **College Algebra and Analytic Geometry.** 5 term hours. Spring term. Mr. Blair, Mr. Ackley.

Completes substantially all of the work offered in course 104B. Meets five times a week.

104. **College Algebra and Analytic Geometry.** 4 term hours. Fall term. Mr. Everett, Miss Ford.

Rectangular and polar co-ordinates, simultaneous linear equations, determinants, relations between straight lines. Designed for students who desire to major or minor in mathematics and who have taken trigonometry as a part of their high school course. Also open to students who are taking at the same time course 100C.

104A. **College Algebra and Analytic Geometry.** 4 term hours. Winter term. Mr. Everett, Miss Ford.

Permutations and combinations, the circle, quadratic equations, complex numerals, polynomials.

104B. **College Algebra and Analytic Geometry.** 4 term hours. Spring term. Mr. Everett, Miss Ford.

The parabola, ellipse, and hyperbola, higher plane curves. A brief survey of solid geometry.

104D. **Analytic Geometry.** 5 term hours. Spring and Summer terms. Prerequisite: trigonometry and college algebra. Mr. Blair, Mr. Ackley.

Analytic geometry of the straight line, circle, and conic sections. This course is designed to follow course 103, and students who have completed courses 100C, 103, and 104D will be admitted to calculus.

101. **Arithmetic.** 4 term hours. Prerequisite: high school algebra and geometry. Offered each term. Mr. Everett, Mr. Blair, Mr. Ackley.

Lectures and discussions on the history and teaching of the subject, with assigned reading. Extended treatment of typical problems of applied arithmetic.
102. Teaching of Junior High School Mathematics. 4 term hours.
Prerequisite: high school algebra and geometry. Offered each term.
Mr. Adams, 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.

112. Applied Mathematics. 4 term hours. Winter, Spring, and Summer terms. Mr. Ackley.

An elementary course in the application of the fundamental operations of mathematics to the solution of shop problems.

205. Calculus. 4 term hours. Prerequisites: College Algebra and Analytic Geometry 103C, or College Algebra and Analytic Geometry 104B. Fall and Summer terms. Mr. Everett, Mr. Blair, Mr. Ackley.

An elementary course in differential calculus.

206. Calculus. 4 term hours. Winter term. Mr. Everett, Mr. Blair.

A continuation of course 205.

207. Calculus. 4 term hours. Spring term. Mr. Everett, Mr. Blair.

A course in integral calculus.

208. The Teaching of Geometry. 2 term hours. Fall, Winter, and Summer terms. Mr. Ackley, Mr. Bartoo.

The aim of this course is to give the prospective teacher the best educational thought relating to the content and teaching of geometry in the high school. It is recommended that this course either precede or accompany practice teaching in geometry.

209. The Teaching of Algebra. 2 term hours. Winter, Spring, and Summer terms. Mr. Ackley, Mr. Bartoo.

The aim of this course is to give the prospective teacher the best educational thought with reference to the content and teaching of algebra in high school. It is recommended that this course either precede or accompany practice teaching in algebra.

110. Surveying. 4 term hours. Spring and Summer terms. Mr. Everett.

A course in field work involving actual problems in surveying and leveling. The final test consists of field notes and a map from a personal survey of an irregular tract.

327. Theory of Statistics. 4 term hours. Prerequisite: Calculus 207.
Fall term. Mr. Everett.

A study of mathematical principles and formulae underlying investments, accounting, and educational statistics. The course will include the analysis and solution of typical problems.

321. Differential Equations. 4 term hours. Prerequisite: Calculus 207.
Winter term. Mr. Everett, Mr. Blair.

322. Theory of Equations. 4 term hours. Prerequisite: Calculus 207.
Winter term. Mr. Everett, Mr. Blair.

This course alternates with course 323 and will not be offered in 1926-1927.

323. Solid Analytic Geometry. 4 term hours. Prerequisite: Calculus 207.
Winter term. Mr. Everett.

This course alternates with course 322 and will be offered in 1926-1927.
325. **Theoretical Mechanics.** 4 term hours. Prerequisite: Calculus 207. Winter term. Mr. Blair.

The material of this course will consist 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.

315. **History of Mathematics.** 2 term hours. Prerequisite: Analytic Geometry. Fall term. Mr. Blair.

Treats of the history of geometry and trigonometry from earliest times to the present.

316. **History of Mathematics.** 2 term hours. Prerequisite: Analytic Geometry. Winter term. Mr. Blair.

A continuation of course 315, treating of the history of arithmetic and algebra.

**MODERN LANGUAGES**

**French**

101 A, B, C. **First-year French.** 12 term hours. Credit will not be granted for a part of the course. Not offered to beginners after Fall term. Mrs. Hockenberry, Miss Tamin.

The rudiments of grammar, drill in pronunciation, reading of 100-150 pages of a selected text, writing French from dictation and memorizing of French songs and poems. The course aims, from the outset, to give training in understanding spoken French and in answering questions.

102 A, B, C. **Second-year French.** 12 term hours. Prerequisite: two years of high school French or one year of college French. Mrs. Hockenberry, Miss Tamin.

Composition based on text and on assigned topics, and further practice in oral French. About 500 pages of texts, including plays and short stories.

106 A, B, C. **Conversational French.** 6 term hours. Prerequisite: two years of high school French. Miss Tamin.

Strongly advised as a parallel course with 102 A, B, C and 203 A, B, C for those who are majoring in French. Topics for informal conversation assigned at each recitation to develop fluency. Outside reading of magazines and modern novels.

203A. **Nineteenth Century French Prose and Drama.** 3 term hours. Prerequisite: French 102 A, B, C or equivalent. Fall term. Mrs. Hockenberry.

Cursory study of the development of Romanticism in France; readings from Chateaubriand, George Sand, Victor Hugo.

203B. **Nineteenth Century French Prose and Drama.** 3 term hours. Prerequisite: French 203A or consent of instructor. Winter term. Mrs. Hockenberry.

The Realistic School. Readings from Balzac, Flaubert, Maupassant.

203C. **Nineteenth Century French Prose and Drama.** 3 term hours. Prerequisite: French 203B or consent of instructor. Spring term. Mrs. Hockenberry.

The nineteenth century theatre. Includes study of plays of de Musset, de Vigny, Augier.
204. **Problems of Teaching French.** 4 term hours. Prerequisite: French 203 A, B, C or equivalent. Fall term. Miss Tamin.

Informal discussion of the daily problems arising in the teaching of French. Students planning to teach French must elect this course as the fall term work of course 203 A, B.

205A. **Advanced French.** 4 term hours. Prerequisite: French 204 or consent of instructor. Winter term. Miss Tamin.

A study of the seventeenth century conditions and history. Readings from the letters of Mme de Sevigne and the fables of La Fontaine.

Note.—See course 204.

205B. **Advanced French.** 4 term hours. Prerequisite: French 205A or consent of instructor. Spring term. Miss Tamin.

The Classical Drama of the seventeenth century. Plays of Corneille, Racine, and Moliere.

206 A, B, C. **France and the French.** 1 term hour each term. Mrs. Hockenberry.

Obligatory for those specializing in French, but a course conducted in English and open to those not in the French department. A study of topics, oral and written, pertaining to French life. Discussions on the art, geography, education, and historical monuments of France. Intended as a cultural background for other courses and for general information.

207 A, B, C. **The Contemporary Drama.** 6 term hours. Miss Tamin.

Intended especially for advanced students who are majoring in French and who wish additional credit. Reading course to acquaint the students with modern masterpieces. Such authors as Maeterlinck, Hervieu, Brieux, and de Curel will be studied.

**German**

101 A, B, C. **First-Year German.** 12 term hours. 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. **Second-Year German.** 12 term hours. Prerequisite: one year of college German, or two years of high school German. Miss Zimmerman.

The work of this course will consist principally of extensive reading of novelistic and dramatic German. The composition work will consist of reproductions of texts read, short compositions on assigned topics, and reports on books assigned for collateral reading. The memorizing of poems will be continued.

103 A, B, C. **Scientific German.** 12 term hours. Prerequisite: the equivalent of one year of college German. Miss Zimmerman.

The reading material in this course will be adapted to the needs of the students. An attempt will be made to give as wide a vocabulary as possible, to meet the needs of students interested in different sciences and in mathematics. An opportunity will be given to the students to suggest, upon advice of the instructors in science and mathematics, articles to be read bearing upon particular problems.
203 A, B, C. The Literature of the Eighteenth Century. Prerequisite: the equivalent of two years of college German. 12 term hours. 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, Goethe, and Schiller, prose works of the period, and selected lyrics and ballads will be read in class and assigned for collateral reading. Credit will be given for less than a year, but it is desirable to take the course as a whole.

Spanish

101 A, B, C. First-Year Spanish. 12 term hours. No credit will be given for less than a year’s work. Mr. Greenwall.

The elements of grammar and pronunciation are given particular attention. The use of oral Spanish is encouraged.

102 A, B, C. Second-Year Spanish. 4 term hours each term. Prerequisite: Spanish 101 A, B, C or two years of high school Spanish. Mr. Greenwall.

Composition, conversation, grammar, and the reading of selected works by modern authors.

201 A, B, C. Third-Year Spanish. 3 term hours each term. Prerequisite: Spanish 102 A, B, C or its 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 gain a knowledge and understanding of the Spanish-speaking nations.

MUSIC


Students with little or no knowledge of music should take this course before entering courses 104, 105, or 106.

101A. Fundamentals of Music. 4 term hours. Fall term. Mrs. Snyder.

Training in singing by syllables in all major and minor keys, sight singing, and original melody writing from different rhythmic patterns in each key.


Sight reading involving part singing is offered and ear training is stressed. Oral and written response is given to hearing of simple melodic and rhythmic forms.

101C. Fundamentals of Music. 4 term hours. Prerequisite: Music 101B. Spring term. Miss Danielson.

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.

104. Early Elementary Music. 4 term hours. Offered each term. 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. Fall and Winter terms. Mrs. Snyder.

Material suitable for upper grades, method of introducing part singing, and experience in unison and part singing in all major and minor keys.
106. Rural School Music. 4 term hours. Offered each term. Mrs. Snyder, Miss Danielson.

The course consists of sight reading of unison songs, introduction of part singing, theory, methods of teaching music in the rural school, organization of music work in the school and the community. The importance and value of music in the life of school and community are emphasized. Material for school singing, community singing, appreciation work, and recreational play are considered.

116 A, B, C. Voice Culture. 2 term hours each term. Offered each term. Mrs. Snyder.

Stresses the fundamental processes of breath control and tone production. Group singing for each student every day, singing of songs in small groups, and later some individual coaching.

123. Women's Glee Club. 4 term hours for a year's work. Mr. Maybee, Mr. Henderson.

The Women's Glee Club of sixteen is chosen from the chorus through competition. The object is to select students for special artistic training in ensemble work. The Glee Club enters the State College Music Contest and sings before a number of high schools throughout the State. They also take an active part in the musical work on the campus and in the city.

125. Men's Glee Club. 4 term hours for a year's work. Mr. Maybee.

Open to all men with musical ability who have had experience in singing. The club enters the State Music Contest and makes a concert tour during the spring vacation in addition to filling numerous other engagements and taking an active part in the 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. (For specializing music students.) 4 term hours. Prerequisite: Music 101A, B, C. Fall term. Mrs. Tawney.

This course presents methods of teaching music in the primary grades. The work includes: the selection and singing of rote songs; a study of the child voice; the treatment of monotones; introduction of sight singing, and plans for class procedure.

206B. Music Education. 4 term hours. Prerequisite: Music 206A. Winter term. Miss Danielson.

This course deals with presentation of music in the intermediate grades. It involves these topics: development of independent sight singing, both syllables and words; two and three part singing; introduction of tonal and rhythmic problems found in music designed for intermediate grades. Courses in music appreciation, organization of grade school orchestras, and instrumental class work are discussed and suitable material for the work is considered.

206C. Music Education. 4 term hours. Prerequisite: Music 206B. Spring term. Mr. Maybee.

The course presents methods of organizing classes and presenting school music in both junior and senior high school. It involves: study of the changing
voices; voice testing; chorus management; methods for organizing and con-
ducting class work, glee clubs, choruses and orchestras with a study of suitable
material. The problems of credit for outside music study and competitive
contests are considered. Some training is given students in presenting oper-
ettas, cantatas and chorus numbers.

209 A, B, C. Harmony. Four term hours each term. Prerequisite: Music
101 A, B, C. Fall, Winter, and Spring terms. Mr. Henderson.
This course presents sufficient material to enable a student to gain an intelli-
gent knowledge of modern harmonic treatment. Part writing from given basses
and melodies, chord and melodic progressions, etc. Students must be able to
play sufficiently to render hymn tunes.

212. Ancient and Medieval Music. 4 term hours. Prerequisite: Music
101 A, B, C. Fall term. Mr. Maybee.
The evolution of music from the primitive phase to the time of Bach.

213. Modern Composers. 4 term hours. Winter term. Mr. Maybee.
Music from the time of Bach to the present day composers. The develop-
ment of the orchestra, opera, oratorio, and various other musical forms is
worked out with the aid of the piano, voice, and victrola, bringing within the
hearing of the students various interpretations of the master works.

214. Musical Appreciation. 4 term hours. Prerequisite: Music 213.
Spring term. Mr. Maybee.
A study of the masterpieces is made, and appreciation work in preparation
for teaching children is definitely worked out.

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

223. Women's Chorus. 4 term hours for year's work. Mr. Henderson,
Mr. Maybee.
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 depart-
ment who have a limited musical experience. Special stress is placed upon
singing and melody writing, emphasizing the rhythmic forms.

320 A, B, C. Musical Composition and Analysis. 12 term hours. Pre-
requisite: Music 209 A, B, C. Mr. Henderson.
Advanced harmony and the analysis of the various musical forms; working
out of original vocal and instrumental selections.

331 A, B, C. Orchestration. 12 term hours. Mr. Amos.
The orchestration of hymns, songs, and larger works. Opportunity will be
provided for students to learn to tune and to study the fundamental principles
of playing the various instruments of the orchestra.
Examinations

All music students will be examined in either piano, voice, or violin twice a year. At the end of the third year, the work of Division IV will be required.

Piano

Students majoring in piano need pass only Divisions I and II in voice.

Division I.
Playing knowledge of all major and minor scales in slow tempo, each hand alone. Easy sonatinas by Lichner, Gurlitt. Easy sonatinas by Schumann, Bach-Faelten, etc. Sight reading.

Division II.
Major and minor scales—each kind alone, one, two, and three notes to a beat. M.M. 80.
Etudes.
Sonatines—Loeschorn, Clementi.
Easy pieces—Bach, Handel, Mozart, Grieg, etc.
Sight reading.

Division III.
Major and minor scales, hands together—one, two, and three notes to a beat. M.M. 90.
Major and minor arpeggio, hands alone, slowly.
Durronoy Op. 120. Heller Op. 47, etc.
Sonatines by Clementi, Schytte.
Pieces, Jensen, Mendelssohn, Bach.
Sight reading.

Division IV.
Major and minor scale, hands together—two, three, and four notes to a beat, M.M. 100.
Easiest sonatas, Haydn, Mozart, Beethoven.
Pieces, Jensen, Mendelssohn, Schumann, Bach.
Sight reading.

Voice

Students majoring in voice need pass only Divisions I and II in piano.

Division I.
The intelligent singing of the songs of the type of "Drink To Me Only With Thine Eyes," "Annie Laurie," "Home Road" (Carpenter), etc.

Division II.
"Caro Mio ben"—Giordani.
"In the Time of Roses"—Reichardt.
"Voice in the Wilderness"—Scott.

Division III.
Songs of Schubert, Schumann, Brahms, and Beethoven.

Division IV.
Selections from standard operas and oratorios.

Students should show a musical and interpretative development at all times. It is to be expected that students will vary in their work, but at the same time a consistent growth should be shown in musicianship and vocal ability.

Violin

Students specializing in the violin will be required to pass tests similar in character to those outlined for the piano.

PENMANSHIP

Penmanship. Non-credit course. Offered each term. Miss Shimmel.

A credit in penmanship is required of all candidates for normal school certificates in this State. The course aims to help the student to become a good
penman, and to give him a knowledge of method and technique in penmanship. All work is explained and practiced in class. The amount of outside work required depends entirely upon the ability of the student and the degree of perfection that he has previously attained. Students are urged to enroll during their first year.

**PHYSICAL EDUCATION FOR MEN**

Medical examination is required of each student upon entering and only upon agreement with the school physician may he be termed physically able to take the work. Special work will be prescribed for men who are physically unable to take part in active games and exercise. Basketball or track suit and gymnasium shoes are required of all men.

Physical Education 106, a lecture course meeting one hour per week for one term, is required of all students not specializing in physical education. It is recommended that students take the lecture course during the first year.

Students who wish to minor in Physical Education should elect the following courses in the second year:

101. **Physical Education.** Fall term.
Outdoor games, intramural athletics, varsity football.

102. **Physical Education.** Winter term.
Gymnastic work, indoor games, athletics, varsity competition, intramural games.

103. **Physical Education.** Spring term.
Outdoor games, baseball, track, intramural competition.

106. **Physical Education.** Offered each term. Lectures by faculty from biology, health service, and physical education departments.

This course aims, through a series of lectures, to give each student a broad conception of hygiene as applied to himself. A notebook is required.

201. **Physical Education.** Fall term.

202. **Physical Education.** Winter term.

203. **Physical Education.** Spring term.

**Courses for Specializing Students**

107. **History of Physical Education.** 3 term hours. Mr. Read.
Early Greek and Roman physical training; period of development during the Renaissance; German and Swedish systems, present-day systems including the new conditions brought about by the war.

108. **Gymnastic Theory.** 2 term hours. Winter term. Mr. Taylor.
General principles, control and class management, methods and technique, formations, gymnastic commands.

118. **Baseball Technique.** 2 term hours. Spring term. Mr. Hyames.
Fundamentals of batting, bunting, baserunning, position play, offensive and defensive team work, study of the rules and coaching methods.
121A. General Athletics and Games. 1 term hour. Fall term. Mr. Read.
School athletics and games; practice and theory.

121B. Elementary School Gymnastics. 3 term hours. Winter term.
Mr. Read.
Group games, organized mass athletics, elementary apparatus work. Playground and gymnastic equipment.

121C. Outdoor Games. 2 term hours. Spring term. Mr. Read.
Mass athletics, track, and baseball.

128. Fundamental Football. 1 term hour. Fall term. Mr. Hyames,
Mr. Martineau.
Blocking, tackling and charging backfield, and line play.

213. Football Technique. 2 term hours. Prerequisite: Fundamental Foot-
ball 128. Fall term. Mr. Read, Mr. Martineau
Different styles of offensive and defensive play, football strategy.

215. Basketball Technique. 2 term hours. Winter term. Mr. Read.
Coaching course. Team development, defense, formation, and signals. General discussion and comparison of various styles of play.

219. Track Technique. 2 term hours. Spring term. Mr. Taylor.
Fundamentals of track and field athletics. Organization, conduct, officiating at meets, and the training of track teams.

221A. Advanced Athletics. 2 term hours. Fall term. Mr. Taylor.
Football, soccer football, and group games.

221B. Physical Education. 2 term hours. Winter term. Mr. Taylor.
Advanced gymnastics and apparatus work, graded athletic tests for mass athletics. Team contests.

221C. Physical Education. 2 term hours. Spring term. Mr. Taylor.
Advanced athletics in track and baseball.

227. Swimming. 1 term hour. Spring term. Mr. Read.
Instruction in the different strokes, life saving, and resuscitation.

310. Anthropometry and Physical Diagnosis. 4 term hours. Prerequis-
ite: Anatomy 211 A, B. Winter term. Mr. Taylor.
Theory and practice of physical measurements and thorough physical diagnosis. It includes the study of appearance, conditions, defects, and deformities likely to be met in the examining room.

312. First Aid and Massage. 4 term hours. Prerequisite: Anatomy 211
A, B. Fall term. Mr. Taylor.
Knowledge and skill in meeting emergencies. Use of massage in treatment of sprains, bruises, and paralysis. Use of hot and cold applications.

317. Physical Education Administration. 4 term hours. Spring term.
Mr. Taylor.
Needs, fundamental principles, and purposes governing the big movement in physical education. General principles of public school training. Methods and principles underlying school recreation in general.

321A. Physical Education. 2 term hours. Fall term. Mr. Read.

321B. Physical Education. 2 term hours. Winter term. Mr. Read.
321C. Physical Education. 2 term hours. Spring term. Mr. Read.

332. Scoutcraft. 4 term hours. Spring term. Mr. Read.
Principles of scout work organization, equipment, rope tying, patrols, signaling, and hiking. Hikes and at least two week-end camping trips will be taken. The object of this course is to make every graduate of the department a potential scout master.

The mechanics of bodily movements, medical gymnastics; corrections for deformities.

416. Physiology of Exercise. 2 term hours. Fall term. Mr. Taylor.
Physiology applied to problems of exercise. Study of the circulation with respect to different types of exercise.

421A. Physical Education. 2 term hours. Fall term. Mr. Taylor.

421B. Physical Education. 2 term hours. Winter term. Mr. Taylor.

421C. Physical Education. 2 term hours. Spring term. Mr. Taylor.

436. Community Recreation. 2 term hours. Spring term. Mr. Hyames.
A general survey of the field of community recreation, including the history and progress of the recreation movement. Discussion of different types of programs and the adaption of the same. Organization plans and selection of leaders.

PHYSICAL EDUCATION FOR WOMEN

Medical examination is required of each woman student upon entering, and only upon agreement with the school physician may she be termed physically unable to take the work. She is assigned to the type of activity which best suits her needs. Students temporarily excused from the course must arrange for credit with the chairman of the department.

Prompt enrollment and regular attendance are necessary to secure credit. A regulation gymnasium suit is required. Physical Education 106, a lecture course meeting one hour a week, may be taken along with another course in this department, preferably during the freshman year.

The following sequence of courses is recommended for students desiring a major in physical education:

Playground Organization 119 .............................................. 3 term hours
Theory of Athletics 222 .................................................. 2 term hours
Theory of Games 223 ..................................................... 3 term hours
Community Recreation 322 ............................................. 4 term hours

101. Physical Education. Fall term. The Staff.
Students may elect tennis, hockey, soccer, or games, to be followed in late fall by work in the gymnasium.

102. Physical Education. Winter term. The Staff.
Marching, gymnastics, games, and folk dancing constitute the course.

103. Physical Education. Spring term. The Staff.
Indoor work in early spring followed by track and field athletics, volleyball, and baseball will be given.

104. Physical Education. Offered each term. The Staff.
A course of remedial exercise for students who do not pass the physical examination.
105. **Swimming.** Offered each term. Miss Hussey, Miss Worner, Miss Mullen.

Instruction is given in swimming, diving, and life saving. This course may be substituted for Physical Education 101, 102, 103, or 201.

106. **Physical Education.** Offered each term. Lectures by faculty from biology, home economics, health service, and physical education departments.

This course aims, through a series of lectures, to give each student a broad conception of hygiene as applied to himself. A notebook is required.

201. **Physical Education.** Fall term. Prerequisite: Physical Education 101, and 102 or 103. The Staff.

Elective outdoor sports in season are offered.

202. **Physical Education.** Winter and Spring terms. The Staff.

This course is required of all students and should be taken for the final term's work in physical education. Two periods of practice and one of theory. A study is made of the need of physical education. Classification is made of exercise, games, and folk dancing for the different grades.

**Courses for Specializing Students**

Young women pursuing this work must be in good physical condition throughout the course. Unless they show a reasonable aptitude for this type of work, they will be asked to withdraw from the course.

All practice courses, including dancing, gymnastics, sports, and swimming are required. These courses do not receive credit in term hours.

110 A, B, C. **Folk Dancing.** Begins fall term and continues throughout the year. Miss Worner.

This course includes practice in folk dances of the various nations, clogs, jigs, reels, country, and character dancing. Only with consent of the department may a student enter the second term of this course.

111. **Swedish Practice.** Fall term. Miss Hussey.

Study of the Swedish system of physical education, including marching, gymnastics, and apparatus.

112. **Swedish Theory and Practice.** 2 term hours. Winter term. Miss Hussey.

This course is a study of the Swedish system of physical education, and the progression, selection, and arrangement of exercises in the Swedish Day's Order.

113. **General Gymnastics.** Spring term. Miss Guiot.

This course includes simple practice work in tactics, calisthenics, and competitive games.

119. **Playground Organization.** 3 term hours. Spring term. Miss Crane.

The theory of the growth and advancement of playgrounds, with attention given to the organization of playgrounds, is taken up. Laying out of grounds and the choice and arrangement of apparatus are given due consideration. Play activities from the simplest form to the more highly organized competitive games are carried on in the gymnasium.

125 A, B, C. **Swimming.** Miss Hussey, Miss Worner.

Instruction is given in all strokes, diving, and life saving. Red Cross Life Saving Test may be taken with consent of the instructor.
126 A, B, C. Games. The Staff.
Practice will be given in season in hockey, soccer, basketball, tennis, and baseball.

A year's work consisting of dancing based upon full and natural movements. It offers opportunity for music interpretation and pantomime dancing and is adapted to festival work.

Advanced practice in tactics, calisthenics, and graded apparatus work is taken up throughout the year. Careful organization of material in notebooks is required.

217. Methods. 4 term hours. Fall term. Miss Guiot.
Survey of various systems of physical education; adaption to the present day needs. A study is made of the method and technique of teaching general gymnastics, the progressive value of exercises, and the use of apparatus with its progression.

218. Rhythmic Plays and Singing Games. 2 term hours. Winter term. Miss Crane.
Rhythmic material suitable for children in the early elementary grades.

220. Applied Anatomy. 4 term hours. Prerequisite: Anatomy 211 A, B. Miss Hussey.
The mechanics of bodily movements is carefully analyzed. The larger group muscles are studied as to their location and action in developmental activities and exercises.

222. Theory of Athletics. 2 term hours. Prerequisite: General Gymnastics 113. Spring term. Miss Guiot.
The technique of athletics for both outdoor and indoor work will be carefully studied in this course. Administration of meets and tournaments, and rules governing track and field competition will be considered in detail.

223. Theory of Games. 3 term hours. Offered each term. Miss Guiot, Miss Worner.
A study of games suitable for children of various grades with progression toward major sports is made. Special attention will be given to rules and playing technique of soccer, hockey, volley ball, basketball and baseball.

This course includes the methods of teaching swimming, analysis of different strokes, dives, Red Cross Life Saving Test, and the administration of swimming meets.

225 A, B, C. Swimming. Miss Hussey, Miss Worner.
Instruction is given in all strokes, diving, and life saving. Red Cross Life Saving Test may be taken with consent of the instructor.

226 A, B, C. Games. The Staff.
Practice will be given in season in hockey, soccer, basketball, tennis, and baseball.

310 A, B. Dancing. Prerequisite: 210 A, B, C. Begins fall term. Miss Mullen.
The work of the first two terms consists of advanced natural dances, original rhythms, and the writing of a dance festival.

This course aims to give the student a large amount of graded material, together with methods for presenting it and practice in teaching it to the group.

313 A, B, C. General Gymnastics. Prerequisite: General Gymnastics 213 A, B, C. Begins fall term. Miss Guiot.

This course aims to cover the latest practice theories of various motor ability tests and types of administration. Also practice will be given in stunts, pyramids, and simple tumbling.

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.


A study of suitable material used in community centers, organizations, and in activities for children after school. Second year students in courses other than physical education may elect this course by obtaining permission from the instructor.


The study of prescribed exercise for remedial effects in cases of curvature and physical abnormalities. Massage and practice with patients will be given.

324. Advanced Technique in Coaching Athletics and Sports. 4 term hours. Spring term. Miss Guiot.

This course is a continuation of courses 222 and 223 with the coaching of these activities given full consideration.

PHYSICS

Students preparing to teach physics in the high school must have, as minimum preparation in physics, courses 200 A, B, C. Through arrangement with the department of chemistry, a major may be made by taking one year of chemistry and one year of physics. It is best to defer the work in physics until the second year, or until the student has had one year of college mathematics.

In courses where laboratory work is required, it is necessary for the student to arrange his work so that he may have two consecutive hours one day each week for laboratory work.

It is desirable that students begin their college physics with Mechanics and Sound 200A.

100 A, B, C. Elementary Physics. 4 term hours each term. Begins in the fall term and continues through the year. Mr. Rood.

Designed for students who enter without credit in high school physics. May be used by manual arts students to satisfy one year of their requirement in physics. Classroom, 4 hours a week; laboratory, 2 consecutive hours a week.

101. Electricity. 4 term hours. Prerequisite: high school physics. Winter and Spring terms. Mr. Fox.

Required of all manual arts students except those electing courses 200 A, B, C. Others may elect this course. Consideration is given to such problems as the measurement of resistance of wires and their gauge numbers; the use of ammeters, voltmeters, and wattmeters; the plan of construction and use of various types of motors and generators for direct and alternating current; types and uses of various forms of electromagnets.
103. Sound. 2 term hours. Prerequisite: high school physics and trigonometry. Winter term. Mr. Fox.

Planned primarily for music students, but may be elected by students in other curricula. A demonstration-lecture course consisting of a study of vibrating bodies, such as strings, air columns, and reeds; graphic representation of simple tones; synthesis and analysis of complex tones as an introduction to mathematical relations expressed by Fourier's series.

200A. Mechanics and Sound. 4 term hours. Prerequisite: high school physics and trigonometry. Fall term. Mr. Fox.

A general course in the mechanics of solids and fluids. The last part of the course will be devoted to a study of sound. Demonstration lectures and recitations with illustrative problems. Classroom, 4 hours a week; laboratory, 2 consecutive hours a week.

Note.—Courses 200 A, B, C constitute a year's work in college physics and should be elected by all students who desire a complete unit of credit in this subject, either as a foundation for teaching high school physics, or in preparation for more advanced courses in physics and engineering.

200B. Magnetism and Electricity. 4 term hours. Prerequisite: Physics 200A. Winter term. Mr. Marburger.

Same general plan of presentation as in physics 200A. Classroom, 4 hours a week; laboratory, 2 consecutive hours a week.

Note.—See note under course 200A.

200C. Heat and Light. 4 term hours. Prerequisite: Physics 200A. Spring term. Mr. Rood.

Same general plan of presentation as in physics 200A. Classroom, 4 hours a week; laboratory, 2 consecutive hours a week.

Note.—See note under course 200A.

200 D, E, F. Physics Problems. 1 term hour each term. Prerequisite: high school physics and trigonometry. Begins in the fall term and continues through the year. Mr. Fox, Mr. Rood, Mr. Marburger.

A problem course designed to accompany courses 200 A, B, C. Students wishing the required ten hours of physics for engineering must elect these courses.

201. Astronomy. 4 term hours. Prerequisite: high school physics highly desirable. Fall term. Mr. Fox.

A non-mathematical course in descriptive astronomy which will serve as an aid to students in general science and to others who wish to get an understanding of the elements of the subject. Open as an elective to students of all courses.

202. Alternating Currents. 4 term hours. Prerequisite: high school physics. Spring term. Mr. Marburger.

Designed especially for high school teachers of physics. Its aim is to make clear the distinction between alternating and direct currents and to give the student some experience in handling each. The course is concerned with such problems as the plan of construction and the use of the transformer; measure of impedance and power factor; voltage and current relations in series and parallel circuits; polyphase circuits; converters and rectifiers.

300 A, B, C. Electrical Measurements. 4 term hours each term. Prerequisite: Physics 200 A, B, C, and, preferably, Calculus 207. Begins in the fall term and continues through the year. Mr. Rood.

A study is made of condensers, galvanometers, different types of Wheatstone bridges, coulometers, wattmeters, standard inductances, and vacuum tubes. A separate laboratory is reserved for use in this course. It is well equipped with precision standards for measurement. Classroom, 3 hours a week; laboratory, an entire afternoon each week.
Principles of Radio Communication. 2 term hours each term. Prerequisite: Physics 200 A, B, C, and, preferably, Calculus 207. Begins in the fall term and continues through the year. Mr. Marburger.

A study of the properties of the oscillatory circuit; capacitance, inductance, and resistance in circuits at high frequencies; damped and undamped oscillations; coupled circuits; characteristics of vacuum tubes and their use as rectifiers, amplifiers, and generators. Typical circuits for the transmission and reception of radio signals will be studied. Attention will be given to the theories of the mechanism of transmission through space, the phenomena of atmospherics and fading signals, and to similar problems. An effective code transmitting station is maintained by which students may acquire experience in the actual operation of transmitting and receiving apparatus for intercommunication. Classroom, 2 hours a week; laboratory, 2 double periods a week.

Light. 2 term hours each term. Prerequisite: Physics 200C, and, preferably, Calculus 207. Begins in the fall term and continues through the year. Mr. Fox.

An advanced course in light, consisting of lectures and laboratory work. Studies in reflection, refraction, interference, diffraction, and polarization.

Theoretical Mechanics. 4 term hours. Prerequisite: Calculus 207. Winter term.

This course is given in the department of mathematics. For description, see page 96.


A brief historical survey of the problem of teaching moral and religious truths will be made; objectives, curricular content, and methods of presentation, the modern church school, the daily vacation Bible school, and the week-day school of religion will be discussed. Brief study will be made of character education in public schools.

RURAL EDUCATION

All beginning teachers in the public schools of Michigan are required by law to have had at least one year of training for their work, in addition to graduation from a four year high school. A belief is rapidly becoming common that all public school teachers should be held to equal standards in their academic and professional preparation. This belief bids fair to be expressed in State law at no distant date. A beginning requirement of at least two years training after high school may well be anticipated by all prospective teachers.

Three curricula are offered for the preparation of teachers of rural schools. For lists of subjects see pages 48-50.

1. A Life Certificate may be secured by high school graduates after an attendance of two years. Many village and county districts are now paying salaries which enable them to demand full life certificate preparation on the part of the teachers they employ.

2. A Limited Certificate good in Michigan schools for three years may be secured by high school graduates after an attendance of one year and one summer session. A county certificate good in a particular county for one year is issued by County Boards of Examiners to students who do one full year of specified work. By adding two subjects students may receive a State limited certificate good in any county in Michigan for three years.

The foregoing courses are administered in a Department of Rural Education. Questions of advantageous enrollment for students beginning their preparation; for graduates of County Normal Training Classes who wish more prepar-
ation for teaching rural schools, or who seek the second renewal of their certi-

ficates; for teachers who may wish to change from town or city to rural teaching;

for teachers of experience who wish to prepare to teach in County Normal

Training Classes or to become county supervisors and commissioners of schools;

and for teachers who have taken Limited Certificate courses for rural teaching

and desire to go on, are given due consideration. Consultation with the
director of this work should be sought. Life Certificate graduates who go on
to the A.B. degree are offered a seminar course in rural education.

The subjects of study offered in rural education may be briefly summarized

in three groups: first, such as give a knowledge of children and of their organ-

ization, management, and instruction; second, such subjects as give power for

localizing the curriculum in natural, industrial, domestic, and health illustra-
tions and applications; and third, a group of subjects intended to develop

social intelligence and inspire purposes of participation and leadership in rural

community life. Details of undifferentiated courses are given in descriptions

of subjects in the departments to which they belong.

Several agencies for supplementing the regular class work for students in

the Rural Education courses have been instituted. The Country Life Club

meets two evenings each month and an annual Rural Progress Day brings

students in contact with national and state leaders in rural life. One-teacher

and consolidated rural schools which are conveniently near the Normal School

have been affiliated and are directed and used as rural training schools to make

vivid to prospective teachers of rural schools the actual situation in which

they are to work. Practice teaching, under the direction of competent super-

vising critic teachers, is done in these schools.

Courses of Instruction

Students in the department of rural education pursue academic and voca-
tional subjects in all departments in the institution. They are also required
to take what is considered an irreducible minimum of differentiated subjects,
but even in these subjects the differentiation is made chiefly in illustrations
and in applications, since it is believed that principles and fundamentals are
very like in all school situations.

101. Curriculum. 4 term hours. Offered each term. Miss Evans.

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

101R. Principles of Teaching. 4 term hours. Prerequisite: Psychology
101. Offered each term. Miss Evans.

A study of the general principles of teaching, with particular application to
rural school situations. Textbook discussions, supplementary reading, and
observations in the training school are required. Prerequisite to practice
teaching.

201A. Rural Education. 4 term hours. Fall and Summer terms. Dr.
Burnham.

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. Prerequisite: Rural Education
201A. Winter term. Dr. Burnham.

Attempts to increase specific understanding in rural economics. The work
of the term concludes with a study of the possibilities of elementary and second-
ary rural school instruction in vocational subjects.
201C. **Rural Education.** 4 term hours. Prerequisite: Rural Education 201B. Spring term. Dr. Burnham.

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.

101, 201, 202. **Teaching.** (See description of courses in Training Department, pages 113-114.)

304. **Rural Education.** 2 term hours each term. Dr. Burnham.

This is a seminar course for advanced students who are interested in keeping abreast of current progress in rural education. The best material in print on rural life and education will be read and discussed. Definite listing of the problems relating specifically to administration; teaching, including curriculum; and supervision of all types of rural schools, including the preliminary and service preparation of teachers, will be required. Research by individual members of the class may be on minor problems reported each term or on a major problem at the end of the year.

103. **Sociology.** (See description of course in Sociology Department, page 86.)

308. **Secondary School Administration.** (See description of course in Department of Education and Psychology, page 72.)

**SPEECH**

A major sequence in Speech consists of courses 101 A, B, 110, either 120 or 225, 301, and one other course.

A minor sequence consists of courses 101 A, B, and one of the following courses: 110, 120, 225.

For students specializing in English, courses 101 A, B, 110, 210, 310, and 320 are recommended.

Students majoring in Speech are strongly urged to minor in English.

**Speech Correction.** Non-credit course. Winter and Spring terms. Mr. Lahman, Miss Lindblom.

Training will be given students who desire remedial work in speech. More individual assistance will be given in the overcoming of such defects as lisping, stammering, throatiness, etc., than is possible in Fundamentals of Speech 101. Clinical cases handled in connection with the Department of Health Education. Hours to be arranged with the instructor.

101A. **Fundamentals of Speech.** 4 term hours. Offered each term. Miss Shaw, Mr. Lahman, Miss Lindblom, Mr. Boyd.

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. The Staff.

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.

110. **Interpretive Reading.** 4 term hours. Prerequisite: Speech 101 A, B. Offered each term. Miss Shaw, Mr. Lahman, Mr. Boyd.

Analysis and oral interpretation of the more simple types of prose and poetry.
111. Story Telling. 4 term hours. Prerequisite: Speech 101A. Winter and Spring terms. Miss Shaw.
Emphasis placed upon the art of telling the story. Each member of the class will have practice in telling and criticised stories of all types.

120. Informal Public Speaking. 4 term hours. Prerequisite: Speech 101 A, B. Winter and Spring terms. Mr. Lahman, Miss Lindblom.
Introductory study of the rhetorical principles of public speech and audience psychology. The primary aim is to develop clear thinking, and ease and effectiveness in speaking. Frequent opportunity for platform work.

201. Parliamentary Usage. 2 term hours. Fall and Spring terms. Miss Shaw, Mr. Lahman.
Designed for upperclassmen who desire some knowledge of how to organize meetings and conduct business according to parliamentary procedure. Study of such matters as motions and their order of precedence, committees and their duties, election of officers, etc. Constant application in the classroom of the principles studied.

210. Advanced Interpretive Reading. 4 term hours. Prerequisite: Speech 101 A, B, 110. Winter and Spring terms. Miss Shaw.
Advanced work in the oral interpretation of literature, with special emphasis on character delineation.

215. Play Production. 4 term hours. Prerequisite: Speech 101 A, B, 110, and 210, or the consent of the instructor. Spring term. Miss Shaw.
Methods of staging plays, including stage settings, costume, and make-up. Plays will be presented by the class. Each student will direct at least one play.

220. Advanced Public Speaking. 4 term hours. Prerequisite: Speech 101 A, B, and 120 or the consent of the instructor. Winter and Spring terms. Mr. Lahman, Miss Lindblom.
Advanced study of speech organization and audience psychology, and frequent practice in meeting various situations confronting the public speaker.

221. Practical Public Speaking. 2 term hours. Prerequisite: consent of the instructor. Fall and Spring terms. Mr. Lahman.
Designed for upperclassmen who have been unable to take Fundamentals 101 A, B, but who desire some practical training in the preparation and delivery of such talks as the average school instructor, executive, or coach is frequently called upon to give.

225. Argumentation and Debate. 4 term hours. Prerequisite: Speech 101 A, B, or the consent of the instructor. Fall and Spring terms. Miss Shaw, 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. Advanced Argumentation and Debate. 2, 3, or 4 term hours. Winter term. Mr. Lahman, Miss Lindblom.
Application of argumentative principles to actual platform debate. The basis of this forensic practice is the intensive study of the questions used for intercollegiate debate.
A. Limited to those who are members of the debating squad for the first year.
B. Limited to those who are members of the debating squad for the second year.
301. **Psychology of Speech.** 4 term hours. Prerequisite: Psychology 101 and junior standing, or a major in Speech. Spring term of alternate years. Miss Lindblom.

The development of speech as a form of human behavior studied from the biological and psychological standpoint.

305. **Festival and Pageantry.** 4 term hours. Prerequisite: Speech 101 A, B. 2 times a week. Winter and Spring terms of alternate years. Miss Shaw.

A study of the field of festivals and pageants and of the methods of their organization and presentation. The class will develop and present a pageant.


Platform reading of the one-act and the three-act play. Through class analysis and criticism, a basis for judging the drama is established.

320. **Speech Composition.** 4 term hours. Prerequisite: Speech 101 A, B, 120, and 220 or the consent of the instructor. Spring term. Mr. Lahman.

Analysis of model speeches and frequent practice in constructing speeches for special occasions, such as after-dinner, introduction, welcome, and anniversary.

326. **Seminar in Argumentation and Rhetoric.** 2, 3, or 4 term hours. Prerequisite: Speech 226 A, B, and the consent of the instructor. Winter term. Mr. Lahman, Miss Lindblom.

The theory and practice of debate. Special attention is paid to the rhetorical principles involved in argumentative discourse.

A. Limited to juniors.
B. Limited to seniors.

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**THE TRAINING DEPARTMENT**

**Practice Teaching**

Students enroll for Teaching in the Training School office at the time regularly scheduled for enrollment. At this time students are assigned to a definite school and Supervisor. They report to Supervisors for further instructions, at hours later posted on the bulletin board outside the Training School office. The bulletin board should be watched for important announcements.

Teaching 201 and 202 are required in all the Life Certificate curricula. As far as possible, students are urged to take both units of teaching in the same term. At least two consecutive hours of the school day should be reserved for this work.

In case 201 and 202 are taken in different terms, meetings with the Director are required only the first term.

Students are strongly advised not to undertake extra studies or work during the term or terms in which practice teaching is being done. Each unit of Teaching, 101, 201, 202, 203, and 205, counts the same as one academic subject and is entitled to four term hours credit, hence to a corresponding amount of time and effort in preparation.

Students preparing to do administrative work are advised to do at least one unit of work in the lower grades of the Training School.

**Courses of Instruction**

101. **Teaching.** 4 term hours. Prerequisite: Principles of Teaching 101 R. Fall, Winter, and Spring terms. Mr. Ellsworth and Supervisors.

For students enrolled in the Limited Certificate and Required Professional Training curricula only.
201, 202. Teaching. 4 term hours. Prerequisite: Psychology 102, Principles of Teaching 101. Fall, Winter, and Spring terms. Mr. Ellsworth and Supervisors.

These courses include (1) the teaching of classes in one of the Training Schools (See pp. 22, 23); (2) the observation of lessons taught by Supervisors; (3) the study of the measurement of children as individuals and in groups; and (4) meetings with the Director of the Training School, and the Supervisors of practice teaching.

Students are expected to become familiar with the courses of study and the general workings of the Training School, and to enter into the life and activities of the school and the children. Opportunity is afforded for participation in assemblies, social affairs, and parents' meetings.

Class meetings with the Supervisors are held Tuesdays and Thursdays at 8 o'clock in the grade rooms, and with the Director at 8 o'clock Saturdays. These hours must therefore be reserved by all students enrolling in these courses.

Offered in summer term to holders of limited certificates who are completing work for a life certificate. Not open in summer to students on the campus the other terms.

203. Teaching. 4 term hours. Prerequisite: Teaching 202. Fall, Winter, and Spring terms. Grade and Special Supervisors.

The privilege of an elective term in Teaching is granted only with the permission of the Director of the Training School, and the student's adviser. Students attend meetings as directed by the Supervisor.

205. Teaching. 4 term hours. Prerequisite: Maturity and experience. Mr. Ellsworth and Grade Supervisors.

A course in observation and discussion designed to keep teachers of experience in touch with the best present day practice. Demonstration rooms are conducted, one each, in primary, intermediate and upper grades. The aim is to present progressive methods of education under modern conditions. Class meetings are held for discussion of the work observed and for presentation of underlying theory, Mondays, Tuesdays, Thursdays and Fridays 11:00-11:50. Meetings with the Director are held Wednesdays 11:00-11:50. The hours from 9:00-1:00 must therefore be reserved for this course.

The Teaching Laboratory

(See description of the Training Schools, pp. 22, 23).

The Director of the Training Schools

All of the work of the Training Department is carried on under the general direction and supervision of the Director of the Training Schools. All students in the first term of Practice Teaching meet with the Director, Saturdays at 8 o'clock, for a general lecture on professional ethics, and other matters pertaining to professional success.

The Supervisors

In charge of each grade and of each special subject is a Supervisor, who is responsible for the progress of the pupils and the student teachers. Supervisors give students charge of definite classes or groups of children, direct their teaching and observation, and teach demonstration lessons as often as the needs of pupils and student demand. At least one lesson a day is thus taught by each Supervisor.

Supervisors meet student teachers Tuesdays and Thursdays at 8 o'clock for conferences on the general management of the grade room, the study of children, the direction of observation, and instruction in the special method of the common branches. They also meet each student in a special subject conference once a week. Here are discussed the concrete teaching problems of the student's own assignment, and outlines and plans for the ensuing week's work.
Student Teaching

Students are expected to assume as full responsibility as possible for the pupils in their direct charge, as well as to co-operate fully in the general work and interests of the grade group. The work comprises 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, etc., and attendance at meetings with the Supervisor and Director.

The Observation Room

Each term one grade room in the Normal Training School is designated as the "observation room." No practice students are assigned to this room and all the teaching is done by the grade and special supervisors. In the course of a year's time, a primary grade, an intermediate grade, and an upper grade become in turn the observation room. Opportunity is thus afforded for observing good teaching under conditions that closely approach the ordinary public school situation.

Assembly Exercises

Regular weekly assemblies of all the children in the Normal Training School, their teachers and guests, are held Thursdays at 11 o'clock, in the rotunda of the Training School. The programs, frequently in charge of groups of the children themselves, are often in the form of entertainment that represents a culmination of the work in the grade or some part thereof. Music, art, and folk-dancing are features of these programs, and often furnish the major part of the entertainments. These assemblies not only serve to unify the school, but also afford the student teacher an excellent opportunity for getting some notion of the work of different grades and the varying interests and abilities of the children.

Assemblies of a similar character are also held in the Portage, Richland, and Paw Paw Training Schools.
HIGH SCHOOL

MR. CAIN, Principal

The Normal High School is conducted with the aim of making it an active model high school. The Normal students who are preparing for high school positions may thus be given an opportunity for directed teaching under very favorable conditions. Experience has shown that with a trained critic teacher to supervise the work of the student teacher, a high standard of scholarship can be maintained and the high school student can get the advantage of the most improved methods of teaching. With the equipment of the Normal School available for high school students, there are exceptional opportunities offered for various activities as well as laboratory and library advantages.

The High School is a distinct organization of the Normal School. The student body has its own organization, activities, and entertainments. The school has competition in athletics and in debating with other high schools of the state. There is an assembly room where all the students meet at least once each day for announcements. Much attention is given to maintaining a close personal contact between the students and the Faculty.

The High School is on the accredited list of the North Central Association of Colleges and Secondary Schools and of the University of Michigan. Five courses of study are offered which gives the student ample opportunity to prepare for any line of work in which he is especially interested.

Admission. Only a limited number of students are admitted each year, hence applications should be made before July first in order to be certain of being entered. Pupils who present satisfactory eighth grade certificates will be admitted to first year classes without examination.

High School Assembly. The assembly room is equipped with stationary seats so that each student has a permanent location for school supplies and for study. All announcements are made and all high school programs are given here. The programs are held at least once a week and they differ in character to meet the pleasure of the students. A committee composed largely of students plans the programs.

High School Organizations

The Council. The Council is a debating club in the Normal High School which was formed at the close of the year 1919-20. Its ultimate purpose is to create and maintain an interest in and knowledge of, high grade debating. The scheduled meetings of this organization are held on alternate Thursdays. Membership is open to anyone who wishes to subscribe to its constitution, and who is voted in by a two-thirds majority of members present.

The Masquers. A high school dramatic association was organized in 1916. It aims to interest students in the best forms of drama, and presents one public play during the year. Membership is limited to those students who possess dramatic ability.

High School Girls' Glee Club. This organization is open to all high school girls and is required of the girls in the high school music class. The club meets once each week for rehearsal. A musical program is furnished each term during the year and in addition musical numbers are given on a number of other occasions. One-quarter unit's credit may be earned by membership in this club.

High School Orchestra. Its purpose is not only to create greater interest in music, but to encourage the study of various instruments, as well as to assist in the entertainment in school activities. Any student is eligible. Practices are held twice a week. One-quarter unit's credit may be earned.
**Hy-Y Club.** In 1916 a high school Y. M. C. A. club was organized which has grown steadily in membership and activity until it is one of the strongest organizations in the school. The purpose is to "create, maintain, and extend throughout the school and community, high standards of Christian character."

A Girls' Y Club was organized at Normal High School in the fall of 1925. The purpose of the club is expressed by the motto "Quest of the Best." Beside the general members there is a cabinet composed of all officers and chairmen of standing committees. The cabinet serves as a clearing house for all proposed work which originates either in the cabinet or general membership. Meetings of the club are held on alternate Friday mornings. The cabinet meets once a month. Every girl in high school is eligible.

**GENERAL INFORMATION WITH REGARD TO COURSES OF STUDY**

The High School offers five courses of study:—Academic, Classical, Scientific, Business, and General Culture. An outline of these courses follows on pages 118-122. The statements below furnish general information with regard to these courses.

1. The Arabic numerals, 1, 2, 3, 4, indicate that the course is a first year, second year, third year, and fourth year course.
2. The letters, a, b, c, after the numerals, indicate fall term, winter term, and spring term.
3. Of the five courses of study, four of them, the Scientific, Classical, Academic, and Business, prepare for college or university, while the General Culture course does not prepare for admission into college.
4. Sixteen units of credit are required for graduation.
5. Students should consult their advisers with regard to their courses. They should also secure information as early as possible concerning entrance requirements of the particular college for which they wish to prepare.
6. Students will not be recommended for college unless they maintain an average of "B" throughout their high school course.
7. Students who begin one course are not permitted to change without the consent of the principal or their adviser.
8. All students are expected to carry four five-hour subjects. Freshmen will not be permitted to carry more than four subjects; sophomores, juniors and seniors may carry five subjects if consent is given by the principal.
9. Physical education is required of all students but no credit is given.
10. All freshmen are required to take chorus work for which one-fourth credit is given. Students may elect additional chorus work for which they will receive one-fourth credit per year.
11. Students may elect orchestra and receive one-half credit per year.
12. Students may earn credits in music by private lessons with a skilled instructor. The quality of the work done and the time given to the study will determine the credit.
13. Students who do not take more than three units of English must be sure that English Literature forms the third unit.
14. One term of Oral English is required during the sophomore year.
15. Students electing debating should first consult with the instructor.
16. Students electing a foreign language must take at least two years. No credit is given for one unit of a language.
17. Students who intend later to study medicine or dentistry are required to have two units of Latin and one each of physics and chemistry. Students who intend to study law should take two or more units of Latin.
18. Many eastern colleges require four years of Latin.
19. Home economics is required of all girls who have had no work in that department beyond the sixth grade.
ACADEMIC COURSE

Aim: To prepare those students who have not definitely decided upon their professions to meet the entrance requirements for the Liberal Arts course in any college or university.

REQUIREMENTS

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First Year

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Second Year

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<tr>
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<td>Accounting 3</td>
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Third Year

| Foreign Language 3   |        |
| Speech 3             |        |
| Debating             |        |
| Home Economics 1 or 2|        |
| Manual Arts 1 or 2   |        |
| Shorthand and Typing 3|       |
| Music                |        |
| Art                  |        |

Fourth Year

| Foreign Language 4   |        |
| History 4            |        |
| Mathematics 3        |        |
| Speech 4             |        |
| Debating             |        |
| Home Economics 2 or 3|        |
| Manual Arts 2 or 3   |        |
| Shorthand and Typing 4|       |
| Music                |        |
| Art                  |        |
**BUSINESS COURSE**

**Aim:** To prepare students for business life or for admission to Business Administration courses in colleges and universities.

**REQUIREMENTS**

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**First Year**

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<tr>
<td>Foreign Language</td>
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| English           | 2        | History           | 1 or 2   |
| Mathematics       | 2        | Business          | 2        |
| Foreign Language  | 2        | Science           | 2        |

| English           | 3        | Shorthand and Typing | 3        |
| History           | 3        | Accounting          | 3        |
|                   |          | Business            | 3        |

**Fourth Year**

| History           | 4        | Shorthand and Typing | 4        |
| Science           | 3 or 4   | Science              | 2        |
|                   |          | Business             | 4        |
|                   |          | Business English     |          |

**Notes**—Shorthand and Typing must be taken as a unit for credit. Business 2 is the prerequisite to Accounting 3. If Science 2 is elected, Geography should have preference.
# CLASSICAL COURSE

**Aim:** To prepare those students for college who are particularly interested in languages and literature.

## REQUIREMENTS

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### First Year

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<td>Music</td>
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**Note:** Students in this course who expect to study medicine or dentistry should take one year of laboratory science in addition to the one unit of science required.
**SCIENTIFIC COURSE**

Aim: To prepare students for college work in the scientific professions.

**REQUIREMENTS**

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**First Year**

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**Second Year**

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**Third Year**

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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
<td>Shorthand and Typing</td>
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Note—Students pursuing this course, instead of taking three years of mathematics and three years of science, may take four of one and two of the other.
GENERAL CULTURE COURSE

Aim: To give those students who do not intend to go to college a general training.

REQUIREMENTS

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Second Year

| English       | 2 |
| Science       | 2 |
| Home Economics| 2 |
| Manual Arts   | 2 |
| Music         | 2 |
| Art           | 2 |

Third Year

| English       | 3 |
| History       | 3 |
| Home Economics| 3 |
| Manual Arts   | 3 |
| Music         | 3 |
| Art           | 3 |

Fourth Year

| English       | 4 |
| Science       | 2 |
| Home Economics| 3 |
| Manual Arts   | 3 |
| Music         | 3 |
| Art           | 3 |

Note—Only one-half unit is allowed for typewriting. Mathematics 1 and 2 are prerequisites for Science 3 and 4. In choosing either Home Economics, Manual Arts, Music or Art from the “required” list, follow first year choice during the second and third years.
ART

Miss Broemel

Art 1a. Sketching from flowers, fruits, and autumn leaves for use later in design. The fundamental principles of design and composition. Application of these principles in designs for portfolio covers, posters, and Christmas cards. Fall term.

Art 1b. The principles of perspective and their application to drawings of city streets and room interiors. Lettering and its application to problems in commercial design. House design. Winter term.

Art 1c. Application of the principles of design in various problems such as leather tooling, bookbinding, clay modeling, batik. Costume design is offered for the girls, while the boys may be more interested in mechanical drawing, city planning, etc. Spring term. One unit's credit for one year's work.

BUSINESS

Miss Watson

Business 2 a, b, c. An arithmetical study of business processes and an understanding of investments, insurance, banking, business forms and records, reference books, filing devices, and general elementary information necessary before taking a more advanced course in business training. This course also serves the purpose of vocational and educational guidance within the field of commerce. One unit's credit.

Business 3 a, b, c. A general view of the administration of production, of the work of transportation and communication, of marketing functions, marketing institutions, and the marketing tasks of a business man. Financial devices and institutions of our society and the connection of the business man with them. The aim of this course is to present this material in such a way that the general secondary school student may get a clear view of the economic aspects of our society and that the business student may have a broad foundation for his technical training. One unit's credit.

Business 4 a, b, c. This course emphasizes a review of the principles of grammar, of spelling, of punctuation, and of the fundamentals of letter writing. Considerable time is given to the writing of advertisements. One unit's credit.

Accounting 3 a, b, c. An elementary course including the theory of debit and credit, the keeping of accounting records, the construction and interpretation of balance sheets and profit-and-loss statements, and a study of the business papers involved. One unit's credit. Prerequisite: Business 2 a, b, c.

Elementary Shorthand 3 a, b, c. The aim of this course is the mastery of the principles of the Gregg system of Shorthand. One unit's credit with Typewriting 3 a, b, c.

Advanced Shorthand 4 a, b, c. The first two terms of this course include the reading of shorthand plates and the writing of dictated material. Its purpose is the acquisition of speed in taking dictation and accuracy in transcription. The last term offers an elementary course in office training, including secretarial assignments. Prerequisite: Shorthand 3 a, b, c and Typewriting 3 a, b, c. One unit's credit with Typewriting 4 a, b, c.

Elementary Typewriting 3 a, b, c. This course aims at a complete mastery of the keyboard and the ability to write from copy at a moderate rate of speed; the study of letter styles and copying. One unit's credit with Elementary Shorthand 3 a, b, c.
Advanced Typewriting 4 a, b, c. The first two terms of this course aim to develop speed and operating technique, manuscript writing, and statistical typing. The last term includes a course in office training in connection with Advanced Shorthand 4c. Prerequisite: Elementary Typewriting 3 a, b, c and Elementary Shorthand 3 a, b, c. One unit’s credit with Advanced Shorthand 4, a, b, c.

ENGLISH

Mrs. Biscomb

Miss Walker

Miss Hoebeke

English 1 a, b, c. Required in first year. The work consists of composition, a study of literature, and the study of English grammar. Special emphasis is given to grammatical principles that contribute to correct expression. The composition work covers simple narration, exposition, and letter writing. The literature consists of *The Odyssey*, *Julius Caesar*, and *The Sketch Book*. Special training in oral expression is given. The memorizing of worthwhile quotations is required. Outside reading is emphasized and encouraged. Each student keeps a note book. One unit’s credit.

English 2 a, b, c. This course is divided into three terms: two for the study of literature and composition in the department of English, and one for the study of Oral English in the department of Speech. The work consists of composition, a study of literature, and the study of English grammar. Renewed emphasis is placed on the aims of the first year. The composition work aims to give a practical knowledge of the distinctive features of the four forms of discourse. The literature consists of *The Idylls of the King*, and *The Merchant of Venice*. The memorizing of worthwhile quotations is required. Considerable outside reading is required. Each student keeps a notebook. One unit’s credit.

English Literature and Composition 3 a, b, c. This course, which includes both literature and composition, consists of a study of the periods of English literature from the beginning to the present time. Representative selections from the different periods are studied in class, and much outside reading is required. In composition attention is given to both oral and written work, including the writing of letters, checks, original abstracts, outlines, news items, editorials, essays, and individual class reports. The special aims of this course are to inspire in the students a real appreciation of the best literature, and in composition, to gain spontaneity in expression and to establish habits of accuracy in mechanical form, grammatical sentence structure, and punctuation. One unit’s credit.

Literature and Composition 4 a, b, c. In this course the students are given a rapid review of English literature and composition studied the previous year, and a thorough study of American literature, including important biographical facts of the chief writers and a study of their most worthy productions. In composition the chief emphasis is placed on the four forms of discourse. Much practice is given in the writing of themes. The special aims of the eleventh grade still hold, but more attention is given to effectiveness in expression and arrangement. One unit’s credit.

HISTORY

Miss Burnham

Miss Mulry

Two units of history are required in High School. One unit must be taken in the freshman or sophomore year, and the other in the junior or senior year.

Survey of Civilization 1 a, b, c. The purpose of the course is to give the students a clear conception of the great movements of history and an adequate understanding of typical civilizations of the past, in an effort to see man’s progress from the beginning. It includes such topics as primitive man, oriental civilization, Greek culture, Roman civilization, the barbarian invasions, the Medieval age, the Renaissance, and the Reformation. In the study of each,
of these units the chief emphasis is placed on customs, industries, art, literature, scientific progress, religious beliefs, and political institutions, in order to find the basic factors that have contributed to the making of our own civilization. An effort is made to discover reasons why one group failed and another succeeded, in order to establish historical principles. One unit's credit.

History 2 a, b, c. This is a survey of the chief movements and most significant features in the history of western civilization since the middle of the eighteenth century. Emphasis is placed upon political movements and political reorganizations in the progress toward world democracy. Explanation of these is sought in economic changes, in inventions, discoveries and social regroupings as well as in the leadership of great personages and the influence of critical or constructive ideas. Included is a careful study of the World War and conditions in Europe since. One unit's credit.

History 3 a, b, c. The aim of this course is not only to study the narrative of American History, but to understand the European background, which is needed for true appreciation of so many American events. This is a year's work, and must be preceded by a unit of European History, preferably the course in Survey of Civilization 1 a, b, c.

The term divisions of the work are as follows:
(a) 1492-1789. American Colonial History, including the Revolution.
(b) 1789-1865. The early development of the American Republic, through the Civil War period.
(c) 1865-1925. The chief industrial, economic, and social changes in America since the Civil War, including a study of America in the World War. Open to both juniors and seniors. One unit's credit.

History 4 a, b. These are half year courses, either of which may be taken separately for a half unit of credit. These courses, while elective, ought to be taken by seniors, who have the background of the junior American History. Wherever possible the year's work should be taken as the Civics gives a better understanding of the American problems. In Civics, a careful study is made of national, state, and local forms of government, with constant reference to current events which illustrate the course. American problems is a separate half year course, in which the chief economic and social institutions of the United States are surveyed, along with some discussion of the unsettled questions of our own times. The year's work gives one unit of credit.

HOME ECONOMICS

Miss Stenson

Mrs. Cain

Home Economics 1 a, b, c. Clothing. A study of the girl's wardrobe based on the needs of the high school girl, including: clothing design, fundamental stitches and processes with application to garments, use and care of machine, pattern study, care and hygiene of clothing, textile study, characteristics, manufacturing processes and uses dependent on these, with emphasis on materials used for school wear. One-half unit's credit.

Home Economics 1 a, b, c. Foods. This is a general course, completed in a half year, including a brief study of the girl and her relation to the home; it gives a survey of the work of the home with practice in food selection and preparation, meal serving, nursing, and home management. One and one-half hour periods five times a week. One half unit's credit.

Home Economics 2 a, b, c. Clothing. This is a continuation of the work started in first year clothing. The work consists of more advanced problems in clothing construction. The aim is to develop appreciation of good technic, textile study, emphasis on household textiles and ability to choose materials wisely. A study of preschool child's wardrobe with garment construction, house furnishing unit, based on child's wardrobe with garment construction,
house furnishing unit, based on girl's own room, and construction problems is made which aims to develop creative ability in home decoration. One-half unit's credit.

**Home Economics 2 a, b, c.** Foods. This is a half year course elective for those who have had one year of Home Economics work in high school. It emphasizes family life and family problems, considering both personal and family budgeting; meal planning, marketing and serving to come within the family budget; and family relationships. One and one-half hour period five times a week. One-half unit's credit.

**LANGUAGES**

**Latin**

Miss Kraft  
Miss Hoebeke

**Latin 1 a, b, c.** Study of forms and syntax, with frequent practice in conversation and connected reading in selections from easy narrative prose. Latin mottoes, songs and quotations are memorized. One unit's credit.

**Latin 2 a, b, c.** Readings based on Roman life, history, and literature, and selections from Caesar's *Gallic Wars*. Constant work in oral and written composition, form review, vocabulary, and word study. One unit's credit.

**Latin 3 a, b, c.** Cicero and Latin Composition. Six orations of Cicero will be read in this course and as many of his letters as time will permit. A study will be made of the political institutions of the Roman Republic. One unit's credit.

**Latin 4 a, b, c.** Virgil. The first of six books of the *Aeneid* will be read and selections from the last six; or selections from Ovid's *Metamorphoses* will be substituted for part of the Virgil. A study of Greek and Roman mythology will be included in the course. One unit's credit.

**French**

Miss Windsor  
Miss Tamin

**French 1 a, b, c.** The text used for the first year is Bovee's *La Premiere Annee de Francais*. Grammar is taught inductively. It is the aim of the course to give from the first careful attention to pronunciation and ear training, and to have the pupil deal directly with the language itself through question, answer, action, picture, and informal dramatization. Not open to freshmen. One unit's credit.

**French 2 a, b, c.** Douner and Knickerbocher's *A First Course in French* is the text used. A thorough review in grammar is given and more advanced grammar, such as the subjunctive, is introduced. The verb is especially stressed as one of the chief difficulties of French. Such texts as *Le Voyage de M. Perrichon* and *La Poudre aux Yeux* by Labiche et Martin; *Columba* by Merimee; *Le Roi des Montagnes* by About; *L'abbé Constantin* by Halery are read. Stress is placed upon oral and written answers and resumes in French rather than upon direct translation. One unit's credit.

**German**

Miss Zimmerman

**German 1 a, b, c.** 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. One unit's credit.

**German 2 a, b, c.** Reading of dramatic and novelistic German; composition work based on texts read, assigned topics, and collateral reading; reading and memorizing of selected poems. One unit's credit.
Spanish

Miss Windsor

Spanish 1 a, b, c. Hills and Ford’s _A First Year Grammar_ is the text used. Much attention is paid to pronunciation and the elements of grammar. The use of oral Spanish is particularly encouraged. Reading texts giving some background of Spanish life supplement the grammar work. Not open to freshmen. One unit’s credit.

MANUAL ARTS

Mr. Carpenter Mr. Huff

Manual Arts 1 a, b, c. Woodshop. A beginners course in elementary benchwork. The fundamental tool processes applied to simple construction and the elements of finishing. Includes shop sketching and woodturning. One unit’s credit.

Manual Arts 2 a, b, c. Mechanical Drawing. Lettering, geometric problems, orthographic projection, surface development, isometric drawing, working drawings, detailing, assemblies, tracing and blueprinting. One unit’s credit.

Manual Arts 3 a, b, c. General Metal. Elementary work in forge, sheet metal, machine shop. One unit’s credit.

MATHEMATICS

Mr. Cain Mr. Bartoo Mr. Adams

Algebra 1 a, b, c. A first-year algebra course which covers algebra to quadratic equations. The work of the fall term is given to the fundamental operations up to factoring. The work of the winter term is on factoring, fractional equations, and graphical representations; and during the spring term the work is continued through quadratic equations. One unit’s credit.

Plane Geometry 2 a, b, c. An elementary course for second year students which continues throughout the year. The fall term is given to the work up to circles. The winter term work is on circles, proportion, similar polygons, and during the spring term the work is completed. One unit’s credit.

Advanced Algebra and Solid Geometry 3 a, b. This course follows the courses of first-year algebra and plane geometry. The first half of the year is given to the algebra and the second half to the solid geometry. One-half credit is given in each subject. A student can take one of these subjects without taking the other. One unit of credit for the year’s work.

Trigonometry and College Algebra 4 a, b. This course is intended for those students expecting to do college work in engineering, science, or mathematics. One and one-half terms are given over to the study of trigonometry. One-half unit of credit is given for this work. The other term and a half is given to the study of college algebra. This course gives a thorough review of the principles of elementary algebra and takes up more advanced work. One-half unit of credit is given for this work.

MUSIC

Miss Danielson

Chorus. This course is designed for high school freshmen. It consists of sight singing and such simple theory as is incidental to reading music at sight. The aim is to develop a greater appreciation for good music. Class meets twice a week. One quarter unit’s credit.

Note.—One year required of all students. Must be taken in the freshmen year if possible.
Music 1 a, b, c. Fundamentals of Music. The work in theory is followed by study of musical form, appreciation, and history of music. Class meets daily. One unit's credit.

High School Girl's Glee Club. Meets twice a week. One quarter unit's credit.

PHYSICAL EDUCATION FOR BOYS

Mr. Hyames

Physical Education 1 a, b, c. Marching, calisthenics, elementary gymnastics, group games. Required in all High School courses.

Physical Education 2 a, b, c. Advanced marching, apparatus work, organized competitive games. Required in all High School courses.

Football—Squad and varsity practice. Fall term
Basketball—Squad and varsity practice. Winter term
Track—Squad and varsity practice. Spring term

PHYSICAL EDUCATION FOR GIRLS

Miss Worner

Physical Education 1, 2, 3. This class meets twice a week throughout the year for general gymnastics, heavy apparatus work, folk dancing, and organized games. Required in all High School courses.

SCIENCE

Mr. Marburger  Mr. Boynton  Mr. Wiseman

Science 1 a, b, c. General Science. The work in this course is identical with the true purpose of elementary science: to create a widespread interest in science as a thing of personal importance. It gives an insight into the general nature of science, lack of which causes many students to hesitate before entering the more specialized courses. Much experimental work is done, a notebook is required and the material presented aims to meet the present needs and interests of boys and girls just entering the adolescent period. Open to all high school students. One unit's credit.

Science 2 a, b, c. Biology. This course presents the fundamental facts of elementary biology and also aims to teach the student to see accurately what he looks at and to describe exactly what he sees, to teach him to think clearly and to base his conclusions on facts, to recognize the dominance of adaptation in living things and to make him a good citizen through practical knowledge acquired. Due attention is given to laboratory work, a notebook is kept, and much collateral reading is done. One unit's credit.

Science 2 a, b, c. Geography. The work in this course consists in a study of the general principles of geography in which the influence of the geographical environment is kept always in the foreground. The physical aspects of the subject are followed by a discussion of related human aspects. In the second half of the year, industrial or commercial geography involving the agricultural, mining, manufacturing, trading, and transporting forms of industry is studied. One unit's credit.

Science 3 a, b, c. Elementary General Chemistry. This is a course for beginners and presupposes no knowledge of the subject. Laboratory work is required and a notebook must be kept. No college credit is allowed for this work. One unit's credit.
Science 4 a, b, c. Physics. This is a beginning course in physics. Its general aim is to help train the student to think in a straight-forward and connected manner. It is also the purpose of this course to familiarize the student with the laws of the natural world which surrounds him and with the applications of these laws which he meets in every-day life. One unit's credit.

SPEECH

Mr. Boyd

Speech 2 a, b, c. Oral English. Required of all students one term during the sophomore year. The object of the course is to train students to express original thought before an audience clearly and effectively. It emphasizes fundamental principles of speech. One third unit's credit. Fall, Winter, and Spring terms.

Speech 3 and 4 a, b, c. Public Speaking. Elective for third and fourth year students. One unit's credit.
A. Argumentation and debate.
B. Platform speaking; emphasis on the construction of a speech and the development of ease and poise in speaking before an audience.
C. Reading, story-telling, and interpretation.
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