Western State Teachers College Bulletin v24 n4: Twenty-fifth Catalog 1928-1929, Announcements 1929-1930

Western Michigan University

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TWENTY-FIFTH CATALOG

of the

Western State Teachers College

with

ANNOUNCEMENTS.

for 1929-1930

KALAMAZOO, MICHIGAN

1929

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

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

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

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CALENDAR ANNOUNCEMENTS FOR 1929-1930

1929

WINTER TERM

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

SPRING TERM

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

SUMMER SESSION

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

FALL TERM

Monday, September 23 to Wednesday, September 25 ........ Freshman Days
Tuesday, September 24 .......................... Registration of Freshmen
Wednesday, September 25 ..................... Registration of Upper Classmen
Thursday, September 26 ........................ Recitations Begin
Wednesday Noon, December 18 ................. Fall Term Ends

1930

WINTER TERM

Monday, January 6 ............................ Registration of Students
Tuesday, January 7 ............................ Recitations Begin
Friday Noon, March 28 ....................... Winter Term Ends

SPRING TERM

Monday, April 7 ................................ Registration of Students
Tuesday, April 8 ................................ Recitations Begin
Friday Noon, June 20 .......................... Spring Term Ends
Saturday, June 21 .............................. Alumni Day
Sunday, June 22 ................................. Baccalaureate Address
Monday, June 23 ............................... Commencement

1930

SUMMER SESSION

Monday, June 30 ............................... Registration of Students
Tuesday, July 1 .................................. Recitations Begin
Friday, August 8 ................................ Summer Session Ends

FALL TERM

Monday, September 22 to Wednesday, September 24 ........ Freshman Days
Tuesday, September 23 ........................ Registration of Freshmen
Wednesday, September 24 ..................... Registration of Upper Classmen
Thursday, September 25 ........................ Recitations Begin
Wednesday, December 17 ...................... Fall Term Ends
1931

WINTER TERM

Monday, January 5 ........................................ Registration of Students
Tuesday, January 6 ......................................... Recitations Begin
Friday, March 27 ........................................ Winter Term Ends

SPRING TERM

Monday, April 6 ........................................ Registration of Students
Tuesday, April 7 .......................................... Recitations Begin
Friday Noon, June 19 ..................................... Spring Term Ends
Saturday, June 20 ........................................ Alumni Day
Sunday, June 21 ........................................ Baccalaureate Address
Monday, June 22 ........................................ Commencement

SUMMER SESSION

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

FALL TERM

1929

Friday, September 27  
Faculty Reception to Students
Friday, October 4  
Men's Mixer
Saturday, October 12  
Student Party
Thursday, October 17  
Practice Teachers' Tea
Saturday, October 26  
Student Party
Friday, November 1  
Women's League Masquerade
Friday, November 8  
Y. M. and Y. W. Mixer
Saturday, November 16  
Student Party
Wednesday, December 4  
Men's Supper
Saturday, December 14  
Sophomore Reception to Freshmen
Tuesday, December 17  
Christmas Assembly

WINTER TERM

1930

Saturday, January 11  
Student Party
Thursday, January 23  
Practice Teachers' Tea
Saturday, January 25  
Student Party
Friday, January 31  
Y. M. and Y. W. Mixer
Saturday, February 15  
Women's League Party
Saturday, February 22  
Junior Banquet to Seniors
Friday, February 28  
Mid-Winter Play
Saturday, March 1  
Players' Banquet
Saturday, March 1  
Student Party
Friday, March 14  
Rural Progress Day
Saturday, March 15  
Student Party

SPRING TERM

1930

Saturday, April 12  
Freshman Reception to Sophomores
Friday, April 18  
Joy Night
Thursday, April 24  
Practice Teachers' Tea
Thursday, May 1  
Conservation Day
Saturday, May 3  
Student Party
Friday, May 9  
Forensic Recognition Banquet
Saturday, May 10  
Women's League Mothers' Tea
Friday, May 16  
Student Party
Date to be announced  
Children's May Festival
Saturday, June 7  
Women's Breakfast
Saturday, June 21  
Alumni Dinner
Saturday, June 21  
Alumni Party
Sunday, June 21  
Baccalaureate Address
Monday, June 23  
Commencement
THE STATE BOARD OF EDUCATION

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THE HON. WEBSTER H. PEARCE

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The Department of Mathematics

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

Grover C. Bartoo, A.M.
A.B., A.M., University of Michigan.

Harold Blair, A.M.
B.S., A.M., University of Michigan.

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

John P. Everett, Ph.D.
A.B., A.M., University of Michigan; Ph.D., Columbia University.

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

Jerrie Lee Hart, A.B.
A.B., Western State Teachers College.

Beatrice Shaunding, A.B.
A.B., Western State Teachers College.

The Department of Music

Harper C. Maybee
Michigan State Normal College; Columbia University; Student in Paris with Jean de Reszke, Oscar Seagle, and Percy Rector Stephens.

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

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

H. Glenn Henderson
Michigan Conservatory of Music; Student in Paris with Moskowski and Guilmont.
DOROTHEA SAGE SNYDER
Western State Teachers College; Teachers College, Columbia University.

THELMA HOOTMAN TAWNEY, B.S.
G.M., Northwestern University; B. S., Western State Teachers College.

The Department of Penmanship

ETHEL SHIMMEL, A.B.
A.B., Western State Teachers College.

The Department of Physical Education for Men

JOHN GILL, A. B.
A.B., Western State Teachers College.

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

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

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

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

The Department of Physical Education for Women

CRYSTAL WORNER, A.M.

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

ISABEL CRANE, B.S.
University of Wisconsin; B.S., Battle Creek College.

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

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

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

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

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

The Department of Physics

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

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

PAUL ROOD, A.M.
A.B., Albion College; A.M., University of Michigan.
The Department of Rural Education

WM. MCKINLEY ROBINSON, A.M. (Director)
B.S., Hiram College; A.M., Teachers College, Columbia University.

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

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

The Department of Speech

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

*CARRIE P. LAHMAN, A.M.
A.B., Oberlin College; A.M., University of Wisconsin.

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

J. FRED McGREW, A.M.
A.B., Willamette University; A.M., University of Wisconsin.

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

The Campus Training School

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

HELEN BARTON, A.M.

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

HELEN CAMPBELL, A.B.
A.B., Northwestern University.

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

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

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

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

ANN REIDY, A.M.
A.B., Clarke College; A.M., State University of Iowa.

*ETHYL HALE RUSSEL, A.M.
B.S., A.M., Iowa State University.

GRACE EDITH SEEKELL, A.M.
A.B., University of Michigan.
WESTERN STATE TEACHERS COLLEGE

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

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

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

THELMA HOOTMAN TAWNEY, B.S.
G.M., Northwestern University; B.S., Western State Teachers College.

The Hurd One-Teacher Rural Training School

LOIS M. CLARK, A.B., (Principal)
A.B., Western State Teachers College.

The Paw Paw Training School

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

BESS BAKER, Ph.B.
Ph.B., University of Chicago.

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

HELEN M. COOPER, B.S.
B.S., Teachers College, Columbia University.

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

ELAH COWART, B.S.
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BRYAN EMMERT, Ph.B.
Ph.B., University of Chicago.

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A.B., A.M., University of Minnesota.

CARL V. LINDEMAN, M.S.
A.B., Des Moines University; M.S., Iowa State Teachers College.

MARVIN N. McDaniel, A.B.
A.B., University of Colorado.

ELSIE MAYBEE, A.B.
M.Pd., A.B., Colorado State Teachers College, Ph.B., University of Chicago.

PAUL NIELSON
Western State Teachers College.

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

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

ANNA C. ORCUTT, A.M.
A.B., A.M., Western Reserve University.
Earl K. Peckham, A.M.
A.B., Wesleyan University; A.M., Teachers College, Columbia University.

Frances A. Pope, Ph.B.
Ph.B., University of Chicago.

Edson V. Root, A.B.
A.B., Western State Teachers College.

Arthur Second, A.B.
A.B., Western State Teachers College.

Janet K. Smith
Wellesley College, Chicago Art Institute.

Lillian B. Stenseth, B.S.
B.S., University of Minnesota

Clella Stuett, A.M.
A.B., University of Kansas; A.M., Teachers College, Columbia University.

Esther Swanson, B.S.
B.S., University of Kansas.

John M. Trytten, A.B.
A.B., Luther College.

Lea C. Trager, B.S.
B.S., University of Iowa.

Olive G. Turner, A.B.
A.B., University of Michigan.

Edwin O. Vaughn, A.M.
A.B., Michigan State Teachers College; A.M., Teachers College, Columbia University.

Jean Vis, A.M.
A.B., Michigan State Teachers College; A.M., University of Michigan.

The Portage Consolidated Training School

Cleora A. Skinner, (Principal)
Western State Teachers College; The University of Chicago.

Trix Lamb Akin
Western State Teachers College.

Josephine Anstett, B.M.

Genevieve Hodgson Buchanan, A.B.
A.B., University of Michigan.

Lewis D. Crawford, A.B.
A.B., Western State Teachers College.

P. J. Dunn, A.M.
B.S., Michigan State College; A.M., University of Michigan.

Sigrid Englund, A.M.
B.S., Kansas State Teachers College, A.M., Columbia University.

Verna Fenstermacher
Western State Teachers College.

Esther Fletcher
National Kindergarten and Elementary College.

Marian L. Hall, Ph.B.
Ph.B., University of Chicago.
Constance L. Herbst, A.M.
B.S., University of Pennsylvania; A.M., Columbia University.
Anna C. Lubke,
Western State Teachers College.
Eloise McCorkle, A.M.
B.S., A.M., George Peabody College.
Lela McDowell, Ph.B.
Ph.B., University of Chicago.
Ann S. Pearson, Ph.B.
Ph.B., University of Chicago.
Vera Pickard, Ph.B.
Ph.B., University of Chicago.
Emma L. Richards
Northern State Teachers College.
Mildred S. Stephen, B.S.
B.S., University of Oregon.

The Richland Township Unit Training School
Ernest Weber, A.M., (Principal)
A.B., Western State Teachers College; A.M., Teachers College, Columbia University.
Josephine Anstett, B.M.
B.M., Whitman College, Washington
Leojean Boyack, Ph.B.
Ph.B., University of Chicago.
Louise Cornish, A.B.,
A.B., Teachers College, Columbia University.
Verna Fenstermacher
Western State Teachers College.
Mildred Gould, A.B.
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R. R. Nellist, B.S.
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Eula Rethorn, B.S.
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Mable R. Ripley, A.M.
B.E., Illinois State Normal University; A.M., Clark University.
Mary Ruthrauff, A.B.
A.B., University of Michigan.
Grace Rynberg
Western State Teachers College.
Clara Sohn, A.B.
A.B., Western State Teachers College.
Marian Spalding, A.B.
A.B., Western State Teachers College.
Thelma V. Taylor, A.B.
A.B., Western State Teachers College.
LAURA WEBER, A.B.
A.B., Western State Teachers College.

The Vine Street Training Rooms

ELIZABETH McQUIGG, B.S.
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ELLEN PATRICIA REIDY, A.B.
A.B., Clarke College, University of Chicago.

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

The Western State High School

WILLIAM H. CAIN, A.M., (Principal)
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A.B., A.M., University of Michigan.

J. RICHARD BIETRY, A.B.
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A.B., Western State Teachers College.

JAMES BOYNTON, A.B.
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LEOTI BRITTON
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A.B., A.M., University of Michigan.

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

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

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

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

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

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

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

HAZEL SINAIKO, B.S.
B.S., University of Wisconsin.
LOUISE J. WALKER, A.M.
A.B., Albion College; A.M., Teachers College, Columbia University.

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

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

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

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

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

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

The Library

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>John C. Hoekje, A.B.</td>
<td>Registrar</td>
</tr>
<tr>
<td>Sara Ackley</td>
<td>Manager, Co-operative Store</td>
</tr>
<tr>
<td>Helen Bates</td>
<td>Clerk, Co-operative Store</td>
</tr>
<tr>
<td>Blanche Draper</td>
<td>Editor, Teachers College Herald</td>
</tr>
<tr>
<td>Eva Falk</td>
<td>Entrance Credentials</td>
</tr>
<tr>
<td>Margaret Feather</td>
<td>Clerk, Dean of Men</td>
</tr>
<tr>
<td>Alice Haefner</td>
<td>Recorder</td>
</tr>
<tr>
<td>Dorothy Haight</td>
<td>Recorder</td>
</tr>
<tr>
<td>Bernice Hesselink</td>
<td>Financial Secretary</td>
</tr>
<tr>
<td>Lloyd Jesson</td>
<td>Secretary to the President</td>
</tr>
<tr>
<td>Eunice Jones</td>
<td>Clerk, Dean of Women</td>
</tr>
<tr>
<td>Mildred Jones</td>
<td>Clerk, High School Office</td>
</tr>
<tr>
<td>Margaret Mable</td>
<td>Clerk, Main Office</td>
</tr>
<tr>
<td>Corneliaus MacDonald</td>
<td>Receiving Clerk</td>
</tr>
<tr>
<td>Myrtle A. MacDonald</td>
<td>Clerk, Registrar</td>
</tr>
<tr>
<td>Grace Moore</td>
<td>Manager, Cafeteria</td>
</tr>
<tr>
<td>Maxine Noecker</td>
<td>Clerk, Main Office</td>
</tr>
<tr>
<td>Mary Ruthrauff</td>
<td>Clerk, Rural Department</td>
</tr>
<tr>
<td>Lucille Sanders</td>
<td>Clerk, Rural Department</td>
</tr>
<tr>
<td>Annie Bell 'Sibley</td>
<td>Appointment Office</td>
</tr>
<tr>
<td>Alice Smith</td>
<td>Appointment Office</td>
</tr>
<tr>
<td>Leah Smith</td>
<td>Extension Secretary</td>
</tr>
<tr>
<td>Marion Wade</td>
<td>Clerk, Research Department</td>
</tr>
<tr>
<td>Marion Griotte White</td>
<td>Appointment Office</td>
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</table>

*Absent on Leave 1928-1929.*
FACULTY COMMITTEES, 1929-1930

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>PERSONNEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Assembly Programs</td>
<td>Spindler, Brown, Hoekje, McCracken, Maybee, Shaw, Siedschlag, and two students named by Student Council.</td>
</tr>
<tr>
<td>3. Athletic Board</td>
<td>Hoekje, Corbus, McCracken.</td>
</tr>
<tr>
<td>5. Curricula</td>
<td>Sangren, Blackburn, Ellsworth, Everett, Hoekje, F. Moore, Robinson, Spindler, Steele.</td>
</tr>
<tr>
<td>6. Curricula Counsellors</td>
<td></td>
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<tr>
<td>Curriculum</td>
<td>Freshmen</td>
</tr>
<tr>
<td>-------------</td>
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<tr>
<td>A. B. Degree</td>
<td>Osborn</td>
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<tr>
<td>B. S. Degree</td>
<td>Hilliard</td>
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<tr>
<td>Art</td>
<td>Siedschlag</td>
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<tr>
<td>Business Administration</td>
<td>F. Moore</td>
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<td>Commerce</td>
<td>Pennell</td>
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<td>Early Elementary</td>
<td>Moore</td>
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<td>Home Economics</td>
<td>Mason</td>
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<td>Junior High School</td>
<td>Steele</td>
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<tr>
<td>Later Elementary</td>
<td>Sherwood, Maybee</td>
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<tr>
<td>Manual Arts</td>
<td>Sherwood</td>
</tr>
<tr>
<td>Music</td>
<td>Maybee</td>
</tr>
<tr>
<td>One year Curriculum</td>
<td>Evans</td>
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<tr>
<td>Physical Education-Men</td>
<td>Hyames</td>
</tr>
<tr>
<td>Physical Education-Women</td>
<td>Worner</td>
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<tr>
<td>Rural Education</td>
<td>Robinson</td>
</tr>
<tr>
<td>Senior High School</td>
<td>Zimmerman</td>
</tr>
<tr>
<td>Three Year Certificate</td>
<td>Evans</td>
</tr>
<tr>
<td>Unclassified</td>
<td>Ellis</td>
</tr>
<tr>
<td>7. Curricula Enrollers</td>
<td></td>
</tr>
<tr>
<td>A. B. Degree—Everett, Brown, Osborn, Shilling.</td>
<td></td>
</tr>
<tr>
<td>B. S. Degree—Blair, Fox, Greenwall, Hilliard.</td>
<td></td>
</tr>
<tr>
<td>Art—Siedschlag, Anderson.</td>
<td></td>
</tr>
<tr>
<td>Commerce—Pennell, Watson.</td>
<td></td>
</tr>
<tr>
<td>Early Elementary—Campbell, Coppea, Phillips, Seekell.</td>
<td></td>
</tr>
<tr>
<td>Home Economics—M. Moore, Schumacher.</td>
<td></td>
</tr>
<tr>
<td>Junior High School—Mason, Ford, Gary, Rawlinson, Wilds.</td>
<td></td>
</tr>
<tr>
<td>Later Elementary—Steele, Argabright, Barbour, Boswell, Hanlon, Henry.</td>
<td></td>
</tr>
<tr>
<td>Manual Arts—Sherwood, Nichols, Weaver.</td>
<td></td>
</tr>
<tr>
<td>One-Year Curriculum—Evans.</td>
<td></td>
</tr>
<tr>
<td>Physical Education-Men—Read, Hyames.</td>
<td></td>
</tr>
<tr>
<td>Physical Education-Women—Worner, Husey, Mullen.</td>
<td></td>
</tr>
<tr>
<td>Rural Education—Robinson, E. Burnham.</td>
<td></td>
</tr>
<tr>
<td>Senior High School—Zimmerman, Cook, Eicher, Nobis, Powell, Sangren.</td>
<td></td>
</tr>
<tr>
<td>Three Year Certificate—Evans.</td>
<td></td>
</tr>
<tr>
<td>Unclassified—Ellis, Bartoo.</td>
<td></td>
</tr>
</tbody>
</table>
## COMMITTEES, COUNCIL

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Friendship</td>
<td>Mason, Argabright, Cooper.</td>
</tr>
<tr>
<td>13. Student Affairs</td>
<td>Wilde, Blair, Eicher, Hoekje, Mason, F. Moore, Steele.</td>
</tr>
</tbody>
</table>

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

---

## THE FACULTY COUNCIL

1. **Members Elected**
   - Terms Expire May, 1932  
     S. Burnham, French, Steele
   - Terms Expire May, 1931  
     Ellsworth, Kaye, Robinson
   - Terms Expire May, 1930  
     Harrison, McCracken, R. Russel

2. **Members Appointed**
   - Terms Expire May, 1930  
     Kelley, Sangren, Zimmerman

3. **Members Ex-Officio**
   - President D. B. Waldo
   - Registrar John C. Hoekje
LOCATION

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

The site of the College is one of unusual beauty. Five of the buildings stand upon College Hill, which rises a hundred feet above the broad plain of the old glacial Lake Kalamazoo, where are now the celery fields and much of the business and residence part of the city, and through which meanders the Kalamazoo River. This portion of the campus is a spur of a gravel outwash plain, cut off by a post glacial stream. From the hill-top on clear days can be obtained a most pleasing panorama, east and northeastward, over the wooded city in the bottom lands, to the broken moraine of the Saginaw-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 60,000, dependent upon the business growing out of the rich surrounding farming country, the celery fields within and adjacent to it, the widely known paper mills, and a diversity of other manufacturing industries. The exceptionally pure water supply is obtained from artesian wells that tap the deep glacial gravel beds of the old Kalamazoo Valley.

The Public Library, under the charge of the City Board of Education, has a well-chosen collection of more than 75,000 volumes, 272 magazines, and 19 newspapers, the use of which is generously permitted to the College students.

PURPOSE

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

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

**HISTORICAL SKETCH**

Western State Teachers College was established by an act of the legislature of 1903; the first school year was begun in June, 1904, under the presidency of Dwight B. Waldo. Rented quarters in the High School and the Kalamazoo College building housed the school for a year and two summer terms. In 1905 the Administration building was completed and in 1907 the gymnasium and a classroom building, connecting the latter with the Administration building. A modern Training School building was ready for occupancy in 1909, Science Hall in 1914, the Manual Arts building in 1921, the $270,000 Library in 1924, and the $260,000 Gymnasium for Men in 1925. The barracks, erected for the S. A. T. C. in 1918, have been utilized for a classroom building since 1923. Successive land purchases have increased the original campus of 20 acres to one of 56 acres.

In the first academic year, 1904-1905, 116 students were enrolled, and, including the training school, ten full time and three part time instructors composed the faculty. In the current year there have been 3921 different students enrolled, and the faculty, including the affiliated training schools, totals 199 persons.

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

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, 1928-1929**

<table>
<thead>
<tr>
<th>Category</th>
<th>1928-1929</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Summer Session, 1928</td>
<td>1951</td>
</tr>
<tr>
<td>B. Fall, Winter and Spring terms, 1928-1929</td>
<td>2356</td>
</tr>
<tr>
<td>A.B. Fourth Year</td>
<td>150</td>
</tr>
<tr>
<td>A.B. Third Year</td>
<td>188</td>
</tr>
<tr>
<td>B.S. Fourth Year</td>
<td>92</td>
</tr>
<tr>
<td>B.S. Third Year</td>
<td>56</td>
</tr>
<tr>
<td>Life Certificate Third Year</td>
<td>148</td>
</tr>
</tbody>
</table>
The above figures represents the enrollment of high school graduates only; that is, students of collegiate rank.

BUILDINGS AND MATERIAL EQUIPMENT

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

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

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

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

The Library consists of 32,000 volumes, arranged according to the decimal classification, and indexed by a card catalog of the dictionary type. There are 60 complete files of periodicals. Three hundred twenty-eight periodicals and 12 newspapers were subscribed for during the current year. An effort is made to insure the intelligent use of library tools and the principal works of reference by a course of ten lessons required of all first-year students.

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

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

5. The Men's Gymnasium was erected in 1925. Its size and equipment make possible adequate training of varsity basketball and indoor track teams, the preparation of physical directors and athletic coaches, and the carrying out of an intra-mural program of physical education and competitive sports during the winter term. Between 5,500 and 4,000 people may be seated around the varsity court during the big games of the season.
There is a regulation basketball floor, with three cross courts for intramural purposes, a fourteen lap running track, a vaulting and jumping pit on the main floor; two handball courts and a dirt floor area for the training of hurdlers, shot putters, and vaulters, and for the early work of the baseball battery men; exercise rooms, wrestling, and boxing rooms; and equipment for calisthenic and apparatus work. Locker rooms take care of the needs of all the students. Separate locker space is provided for the varsity and visiting teams and for State High School students. There are also offices and classrooms.

6. The Science Building houses the following departments:

The Department of Agriculture has a very unusual opportunity to do the work described in the department courses of study. A one-hundred fifty acre farm of fertile silt loam is being handled as a demonstration project. A pure bred herd of Guernsey cattle is being grown, feeder cattle are being kept, pure seed is grown, a fine flock of laying hens is housed in a modern poultry house. A young orchard of good varieties of fruit is available for observation. Alfalfa fields, clover crop demonstrations, and modern machinery are maintained.

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

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

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

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

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

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

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

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

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

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

8. 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. Additional opportunities for practice teaching are provided in other affiliated schools.

9. The **Women's Gymnasium**. For their work in physical education the women of the College now have the exclusive use of the gymnasium which was formerly shared with the men in the school. The floor space is 119x86 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.

**TRAINING SCHOOLS**

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

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

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

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

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

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

The **Portage Center Consolidated School**, a fifteen-teacher school, has a building and facilities similar to those of the Richland school above described.
The *Hurd Two-Teacher Rural School* on West Main Street is housed in a new building, equipped with electric lights, running water, an extra room for practice-teaching, and a basement community room with stage, which may be used for indoor play.

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

**PRACTICE TEACHING** (See also p. 139)

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.

**THE APPOINTMENT BUREAU**

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

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

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

For superintendents who desire to fill positions requiring a greater degree of maturity and experience, a complete file is kept of alumni, including records of their current teaching experience. Each year a number of former graduates are placed in more responsible positions, in county normal work and superintendencies of larger school systems.

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

**TRAINING FOR SUPERVISORY AND ADMINISTRATIVE WORK**

Attention is called to the courses listed in the Department of Education and Psychology, page 91). These courses are especially designed for those students holding life certificates and with teaching experience, who desire to continue their studies toward a degree and who plan to do supervisory or administrative work.
GIFTS TO WESTERN STATE TEACHERS COLLEGE

ART COLLECTION

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

WILD LIFE PRESERVE

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

STUDENT WELFARE

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

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

FRESHMAN DAYS, 1929

(Monday, September 23 to Wednesday, September 25)

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

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

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

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

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

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

BUREAU OF EDUCATIONAL MEASUREMENT AND RESEARCH

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

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

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

THE EXTENSION DEPARTMENT

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

A detailed description of the work of this department follows:

Extension courses are open to:

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

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

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

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

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

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

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

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

No person is allowed to carry Extension Work if he is taking work with any other institution. No person may carry residence and extension work simultaneously.

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

The schedule of fees follows:

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

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

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

THE TEACHERS COLLEGE HERALD

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

THE ALUMNI ASSOCIATION

June 19, 1906, the graduates of the first two classes began the organization of the Western State Teachers College Alumni Association. Twenty-five classes are now associated in the organization with a total membership of more than 10,000 graduates. The alumni secretary, whose office is in the Administration Building, may be consulted any time for up-to-date informa-
tion regarding any alumnus or alumna of Western State. The office of the alumni secretary is equipped with the Kardex Filing System which insures an accurate method of reference to the alumni directory.

Each year headquarters are maintained at the Michigan Education Association meetings and the alumni of Western State Teachers College are urged to register and make use of the rooms reserved for this purpose. The annual Homecoming Day finds larger and larger numbers of the alumni back to their Alma Mater for a week-end on the campus. In June, at commencement time, there are always the reception for the alumni and a banquet for its members.

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

With an organization as large as the Alumni Association of Western State Teachers College, ways and means of cultivating closer and more friendly relations among the 10,000 students who have graduated are developing rapidly. Unit organizations in localities where there are enough members of the alumni to warrant such organization are encouraged. The alumni secretary is glad to assist in any plans of this kind.

RURAL EDUCATION

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

Western State Teachers College offers courses of study for the initial preparation of teachers of rural schools as well as subjects in rural education for students who are candidates for a degree. Arrangements are made for rural students who desire to specialize in the teaching of agriculture or agriculture and manual arts combined in high schools. Advanced courses are offered each term designed to be of special service to those preparing for positions as county normal or helping teachers. Seven typical one-teacher rural schools located in Kalamazoo and Van Buren Counties, through the courtesy of the respective school commissioners, school boards and teachers, have been affiliated with the rural department in order to make more effective the advanced courses for degree students. They supplement the regular training schools (See the Hurds One-Teacher Country School, Portage Center Consolidated School, and Richland Township Unit School page 28 maintained by the College and furnish excellent laboratory facilities for students interested in rural school administration and supervision. (For detailed description of courses see pages 134-136, for kinds of certificates granted see pages 64, 65, 66, 68 and 69.)

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

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

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

REQUIRED PROFESSIONAL TRAINING

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

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

1. Summary of the Teacher Training Law

a. Before any certificate shall be valid in any school district the holder shall record the same in the office of the county commissioner of schools of the county or in the office of the certificating officer of the city where the person expects to teach.

b. No certificate qualifying a person to teach in the public schools of this state shall be granted to any person who is not at least eighteen years of age and who is not a citizen of the United States or who has not declared his intention of becoming a citizen.

c. Any person who has completed a course of at least one year's work in professional training above an approved four year high school course, (see page 69) may be granted a teacher's certificate by the Superintendent of Public Instruction. The course of study for this professional training and the institution in which such professional training is taken shall have been approved by the Superintendent of Public Instruction.

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

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

a. Second Grade. A person who completes the approved one year of professional training (see page 60) is granted a second grade certificate. This certificate qualifies the holder to teach in any public school of the state for a period of three years, provided the certificate is recorded in the office of the county commissioner of schools of the county or in the office of the certificating officer of the city. Only one second grade certificate will be granted to any person.

b. First Grade. A person who shall have taught seven months with ability and success may be granted a first grade certificate upon the completion of twelve weeks of professional training since the date of issue of last certificate. The first grade certificate qualifies the holder to teach in any public school of the state for a period of three years, provided the certificate is recorded in the office of the county commissioner of schools of the county or in the office of the certificating officer of the city. Additional first grade certificates may be granted upon the completion of twelve weeks of professional training since the date of issue of the last certificate.

Additional Information Concerning Certification

a. A person who has completed the work required for a year of professional training as outlined on page 60 and who desires a first grade certificate should select any subjects that will be credited toward a life certificate or toward a degree in an approved university, college, or normal school.

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

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

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

County Normal and Helping Teachers

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

OPPORTUNITIES IN AGRICULTURAL HIGH SCHOOLS

To meet the growing demand for combination superintendents and agricultural instructors and combination principals and agricultural instructors, who later complete their degree work and receive Smith Hughes vocational agricultural teaching certificates from Michigan State College, related courses have been organized. Elementary college courses in agriculture have been supplemented with related courses in other departments. These will be of great assistance in smaller high schools where a number of subjects must be taught. Special attention is being given in other courses to content so they will be applicable to the requirements of rural or small town high school teachers. Selections are possible so that credits earned in Western State Teachers College may be transferred to Michigan State College and still give a maximum amount of training to teachers in the subjects they may be asked to teach.
STUDENT ACTIVITIES AND ORGANIZATIONS

ASSEMBLY

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

WOMEN'S CLUBROOM

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

THE STUDENT ASSOCIATION

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

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

THE WOMEN'S LEAGUE

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

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 CLASSICAL CLUB

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

THE STUDENT SCIENCE CLUB

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

CERCLE FRANCAIS

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

THE COUNTRY LIFE CLUB (NATIONAL AFFILIATION)

Students in the Department of Rural Education and other students who may desire, meet two evenings each month for social recreation, debates, special topic reports, and free discussion of subjects related to the educational, industrial, and social life of rural communities. Opportunity is afforded for parliamentary practice. Occasionally addresses are made by members of the faculty and leaders in rural education. This work is emphasized by lectures given on Rural Progress Day, an annual event, by national leaders in the study of rural life. Provision is also made in the Club for students to consider elementary research studies in co-operation with the National Collegiate Country Life Club.

Each year the Club holds a joint meeting with the Clubs of Detroit Teachers College, Michigan State College, and Michigan State Normal College. One or more delegates are sent annually to the national convention of the American Country Life Association. At that meeting reports on the studies made by each of the Collegiate Country Life Clubs are given. These the delegates report back to their local clubs.

SOCIAL SCIENCE CLUB

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

DEBATING

The career of Western State Teachers College in intercollegiate debating, begun in 1921-22, has been increasingly successful. A large number of students are interested in forensic work, and separate squads for men and women are formed every year and trained under faculty direction. From these squads teams are chosen to represent the College against other colleges in Michigan and outside the State and, at times, from foreign countries.
In addition to the intercollegiate debating, an excellent opportunity for the 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 Academy, a woman's organization, encourages forensics, requires high scholastic attainments of its members, and develops leadership through participation in society and school activities.

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

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

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.

EXTEMPORÉ SPEAKING

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

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 fall term.

PHYSICAL EDUCATION AND ATHLETICS

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

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

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

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

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

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

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

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 mathematics and science. Election is by vote of members of the faculties of these departments.

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

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

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

MUSICAL ORGANIZATIONS

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

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

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.

SIGNIFICANCE OF COURSE NUMBERS

Unless otherwise noted subjects numbered

1-99 inclusive are reserved for high school students.

100-199 inclusive are intended for freshmen.

200-299 inclusive are not open to freshmen.

300-399 inclusive are open only to juniors and seniors.

400-499 inclusive are open only to seniors.

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

When subjects are offered by extension, to the regular number of the course C1 is added to indicate class work, or C0 to indicate correspondence work.
EXPENSES

FEES

Tuition Fees

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

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

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

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

Miscellaneous Fees

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

Graduation Fees

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

Late Enrollment Fee

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

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

BOARD AND ROOM

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

Rooms are available in the vicinity of the college sufficient to house 1,800 students. The cost of room and board varies. The average cost of double rooms is from $2.50 to $3.50 per week per person. The average cost of single rooms is from $3.00 to $4.00 per week. The average cost of board is from $3.50 to $6.50 per week.

ESTIMATE OF EXPENSES

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

<table>
<thead>
<tr>
<th>Room (one-half of a double room)</th>
<th>$30.00 to $42.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board</td>
<td>60.00 to 72.00</td>
</tr>
<tr>
<td>Laundry</td>
<td>0.00 to 10.00</td>
</tr>
<tr>
<td>Textbooks and supplies</td>
<td>15.00 to 25.00</td>
</tr>
<tr>
<td>Incidents</td>
<td>15.00 to 25.00</td>
</tr>
<tr>
<td>Tuition and fees (approximately)</td>
<td>10.00 to 12.50</td>
</tr>
</tbody>
</table>

Total for one term (12 weeks) $130.00 to $186.50

REMUENERATIVE OCCUPATION

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

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

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

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

THE CAFETERIA

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

THE CO-OPERATIVE STORE

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

STUDENT LOAN FUND

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

SCHOLARSHIP FUNDS

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

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

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

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

ENTRANCE TESTS

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

ENTRANCE REQUIREMENTS

(Effective September, 1928)

A. Admission on Certificate

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

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

II. Additional Units from List A (See Below) ................. 3

III. Additional Units from List A or B (See Below) ............ 3

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

List A

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

List B

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

Note:

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

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

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

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

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

**B. Provisional Admission**

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

**C. Admission by Examination**

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

**Credentials Should be Sent in Advance**

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

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

**GENERAL INSTRUCTIONS FOR ENROLLMENT**

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

**CLASSIFICATION**

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

**CREDIT IN TERM HOURS**

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

Credits applying on the degree and certificate curricula may be earned in any of the subjects regularly required.
Courses which meet one hour a week for one regular term will be given 1 term hour of credit (one-fourth unit).

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

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

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

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

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

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

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

THE STANDARD STUDENT CLASS LOAD

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

EXTRA STUDIES

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

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

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

ENTRANCE WITH ADVANCED CREDITS

Advanced credit is allowed for work done in other normal schools and colleges to the extent to which the applicant's record shows that such work is the equivalent of courses offered in the Western State Teachers College. Application for advanced standing, accompanied by credentials, should be made to the Registrar of the Western State Teachers College within two weeks of the time at which a student first enters the College.

STUDENT ADVISORY SYSTEM

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

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

MARKING SYSTEM

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
<th>Honor Points (Per 4 term hours credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>Failure</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td></td>
</tr>
</tbody>
</table>

The mark of I means that the student has not finished the work of the course, through illness, unsatisfactory work, or some other cause, and may be given opportunity to complete it.

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

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

WITHDRAWAL FROM COURSES

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

STANDARD FOR GRADUATION

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.)

CREDIT FOR BAND, DEBATE, GLEE CLUB AND ORCHESTRA WORK

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

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

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

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

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

ACADEMIC AND RESIDENCE REQUIREMENTS

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

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

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

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

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

Note 2. (a) If the candidate for the Five Year Certificate shall have entered from a Michigan State Teachers College or from the Detroit Teachers College with at least 16 term hours of acceptable residence credit there earned, 16 term hours shall satisfy the residence requirement at this institution.

(b) If the candidate for the Five Year Certificate shall have entered as a graduate from a Michigan County Normal School he shall complete in residence at this institution 48 term hours.

Note 3. (a) If a candidate for the Three Year Certificate shall have entered from a Michigan State Teachers College or from the Detroit Teachers College, with at least 16 term hours of acceptable residence credit there earned, 16 term hours shall satisfy the residence requirement at this institution.

(b) If a candidate for the Three Year Certificate shall have entered as a graduate from a Michigan County Normal School he shall complete in residence at this institution 24 term hours.

Note 4. A candidate presenting credits as a graduate of a Michigan County Normal School and who in addition thereto presents entrance credits satisfying the requirements of this institution shall be granted—

1. For the Life Certificate, 40 term hours;
2. For the Five Year Certificate, 40 term hours;
3. For the Three Year Certificate, 32 term hours.

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

IMPORTANT ADMINISTRATIVE REGULATIONS

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

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

CREDIT RELATIONS WITH COLLEGES AND UNIVERSITIES

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

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

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

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

1. Curricula four years in length leading to the degree of:
   Bachelor of Arts, 49, 51, 62
   Bachelor of Science, 50, 51, 62

2. Curricula three years in length leading to a Life Certificate in—
   Art, 52
   Art and Music, 53
   Commerce, 54
   Early Elementary, 55
   Home Economics, 56
   Junior High School, 57
   Later Elementary, 58
   Manual Arts, 59
   Music, 60
   Physical Education for Men, 61
   Physical Education for Women, 63
   Rural Elementary, 64
   Rural High School, 66
   Senior High School, 67

3. Curricula two years in length leading to the Five Year Certificate in—
   Early Elementary, 55
   Junior High School, 57
   Later Elementary, 58
   Rural Elementary, 65
   Rural High School, 66
   Senior High School, 67

4. Curriculum one year and one summer term in length leading to the Three Year Certificate—
   Three Year Certificate Curriculum, 68.

5. Curriculum one year in length meeting state professional requirements—
   One Year Professional Training Curriculum, 69.

To study in detail the requirements in professional training for teachers in the State of Michigan and the conditions under which the student may receive a certificate after having completed the curriculum outlined the reader is referred to pages 34 and 35 of this publication.
BACHELOR OF ARTS

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

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

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

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

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

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

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

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

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

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

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

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

Minimum term hours required—192.
BACHELOR OF SCIENCE

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

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

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

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

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

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

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

Minimum term hours required—192.
BUSINESS ADMINISTRATION CURRICULUM

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

(Four years in Length)

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

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

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

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

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

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

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

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

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

9. At pleasure or to meet the requirement of A.B. or B.S.
   curricula ............................................................. 36 to 39 term hours

10. Required of all students in addition:
    - Library Methods.
    - Physical Education: 5 terms.

   Minimum term hours required—192.
ART CURRICULUM

(Three years in length)

For the Preparation of Teachers and Supervisors of Art

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

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

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

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

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

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

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

8. Required of all students in addition:
   - Library Methods.
   - Physical Education: 5 terms.

Minimum term hours required—144.

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

(Three years in length)

For the Preparation of Teachers of Art and Music

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

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

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

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

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

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

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

8. Required of all students in addition:
   - Library Methods.
   - Physical Education: 5 terms.

Minimum term hours required—145.

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

(Three years in length)

For the Preparation of Teachers of Commerce

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

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

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

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

5. Commerce:
   Shorthand and Typewriting 102 A, B, C, 202, 203 ........... 16 term hours
   Commerce 204 or 205 .............................................. 2 term hours
   Accounting 201 A, B, C ............................................ 12 term hours
   Accounting 301, 302, or 303 ................................... 4 term hours
   Business Law 304, A, B, C ....................................... 9 term hours
   Problems of Secondary Commercial Education 305 ............ 3 term hours

6. At pleasure:
   From any department except Commerce or Economics 22 or 25 term hours

7. Required of all students in addition.

Minimum term hours required—144.

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

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

1. Psychology and Education:
   - Introductory Psychology 101 ........................................ 4 term hours
   - Educational Psychology 202 ........................................ 4 term hours
   - Principles of Teaching 201 ........................................ 4 term hours
   - Teaching 201, 202 .................................................. 8 term hours
   - Psychology of Reading 104 ......................................... 4 term hours
   - Early Elementary Education ....................................... 24 term hours

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

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

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

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

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

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

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

9. At pleasure ................................................................. 39 term hours

10. Required of all students in addition:
    - Library Methods.
    - Penmanship.
    - Physical Education: 5 terms.

Minimum term hours required—144.

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

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

For the Preparation of Teachers and Supervisors of Home Economics

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

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

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

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

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

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

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

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

9. Required of all students in addition:
   - Library Methods, ....................................................
   - Physical Education: 5 terms.

Minimum term hours required—144.

Note.—1. If it is desired that the work of this curriculum count as three
years toward a degree electives must be in conformity with the re-
quirements of a degree curriculum.
JUNIOR HIGH SCHOOL CURRICULUM
(Three years in length)

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

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

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

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

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

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

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

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

Minimum term hours required—144.

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

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

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

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

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

(Three years in length)

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

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

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

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

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

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

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

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

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

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

Minimum term hours required—144.

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

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

For the Preparation of Teachers and Supervisors of Manual Arts

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

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

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

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

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

6. Manual Arts:
   - Mechanical Drawing 111 A, B ...................................... 8 term hours
   - Household Mechanics 102A ......................................... 4 term hours
   - Advanced Benchwork 103A ......................................... 4 term hours
   - Wood Finishing 207, A, B ......................................... 5 term hours
   - Sheet Metal 222 ...................................................... 4 term hours
   - Shop Organization 301 ............................................. 5 term hours
   - Electives ............................................................... 23 or 24 term hours

7. At pleasure (Not in Manual Arts) .................................. 17 or 18 term hours

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

Minimum term hours required—144.

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

For the Preparation of Teachers and Supervisors of Music

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

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

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

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

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

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

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

8. Required of all students in addition:
   - Library Methods.
   - Physical Education: 5 terms.

Minimum term hours required—144.

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

(Three years in length)

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

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

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

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

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

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

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

7. At pleasure (Not in Physical Education) ................................ 16 term hours

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

Minimum term hours required—144.
# PHYSICAL EDUCATION FOR MEN CURRICULUM

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

(Four years in Length)

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

1. Psychology and Education:
   - Introductory Psychology 101 4 term hours
   - Educational Psychology 202 4 term hours
   - Principles of Teaching 201 4 term hours
   - Teaching 201, 202, 203 12 term hours
   - Introduction to Educational Measurements 206 4 term hours
   - School Administration 316 4 term hours

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

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

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

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

6. Physical Education:
   - History of Physical Education 202 3 term hours
   - Principles of Physical Education 203 3 term hours
   - Psychology of Coaching 210 3 term hours
   - Principles and Technique of Gymnastic Teaching 301 2 term hours
   - Theory and Practice of Individual Gymnastics 302 2 term hours
   - First Aid and Athletic Training 312 4 term hours
   - Football Technique 313 3 term hours
   - Basketball Technique 315 3 term hours
   - Physiology of Exercise 304 3 term hours
   - Baseball Technique 317 3 term hours
   - Track and Field Technique 319 3 term hours
   - Swimming 327 1 term hour
   - Camping and Scouting 332 4 term hours
   - Thesis and Seminar 401 A, B, C 6 term hours
   - Principles of Physical Education 403 3 term hours
   - Organization and Administration of Physical Education 404 4 term hours
   - Playground and Community Recreation 405 4 term hours
   - Program Problems in Physical Education 406 2 term hours

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

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

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

(Three years in length)

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

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

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

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

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

5. Science:
   - Biology 103 A, B .................................................. 8 term hours
   - Hygiene 112 .................................................... 4 term hours
   - Anatomy 211 A, B ............................................. 8 term hours
   - Physiology 211C ................................................ 4 term hours
   - Child Hygiene and Health Procedure 114 ..................... 4 term hours

6. Physical Education:
   - Swedish Theory and Practice 212 ............................ 2 term hours
   - Health Education 215 .......................................... 4 term hours
   - Methods 217 ................................................... 4 term hours
   - Rhythmic Plays and Singing Games 218 ....................... 2 term hours
   - Playground Organization 219 ................................ 3 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) .... 13 term hours

8. Required of all students in addition:
   - Library Methods.
   - Physical Education 110 A, B, C; 111; 113; 125 A, B, C; 126 A, B, C;
     210 A, B, C; 213 A, B, C; 225 A, B, C; 226 A, B, C; 310 A, B; 311;
     313 A, B, C; 325 A, B, C; 326 A, B, C.

Minimum term hours required—144.

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

For the Preparation of Teachers of Rural Elementary Schools
This Curriculum leads to a Life Certificate

1. Psychology and Education:
   - Introductory Psychology 101 ........................................ 4 term hours
   - Educational Psychology 202 ........................................ 4 term hours
   - Principles of Teaching 101R ...................................... 4 term hours
   - Teaching 201, 202 .................................................. 8 term hours
   - Curriculum 101 ...................................................... 4 term hours
   - Rural Education 201 A, B, C ..................................... 12 term hours
   - Psychology of Reading 104 ....................................... 4 term hours

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

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

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

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

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

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

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

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

Minimum term hours required—144.

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

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

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

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

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

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

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

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

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

8. At pleasure ........................................................................ 11 term hours

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

Minimum term hours required—96.

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

For the Preparation of Teachers of Rural High Schools

1. Psychology and Education:
   - Introductory Psychology 101 ................................................................. 4 term hours
   - Educational Psychology 202 ................................................................. 4 term hours
   - Principles of Teaching 101R ................................................................. 4 term hours
   - Teaching 201, 202 .................................................................................. 8 term hours
   - Rural Education 201 A, B, C ................................................................. 12 term hours
2. Rhetoric 104 A, B, C .............................................................................. 9 term hours
3. A sequence of 28 term hours including 4 term hours of teaching.
4. A sequence of 16 term hours including 4 term hours of teaching.
5. Two sequences in addition to the requirements in Groups 3 and 4 consisting of 12 term hours each.
6. The remaining units to be taken in groups of 12 term hours each or miscellaneous with the consent of the advisor.
7. Required of all students in addition:
   - Library Methods.
   - Penmanship.
   - Physical Education:
     - For men—five terms.
     - For women—five terms, including course 202.

Minimum term hours required—144.

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

Students completing two years of work (96 term hours) of this curriculum, under the guidance of their advisers, may qualify for the Five Year Certificate. Such students omit Educational Psychology 202 and Teaching 202.
SENIOR HIGH SCHOOL CURRICULUM
(Three years in length)

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

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

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

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

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

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

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

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

Minimum term hours required—144.

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

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

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

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

Students completing two years of work (96 term hours) of this curriculum, under the guidance of their advisers, may qualify for the Five Year Certificate. Such students omit Educational Psychology 202 and Teaching 202.
THREE YEAR CERTIFICATE CURRICULUM  
[Formerly Called Limited Certificate Curriculum]  
(One year and one Summer Session in length)  

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

The Limited Certificate curriculum requires a year and a Summer session of work beyond the four-year high schools, and leads to a certificate good for three years in Michigan schools. Students in the Three Year Certificate curriculum are urged to elect three consecutive units, with a view of taking any Life Certificate curriculum which they may decide to enter when they return for further work.

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

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

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

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

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

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

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

Minimum term hours required—56.

Note.—1. A student may elect any six of the courses listed in Group 6 or he may elect certain consecutive courses in a given subject with the consent of the adviser.  
2. Students who have not had Agriculture in the high school should elect this subject or Nature Study according to the enroller's advice.
ONE YEAR OF PROFESSIONAL TRAINING

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

(a) Each applicant must complete the following subjects:

- Introductory Psychology 101 ........................................... 4 term hours
- Observation and Teaching 101 ....................................... 4 term hours
- English Composition 101A ............................................. 4 term hours
- Hygiene 112 .................................................................. 4 term hours
- Agriculture 141 ................................................................ 4 term hours
- Psychology of Reading 104 ............................................. 4 term hours
- Principles (Technique) of Teaching 101R ......................... 4 term hours
- Curriculum 101 ................................................................ 4 term hours

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

- Art for Teachers .............................................................. 4 term hours
- Music 106 ....................................................................... 4 term hours
- History 101 A, B, or C .................................................... 4 term hours
- Geography 101A ................................................................ 4 term hours
- Arithmetic 101 .................................................................. 4 term hours
- Grammar .......................................................................... 4 term hours
- Rural Sociology 103 ....................................................... 4 term hours
- Nature Study 131 ............................................................. 4 term hours
- Educational Psychology 202 ............................................ 4 term hours

(c) Required of each applicant in addition:

- Penmanship.
- Physical Education, 2 terms.

Minimum term hours required—48.

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

AGRICULTURE

Prospective teachers in rural elementary schools should elect Agriculture 141.

Students preparing to teach agriculture in rural high schools should elect courses 142, 143, 144, and 145.

Students preparing to teach in vocational agricultural schools should elect Agriculture 142, 143, 144, 145, Farm Mechanics 204, Biology 101, Economics 201, Rural Education 201.

Further information regarding opportunities for teachers of agriculture and facilities for training for teaching will be found on page 33.

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

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

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

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

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

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

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

Dairy cattle, dairy practices, products, and feeding.

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

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

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

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

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

A general study of cereal, forage, and root crops with special attention paid to their particular place in the farm rotation of crops. Laboratory work in selection of seeds and judging of products. Common treatments of diseases and insects will also be studied.
145. Horticulture. 4 term hours. Spring term. Mr. Corbus.
This course is offered in the Spring term because most of the laboratory work can then be done out of doors. Principles of propagation of common garden and orchard crops will be studied. Practices in commercial fruit and vegetable production will be observed. Proximity to commercial nurseries makes a study of nursery practices possible.

ART

Any one of the following group of courses constitutes a year's sequence in art:
a) Art for Teachers 102, Industrial Art 103, Elementary Design 109.
b) Art for Teachers 102, Elementary Design 109, Art Observation 206.
c) Art for Teachers 102, Figure Drawing 205, Demonstration Drawing 207.
d) Art for Teachers 102, History of Art 211.
e) Art for Teachers 102, Lettering and Poster Making 104, Modeling 105.

101. Teaching of Junior High School Art. 3 term hours.
Given each term. Miss Stevenson.
Lettering, color study, art appreciation, arrangement of bulletin board, pictures, flowers, correlation of the teaching of art with geography, history, and English.
Note.—This course is open to Junior High School students only, and credit will not be given any one who has taken Art for Teachers 102.

102. Art for Teachers. 4 term hours. Given each term. Miss Paden.
Miss Siedschlag, Miss Stevenson.
This course prepares the student to direct art activities in the grades. It includes the study of design, lettering, color, drawing, and paper cutting, together with methods of presenting problems in art to children in the various grades.
Note.—Required of all Early Elementary, Later Elementary, Art, Art and Music, and Three-year Certificate students.

103. Industrial Art. 4 term hours. Given each term. Miss Anderson.
Problems in handwork naturally evolving from a study of how the world provides itself with food, clothing, shelter, utensils, how it puts itself on record, and of modes of transportation.

104. Lettering and Poster Making. 4 term hours. Fall term. Miss Stevenson.
Special problems for grades; poster work to advertise school activities. The work has been planned to be of special help to students other than Art or Art and Music students.

105. Modeling. 4 term hours. Spring term. Miss Siedschlag, Miss Stevenson.
A general course offered to students in all departments. Course includes the designing, building, and casting of pottery; and use of potter's wheel and kiln for firing, glazing, and modeling with clay.

106. Household Arts Design. 4 term hours. Prerequisite: Art for Teachers 102. Given each term. Miss Paden.
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. Decor-
ative design for costume will be planned and executed. The last six weeks will be devoted to house furnishing. Color, design, selection, and arrangement of furnishings will be supplemented by collections of illustrative material and visits to decorators' and furniture shops. Open to all students.

107. **Illustrative Handwork.** 4 term hours. Given each term. Miss Anderson.

Problems relating to interests in primary grades worked out in wood, paper, clay, and other mediums. Required of Early Elementary students.

109. **Elementary Design.** 4 term hours. Spring term, Miss Siedschlag.

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

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

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

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

See description of course in Manual Arts Department, page 112.

113A. **Appreciation of Art.** 2 term hours. Given each term. Miss Siedschlag.

A course which aims to give the underlying principles of beauty as a basis for judging works of art.

113B. **Appreciation of Art.** 2 term hours. Prerequisite: Art 113A. Winter and Spring terms. Miss Siedschlag.

A brief survey of the history of painting and sculpturing. Application of principles of Art 113A.

113C. **Appreciation of Art.** 2 term hours. Prerequisite: Art 113 A, B. Spring and Summer terms. Miss Siedschlag.

An appreciation course in architecture and minor arts of the past and present.


History of furniture is studied and designs emphasizing fine color and good proportion are made on paper and used as patterns for wood turning.

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

Rapid sketches of figure in action. Careful drawing of costumed figure in charcoal or crayon.

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

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

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

Practice in rapid drawing on the blackboard and on large paper with white and colored chalk. Nursery rhymes and children's stories are illustrated on blackboard and by means of paper cutting, crayons, and paints. Perspective and composition are reviewed.
207B. **Color in Wood Finishing.** 1 term hour. Fall and Summer terms. Miss Paden.

Credit is given only when taken in connection with Manual Arts 207. See description of course in Manual Arts department, page 91.

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

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


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

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

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

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

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

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

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

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

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


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


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

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

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

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

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

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

309. Advanced Design. 4 term hours. Prerequisite: Art 102, 109, 208. Summer term. Miss Siedschlag.

Continuation of Elementary Design 109.

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

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

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

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

322. Bookbinding. 4 term hours. Prerequisite: Art 103, 109 or consent of the instructor. Fall term. Not given in 1929-1930. Miss Siedschlag.

An advanced course in the construction and decoration of books.

BIOLOGY

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

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

Recommended sequences are as follows: for students interested in the general aspects of the subject, courses 101, 301, 302, 303; for students interested in zoology, courses 101, 252, 253, and either 251 or 254; for students interested in botany, courses 101 and 221.

Students interested in nature study should refer to the special course of study outlined for nature study teachers, page 66. Physical education students should take 103 and 112 in freshman year and 211 in sophomore year.

General Courses

101A. General Biology. 4 term hours. Fall term. Dr. Goddard.

General life problems are considered and basic principles are developed through the study of (1) the general plan of organization of higher plants and animals and (2) the cell as the unit of organic structure. Unicellular organisms are considered with reference to their physiology, their adaptations, and their relation to human life. The organization of cells into tissues and organs is developed through the study of some of the simpler multicellular animals.

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

Note.—Courses 101 A, B, C constitute a year sequence which should be elected by those desiring a basis for specialization in biology. Credit in these courses is accepted for entrance in schools of medicine and dentistry.
101B. **General Biology.** 4 term hours. Prerequisite: Biology 101A. Winter term. Dr. Goddard.

Emphasis upon animal biology. Physiology and life relations are developed through a somewhat detailed laboratory study of several typical animals, such as the earthworm, the crayfish, the grasshopper, and the frog.

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

101C. **General Biology.** 4 term hours. Prerequisite: Biology 101 A, B. Spring term. Dr. Goddard.

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

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

103A. **General Biology.** 4 term hours. Fall and Winter terms. Dr. Kenoyer.

Content similar to that of course 101A. Open only to students in the departments of physical education.

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

103B. **General Biology.** 4 term hours. Winter and Spring terms. Prerequisite 103A. Dr. Kenoyer.

Content similar to that of 101B. Open only to students in the departments of physical education.

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

201. **Fundamentals of Biology.** 4 term hours. Fall, Winter, and Summer terms. Not open to students who have taken or who expect to take Biology 101 or 103. Dr. Kenoyer.

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

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

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

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

Intended for those who expect to teach general science in either junior or senior high schools. Also adapted to the needs of those who cannot specialize in science, but who would like to take a general introductory course. The problem method is largely followed. The common phenomena of everyday life both in the physical and in the living world will form the basis for the work. Attention is directed to subject matter and to methods of presentation.
301. **Organic Evolution.** 4 term hours. Prerequisite: Biology 101, 103, or 201. Full 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, 103, 201 and, if possible, 301. Winter term. Dr. Kenoyer.

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

303. **Eugenics.** 4 term hours. Prerequisite: Biology 101, 103, or 201 and, if possible, 302. Spring term. Dr. Kenoyer.

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

**Anatomy and Hygiene**

112. **Hygiene.** 4 term hours. Given each term. Mr. Cook.

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

114. **Child Hygiene and Health Procedures.** 4 term hours. Spring term. Open only to women majoring in physical education. Miss Stankard, Miss Walker.

Special reference to the health problems of the classroom. The national movement for child hygiene; pre-school program for health hygiene; health observations in the classroom:—nutrition, detection of communicable diseases, conditions which involve first aid.

211A. **Anatomy.** 4 term hours. Fall term. Mr. Cook.

This course gives the student a comprehensive knowledge of the structure of the human body. A complete dissection of the rabbit is made. Required of all students majoring in physical education. Classroom, 3 hours a week; laboratory, 2 hours a week.

211B. **Anatomy.** 4 term hours. Prerequisite: Anatomy 211A. Winter term. Mr. Cook. A continuation of course 211A.

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

211C. **Physiology.** 4 term hours. Prerequisite: Anatomy 211 A, B. Spring term. Mr. Cook.

A course in physiology especially designed for students majoring in physical education.

311. **Bacteriology and Community Health.** 4 term hours. Prerequisites: Hygiene 112 and at least one term of General Biology. Winter term. Mr. Cook.

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

312. Advanced Hygiene. 4 term hours. Prerequisite: Biology 103, Hy-
giene 112, Anatomy 211 A, B, Physiology 211C. Spring term. Mr.
Cook.

This course is especially planned for physical education juniors. It will
deal with both personal and public hygiene. School health problems will be
considered with special emphasis on the recognition of the common diseases
of children, their control and prevention.

Botany

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

Designed for freshmen and others who have not taken botany. Devoted
mainly to the structure, functions, and classifications of seed plants.

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

221A. General Botany. 4 term hours. Prerequisite: Biology 101, Botany
121, or a year of high school botany. Full term. Dr. Kenoyer.

A general review study is made of the organs of higher plants, after which
the morphology of thallophytes is studied in detail.

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

221B. General Botany. 4 term hours. Prerequisite: Botany 221A. Win-
ter term. Dr. Kenoyer.

Morphology of bryophytes, pteridophytes, and spermatophytes.

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

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

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

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

Zoology

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

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

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

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

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

252. Invertebrate Zoology. 4 term hours. Fall term. Dr. Goddard.
The study will include structural characters, physiology, life histories,
habits, distribution, and classification of invertebrates. Identification of local
forms and practical economic values will be emphasized. This course is
especially desirable for students intending to teach biology in the high school.

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

254. Advanced Bird Study. 4 term hours. Spring term. Dr. Goddard.
Provides opportunity for a systematic study of the biology of birds. The
work will include acquaintance, life habits, economic and aesthetic values,
structural adaptations, and classification. Field study will be given special
prominence. Class trips and individual observations will enable students to
become acquainted with most of the birds of the locality and to learn their
habits. Some bird banding may be attempted.

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

Nature Study

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

131. Biological Nature Study. 4 term hours. Given each term. Miss Arga-
bright, 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.

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

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

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

Students wishing a degree in chemistry should plan programs including the following: general chemistry, mathematics, and physics during the first year; qualitative analysis, quantitative analysis, calculus, and physics the second year; organic chemistry, quantitative analysis the third year; physical chemistry and special courses the fourth year.

101A. General Chemistry. 5 term hours. Prerequisite: one year of high school chemistry. Fall term. Mr. Boynton, Dr. McCracken.
The fundamental principles of chemistry are studied in such a way as to prepare both those students who wish to teach and those who expect to go on to more advanced work in the subject. This course may also be taken as a cultural subject by students desiring a broader knowledge of their environment.
Classroom, 4 hours a week; laboratory, 4 hours a week.
Note.—Courses 101 A, B, C, and 102 A, B, C each constitute a year's work. Students should plan to take the three courses; however, credit is given for each term's work. The aim of these courses is to give a definite idea of the fundamental principles of chemistry.

101B. General Chemistry. 5 term hours. Prerequisite: General Chemistry 101A. Winter term. Mr. Boynton, Dr. McCracken.
A continuation of General Chemistry 101A.
Classroom, 4 hours a week; laboratory, 4 hours a week.

101C. General Chemistry. 5 term hours. Prerequisite: General Chemistry 101 A, B. Spring term. Mr. Boynton, Dr. McCracken.
A continuation of General Chemistry 101B.
Classroom, 4 hours a week; laboratory, 4 hours a week.

102A. General Chemistry. 5 term hours. Fall term. Mr. Eldridge.
Similar to course 101A but intended for students who have had no high school chemistry.
Classroom, 4 hours a week; laboratory, 4 hours a week.
Note.—Courses 101 A, B, C, and 102 A, B, C each constitute a year's work. Students should plan to take the three courses; however, credit is given for each term's work. The aim of these courses is to give a definite idea of the fundamental principles of chemistry.
102B. **General Chemistry.** 5 term hours. Prerequisite: General Chemistry 102A. Winter term. Mr. Eldridge.
A continuation of course 102A.
Classroom, 4 hours a week; laboratory, 4 hours a week.

102C. **General Chemistry.** 5 term hours. Prerequisite: General Chemistry 102 A, B. Spring term. Mr. Eldridge.
A continuation of course 102B.
Classroom, 4 hours a week; laboratory, 4 hours a week.

103A. **General Chemistry.** 4 term hours. Fall term. Mr. Eldridge.
The fundamental theories of chemistry are studied along with some of the common non-metallic elements and their compounds. The laboratory work involves the general practice of chemical manipulation.
Classroom, 3 hours a week; laboratory, 4 hours a week.
Note.—Courses 103 and 203 are open only to students in the Home Economics department.

103B. **General Chemistry.** 4 term hours. Prerequisite: Chemistry 103A.
Winter term. Mr. Eldridge.
A continuation of course 103A including the study of metals and some of their compounds. The laboratory work includes qualitative analysis.
Classroom, 3 hours a week; laboratory, 4 hours a week.

103C. Organic Chemistry. 4 term hours. Prerequisite: Chemistry 103 A, B. Spring term. Mr. Eldridge.
The following topics are studied: paraffins, alkyl halides, alcohols, aldehydes, ketones, sugars, amines, fatty acids, dyes, amino acids, peptides, and proteins.
Classroom, 3 hours a week; laboratory, 4 hours a week.

104. **Chemistry and the Modern World.** 4 term hours. Spring and Summer terms. Dr. McCracken.
Some knowledge of chemistry is indispensable to the understanding of the world of today. This course is designed for those students who have never studied chemistry and do not wish to elect a year's work in the subject, yet desire to gain an insight into the part played by chemistry in modern life and industry, and some acquaintance with the general laws of chemical action and the properties of common elements and compounds.
No laboratory work.

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

201B. **Qualitative Analysis.** 4 term hours. Prerequisite: Chemistry 101 or 102 and 201A. Winter term. Dr. McCracken.
Acid analysis. Almost entirely laboratory work. A minimum of 10 hours of laboratory work a week required.

202A. **Organic Chemistry.** 4 term hours. Prerequisite: Chemistry 101 or 102. Summer term. Mr. Eldridge.
The aliphatic (fatty) series are studied—paraffins, alkyl halides, alcohols, aldehydes, ketones, sugars, amines, and acids.
Classroom, 3 double periods a week; laboratory, 4 double periods a week.
202B. Organic Chemistry. 4 term hours. Prerequisite: Chemistry 101 or 102 and 202A. Summer term. Mr. Boynton.
The aliphatic (open chain) and aromatic (closed chain) compounds are studied.
Classroom, 3 double periods a week; laboratory, 4 double periods a week.

203. Chemistry Applied to the Home and Community. 4 term hours. Prerequisite: Chemistry 103. Spring term. Mr. Eldridge.
The practical phases of chemistry as applied to the home and community are studied: fuels, fires, water, waste disposal, textiles, toilet preparations, foods, and drugs. Open only to students in the department of Home Economics.
Classroom, 4 hours a week.

204. The Teaching of Chemistry. 2 term hours. Prerequisite: Chemistry 101 or 102. May accompany either 101C or 102C. Must precede practice teaching in chemistry. Spring term. Dr. McCracken.
This course is especially designed for students preparing to teach chemistry in high school. The subjects stressed are fundamental chemical theories, problems, laboratory equipment and technique, and the history of chemistry.

301. Advanced Qualitative Analysis. 4 term hours. Prerequisite: General Chemistry 101 or 102 and Qualitative Analysis 201. Spring term. Dr. McCracken.
This is entirely a laboratory course devoted to the analysis of ores, alloys, and water.

302 A, B, C. Organic Chemistry. 12 term hours. Prerequisite: Chemistry 101 or 102. Open to qualified sophomores. Begins in the Fall term and continues through the year. Mr. Eldridge.
Preparation and reactions of organic compounds, both of the aliphatic and aromatic series, are studied. These courses are not only valuable to those students who wish to teach chemistry, but are also suited to the needs of those who may later study medicine, dentistry, or chemical engineering. Credit is given for each term's work but students are advised against taking one course only.
Classroom, 3 hours a week; laboratory, 6 hours a week.

303A. Quantitative Analysis. 5 term hours. Prerequisites: Chemistry 101 or 102 and 201. Mr. Boynton.
Gravimetric methods. Laboratory work offered each term. Two lectures a week are given in the spring term and must be attended before credit will be given. They include studies in precision, solubility product principles, and principles of separation.

303B. Quantitative Analysis. 5 term hours. Prerequisites: Chemistry 101 or 102, 201, and 303A. Mr. Boynton.
Volumetric methods. Laboratory work offered each term. Two lectures a week are given in the fall term and must be attended before credit will be given. They include studies in acidimetry, alkalimetry, iodimetry, theory of indicators, and oxidation reduction theory.

390A. Laboratory Technique. 2 term hours. Fall term. Mr. Marburger, Mr. Sherwood.
This course will consist of four hours a week in woodwork.

Note.—Courses 390 A, B, C are open to students majoring in Chemistry after consultation with the chairman of the department. These courses are intended to aid in the making and repairing of apparatus and are especially valuable to the teacher and research worker.
390B. **Laboratory Technique.** 2 term hours. Winter term. Mr. Marburger, Mr. Weaver.

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

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

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

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

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

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

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

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

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

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

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

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

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

Methods of preparing the aromatic organic compounds.

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


Coal, water, and ore analysis.

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

Methods of preparing the less common inorganic compounds.

Laboratory, 12 hours a week.

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

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

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

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

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

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

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


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

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

Students who present one unit of Gregg shorthand and one unit of typewriting for entrance will not be allowed credit for Shorthand and Typewriting 102A, and should enroll for 102B. Students who present two units of Gregg shorthand and two units of typewriting for entrance will not be allowed credit for Shorthand and Typewriting 102A or 102B, 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.

201A. Accounting. 4 term hours. Fall and Spring 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 201 A, B. Spring term. Mr. Pennell.

This course includes an intensive study of income and its determination, and a careful consideration of some of the problems of income accounting. The more important phases of partnership accounting and of corporate accounting are given special attention.
202. **Shorthand.** 2 term hours. Prerequisite: Shorthand and Typewriting 102. Fall term. Miss Leighton, Miss Watson.

Intensive drill on dictation and transcription. Special attention is given to the discussion of methods of teaching shorthand. It is recommended that this course either precede or accompany practice teaching in shorthand.

203. **Typewriting.** 2 term hours. Prerequisite: Shorthand and Typewriting 102. Winter term. Miss Leighton, Miss Watson.

An advanced course planned especially to develop operating technique and for the consideration of methods of teaching. It is recommended that this course either precede or accompany practice teaching in typewriting.

204. **The Teaching of Bookkeeping.** 2 term hours. Prerequisite: Accounting 201 A, B. Spring term. Mr. Pennell, Miss Watson.

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

205. **Junior Commerce Curriculum and Secretarial Practice.** 2 term hours. Prerequisite: Shorthand and Typewriting 102, or equivalent. Spring term. Miss Watson.

Principles and aims of the junior commerce curriculum, secretarial practice, and office training. Discussion of methods for teaching such a course in high school.

206. **Business Correspondence.** 4 term hours. Prerequisite: Rhetoric 104. Spring term. Miss Watson.

An attempt is made in this course to cover the principles of modern business writing as exemplified in the better type of letters used in commercial activities. These principles are explained, illustrated, and applied. Abundant opportunity will be given for practice in the art of business letter writing.

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

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

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

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

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

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

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

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

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

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

C. Various forms of business association. The principles of the law of agency, partnership, and corporations.

305. Problems in Secondary Commercial Education. 3 term hours. Winter and Spring terms. Miss Leighton, Mr. Pennell.

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

EDUCATION AND PSYCHOLOGY

Education

104. Psychology of Reading. 4 term hours. Prerequisite: Psychology 101. Given each term. Mrs. Campbell, Dr. Hilliard, Miss Spindler.

A summary of the results of the scientific studies made in the field of reading, with suggestions as to the bearing of these studies upon the material and methods of teaching.

201. Principles of Teaching. 4 term hours. Prerequisite: Psychology 101, 202. Given each term. Various members of the staff.

Includes such topics as the curriculum, moral and social training, discipline, type lessons, questioning, and lesson plans. Systematic observation of classes in the training school is made, and standards for judging classroom instruction are worked out.

206. Introduction to Educational Measurements. 4 term hours. Prerequisite: Psychology 101. Given each term. Mr. Carter, Dr. Ellis, Dr. Sangren.

The purpose of this course is to train the student in the ability to apply educational and mental tests and to co-operate in school testing programs. This course will include an introduction to the theories underlying the con-
struction and use of mental and educational tests and training in the simple
statistics of measurement and the administration of tests. The student will
receive an acquaintance with typical standard mental and school subject
tests.

211. Introduction to Statistics. 4 term hours. Spring and Summer terms.
Dr. Everett.

See description of course in Mathematics department, page 116.

203A. Vocational Education. 3 term hours. Fall term. Mr. Diamond.

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

230B. Vocational Education. 3 term hours. Winter term. Mr. Diamond.

Methods of teaching industrial subjects; selecting and analyzing types of
work, arrangement of lesson plans, testing and marking, records and reports,
class management, internal and external relations.

230C. Vocational Education. 3 term hours. Spring term. Mr. Diamond.

History and literature of the manual arts.

234. Psychology of School Subjects. 4 term hours. Prerequisite: Psy-

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

301. Junior High School Education. 4 term hours. Prerequisite: Psy-
chology 101, 202, Principles of Teaching 201. 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.

302. Junior High School Problems. 4 term hours. Prerequisites: Psychology
101, 202, Principles of Teaching 201. Spring term. Mr. Wilds.

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

303. Extra-Curricular Activities. 3 term hours. Prerequisites: Psychology
101, 202, Principles of Teaching 201. Winter and Spring terms. Miss
Mason, Mr. Wilds.

A study of the organization and supervision of the extra-curricular pro-
gram 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 pro-
gram.
304. Parental Education. 4 term hours. Prerequisites: Psychology 101, Early Elementary Education 301. Spring and Summer terms. Mrs. Campbell.

This course will enable students to appraise and organize materials and methods of work suitable for child study groups or parent-teacher meetings. The means of securing better habits and attitudes in school and home will be studied. Behavior problems based upon actual case material secured from experiences of visiting teachers will be discussed. Efforts will be made to secure real practice in handling child study groups. This course will be adapted to the needs of both early and later elementary teachers.

305. Mental Tests. 4 term hours. Prerequisites: Psychology 101, 202, Education 206. Given each term. Mr. Carter, Dr. Ellis, Dr. Sangren.

The primary purpose of this course will be to give the student careful training in the administration and interpretation of intelligence tests. About two thirds of the course will be given over to supervised training in the administration of the Binet individual intelligence tests. The remaining one third of the course will be devoted to a more thorough training in the use and interpretation of group intelligence tests.

306A. Secondary Education. 4 term hours. Prerequisite: Psychology 101, 202, Principles of Teaching 201. Fall term. Dr. Hallow.

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


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


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


A course in the psychology and school treatment of gifted children.

310. Education of Exceptional Children. 4 term hours. Prerequisites: Psychology 101, 202. Winter term. Dr. Ellis.

A beginning course in the field of special education dealing with the education of the gifted, subnormal, neurotic, delinquent, speech defective, blind and deaf, and crippled child.

316. School Administration. 4 term hours. Prerequisites: Psychology 101, 202, Principles of Teaching 201. Spring and Summer terms. Mr. Pellett.

A course for students preparing for work as school superintendents. Problems commonly met by school administrators will be studied in some detail. The major problems discussed are: Selection and functions of boards of education and of the superintendent of schools; selection, training, tenure, and salaries of teachers; organization of teaching force and the planning of responsibility; business organization, educational organization.
327. Educational Diagnosis and Remedial Instruction. 4 term hours. Prerequisites: Psychology 101, 202. Education 206. Given each term. Mr. Carter, Dr. Ellis, Dr. Sangren.

The purpose of this course will be to train the advanced student in the use of school subject tests for the purpose of diagnosis. A more careful training will be given in the field of school subject tests with an attempt to show the students how to critically evaluate tests, how to detect the specific strengths and weaknesses of pupils and how to apply standard remedial devices in the improvement of instruction.

328A. Supervision of the Elementary Curriculum. 4 term hours. Prerequisites: Psychology 101, 202, Principles of Teaching 201. Fall term. Dr. Hilliard.

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

328B. Supervision of the Elementary Curriculum. 4 term hours. Prerequisites: Psychology 101, 202, Principles of Teaching 201. Winter term. Dr. Hilliard.

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

328C. Supervision of the Elementary Curriculum. 4 term hours. Prerequisites: Psychology 101, 202, Principles of Teaching 201. Spring term. Dr. Hilliard.

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

330A. School Supervision. 4 term hours. Prerequisites: Psychology 101, 202, Principles of Teaching 201, Teaching 201, 202. Fall term. Miss Steele.

A course for those looking forward to positions as principals and supervisors of elementary schools and critic teachers in the normal schools. An introduction to the field of elementary school supervision dealing with the principles of supervision and the theory underlying them.

330B. School Supervision. 4 term hours. Prerequisites: Psychology 101, 202, Principles of Teaching 201, Teaching 201, 202, School Supervision 330A. Winter term. Miss Steele.

The diagnosis of instruction observed, suggested methods of improvement, methods of meeting teachers individually and in groups, the selection of text books.


The emphasis in this course is upon the practical application of material covered in Supervision 330A and 330B. Insofar as possible adaptation will be made to the needs and interests of the individual members of the class.

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

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

This course will attempt an inclusive analysis in the large of the possibilities of growth in normal human beings and will inquire how education may progressively reveal the significant goals of life. The purpose of this course is to relate the agencies of education to the personal achievement and utilization of a philosophy of life equal to the needs of individuals in their generation.


For description of course see Sociology department, page 107.

425. History of Education. 4 term hours. Prerequisites: Psychology 101, 202, Principles of Teaching 201. Given each term. Mr. Wilds.

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

Early Elementary Education

101. Early Elementary Education. 4 term hours. Given each term. Not open to freshmen in Fall term. Mrs. Campbell, Miss Coppens, Mrs. Phillips.

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

Note.—Courses 101 and 201 constitute a year sequence designed specifically for students preparing for teaching in the kindergarten, first, and second grades.

201A. Early Elementary Education. 4 term hours. Prerequisites: Early Elementary Education 101, Psychology 101. Fall and Winter terms. Mrs. Campbell, Miss Coppens, Mrs. Phillips.

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

201B. Early Elementary Education. 4 term hours. Prerequisites: Early Elementary Education 101, 201A, Psychology 101. Winter and Spring terms. Mrs. Campbell, Miss Coppens, Mrs. Phillips.

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


A study of stories and poems suitable to childhood. A survey of the field, and classroom practice in story telling.
301. **Psychology of Childhood.** 4 term hours. Prerequisite: Psychology 101, 202. Given each term. Mrs. Campbell, Miss Coppens, Mrs. Phillips.

A study of the mental development of the young child; his original nature; conditions best suited to conditioning behavior in relation to his own needs and his social environment. This course should be taken simultaneously with practice teaching.


A study of existing practice in early childhood education throughout the country, the nursery school movement, psychological clinics, recent literature in the field, laboratory work in training school as provided.

305. **Nursery School Education.** 4 term hours. Prerequisite: Psychology 101, Early Elementary Education 301. Winter and Summer terms. Mrs. Campbell.

This course will acquaint students with the history and present day status of the Nursery School Movement. Consideration will be given to the organization, equipment, and curriculum of the various types of existing nursery schools. A study will be made of the nature of the pre-school child and of the materials and environment necessary to promote correct growth.

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**Psychology**

101. **Introductory Psychology.** 4 term hours. Given 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.

202. **Educational Psychology.** 4 term hours. Prerequisite: Psychology 101. Given each term. Various members of the staff.

An application of the principles of psychology to the practical work of teaching in the classroom.

203. **Genetic Psychology.** 4 term hours. Prerequisite: Psychology 101, 202. Given each term. Dr. Henry.

A study of the development of mind in the race and in the individual.

212. **Industrial Psychology.** 4 term hours. Prerequisite: Psychology 101, 202. Spring term. Mr. Powell.

Deals with the applications of psychology to business and industry.

320. **Abnormal Psychology.** 4 term hours. Prerequisite: Psychology 101, 202. Spring and Summer terms. Dr. Henry.

A discussion of the more common forms of mental abnormality and maladjustment. Some attention will be given to feeble-mindedness. The relationship between such conditions and character development will also be considered.

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**Specialization in Administration and Supervision**

Students preparing for positions as superintendents, principals, elementary school supervisors, junior high school supervisors, or helping teachers should enroll in the A.B. curriculum. In addition to the courses in Education and Psychology required for a life certificate, this department advises such
students to elect from the groups A, B, and C according to their specialized interests. The sum total of all work taken in the department should not exceed sixty-four term hours. See note 2, page 49.

A. **Courses for Superintendents and Principals.**


B. **Courses for Elementary School Supervisors, County Normal Critics, Helping Teachers.**

Genetic Psychology 203, Psychology of School Subjects 234, Supervision of the Elementary Curriculum 328, Supervision 330, Practice in Supervision 331, Rural Education 304, 404, Extra-curricular Activities 303, Introduction to Educational Measurements 206, Mental Tests 305.

C. **Courses for Junior High School Supervisors.**

Genetic Psychology 203, Junior High School Education 301, Junior High School Problems 302, Extra-curricular Activities 303, Supervision 330, Practice in Supervision 331, Introduction to Educational Measurements 206, Mental Tests 305, Secondary Education 306A.

**ENGLISH**

**Composition and Rhetoric**


A miscellaneous review and drill for students who are deficient in the rudiments of English grammar, spelling, and punctuation. Such students will be required to carry this work in connection with the regular courses in composition and rhetoric in order that they may receive such extra attention as cannot be given them in these classes. The class meets twice a week.

**101A. Composition.** 4 term hours. Given each term. Miss Gary.

A consideration of the principles of composition, with emphasis upon sentence and paragraph structure. Representative prose selections are read and analyzed, and many written compositions are required.

**101B. Composition.** 4 term hours. Given each term. Miss Gary, Miss Master.

A general discussion of the four forms of discourse with analysis of specimens of each form. Most of the time will be devoted to the writing and correction of themes.

**104 A, B, C. Rhetoric.** 9 term hours. Three hours a week throughout the year. Miss Eicher, Mr. Foley, Miss Little, Miss Loutzenhiser, Miss Master, Mr. Masterson, Miss Nobbs, Miss Osborn, Miss Rawlinson, Mr. Slusser, Miss Swain, Miss Van Horn.

This is equivalent to the regular required work in college Freshman English. The aim of the course is to cultivate the habit of correct speech both oral and written, and to develop some skill in the use of the ordinary forms of composition. Some time is given to the careful study and analysis of
such literary masterpieces as will awaken in the student a livelier appreciation of the value and importance of style in speaking and writing.

Note.—This course covers the same ground as Composition 101A and Composition 101B, and may be substituted in all cases where either of these courses is required. Students may not count Rhetoric 104 for credit along with the courses in Composition. Students must plan to take the course throughout the year with the same instructor.

315. Literary Criticism. 4 term hours. Winter and Spring terms. Mr. Sprau.
A careful study of the fundamental principles of literary criticism, supplemented with wide reading in English critical essays. Each student writes several short criticisms. The work of the course is arranged to develop in the student a careful critical judgment and to cultivate the habit of careful criticism.

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

Literature

Students should select not more than 12 hours of literature in courses numbered below 200.

102 A, B, C. History of English Literature. 12 term hours. Four hours a week throughout the year. Miss Eicher, Miss Loutzenhiser, Mr. Masterson, Miss Osborn, Miss Van Horn.
A general survey of the whole field of English Literature with wide reading in biography and representative selections from the various periods. Students electing this course should take it throughout the year. By special arrangements students entering in January may take the remainder of the course.

103. Literature for Children. 4 term hours. Given each term. Miss Master, Miss Rawlinson.
This course aims: (1) to give a general survey of the field of literature suited to the needs and tastes of children; (2) to get at the general principles which underlie the selection of literature for children under any given conditions; (3) to organize and give new meaning to the mass of literature already read, and to add to its content by further reading.

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, insofar as they are known, will be carefully studied as a background for intelligent interpretation and appreciation of Biblical literature. Students who enroll in the course for credit will be required to read the major part of the Bible and to study intensively certain books that are especially rich in literary value. Junior and seniors may elect the course only with the consent of the instructor.

120. History of American Literature. 4 term hours. Fall term. Mr. Foley, Mr. Masterson, Miss Nobbs, Mr. Slusser.
A general survey of American literature. The reading of selections to illustrate the various periods is required.
Note.—120, 121, and 122 may be taken separately or as a year’s sequence of courses.

121. Chief American Poets. 4 term hours. Winter and Spring terms. Mr. Foley, Mr. Masterson, Miss Nobbs, Miss Swain.
An intensive study of the chief American poets.

122. American Prose. 4 term hours. Winter and Spring terms. Mr. Foley, Mr. Masterson, Miss Nobbs, Miss Swain.
An intensive study of the chief American prose writers.

124 A, B, C. General Literature. 9 term hours. Three hours a week throughout the year. Dr. Brown.
In this course the student is offered the opportunity of making acquaintance with great literatures other than English. Through translations he is introduced to the literature of the ancient Hebrews, Greeks, and Romans, to the Mediaeval and modern literature of the Italian, French, German, Spanish, Russian, and Scandinavian languages. Some attention is given to English literature, but only so much as its position among the literatures of the world might seem to justify. The course assumes no knowledge of any foreign language. The course extends throughout the year and may not be taken for a single term without the previous consent of the instructor. Intended primarily for freshmen and sophomores.

205 A, B, C. Nineteenth Century English Prose. 6 term hours. Twice a week throughout the year. Mr. Slusser.
A careful reading of selected non-fiction English prose of the nineteenth century. The types of literature selected for study include reflective and familiar essays and longer writings both critical and philosophical. This course continues throughout the year, but students may elect one, two, or three terms.
A. Coleridge, Hazlitt, Lamb, De Quincey. Fall term.
B. Landor, Macaulay, Ruskin, Pater. Winter term.

213 A, B. The English Novel. 6 term hours. Fall and Winter terms. Dr. Brown.
The first aim of the course is to acquaint the student with the method of studying and teaching prose fiction. For this purpose some short, well-
constructed novel will be analyzed in the classroom. After some study of the picaresque tale of the Elizabethan times, the class will trace the development of the novel in Defoe, Richardson, Fielding, Sterne, and Smollett, the Gothic romance, and the novels related to the French Revolution. In the winter term, the leading English novelists from Jane Austen to the present date will be studied. Each member of the class will be required to make a detailed study of some novelist or phase of the novel, and to report upon the same to the class.

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

The purpose of the course is to help the student read Shakespeare with more understanding and appreciation and to give him practice in reading and interpreting Shakespeare to classes. 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. Winter term. Dr. Brown, Mr. Foley.

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

224 A. Eighteenth Century Poetry. 3 term hours. Fall term. Not given in 1929-1930. Mr. Foley.

A study is made of classicism in English literature as exemplified in the non-dramatic poetry of Dryden, Pope, and of some of Pope's contemporaries.


This term continues the further history of classicism, and the rise and progress of romanticism to the end of the eighteenth century, including the work of Gray, Macpherson, Cowper, Blake, and Burns. Without the previous consent of the instructor, credit cannot be given for a single term.

225. The Ballad. 4 term hours. Fall 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. Not given in 1929-1930. Miss Loutzenhiser.

This course continues throughout the year, but students may elect one, two, or three terms. Its purpose is to study intensively some of the masterpieces of English literature. At least one example of the novel, the essay, the drama, the tale, and of narrative poetry, will be read and analyzed. The masterpieces studied are as follows: In A, Canterbury Tales, Othello; in B, Heroes and Hero Worship, The Faerie Queene; and in C, The Ring and the Book, The Return of the Native.
302 A, B, C. History of English Literature. 12 term hours. Four times a week throughout the year. Dr. Brown.
A survey course in English literature primarily for third-year students who have had no literature courses in the first or second years. It may be elected by other third- or fourth-year students who have not had English 102. Students electing the course should take it throughout the year. No credit for a single term except by previous arrangement with the instructor.

In the winter term the class will trace the English drama from its origin in miracle and mystery plays through the period of the moralities, the interludes and the imitations of Latin tragedy and comedy to the work of Lyly, Greene, Peele, Kyd, Marlowe, and Shakespeare. In the spring term will be read representative plays of Jonson, Chapman, Beaumont and Fletcher, Webster, and Shirley; heroic dramas by Dryden, Congreve, Farquhar, and Vanbrugh; eighteenth century comedies; and the choicest dramas of Byron, Shelley, and Browning.

309 A, B, C. Nineteenth Century Poetry. 12 term hours. Four hours a week throughout the year. Not given in 1929-1930. Mr. Sprau.
This course aims to cultivate in the student a richer appreciation of poetry and to develop some skill in the critical interpretation of literature. The work consists of wide reading in the poetry of the century supplemented by critical and interpretive lectures on the thought of the period as it was reflected in the work of the chief English poets. The course continues throughout the year, and students who elect it must plan to take it as a whole. Credit will not be granted for a fractional part of the work without the previous consent of the instructor to take the course for a single term only.
A. Wordsworth, Coleridge, Scott, Byron, Shelley, and Keats. Fall term.
B. Landor, Tennyson, and Browning. Winter term.
C. Mrs. Browning, Clough, Arnold, Rossetti, Morris, and Swinburne. Spring term.

317. The English Epic. 3 or 4 term hours. Spring term.
Dr. Brown.
A study of the general characteristics of the epic. The class will make a careful study of Paradise Lost. Selections will be read from other epics for comparative study.

This course involves the reading of a variety of types in the non-fiction prose of the eighteenth century, with attention to the ideas and ideals voiced by the leading English writers of that time. The course extends through the fall and winter terms. Without the previous consent of the instructor, credit cannot be given for a single term.
A. Defoe, Swift, Steele, and Addison. Fall term.

333. Lives and Letters of English Authors. 4 term hours. Prerequisite: freshman or sophomore courses in English literature. The instructor's consent is required. Fall term. Dr. Brown.
This course will combine a detailed study of the Wordsworths, the Carlyles, and others, with wide reading in biography and letters. Reports and critical essays will be required. By special arrangement this course may be substituted for one of the units in Group I of the A. B. curriculum.
338. **Modern Drama.** 2 hours a week through Fall and Winter terms. Miss Eicher.

A study of the plays of Ibsen, Pinero, Jones, Galsworthy, Shaw, and others, with a careful inquiry into the relation between the continental, English, and American drama.

{ 406. **Anglo-Saxon.**

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

Three times a week throughout the year. Students may not enroll for half the year's work without the consent of the instructor.

Each course represents a half year's work. Dr. Brown, Mr. Foley.

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

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

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**GEOGRAPHY AND GEOLOGY**

Courses 101A and 101B are foundational courses in geography and should precede all other courses except 103 and 308. Other elections to complete the requirements for a major or minor in geography should be made with the approval of the chairman of the department. Students preparing to teach geography should include course 212 in their elections. It is highly desirable that students majoring in geography elect, if possible, Economics 201, 305, and Botany 221C.

A major in earth science may be made by combining Geology 320 and six courses in geography.

Other recommended sequences are as follows:

(a) If chief interest is history: 310 and the regional geography of the country in whose history especially interested. Prerequisites to these courses are either 101 or 308.

(b) If major is in business administration: 101 and 210.

(c) If preparing to teach general science: 101 and 207.

(d) If electing geography merely as a year sequence in science: 101 and one other course, or 308 and two other courses to which either 101 or 308 are prerequisite.

**Geography**

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

An introductory study of the mutual relationships between man and the natural environment with special emphasis upon types of climate and some of the adjustments which man makes to climatic conditions in selected regions.
101B. **Elements of Geography.** 4 term hours. Prerequisite: Geography 101A. Given each term. Miss Boswell, Miss Strunk.

A continuation of 101A but with the emphasis placed upon adjustments to location, land forms, soils, minerals, ground and surface waters, oceans and coast lines in selected regions. An elementary study is made of map projections.

103. **Geography of Early Elementary Grades.** 4 term hours. Fall and Spring terms. Miss Boswell.

A geographical interpretation of some typical regions included in the curriculum of the first three grades. A background course for early elementary teachers.

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

The geology, climate, soils, 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 glaciation and industries in the vicinity of Kalamazoo.

202. **Geography of the United States and Canada.** 4 term hours. Prerequisite: Geography 101. Open to qualified freshmen with consent of instructor. Given each term. Miss Boswell, Mr. Wood.

A study of the two countries by geographic regions.

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

The relation of the continent to the world as a whole; its physical features, climates, resources, and the relationship between these natural environmental conditions and the development of the present social, industrial, and commercial life of its leading nations.

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

The relationships between the combination of environmental conditions existing in each of the major geographic regions of the continent and the economic activities carried on therein. The place of South America in world trade with special emphasis upon the present and prospective commercial relations between this continent and the United States.


Includes the countries of Mexico, Central America, Colombia, Venezuela, and several of the West Indian islands. The present economic, social, and political development of these lands and their future promise in relation to the natural environmental conditions within them. Trade relationships with the United States and other countries, present and prospective.

210. **Industrial and Commercial Geography.** 4 term hours. Prerequisite: Geography 101. Open to qualified freshmen with consent of instructor. Winter and Spring terms. Miss Boswell.

The geographic factors underlying commerce and industry; the geography of the major industries; the principal trade routes of the world and the commerce which passes over them; great trade centers and the geographic reasons for their importance.
212. **The Teaching of Geography in the Grades.** 4 term hours. Prerequisite: Geography 101. Principles of Teaching a desirable antecedent. Open to qualified freshmen with consent of instructor. Given each term. Miss Strunk.

Objectives in the teaching of geography, evaluation and technique of visual aids, organization and presentation of textual material, geographic tests.

301. **Geography of the Orient.** 4 term hours. Prerequisite: Geography 101 and one regional course. Spring term. Miss Strunk.

The geography of southeast Asia, the Philippine Islands, the Dutch East Indies, Australia, and New Zealand. The organization of geographic material will receive emphasis.

307. **Climatology.** 4 term hours. Prerequisite: Geography 101A. A course in regional geography a desirable antecedent. Spring term. Not given in 1930. 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 upon the study of the climates of the United States.

308. **Elements of Geography for Senior College Students.** 4 term hours.

Not open to students who have taken either 101A or 101B. Winter and Spring terms. Mr. Wood.

An introductory foundational course designed for students who have not taken either 101A or 101B but who desire to gain some insight into the field of modern geography. A study is made of special unit regions of the earth, considering climate, physical features, plants, and animals in relation to the way people live.

310. **The Historical Geography of the United States.** 4 term hours. Prerequisite: Geography 101 or 308 and History 101 A, B or equivalent. Open to qualified sophomores with consent of instructor. Spring term. Miss Harrison.

A study of the relations between the natural environmental elements and the settlement and development of the United States.

**Geology**

207. **Geology.** 4 term hours. Spring and Summer terms. Not given in 1930. Mr. Wood.

An introduction to earth history. It includes a brief study of the earth's physiography, climate, minerals, genesis of ore deposits, the origin of the earth, the evolution of plants and animals, the origin of mountains, and the history and growth of the continents.

Note.—This is an appreciation course similar to survey courses in chemistry and biology, and should not be elected by students desiring a year's work. Such students should elect Geology 320.

320A. **Geology.** 4 term hours. Fall term. Mr. Wood.

A study of the origin of the features of the surface of the earth, the materials of which they are made, and the processes by which they are formed. It includes the topics of glaciation; the work of streams, under-
ground water, and wind; vulcanism; formation and recognition of common rocks and minerals.

Classroom, 3 hours a week; laboratory, 2 to 4 hours a week.

320B. Geology. 4 term hours. Prerequisite: Geology 320A.
Course 207 may be substituted with consent of instructor. Winter term. Mr. Wood.
A study of ore deposits and the nature of the earth’s interior, the origin of the earth, and the early periods of its geological history.
Classroom, 3 hours a week; laboratory, 2 to 4 hours a week.

320C. Geology. 4 term hours. Prerequisite: Geology 320 A, B. Spring term. Mr. Wood.
A continuation of the geological history of the earth; the ancient history of plants and animals; the study of fossils; the growth of the continents up to their present forms as habitable lands.
Classroom, 3 hours a week; laboratory, 2 to 4 hours a week.

Note.—Students who elect Geology 207 and 320 A, B, C will receive a total of but 12 term hours of credit for the four courses.

HISTORY AND SOCIAL SCIENCE

“History and Social Science” is a group title including four separate and distinct departments, namely: history, political science, economics, and sociology. Curriculum advisers should bear this fact in mind in helping students plan their work. It is frequently desirable that students majoring in one department of this group should minor in another. Candidates for the A.B. degree who major in any department of this group are advised to take a minimum of nine hours in each of the other co-ordinate departments in the group.

Students preparing to teach “Community Civics,” “Problems of Democracy,” and similar subjects, are advised to take in addition to United States History 101 A, B, C, Political Science 201 A, B, Economics 101A, and Sociology 201 A, B, or nine hours in any one of the latter three departments.

History

101A. United States History to 1815. 4 term hours. Given each term. Miss Barbour, Miss Barnett, Mr. Burnham, Dr. Knauss, Dr. Russel, Mr. Trumble.
This course begins with the European background of American history, traces the origin and growth of the colonies, discusses their relation to the mother country, gives special attention to the causes and course of the Revolution and to the beginnings of state and national government, and concludes with the study of the Federalist and Jeffersonian periods.

101B. United States History, 1815-1877. 4 term hours. Given each term. Miss Barbour, Miss Barnett, Mr. Burnham, Dr. Knauss, Dr. Russel, Mr. Trumble.
This course treats the history of the rising West, the influence of the frontier, the industrial revolution and its consequences, the rise of democracy, the slavery controversy, the Civil War, and the period of reconstruction.
101C. United States History, 1877 to the Present Time. 4 term hours. Given each term. Miss Barbour, Miss Barnett, Mr. Burnham, Dr. Knauss, Dr. Russel, Mr. Trumble.

The industrial development of the United States; the coming of big business, the organization of labor; settlement of the Far West; recent industrial, social, and political problems and the efforts to solve them, America as a World Power and its part in the Great War; and the history of recent years are the chief topics in this course.

102. History of Greece. 4 term hours. Fall term. Miss Seekell.

After a brief survey of ancient Oriental civilization, this course studies the political, social, and cultural life of the Greek people from their earliest history to the breaking up of the Empire of Alexander the Great. Emphasis is placed upon our debt to the Greeks for the elements which they contributed to modern civilization.

103. History of Rome. 4 term hours. Winter term. Miss Seekell.

This course traces the history of Rome from the earliest times to the fall of the Empire in the West. The development of early Roman institutions, the expansion of Roman power over the Mediterranean World, the transition from the Republic to the Empire, and the social, political, legal, and cultural life of imperial Rome are the chief topics emphasized.

104. Medieval Europe, 476-1500. 4 term hours. Spring term. Miss Seekell.

The Teutonic invasions and their results, Charlemagne's empire, the rise and nature of feudalism, the medieval church and its work, the social and intellectual life of the period, the Crusades, the rise of cities, the development of commerce, and the Renaissance.

105A. English History, 55 B.C.-1603. 4 term hours. Fall term. Dr. Russel.

A study of the origin and growth of English nationality, early Britain, Anglo-Saxon institutions, Norman centralization, rise of the common law, limitation of monarchy, decay of feudalism, commercial development, separation from Rome and the Anglican Establishment, sea power and nationalism during the Elizabethan era.

105B. English History, 1603-1815. 4 term hours. Winter term. Dr. Russel.

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

105C. English History, 1815-1928. 4 term hours. Spring term. Dr. Russel.

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

201A. Modern Europe, 1500-1763. 4 term hours. Fall term. Miss Barbour, Dr. Scott, Mr. Trumble.

A study of the Reformation and the religious wars which followed it, the struggle between Spain and England, the rise of the Dutch republic, the growth of absolutism in France, the establishment of parliamentary supremacy in England, the rise of Russia and Prussia, and the world conflict between France and Great Britain.
201B. Modern Europe, 1763-1870. 4 term hours. Winter term. Miss Barbour, Dr. Scott, Mr. Trumble.

European life in the eighteenth century, the French Revolution, the era of Napoleon, the industrial revolution, reaction after 1815, the rise of democracy and nationality in the nineteenth century.

201C. Modern Europe, 1870-1928. 4 term hours. Spring term. Miss Barbour, Dr. Scott, Mr. Trumble.

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

202. The Teaching of History. 4 term hours. Prerequisite: two college courses in history. Given each term. Mr. Burnham.

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

301A. United States History, 1783-1815. 3 term hours. Fall term. Mr. Burnham.

This course begins with the Critical Period in American History and treats in detail the making of the Constitution, the organization of the government under it, the reign of Federalism, the triumph of Jeffersonian democracy, and the influence upon America of the Revolutionary and Napoleonic wars in Europe.

301B. United States History, 1815-1848. 3 term hours. Winter term. Mr. Burnham.

The rise of the Middle West, the growth of democracy, the tariff, internal improvements, banking, slavery and anti-slavery, and territorial expansion to the Pacific are among the topics studied.

301C. United States History, 1848-1865. 3 term hours. Spring term. Mr. Burnham.

This course treats the rise of sectionalism, the struggle over the extension of slavery into the territories, the crisis of 1860, the Southern Confederacy, and the Civil War.

302. Economic Development of Modern Europe. 3 term hours. Fall term. Dr. Knauss.

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


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

304. Latin American History. 3 term hours. Spring term. Dr. Knauss.

A survey of the history of the Latin American countries. Particular attention will be given to the political, the economic, and social institutions and problems of Latin America.
305. International Relations, 1850-1914. 3 term hours. Fall term. Dr. Scott.
   The foreign relations of the Great Powers and the history of their expansion into the less developed areas of Asia, Africa, the Pacific, and Latin America will be treated in this course in their political, economic, and social aspects.

306. The World War. 3 term hours. Prerequisite: International Relations 305. Winter term. Dr. Scott.
   This course deals with the causes and nature of the Great War, describes its military and other aspects, and traces the history of the negotiations for peace. A special study is made of the development of the machinery for international action—arbitration, the Hague Conferences, the World Court, and the League of Nations.

307. Reconstruction in Europe. 3 term hours. Spring term. Dr. Scott.
   Political reconstruction in Europe during and since the Great War; the break-up of the central empires, the process of building up new states; the economic and social problems facing post-war Europe, and the means used in the efforts to solve them.

308A. United States History, 1865-1877. 3 term hours. Fall term. Not given in 1929-1930. Mr. Burnham.
   The period of Reconstruction. This course is an intensive study of the recovery of the nation during the years immediately following the Civil War.

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

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

   A course designed to show in outline the development of civilization in the two countries. A study will be made of their chief present day problems.

Political Science

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

201A. National Government. 4 term hours. Fall term. Mr. Rhynsburger, Mr. Shilling.
   A study of the national government of the United States including its structure, functions, and operations.

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

201C. Practical Politics. 4 term hours. Prerequisite: Government 201 A or B. Spring term. Mr. Rhynsburger, Mr. Shilling.
A detailed study of the nature and activities of political parties of the United States, including rise, development, and mechanism. Elections, ballots, and civil service are given emphasis.

301A. Comparative Government. 3 term hours. Prerequisite: Government 201 A and B, or History 201. Fall term. Mr. Shilling.
This course aims to acquaint the student with the structure, problems, and workings of the governments of the more important European countries. During this term the British Empire is studied.

301B. Comparative Government. 3 term hours. Prerequisite: Government 201 A and B, or History 201, and 301A. Winter term. Mr. Shilling.
A study is made of France, Germany, Italy, Russia, and Switzerland. Special emphasis is given to the study of each country, problems of administration, civil service, taxation, and foreign relations.

301C. History of Political Thought. 3 term hours. Prerequisite: Government 301 A, B. Spring term. Mr. Shilling.
A survey of the political thought of people from ancient time to the present. Special emphasis is given the contributions of the Greeks and Romans, political theory of struggle between church and state, the Reformation, the Puritan Revolution and the revolutionary period. Recent political thought as influenced by the industrial revolution, nationalism, imperialism, and internationalism.

302A. Principles of Political Science. 3 term hours. Prerequisite: Government 201 A, B, or History 201. Fall term. Mr. Shilling.
A study of the forms and types of government, associations and unions of states, theories of the functions of government and types of constitutions. Also a critical analysis of the theory and practices of the legislative, executive, and judicial organs of government of the leading countries of the world. This course is intended for students who are majoring in the social sciences or who have received permission from the instructor.

302B. History of American Political Thought. 3 term hours. Prerequisite: Government 201 A, B, or American History. Winter term. Mr. Shilling.
An examination is made of the political thought of the colonial period, the political philosophy that produced the American Revolution and created the constitution. A study is included of the groups or schools of political thought in applying the constitution to the questions of American development such as expansion, slavery, reconstruction, and foreign relations. This course is intended for students who are majoring in the social sciences or who have received permission from the instructor.

302C. American Municipal Government. 3 term hours. Prerequisite: Government 201B or permission from instructor. Spring term. Mr. Shilling.
Attention is focused on the problem of city government, growth of cities, types of city organization, municipal functions and finances, administrative personnel, public utilities, and public conveniences.

Economics

101. Description of Industry. 5 term hours. Given each term. Mr. Bigelow, Mr. Moore.
A presentation of the important features and characteristics of our modern industrial structure, together with some of the important interrelations
within that structure. This is strictly a descriptive course with no economic principles presented. Designed for those who care for only one term of work in Economics, and for those who wish to major in this department but who have had no Economics in high school.

201A. Principles of Economics. 4 term hours. Given each term. Mr. Bigelow, Mr. Moore, Mr. Rhynsburger.

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

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

201B. Principles of Economics. 4 term hours. Prerequisite: 201A. Winter and Spring terms. Mr. Bigelow, Mr. Moore, Mr. Rhynsburger.

Primary emphasis is placed upon the principles involved in what is technically known as distribution of wealth. The list of problems studied includes: railroad regulation, the control of industrial monopolies, risk bearing, insurance, speculation, public finance, taxation, employment relations, and proposed reforms of our economic system.

202. Financial Organization. 4 term hours. Prerequisite: Economics 201. Spring term. Mr. Moore, Mr. Rhynsburger.

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

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

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

204. Economics of Expenditure. 4 term hours. Given each term. Mr. Bigelow.

A study of present day problems of the consumer which helps to establish rational standards of expenditure, based upon a careful analysis of human wants, to give consideration of his available income, and existing standards of living. Careful analysis is made of the marketing system, investment and insurance, the recent development of installment buying, and the wise use of credit by the consumer.

301. Public Finance. 4 term hours. Prerequisite: Economics 201. Work in government may be substituted in special cases by permission of the instructor. Given in alternate years with Business and Government 306. Given in 1929-1930. Mr. Bigelow.
ECONOMICS

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

302A. Business Administration. 3 term hours. Prerequisite: Economics 201. Given in alternate years with Marketing 304A. Given in 1929-1930. Fall term. Mr. Moore.

This course deals with the elementary principles of internal organization and management of industrial enterprises. It includes a discussion of the nature of modern industry; plant location and types of construction; material, equipment, and power; planning and routing; statistics and accounting; marketing methods and problems; production, management; personnel administration; purchasing, traffic, credit, and collections.

302B. Business Administration. 3 term hours. Prerequisite: Economics 201, 302A. Given in alternate years with Marketing 304B. Given in 1929-1930. Winter term. Mr. Moore.

A continuation of Business Administration 302A.

303A. Corporations. 2 term hours. Prerequisite: Economics 201. Given in alternate years with Transportation 305A. Not given in 1929-1930. Fall term. Mr. Bigelow.

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

Note.—Corporations 303 A, B, C form a year course carrying 6 term hours credit and should be elected as such.

303B. Corporations. 2 term hours. Prerequisite: Economics 201, 303A. Given in alternate years with Transportation 305B. Not given in 1929-1930. Winter term. Mr. Bigelow.

A continuation of Corporations 303B.

303C. Corporations. 2 term hours. Prerequisite: Economics 201, 303 A, B. Given in alternate years with Transportation 305C. Not given in 1929-1930. Spring term. Mr. Bigelow.

A continuation of Corporations 303B.

304A. Marketing. 3 term hours. Prerequisite: Economics 201. Given in alternate years with Business Administration 302A. Not given in 1929-1930. Fall term. Mr. Moore.

A study of the principles, methods, and problems of marketing. The following are some of the topics covered in this course and in Marketing 304B: the marketing functions, the marketing of farm products, raw materials, and manufactured goods; the operation of middlemen, and their place in the market structure; retail types and policies; consumer and producer co-operation; market finance; brands and trade names; specialization; price maintenance; unfair competition; cost of marketing; prices and price factors; general criticism of existing market structure and proposals for its reform.

304B. Marketing. 3 term hours. Prerequisite: Economics 201. Given in alternate years with Business Administration 302B. Not given in 1929-1930. Winter term. Mr. Moore.

A continuation of Marketing 304A.
305A. **Transportation.** 2 term hours. Prerequisite: Economics 201. Given in alternate years with Corporations 303A. Given in 1929-1930.

Fall term. Mr. Rhynsburger.

The various methods of transportation now in use are studied and their specific contribution to an integrated transportation system determined and evaluated. The business problems of each type of transportation are studied with emphasis on costs, rate determination, and regulation. Stress is laid on the need of co-ordinating various means of transportation into an efficiently related whole for the purpose of securing for the consumer maximum transportation service at least cost and at the same time holding for the owners some assurance of a fair return on invested capital.

Note.—Transportation 305 A, B, C form a year's course carrying 6 term hours credit and should be elected as such.

305B. **Transportation.** 2 term hours. Prerequisite: Economics 201, 305A. Given in alternate years with Corporations 303B. Given in 1929-1930.

Winter term. Mr. Rhynsburger.

A continuation of Transportation 305A.

305C. **Transportation.** 2 term hours. Prerequisite: Economics 201, 305 A, B. Given in alternate years with Corporations 303C. Given in 1929-1930.

Spring term. Mr. Rhynsburger.

A continuation of Transportation 305B.

306. **Business and Government.** 4 term hours. Prerequisite: Economics 201. Work in government may be substituted in special cases by permission of the instructor. Given in alternate years with Public Finance. Not given in 1929-1930.

Spring term. Mr. Moore.

The relations of the government to public service corporations and to private businesses. The course includes a study of the necessity of regulation, franchises, intermediate permits, public utility commissions, principles of valuation, rate-making, service, capitalization, government ownership, legal and constitutional aspects of regulation, control of corporations and trusts, regulation of competition, government encouragement of business and national policies toward business.

**Sociology**

Sociology is now generally recognized to be as important a requisite as any in the education of teachers, and the following courses are designed to meet the needs of teachers as well as the needs of those who are interested in social theory and its application to problems other than those of teaching. Students who desire to major in Sociology or who expect to take two full years' work we 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: Sociology 201A, 201B, and 301B.

103. **Sociology.** 4 term hours. Elective for freshmen only. Given each term. Dr. Burnham, Mr. Robinson.

See description of course in Rural Education department, page 135.

201A. **Society and the Individual.** 4 term hours. Given each term. Mr. Kercher, 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. If all three terms are elected, the second and third terms must be taken consecutively. During the year students will be required to make an original application of the principles of the course in the form of a thesis.

201B. Social Organization. 4 term hours. Prerequisite: Sociology 201A.

The group phase of the organic relation between society and the individual is presented in connection with such subjects as the following: primary groups and the ideals which develop in them; the importance of communication in the extension of primary ideals to the more elaborate groupings; systems of idealism such as Democracy and Christianity; the organization and function of social classes; the nature, functions, and dangers of institutions; the importance and control of public will.

See note under course 201 A.

201C. Social Process. 4 term hours. Prerequisite: Sociology 201 A, B.

A study of advanced social theory. Consideration is given to the nature of the process of social evolution and its relation to degeneration, conflict and co-operation, valuation, and intelligence.

See note under course 201 A.

203. Rural Sociology. 4 term hours. Spring term. Dr. Burnham.

See description of course in Rural Education department, page 135.

301A. The History of Social Thought. 4 term hours. Prerequisite: Sociology 201 A, B.

A critical study of about thirty important men from Zoroaster and Confucius to contemporary social theory. The course will also include estimations of various schools of thought such as the economic determinist, the militarist, the eugenist.

Note.—Courses 301 A, B, C, D may be taken separately and they may be taken in any order by students who have had the prerequisite courses.

301B. Social Pathology. 4 term hours. Prerequisite: Sociology 201 A, B.

A study of pathological or diseased aspects of modern society from the point of view of fundamental causes and scientific remedies. Poverty, delinquency, divorce, unemployment, insanity, crime, and kindred subjects will be considered.

See note under course 301A.

301C. The Family. 4 term hours. Prerequisite: 201 A, B.

A historical study of the institution of marriage, followed by a careful analysis of modern family disorganization and its social significance. In general, attention will be centered on the normal rather than the definite pathological family.

See note under course 301A.

301D. Criticism of Utopian Thought. 4 term hours. Prerequisite: Sociology 201 A, B.

A discussion of Utopias from Plato and Hebrew prophets to Samuel Butler and H. G. Wells, with special reference to modern conditions. Anarchy,
socialism, and syndicalism will be briefly considered in the light of past Utopias.

See note under course 301A.


This course is a study of the relation of education to social conduct. How education may be made effective as an instrument for changing the individual in his social relations; e.g. in his family, in his group, in his recreation, and in his civic and moral relationships is a major inquiry. Emphasis will be placed upon the subject matter, the method of instruction, and the school organization believed to result in desirable changes in the social behavior of individuals and communities.

HOME ECONOMICS

Foods

102. Introductory Home Economics. 2 term hours. Fall term. Miss Moore.

A foundation course aiming to give a background for future work in foods and cookery.

104. Foods. 4 term hours. Prerequisite: Home Economics 102. Winter and Spring terms. Miss Moore.

A study of the fundamental principles of cookery, methods of preparation, with laboratory practice in foods used in the home.

206. Nutrition. 4 term hours. Prerequisite: Home Economics 102, Chemistry 103, 203, Biology. Fall or winter term. Miss Moore.

A general discussion of the essentials of an adequate diet; application of such knowledge to the feeding of individuals and family groups and the planning of typical dietaries.


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.


Elective for all students except those in the Home Economics department. Study of nutrition as a basis for selection of food for individuals and family groups.


This course includes a study of the history of foods, demonstrations of processes of cookery, and the preparation of different types of meals.


Advanced work in the study of foods and the requirements of individuals in health and under such pathological conditions as are chiefly dependent upon dietetic treatment.
**Lunch Room Management.** 4 term hours. Winter or Spring term. Miss Moore.
Large quantity cookery with practice in college cafeteria. Planning, marketing for, and management of lunches for various social activities. Open only to seniors in Home Economics Department.

**Clothing and Textiles**

**101. Introductory Home Economics.** 2 term hours. Fall term. Mrs. Schumacher.
An introductory course in clothing appreciation and construction. Fundamental sewing processes are taught in the making of simple garments.

One-half of the term is spent in the study of textiles, with respect to their cost, quality, and use. The remaining time is devoted to garment construction.

**110. Clothing.** 3 term hours. Winter or Spring term, or as scheduled. Mrs. Schumacher, Miss Walker.
A course for non-specializing students. Clothing appreciation and garment construction are taught to help the student of any department to clothe herself appropriately and economically.

**205. Clothing.** 4 term hours. Prerequisite: Home Economics 101, Clothing 103. Fall and Winter terms. Miss Walker.
A continuation of the study of clothing selection and further development of the aesthetic standards in dress, though the emphasis in this course is on technique of construction. The problems include the making of a paper dress form which is used in the construction of tailored wool and silk dresses.

**305. Millinery.** 4 term hours. Prerequisite: Home Economics 101, Clothing 103. Winter or Spring term. Miss Walker.
A study of line and design in hats as a part of the complete costume. The fundamental processes in millinery construction are taught in the blocking and draping on inexpensive hats of felt, straw, ribbon, and fabric.

Note.—This course is open to other than Home Economics students upon recommendation of the adviser.

**311. Special Problems in Advanced Clothing.** 4 term hours. Prerequisite: Clothing 101, 103, 205, or equivalent. Mrs. Schumacher.
Opportunity is given in this course for advanced work in textiles, dress decoration, children's clothing, and other special problems. Attention is given to methods of teaching in relation to laboratory practice.

**405. Clothing.** 4 term hours. Prerequisite: Home Economics 101, 103, 205. Winter or Spring term. Mrs. Schumacher, Miss Walker.
Applied dress design is taught by modeling and draping on the dress form. A tailored coat or suit is also made in this course.

**Household Administration**

An elective course for students not specializing in the department. One-half of the time is devoted to the study of artistic principles connected with the planning and furnishing of the home. The other half is given to a study of the family and administrative problems.
   A study of the home, family relationship, and administrative problems.

315. **Home Nursing and Child Care.** 4 term hours. Prerequisite: Biology and Nutrition 206. Spring term. Mrs. Schumacher, Miss Ellis Walker.
   Prevention and care of illness in the home, including simple nursing procedures, and first aid treatment for common household emergencies. A study of maternity and infancy. The pre-school child is also studied with respect to its care, development, and habits.

**Additional Courses Given in Other Departments**

**Art.**
- Costume Design 110.
- Home Furnishing.

**Biology.**
- Hygiene 112.
- Fundamentals of Biology.

**Chemistry.**
- General Chemistry.
- Chemistry applied to the Home and Community.

**LATIN**

100 A, B, C. **Elementary and Second-Year Latin.** No credit or 12 term hours. Not given in 1929-1930. Miss Steckelberg.
   This course is designed for those students who need two units of Latin for admission to the A. B. curriculum, or to a medical, dental, or other professional course. It covers the work of two units of high school language requirement. One unit of high school Latin may be applied, provided the remainder of the course is taken here.

101 A, B, C. **Cicero and Latin Composition.** 12 term hours. Prerequisite: two units of high school Latin or Course 100. Miss Hoebeke.
   The reading of four orations of Cicero and several of his letters along with a study of the political institutions of the Roman Republic; also the reading of selections from Ovid's *Metamorphoses*. Latin composition once a week throughout the year.

102 A, B, C. **Vergil.** 12 term hours. Prerequisite: Three units of high school Latin or course 101. Miss Hoebeke.
   The first six books of the *Aeneid* will be read. A study of Greek and Roman mythology will accompany the reading.

103 A, B, C. **Latin Literature.** 12 term hours. Prerequisite: four units of Latin. Miss Steckelberg.
   Survey of Roman literature with reading of representative Latin authors:
   A. Cicero's *De Amicitia* and *De Senectute*. Fall term.
   B. Selections from Books I, XXI, XXII of Livy. Winter Term.
   C. Selections from Pliny's Letters and from the Latin poets. Spring term.
204A. **Horace.** 4 term hours. Fall term. Miss Kraft.
The *Odes and Epodes* will be read. A study of the philosophy of *Horace* will accompany the reading.

204B. **Horace.** 4 term hours. Winter term. Miss Kraft.
The *Satires and Epistles* will be read.

204C. **Latin Comedy.** 4 term hours. Spring term. Miss Kraft.
A study of the rise and development of Latin Comedy, and the reading of selected plays of Plautus and Terence.

205A. **Teachers’ Course.** 4 term hours. Fall term. Miss Kraft.
This course treats of the problems of the first two years of high school Latin. Observations of teaching, reports, and discussion will form a part of the work. All students specializing in Latin are required to take this course.

205B. **Latin Writing.** 4 term hours. Winter term. Miss Kraft.
Practice is made in the fundamental principles of correct expressions in Latin. Should be elected by all students specializing in Latin.

205C. **Roman Life.** 4 term hours. Spring term. Miss Kraft.
The distinctive features of Roman private and public life are presented with a view to the needs of the high school teacher.

Note.—May be taken by students without a knowledge of Latin.

305A. **Catullus, Tibullus, and Propertius.** 4 term hours. Fall term. Not given in 1929-1930. Miss Steckelberg.
Selections from these poets and a study of the period in which they wrote.

Selections are studied from the Epigrams of Martial and the *Satires* of Juvenal.

This study includes selections from *De Rerum Natura* with emphasis upon the poetic and philosophical aspects of the work.

A study of the mythology of Greece and Rome, with wide reading in English literature treating of these myths, and special reference to their use in the teaching of children.

**LIBRARY**

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

**MANUAL ARTS**

99. **Elementary Woodwork.** High school credit only. Fall and Summer terms. Mr. Sherwood.
A beginner's course in the fundamentals of hand woodworking in care and use of the common bench tools and simple wood finishing. Particularly to prepare the student of limited experience for shop college grade and required of all students who have not had this work credited high schools.

99. Mechanical Drawing. High school credit only. Fall and Summer terms. Mr. Huff.

Lettering, technical sketching, working drawings of simple objects, tracing, inking, and blueprinting as outlined by the State of Michigan Course of Study. Required of all manual arts students who have not had a satisfactory course in high school mechanical drawing.

102A. Household Mechanics. 4 term hours. Winter and Summer terms. Mr. Woods.

A course in the selection, care, and repair of mechanical devices used in the modern home. Includes practical problems in glazing, painting, soldering, furniture repair, refinishing, plumbing, care and repair of electric appliances.

102B. Household Mechanics. 4 term hours. Prerequisite: Household Mechanics 102A. Spring and Summer terms. Mr. Woods.

A more advanced study of tools, materials, and appliances in the home. Special attention is given to the construction of a course of study and instruction sheets suitable for junior high schools. A course of special interest to those preparing to teach or supervise household mechanics.

103A. Advanced Benchwork. 4 term hours. Prerequisite: Elementary Woodwork 99 or equivalent. Winter and Summer terms. Mr. Sherwood.

An advanced course in bench woodworking with particular emphasis on technique of hand tools, grinding, and sharpening. Includes elementary pattern making and molding.

103B. Pattern Making. 4 term hours. Prerequisite: Advanced Benchwork 103A or equivalent. Winter and Summer terms. Mr. Sherwood.

A continuation of course 103A involving both pattern making and foundry practice. Special emphasis is placed upon accuracy of workmanship and general technique as well as the educational principles involved. Visits are made to commercial shops and foundries to connect this work more effectively with modern industrial practices.

108. General Metal. 4 term hours. Fall and Summer terms. Mr. Weaver.

A course presenting, through a series of unit activities, the methods used in handling and shaping metals. Processes in forging, bending, riveting, oxyacetylene welding, brazing, soldering, spinning, stamping, etching, and polishing are demonstrated and worked out.

111A. Mechanical Drawing. 4 term hours. Prerequisite: Mechanical Drawing 99 or equivalent. Fall, Winter, and Summer terms. Mr. Huff.

A continuation of the principles emphasized in Mechanical Drawing 99. Lettering, sketching, drawing, tracing, and electric blueprinting of suitable shop projects.

111B. Mechanical Drawing. 4 term hours. Prerequisite: Mechanical Drawing 111A. Spring term. Mr. Huff.

More advanced problems in mechanical drawing, detailing, design, theory and application, ranging from simple geometrical problems through surface development to machine details, cams, and gears. Special emphasis on review of the fundamentals of drawing and discussions of practical problems.
Mechanical Drawing. 4 term hours. Winter term. Mr. Huff.

Especially for art students. A short, intensive study of mechanical drafting principles and processes as applied to interior decorating and exterioring. Also includes plans and elevations of simple architectural problems.

116A. Printing. 4 term hours. Given each term. Mr. Pullin.

This course is for beginners and is intended to acquaint the student with the various tools and materials of a print shop and to teach him the fundamentals of plain type composition. Simple jobs are carried through the various stages from composition to making ready and press work. Practical work is given in setting straight composition.

116B. Printing. 4 term hours. Prerequisite: Printing 116A. Fall, Winter, and Summer terms. Mr. Pullin.

This course emphasizes proportion, balance, and the study of type faces. Practical work is given in the composition of more complicated printed matter which involves rule work, borders, and ornaments. Practical work is given in make-ready and press work.

116C. Printing. 4 term hours. Prerequisite: Printing 116 A. B. Winter, Spring, and Summer terms. Mr. Pullin.

Advanced work in the complete designing and producing of printed matter with a study of plates, papers, and inks. Advanced imposition and presswork are also included.

201. Mechanical and Machine Drawing. 4 term hours. Prerequisite: Mechanical Drawing 99, or equivalent. Spring and Summer terms. Mr. Huff.

Special attention is given to orthographic projection, detailing assemblies, and other fundamentals of drafting. This course is the equivalent of Drawing I of the Engineering Department, University of Michigan, and it satisfies the requirement made of engineering students.


Instruction and exercises are given on combinations of the point, line and plane, intersections, developments, tangent planes, and warped surfaces. This course is the equivalent of Drawing II of the Engineering Department, University of Michigan.

203 A, B, C. Farm Mechanics. 12 term hours. Fall, Winter, and Spring terms. Mr. Sherwood, Mr. Weaver, Mr. Woods.

A course to train unspecialized mechanics to select, care for, and repair the tools, implements, and machines commonly found on modern farms. Emphasis is placed on simple concrete and building construction, water pressure and drainage systems, heating and ventilating systems, as well as farm power equipment.

204A. Wood Turning. 4 term hours. Fall, Winter, and Summer terms. Mr. Nichols.

An elementary course in the fundamentals of wood turning. It includes spindle and oval turning, chuck, faceplate, and spherical turning. Special attention is given to tool grinding, the care of various types of wood lathes, and the organization of a course of study. Wood Turning Design 204B must accompany this course.

204B. Wood Turning Design. 1 term hour. Fall, Winter, and Summer terms. Miss Paden.

Required with course 204A. See description of course in Art department, page 71.
205. **Woodshop.** 4 term hours. **Prerequisite:** Advanced Benchwork 103A. Winter, Spring, and Summer terms. Mr. Nichols.

An introductory course in the use and care of woodworking machines. Special emphasis is given to the various types and points to be considered in the buying of woodshop equipment. Much attention is given to jointer and surfacer grinding, band saw filing, brazing, and circular saw fitting. Types of furniture construction are worked out through a series of fundamental problems.

207A. **Wood Finishing.** 4 term hours. Fall and Summer terms. Mr. Nichols.

An introductory course in the principles and methods of modern wood finishing. This course includes the working out of the standard and more popular finishes now in vogue and industrial finishing. Much time is devoted to the study of wood structure, finishing materials, and the organization of a course of study in connection with wood laboratory work. Must be accompanied by 207B.

207B. **Color in Wood Finishing.** 1 term hour. Fall and Summer terms. Miss Paden.

See description of course in Art department, page 71.

215 A, B, C. **Architecture.** 12 term hours. **Prerequisite:** Mechanical Drawing 111. Begins Fall and Summer terms. Not given in 1929-1930. Mr. Huff.

Plans, elevations, detailing, rendering, perspective, estimates, tracing, and blueprinting of structures ranging from simple one-story buildings to original designs for modern homes are included. Special emphasis is placed on practical work and architectural appreciation.

216. **Printing.** 4 term hours. **Prerequisite:** Printing 116. Spring term. Mr. Pullin.

Keeping of records and accounts, purchase of materials, planning and laying out equipment, and study of school publications. Students will work out courses of study with job sheets, using original ideas.

222. **Sheet Metal.** 4 term hours. **Prerequisite:** Drawing 111. Fall term. Mr. Weaver.

The application of hand and machine processes in cutting, forming, seams, burring, crimpling, notching, and wiring as applied to the making of tinware, spouts, gutters, and large containers.

224A. **Machine Shop.** 4 term hours. Fall term. Mr. Weaver.

A course in the fundamentals of machine tool operation, involving work at the bench and the use of machines making simple projects.

224B. **Machine Shop.** 4 term hours. Winter term. Mr. Weaver.

Advanced practice in the operation of machine tools and making parts of simple machines requiring some assembly and fitting of parts.

224C. **Machine Shop.** 4 term hours. Spring term. Mr. Weaver.

Simple tool making, taps, reamers, small dies and design of jigs and fixtures. A study is made of shop layouts and equipment, and a course is outlined for teaching machine shop practice.

242A. **Auto Mechanics.** 4 term hours. Spring term. Mr. Weaver.

A study of the various parts of the automobile and simple repairs to be made with the use of job sheets.
242B. **Auto Mechanics.** 4 term hours. Not given in 1929-1930. Mr. Weaver.
Shop practice in automotive oxyacetylene welding, battery repairing, tire vulcanizing, and electrical work. Repairs to starters, generators, and ignition apparatus, using job sheets.

242C. **Auto Mechanics.** 4 term hours. Not given in 1929-1930. Mr. Weaver.
Advanced practice in motor overhauling and rebuilding, general chassis repairs, and car refinishing.

301. **Shop Organization.** 5 term hours. Spring term. Mr. Sherwood.
This course is planned to meet the needs of those students who have had considerable experience or training and who wish to organize this experience and adapt it to the needs and requirements, omission, equipment, supplies, and inventories are studied.

Note.—Open to sophomores in special cases only.

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 complete layout of an ideal woodshop with specifications for installations. Much time is given to the selection of material and the organization of a course of study. Woodshop design is required of all students electing this course.

308D. **Woodshop Design.** 3 hours credit for the year's work when taken in conjunction with Woodshop 308 A, B, C. Not given in 1929-1930. Miss Paden.
See description of course in Art department, page 71.

**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 104A the one best suited to the amount of high school mathematics for which they have credit.

Students expecting to teach mathematics are advised to elect the professional courses in the teaching of mathematics best suited to their particular field. It should be noted, however, that the faculty of the department of mathematics is unanimously of the opinion that adequate appreciation of, and acquaintance with, subject matter is the first and inevitable step in the acquisition of professional skill in teaching. Professional preparation for teaching mathematics demands both academic accomplishment and training in proficiency of method, but in general the relative importance of these two types of education is in the order in which they are mentioned here. Students whose time is so limited as to permit of only partial preparation for teaching mathematics are advised to consult with members of the department as to the courses best adapted to their needs.

100A. **Algebra Beginning with Quadratics.** 4 term hours. Fall term. Mr. Bartoo, Miss Shaunding.
Designed for students who present for admission one year only of algebra. For those students it should precede all other courses of mathematics.
100B. **Solid Geometry.** 4 term hours. Winter term. Mr. Bartoo, Miss Shaunding.
   Designed for students who present one year of plane geometry, but who have not studied solid geometry.

100C. **Trigonometry.** 4 term hours. Given each term. Mr. Ackley, Mr. Bartoo, Miss Shaunding.
   Plane trigonometry, trigonometric functions, identities, inverse functions, equations, solution of triangles by logarithms.

101. **Arithmetic.** 4 term hours. Prerequisite: high school algebra and geometry. Given each term. Mr. Ackley, Mr. Blair, Mr. Everett, Miss Ford.
   Lectures and discussions on the history and teaching of the subject, with assigned reading. Extended treatment of typical problems of applied arithmetic.

103A. **Trigonometry and Algebra.** 5 term hours. Fall term. Mr. Ackley, Mr. Bartoo, Mr. Blair.
   This course includes all of the work given in course 100C and in addition an introduction to college algebra. Designed for students who have studied algebra in high school one and one-half or two years, but who have not taken trigonometry as part of their high school course. Meets five times a week.

103B. **College Algebra and Analytic Geometry.** 5 term hours. Winter term. Mr. Ackley, Mr. Bartoo, Mr. Blair.
   A continuation of course 103A. Rectangular and polar co-ordinates, simultaneous linear equations, and determinants. Meets five times a week.

103C. **College Algebra and Analytic Geometry.** 5 term hours. Spring term. Mr. Ackley, Mr. Bartoo, Mr. Blair.
   A continuation of course 103B. Completes substantially all of the work offered in 104B. Meets five times a week.

104A. **College Algebra and Analytic Geometry.** 4 term hours. Fall term. Dr. Everett, Miss Ford.
   Rectangular and polar co-ordinates, simultaneous linear equations, determinants, relations between straight lines. Designed for students who have taken trigonometry as a part of their high school course. Also open to students who are taking at the same time course 100C.

104B. **College Algebra and Analytic Geometry.** 4 term hours. Winter term. Dr. Everett, Miss Ford.
   A continuation of course 104A. Permutations and combinations, the circle, quadratic equations, complex numerals, polynomials.

104C. **College Algebra and Analytic Geometry.** 4 term hours. Spring term. Dr. Everett, Miss Ford.
   A continuation of course 104B. The parabola, ellipse, and hyperbola, higher plane curves. A brief survey of solid geometry.

110. **Surveying.** 4 term hours. Prerequisite: trigonometry. Spring and Summer terms. Mr. Ackley, Dr. Everett.
   A course in field work involving actual problems in surveying and leveling. The final test consists of field notes and a map from a personal survey of an irregular tract.
112. **Applied Mathematics.** 4 term hours. Winter, Spring, and Summer terms. Mr. Ackley.

An elementary course in the application of the fundamental operations of mathematics to the solution of industrial or simple engineering problems.

115. **College Algebra.** 4 term hours. Spring and Summer terms. Mr. Ackley, Mr. Blair.

A thorough review of elementary algebra, followed by topics usually studied in a course in college algebra, such as the function concept, determinants, permutations and combinations, theory of equations, and logarithms.

116. **Analytic Geometry.** 5 term hours. Prerequisite: trigonometry and college algebra. Spring and Summer terms. Mr. Ackley, Mr. Blair.

Analytic geometry of the straight line, circle, and conic sections. This course is designed to follow course 115 and students who have completed courses 100C, 115, and 116 will be admitted to calculus.

202. **Teaching of Junior High School Mathematics.** 4 term hours. Prerequisite: high school algebra and geometry. Given each term.

Dr. Everett, Miss Ford.

This course will consist of a series of talks and discussions, with assigned readings for junior high school teachers on the best methods of teaching mathematics in the seventh, eighth, and ninth grades. Such topics as the function concept, graphs, the transition from arithmetic to algebra, formulas, and the more modern business applications of the subject will be considered along with the more traditional material of these grades. Not open to first-year students.

205A. **Calculus.** 4 term hours. Prerequisite: college algebra and analytic geometry. Fall and Summer terms. Mr. Ackley, Mr. Blair, Dr. Everett.

An elementary course in differential calculus.

205B. **Calculus.** 4 term hours. Winter and Summer terms. Mr. Ackley, Mr. Blair, Dr. Everett.

205C. **Calculus.** 4 term hours. Spring term. Mr. Ackley, Mr. Blair, Dr. Everett.

A continuation of course 205B. A course in integral calculus.

208. **Teaching of Geometry.** 2 term hours. Winter and Summer terms. Mr. Bartoo, Mr. Blair.

The aim of this course is to give the prospective teacher the best educational thought relating to the content and teaching of geometry in the high school. It is recommended that this course either precede or accompany practice teaching in geometry.

209. **Teaching of Algebra.** 2 term hours. Fall and Summer terms. Mr. Bartoo, Mr. Blair.

The aim of this course is to give the prospective teacher the best educational thought with reference to the content and teaching of algebra in high school. It is recommended that this course either precede or accompany practice teaching in geometry.

211. **Introduction to Statistics.** 4 term hours. Spring and Summer terms.

Dr. Everett.

The object of this course is to give the student a knowledge of logical principles and of methods of procedure underlying statistical analysis. The topics discussed will include measures of central tendency, of dispersion, and of relationship.
315A. **History of Mathematics.** 2 term hours. Prerequisite: analytic geometry. Fall and Summer terms. Mr. Blair.
Treats of the history of geometry and trigonometry from earliest times to the present.

315B. **History of Mathematics.** 2 term hours. Prerequisite: analytic geometry. Winter and Summer terms. Mr. Blair.
A continuation of course 315A, treating of the history of arithmetic and algebra.

321. **Differential Equations.** 4 term hours. Prerequisite: Calculus 205C. Winter term. Mr. Blair, Dr. Everett.

322. **Theory of Equations.** 4 term hours. Prerequisite: Calculus 205C. Winter term. Mr. Blair, Dr. Everett.
This course alternates with course 323 and will be given in 1929-1930.

323. **Solid Analytic Geometry.** 4 term hours. Prerequisite: Calculus 205C. Winter term. Dr. Everett.
This course alternates with course 322, and will not be given in 1929-1930.

325. **Theoretical Mechanics.** 4 term hours. Prerequisite: Calculus 205C. Winter term. Mr. Blair.
The material of this course consists of a study of the composition and resolution of translations by vector methods without, however, making use of the notation of vector analysis. In linear and plane kinematics a critical study is undertaken of the following topics: velocity, acceleration, angular velocity, angular acceleration. In dynamics, mass, density, moments and centroids of particles, lines, areas, and volumes are studied.

327. **Mathematics of Finance.** 4 term hours. Prerequisite: Calculus 205C. Fall term. Dr. Everett.
A study of mathematical principles and formulas underlying investments, and accounting. The course will include the analysis and solution of typical problems.

**MODERN LANGUAGES**

**French**

101 A, B, C. **Elementary French.** 12 term hours. Mrs. Hockenberry, Miss Tamin, Miss Windsor.
The rudiments of grammar, drill in pronunciation, reading of 100 to 150 pages of a selected text, writing French from dictation, and memorizing of French songs and poems. The course aims, from the outset, to give training in understanding spoken French.

Note.—Credit will not be granted for a part of the course. Not offered to beginners after Fall term.

102 A, B, C. **Intermediate French.** 12 term hours. Prerequisite: two years of high school French or one year of college French. Mrs. Hockenberry, Miss Tamin.
Composition based on text, assigned topics, and further practice in oral French. About 500 pages of texts, including plays and short stories.
203A. Nineteenth Century French Prose and Drama. 3 term hours. Prerequisite: French 101, 102, or equivalent. Fall term. Mrs. Hockenberry.

A cursory study is made of the development of Romanticism in France with readings from Chateaubriand, George Sand, Victor Hugo.

203B. Nineteenth Century French Prose and Drama. 3 term hours. Prerequisite: French 101, 102, 203A or consent of instructor. Winter term. Mrs. Hockenberry.

The Realistic School is studied through readings from Balzac, Flaubert, Maupassant.

203C. Nineteenth Century French Prose and Drama. 3 term hours. Prerequisite: French 101, 102, 203A, B or consent of instructor. Spring term. Mrs. Hockenberry.

A survey of the nineteenth century drama is made including the study of plays of de Musset, de Vigny, Augier.

204A. Problems of Teaching French. 4 term hours. Prerequisite: French 203 or equivalent. Fall term. Miss Tamin.

Informal discussion of the daily problems arising in the teaching of French. Students planning to teach French must elect this course as the fall term work of course 204 B, C.

204B. Advanced French. 4 term hours. Prerequisite: French 204A or consent of instructor. Winter term. Miss Tamin.

A study of the seventeenth century conditions and history. Readings from the letters of Mme. de Sevigne and the fables of La Fontaine.

Note.—See course 204A.

204C. Advanced French. 4 term hours. Prerequisite: French 204 A, B or consent of instructor. Spring term. Miss Tamin.

The Classical Drama of the seventeenth century is studied through the dramas of Corneille, Racine, and Moliere.

205 A, B, C. France and the French. 1 term hour each term. Mrs. Hockenberry.

Obligatory for those specializing in French, but a course conducted in English and open to those not in the French department. A study of topics, oral and written, pertaining to French life. Discussion on the art, geography, education, and historical monuments of France. Intended as a cultural background for other courses and for general information.

206 A, B, C. Contemporary Literature. 6 term hours. Miss Tamin.

Intended especially for advanced students who are majoring in French and who wish additional credit. Reading planned to help students become familiar with the best in the modern novel, drama, and poetry.

208 A, B, C. Phonetics and Conversation. 6 term hours. Prerequisite: two years of high school French or equivalent. Miss Tamin.

The aim of this course is to develop accuracy and fluency in the use of oral French. A scientific study of sounds and their various groupings will be made through drill and informal conversation. The work is planned for those who are majoring in French and may be taken during the term when other advanced courses in French are taken.
German

101 A, B, C. Elementary German. 12 term hours. Miss Steckelberg, Miss Zimmerman.

The aim of this course is to give the student a thorough knowledge of the fundamentals of German grammar, some facility in speaking and writing the language, and the power to understand and reproduce simple German reading matter. The work will consist of the systematic study of German grammar, the reading of 100 to 200 pages of narrative prose, the reading and memorizing of selected poems, and the writing of simple, idiomatic German. No credit will be given for a part of the course. One year of high school German may be applied on the course.

102 A, B, C. Intermediate German. 12 term hours. Prerequisite: one year of college German or two years of high school German. Miss Zimmerman.

The work of this course will consist principally in extensive reading of novelistic and dramatic German. The composition work will consist of reproductions of texts read, short compositions on assigned topics, and reports on books assigned for collateral reading. The memorizing of poems will be continued.

103 A, B, C. Scientific German. 12 term hours. Prerequisite: the equivalent of one year of college German. Miss Zimmerman.

The reading material in this course will be adapted to the needs of the students. An attempt will be made to give as wide a vocabulary as possible, to meet the needs of students interested in different sciences and in mathematics. An opportunity will be given to the students to suggest, upon advice of the instructors in science and mathematics, articles to be read bearing upon particular problems.

203 A, B. The Drama and Lyric Poetry of the Eighteenth Century. 8 term hours. Prerequisite: two years of college German or equivalent. Miss Zimmerman.

A study of the literature of the eighteenth century in Germany, covering the classical period and the beginnings of Romanticism. Dramas of Lessing, Schiller, and Goethe, and selected lyrics and ballads will be read in class and assigned for collateral reading.

203 C. Modern German Drama. 4 term hours. Miss Zimmerman.

Includes dramas of Hebbel, Hauptmann, and Sudermann.

Spanish

101 A, B, C. Elementary Spanish. 12 term hours. No credit will be given for less than a year's work. Mr. Greenwall, Miss Lamb.

The elements of grammar and pronunciation are given particular attention. The use of oral Spanish is encouraged.

102 A, B, C. Intermediate Spanish. 4 term hours each term. Prerequisite: Spanish 101, or two years of high school Spanish. Mr. Greenwall, Miss Lamb.

This is mainly a reading course; in addition to the reading work there is composition, conversation, and some work in grammar.

203 A, B, C. Advanced Spanish. 4 term hours each term. Prerequisite: Spanish 101, 102, or equivalent. Mr. Greenwall.

Emphasis will be placed on advanced composition and the reading of advanced texts. It is also the purpose of this course to give a knowledge and understanding of the Spanish-speaking nations.
204 A, B, C. **Hispanic Civilization.** 1 term hour each term. Mr. Greenwall.
A study of the history and culture of the Spanish-speaking nations. The course will be conducted in English and is not limited to students of the Spanish department.

**MUSIC**

101A. **Fundamentals of Music.** 4 term hours. Fall term. Mrs. Britton.
This course prepares students for positions as supervisors of music in public schools. It presupposes some musical talent and ability in reading music of school grade difficulty. The work includes a study in the development of musical theory, notation, rhythm, ear-training, scale construction, the major and minor keys, interval work, rapid sight singing, chromatics in simple form, rounds, cannons and two and three part singing.

101B. **Fundamentals of Music.** 4 term hours. Prerequisite: Music 101A. Winter term. Mrs. Tawney.
Sight reading involving part singing is offered and ear training is stressed. Oral and written response is given to hearing of simple melodic and rhythmic forms.

Sight reading, involving part singing and more difficult melodic and rhythmic problems, is presented. Melody writing involving the above problems is given in both major and minor keys.

Note.—An examination in the fundamentals of music is required before credit is given.

104. **Early Elementary Music.** 4 term hours. Given each term. Mrs. Britton, Mrs. Snyder.
This course gives a singing knowledge of syllables in all major and minor keys, study of song material for first three grades, treatment of monotonies, experience in presentation and teaching of rote songs and introduction of notation.

105. **Later Elementary Music.** 4 term hours. Given each term. Mrs. Britton, Mrs. Snyder.
Material suitable for upper grades, method of introducing part singing, and experience in unison and part singing in all major and minor keys.

106. **Rural School Music.** 4 term hours. Given each term. Mrs. Snyder.
The course consists of sight reading of unison songs, introduction of part singing, theory, methods of teaching music in the rural school, organization of music work in the school and the community. The importance and value of music in the life of school and community are emphasized. Material for school singing, community singing, appreciation work, and recreational play are considered.

116 A, B, C. **Voice Culture.** 2 term hours each term. Given each term. Mrs. Snyder.
Stresses the fundamental processes of breath control and tone production. Group singing for each student every day, singing of songs in small groups, and later some individual coaching.

123. **Women's Glee Club.** 4 term hours for a year's work. Mrs. Snyder.
The Women's Glee Club of sixteen is chosen from the chorus through competition. The object is to select students for special artistic training in ensemble work. The Glee Club enters the State College Music Contest
and sings before a number of high schools throughout the State. They also take an active part in the musical work on the campus and in the city.

125. Men's Glee Club. 4 term hours for a year's work. Mr. Maybee.
Open to all men with musical ability who have had experience in singing. The club enters the State Music Contest and makes a concert tour during the spring vacation in addition to filling numerous other engagements and taking an active part in the music life on the campus.

127. Orchestra. 4 term hours for a year's work. Rehearsals twice a week. Mr. Amos.
Open to all students with a reasonable amount of training upon wind and string instruments. Special training is given in small groups outside of regular rehearsals.

130. Band. Physical education credit. Rehearsals twice a week throughout the year. Mr. Amos.
This organization of from fifty to sixty members affords the student who plays some instrument opportunity for directed development. The school owns many of the instruments, which it places at the disposal of the students.
Since the Band appears at assemblies and games, it is also supplied with uniforms.

206A. Music Education. 4 term hours. Prerequisite: Fundamentals of Music 101. Mrs. Tawney.
The aim of the course is to acquaint the student with the materials, methods, problems, procedure, and development of music in the Public Schools. Specific training is given for the study of each problem involved. This course must precede practice teaching and is intended for those students who are majoring in music.

206B. Music Education. 4 term hours. Prerequisite: Music 101, 206A. Winter term. Mrs. Britton.
This course deals with presentation of music in the intermediate grades. It involves these topics: development of independent sight singing, both syllables and words; two and three part singing; introduction of tonal and rhythmic problems found in music designed for intermediate grades. Courses in music appreciation, organization of grade school orchestras, and instrumental class work are discussed; and suitable material for the work is considered.

206C. Music Education. 4 term hours. Prerequisite: Music 101, 206 A, B. Spring term. Mr. Maybee.
This course presents methods of organizing classes and presenting school music in both junior and senior high school. It involves a study of the changing voices, voice testing, glee clubs, and all types of ensemble singing with a study of suitable material. The problems of credit for outside music study and competitive contests are considered. Some training is given students in presenting operettas, cantatas, and chorus numbers.

209 A, B, C. Harmony. 4 term hours each term. Prerequisite: Music 101. Given each term. Mr. Henderson.
This course presents sufficient material to enable a student to gain an intelligent knowledge of modern harmonic treatment. Part writing from given basses and melodies, chord and melodic progressions. Students must be able to play sufficiently to render hymn tunes.

212A. Ancient and Medieval Music. 4 term hours. Prerequisite: Music 101. Fall term. Mr. Maybee.
The aim of this course is to acquaint the student with the development of
music from its earliest primitive inception through the numberless stages of growth of melody, rhythm, and harmony down to the time of Bach.

212B. Modern Composers. 4 term hours. Prerequisite: Music 101, 212A, or the consent of the instructor. Mr. Maybee.

Music from the time of Bach to the present day composers. The development of the orchestra, opera, oratorio, and various other musical forms is worked out with the aid of the piano, voice, and victrola, bringing within the hearing of the students various interpretations of the master works.

212C. Musical Appreciation. 4 term hours. Prerequisite: Music 101, 212A, B. Mrs. Britton.

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

216 A, B, C. Voice Culture. 2 term hours each term. Prerequisite: Music 116. Given each term. Mr. Maybee.

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

223. Women's Choir. 4 term hours for the year's work. Mr. Henderson.

The Women's Chorus consists of all of the women students in the Music and Music and Art curricula and other students who have had previous musical training. The chorus appears before the student body in assembly a number of times during the year. Rehearsals are held Tuesday evenings, at 7 o'clock, in the Rotunda of the Training School.


This course is designed to train students in the physical education department who have a limited musical experience. Special stress is placed upon singing and melody writing, emphasizing the rhythmic forms.

320 A, B, C. Musical Composition and Analysis. 12 term hours. Prerequisite: Music 101, 209. Mr. Henderson.

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

331 A, B, C. Orchestration. 12 term hours. Mr. Amos.

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

PENMANSHIP

Penmanship. Non-credit course. Miss Shimmel.

A study of the psychology, physiology, and pedagogy of handwriting. Includes a study of the objectives in the teaching of handwriting, of the relation of writing to the other subjects of the curriculum, of the measurement of handwriting, and of the best methods of presentation. Special training is given in the use of scales and score cards in diagnosing handwriting difficulties and in determining the remedial work that would be most helpful.
PHYSICAL EDUCATION FOR MEN

A medical and physical examination is required of all students. The findings which grow out of this examination determine the type of physical education program which the student will follow. A corrective and recreational program approved by the college physician will be prescribed for men who are physically unable to take part in active games and exercise.

In order that students may obtain the maximum returns from their physical education program, it is recommended that they take their required physical education during the term in which the sport is in season.

With the exception of the men who are majoring in physical education, students are permitted, upon recommendation of the coach, to substitute membership on an athletic squad for required physical education.

Students who wish to minor in physical education should elect the following courses:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>121A</td>
<td>General Athletics</td>
<td>1</td>
</tr>
<tr>
<td>121B</td>
<td>Elementary Gymnastics</td>
<td>1</td>
</tr>
<tr>
<td>121C</td>
<td>Outdoor Games</td>
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<tr>
<td>221A</td>
<td>Physical Education</td>
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<td>221B</td>
<td>Physical Education</td>
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<tr>
<td>221C</td>
<td>Physical Education</td>
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<tr>
<td>313</td>
<td>Football Technique</td>
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<td>315</td>
<td>Basketball Technique</td>
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<td>Baseball Technique</td>
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<td>319</td>
<td>Track and Field Technique</td>
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<td>332</td>
<td>Camping and Scouting</td>
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<tr>
<td>404</td>
<td>Organization and Administration of Physical Education</td>
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</tr>
<tr>
<td>405</td>
<td>Playground and Community Recreation</td>
<td>4</td>
</tr>
</tbody>
</table>

101A. Physical Education. Fall term. Mr. Gill, Mr. Maher.
This course is a part of the Service Program offered to all students in the college who are not majoring in physical education. A physical achievement test will be given during Freshman Days or early in the Fall term to all entering freshmen. Those passing the test will elect one of the following activities, when it is designated to be in season, for three periods during the week, for the entire term: archery, playground ball, indoor baseball, basketball, boxing, cross country, football, golf, handball, horseshoes, soccer, speedball, swimming, tennis, track, volleyball, or wrestling. Those failing to pass the test will be assigned to teams which will place scheduled games for the class championship in the following activities: soccer, touch football, handball, and horseshoes. Calisthenics and apparatus work.

101B. Physical Education. Winter term. Mr. Gill, Mr. Maher.
Scheduled games for class championship in volleyball, basketball, newcomb, and indoor baseball. Calisthenics and apparatus work.

101C. Physical Education. Spring term. Mr. Gill, Mr. Maher.
Scheduled games for class championship in tennis, track, playground.

201A. Physical Education. Fall term. Mr. Gill, Mr. Maher.
This course is a part of the Service Program offered to all second year men in the college who are not majoring in physical education. Students who pass the physical achievement test will elect one of the following activities to be engaged in at a time selected by the student for three periods each week during the term: archery, playground ball, indoor baseball, basketball, boxing, cross country, football, golf, handball, horseshoe pitching, soccer, speedball, swimming, tennis, track, volleyball, or wrestling. Those failing to
pass the test will be assigned to teams which will play scheduled games in
the following activities: soccer, touch football, handball, and horseshoe pitch-
ing.

201B. Physical Education. Winter term. Mr. Gill, Mr. Maher.
Scheduled games for class championship in volleyball, basketball, new-
comb, indoor baseball. Marching, calisthenics, apparatus work.

201C. Physical Education. Spring term. Mr. Gill, Mr. Maher.
Scheduled games for class championship in tennis, track, playground, base-
ball, and swimming. Marching, calisthenics.

COURSES FOR SPECIALIZING STUDENTS

121A. General Athletics. 1 term hour. Fall term. Mr. Gill, Mr. Maher.
The fundamentals of soccer, football, touch football, and speedball; prac-
tice and theory.

121B. Elementary School Gymnastics. 1 term hour. Winter term. Mr.
Gill, Mr. Maher.
Group games, organized mass athletics, elementary apparatus work,
gymnastic marching, calisthenics, supplemented with indoor recreative games.

121C. Outdoor Games. 1 term hour. Spring term, Mr. Gill, Mr. Maher.
Mass athletics, track and field, and baseball.

202. History of Physical Education. 3 term hours. Fall term. Mr. Read.
Early Greek and Roman physical training, period of development during
the Renaissance, German and Swedish systems, how nationalism influenced
the various systems of physical education.

205. Kinesiology. 4 term hours. Prerequisite: Anatomy 211 A, B. Spring
term. Mr. ........................................
This course deals with the mechanics of bodily movements and the various
muscles, ligaments, and joints involved in gymnastic, athletic, and occupa-
tional movements.

This course is designed primarily for those who are planning to make
coaching a profession, although playground leaders will find the course
very helpful in working out their problems. The first part of the term
will be given over to the discussion of certain principles of educational
psychology and their application to athletics along with a psychological
analysis of the principal sports. The latter part of the term will be con-
fined to athletic coaching. Some of the topics discussed will be: getting
ready to coach, planning the practice sessions, how to present material
effectively, planning the season’s campaign, playing the game, the “jinx”
and how to handle it, the element of being afraid and how to conquer it,
morale, personality and will power, the personal touch in coaching.

221A. Advanced Athletics. 1 term hour. Fall term. Mr. Read.
A more detailed study of the games and activities taught in 121A. The
finer points will be emphasized; practice will be improved.

221B. Advanced Gymnastics. 1 term hour. Winter term. Mr. Read.
Advanced gymnastics and apparatus work, graded athletic tests for mass
athletics, team contests.
221C. Advanced Outdoor Games. 1 term hour. Spring term. Mr. Read.
Advanced instruction and practice in track and field sports, tennis, baseball. Intramural participation will be required of those not making the varsity.

301. Principles and Technique of Gymnastic Teaching. 2 term hours. Fall term. Mr. Read.
The underlying principles used in the selection of activities of modern physical education in the United States; principles used in the selection of activities which are adapted and suitable for elementary junior high school, senior high school, and college. The course will present methods of class organization and conduct of the activities. The field covered will include mass games, organized games, relay races, stunts, combative events, natural activities on the apparatus, folk dances, clogging, marching, and calisthenics. Testing and grading results will be included. An opportunity will be had for practice in class instruction and visitations.

This course will deal with the diagnosis of faulty posture prevalent among school children and the measures employed for their correction. A program of activities for the correction of specific cases of round shoulders, hollow back, lateral curvatures of the spine, and flat feet will be outlined; in fact any deformities, the correction of which are within the realm of the physical educator, will be outlined and discussed. An opportunity will be made for the practical work under supervision three hours each week. Methods of making posture tests will be presented.

304. Physiology of Exercise. 3 term hours. Prerequisite: Anatomy 211 A, B, Physiology 211C, Kinesiology 205. Fall term. Mr. Hyames.
Fundamental principles underlying the physiology of the muscle and nerve with special application to physical activities. Study of the interrelationship of digestion, respiration, excretion, and internal secreting glands to muscular activity and efficiency. A study of the effects of overexertion and fatigue.

312. First Aid and Athletic Training. 4 term hours. Prerequisite: Anatomy 211 A, B, Physiology 211C. Spring term. Mr. Martineau.
Knowledge and skill in meeting emergencies. Use of massage in treatment of sprains and bruises. Use of hot and cold applications. Students passing this course may receive an American Red Cross First Aid Certificate.

313. Football Technique. 3 term hours. Fall term. Mr. Martineau.
Fundamentals of football coaching with special emphasis on catching, punting, kicking, blocking, interference, tackling, principles of line and backfield work, the most approved manner of playing the various positions. Building and formations of plays, generalship, signal systems, and scouting. Some problems of the coach. Study of the rules.

315. Basketball Technique. 3 term hours. Winter term. Mr. Read.

Theory and practice in base running, fielding, batting, and pitching; detailed study of each position; offensive and defensive team play; officiating; scoring; study of rules.
319. Track and Field Technique. 3 term hours. Spring term. Mr. Smith.
The best accepted forms of starting, hurdling, distance running, pole vaulting, discus and javelin throwing, sprinting. Study of physical condition affecting speed, endurance, and fatigue. The selection and preparation of contestants for the different track and field events. Managing and officiating of games and meets. Study of rules. Practice on the track.

327. Swimming. 1 term hour. Spring term. Mr. Read.
Instruction in the different strokes, resuscitation and life saving.

332. Camping and Scouting. 4 term hours. Spring term. Mr. Read.
Managing and planning of summer camps including such topics as housing, sanitation, commissary, program, activities, administration of canoeing, hiking, swimming, and various other lines of camp interests.
History, aims, and principles of Boy Scout movement. Methods of the patrol and troop will be studied. Students will be given the opportunity of practical experience in the various phases of scout and woodcraft. Particular emphasis is placed on the value of the scout program in supplementing the influences of the home, church, and school life of the adolescent boy. Those completing the course satisfactorily are awarded the standard leader's diploma, issued by the Department of Education, National Headquarters, Boy Scouts of America, New York City.

401A. Thesis and Seminar. 2 term hours. Fall term. Mr. Read.
All students majoring in physical education will be required to write a thesis in their senior year based on their own investigation. Topics to be chosen after consultation with the instructor. The entire group will meet two days each week at which time some member will report on his topic or problem. Each member of the class is to contribute criticisms and take part generally in the discussions.

401B. Thesis and Seminar. 2 term hours. Winter term. Mr. Read.
A continuation of course 401A.

401C. Thesis and Seminar. 2 term hours. Spring term. Mr. Read.
A continuation of courses 401 A and B.

403. Principles of Physical Education. 3 term hours. Fall term. Mr. Hyames.
This course will study the curriculum in physical education in relation to elementary and secondary school education. Principles will be set up which will help guide the prospective teacher in physical education in the selection of activities. Lectures, assigned readings, and reports.

404. Organization and Administration of Physical Education. 4 term hours. Spring term. Mr. Hyames.
This course will draw up, plan, and discuss physical education programs for city, village, and rural schools; the organization of health lessons, games, tests, meets, tournaments, and seasons of play; principles of supervision; construction and equipment of buildings, grounds, swimming pools, athletic fields, stadia.

405. Playground and Community Recreation. 4 term hours. Winter term. Mr. Hyames.
Nature and function of play; age periods, and adaptation of activities; social environment; playground development, construction, management, and supervision. Practice in class instruction in games, story plays, handwork, and other physical activities. A survey of recreational material, athletic and field meets. Laboratory work with Training School children required.
406. Program Problems in Physical Education. 2 term hours. Spring term. Mr. Read.

This course will treat the problems which confront the director of physical education who is responsible for the conduct of the physical education program in a school system. Lectures, discussions, visitations, and reports.

PHYSICAL EDUCATION FOR WOMEN

Each student is required to take both a physical and a medical examination upon entering and is then assigned to the type of activity approved by the physician. No student is excused from physical education. Courses 102, 103, and 104 are planned for students in restricted groups.

The regulation gymnasium suit consists of black circular bloomers and a white middy. A gray tank suit is required for swimming. This equipment may be purchased at the Co-operative Store.

Students are not permitted to earn more than one credit in physical education in any one term and are not given credit for more than three terms of the same activity.

Courses for Nonspecializing Students

101A. Physical Education. Fall term. Miss Bottje, Miss Hussey, Miss Mullen, Miss Stephen, Miss Vestal, Miss Worner.

Students may elect tennis, hockey, or soccer. Indoor work in late fall in games, gymnastics, and marching.

101B. Physical Education. Winter term. Miss Bottje, Miss Hussey, Miss Stephen, Miss Vestal, Miss Worner.

Volley ball and folk dancing are emphasized. Tactics and gymnastics are included.

101C. Physical Education. Spring term. Miss Bottje, Miss Hussey, Miss Mullen, Miss Stephen, Miss Vestal.

Indoor work in stunts, self-testing activities, and games. This is followed by field sports and baseball.

102. Physical Education. Given each term. Miss Hussey.

A daily rest period for students who are physically unable to participate in class activity.


Exercise for restricted groups. Hiking, bowling, quoits, archery, and light activity suited to the season.

104. Individual Gymnastics. Given each term. Miss Bottje, Miss Hussey.

A course of remedial exercise for students who do not pass the physical examination.

105. Swimming. Given each term. Miss Bottje, Miss Hussey, Miss Mullen, Miss Vestal, Miss Worner.

Swimming, diving, and life-saving.


201. Physical Education. Fall term. Prerequisite: Physical Education
101A or 101B. Miss Bottje, Miss Vestal.
Elective outdoor sports followed in the late fall by indoor work in
folk dancing, marching, and gymnastics.

202. Physical Education. Fall term—Junior and Senior High School stu-
dents. Winter and Spring terms—Three year Certificate, Rural Edu-
cation, Early and Later Elementary students. Miss Mullen, Miss
Spalding.
Physical education activities suited to the grade in which the student
expects to teach. Two periods of activities and one of lecture and dis-
cussion.

203. Folk Dancing. Fall and Spring terms. Miss Vestal, Miss Worner.
Folk dances, country dances, and clogs.

204. Life Saving. Winter term. Miss Hussey.
A course in life-saving in preparation for the Red Cross tests. Whenever
possible the test will be given by the field representative of the Red Cross.

Instruction in skiing whenever conditions are favorable. Three hours a
week, not necessarily divided into one hour periods.

Courses for Specializing Students

All practice courses, including dancing, gymnastics, sports, and swimming
are required. These courses do not receive credit in term hours.

Physical Education Practice

110 A, B, C. Dancing. Begins in Fall term and continues through the year.
Miss Worner.
This course includes practice in folk dances of the various nations, clogs,
country dances, and character dances.

113A. Physical Education. Fall term. Miss Hussey.
Tennis and simple group games leading to the more highly organized games.

113B. Physical Education. Winter term. Miss Hussey.
General gymnastics, apparatus, and volley ball.

113C. Physical Education. Spring term. Miss Hussey.
General gymnastics, track, and field activities.

125 A, B, C. Swimming. Begins in Fall term and continues through the year.
Miss Hussey, Miss Worner.
Instruction in swimming, diving, and life-saving.

126A. Hockey and Soccer. Fall term. Miss Bottje, Miss Hussey, Miss
Mullen, Miss Vestal, Miss Worner.

126B. Basketball. Winter term. Miss Bottje, Miss Hussey, Miss Mullen,
Miss Vestal, Miss Worner.

126C. Baseball. Spring term. Miss Bottje, Miss Hussey, Miss Mullen, Miss
Vestal, Miss Worner.
210 A, B, C. Dancing. Begins in Fall term and continues through the year. Miss Mullen.
A year's work in dancing based upon full natural movements. Opportunity is offered for music interpretation and pantomimic work.

213A. Physical Education. Fall term. Miss Hussey.
Tennis during the outdoor season followed by work in Swedish gymnastics and games.

213B. Physical Education. Winter term. Miss Hussey.
A study of Swedish gymnastics. Practice in marching, gymnastics, apparatus, relays, and games.

213C. Physical Education. Spring term. Miss Worner.
General gymnastics, self-testing activities, track and field athletics.

225 A, B, C. Swimming. Begins in Fall term and continues through the year. Miss Hussey, Miss Worner.
Advanced swimming, diving, and life-saving.

226A. Hockey and Soccer. Fall term. Miss Bottje, Miss Hussey, Miss Mullen, Miss Worner.

226B. Basketball. Winter term. Miss Bottje, Miss Hussey, Miss Mullen, Miss Vestal, Miss Worner.

226C. Baseball. Spring term. Miss Bottje, Miss Hussey, Miss Mullen, Miss Vestal, Miss Worner.

310 A, B. Dancing. Fall and Winter terms. Prerequisite: Dancing 210. Miss Mullen.
The course includes advanced natural dances, original rhythms, and the writing of a dance festival.

This course aims to give the student a large amount of material in dancing together with methods of presenting it. Opportunity for teaching is given.

313A. Physical Education. Fall term. Miss Hussey.
Archery. Practice in teaching simple and organized games.

313B. Physical Education. Winter term. Miss Vestal.
Danish gymnastics. Tumbling, stunts, and games adapted to restricted classes, such as quoits and bowling.

313C. Physical Education. Spring term. Miss Hussey.
Golf, track, and field athletics. Review of activities most needed by the students.

325 A, B, C. Swimming. Begins in Fall term and continues through the year. Miss Hussey, Miss Worner.
Advanced work in swimming, diving, and life-saving. Students who have passed the Red Cross test will be given opportunity to teach.

326A. Hockey and Soccer. Fall term. Miss Bottje, Miss Hussey, Miss Mullen, Miss Worner.
Opportunity for refereeing and umpiring.
PHYSICAL EDUCATION FOR WOMEN

326B. **Basketball.** Winter term. Miss Bottje, Miss Hussey, Miss Mullen, Miss Worner.
Opportunity for refereeing and umpiring.

326C. **Baseball.** Spring term. Miss Bottje, Miss Hussey, Miss Mullen, Miss Worner.
Opportunity for umpiring.

**Physical Education Theory**

212. **Swedish Theory and Practice.** 2 term hours. Spring 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.

215. **Health Education.** 4 term hours. Prerequisite: Psychology 101, 202, Principles of Teaching 201. Given each term. Miss Mullen.
The course is intended to give the teacher an understanding of the place of health in education; to give the students instruction and experience in various methods of health presentation; to make the students familiar with devices for obtaining the interest and co-operation of the parents and children in healthful living; to acquaint the students with activities and literature of various organizations interested in school health.

217. **Methods.** 4 term hours. Fall term. Miss Spalding.
Fundamental principles underlying the selection of subject matter and the technique of teaching for gymnastics, games, and rhythmic work for children and high school students. Opportunity for observation, making of lesson plans, and practice in teaching.

218. **Rhythmic Plays and Singing Games.** 2 term hours. Winter term. Miss Crane.
Rhythmic material suitable for children in the early elementary grades.

219. **Playground Organization.** 3 term hours. Spring term. Miss Crane.
A study of the history, organization, and activities of playgrounds.

220. **Applied Anatomy.** 4 term hours. Prerequisite: Anatomy 211 A, B. Spring term. Miss Hussey.
The mechanics of bodily movements is carefully analyzed. The larger group muscles are studied as to their location and action in developmental activities and exercises.

222. **Theory of Athletics.** 2 term hours. Prerequisite: General Gymnastics 113. Spring term. Miss Worner.
The technique of athletics for both outdoor and indoor work will be carefully studied in this course. Administration of meets and tournaments and rules governing track and field competition will be considered in detail.

223. **Theory of Games.** 3 term hours. Given each term. Miss Worner.
A study is made of games suitable for children of various grades with progression toward major sports. Special attention will be given to rules and playing technique of soccer, hockey, volley ball, basketball, and baseball.

This course includes the methods of teaching swimming, analysis of different strokes, dives, Red Cross Life Saving Test, and the administration of swimming meets.
321. **History and Administration of Physical Education.** 4 term hours. Fall term. Miss Worner.
A course in the development of physical education and the study of its modern administration and organization.

322. **Community Recreation, Scouting, and Camp Fire.** 4 term hours. Winter term. Miss Worner.
A study of suitable material used in community centers, organizations, and in activities for children after school. Second-year students in courses other than physical education may elect this course by obtaining permission from the instructor.

The study of prescribed exercise for remedial effects in cases of curvature and physical abnormalities. Massage and practice with patients will be given.

This course is a continuation of courses 222 and 223 with the coaching of these activities given full consideration.

**PHYSICS**

Students preparing to teach physics in the high school must have, as minimum preparation in physics, courses 201 A, B, C. Through arrangement with the department of chemistry a major in physical science may be made by taking one year of chemistry and two years of physics. A minor in physics consists of 24 term hours and may not be made by combining physics and chemistry. A year of college mathematics should precede courses 201 A, B, C.

In courses where laboratory work is required, it is necessary for the student to arrange his work so that he may have two consecutive hours one day each week for laboratory work.

It is desirable that students begin their college physics with Mechanics and Sound 201A.

100 A, B, C. **Elementary Physics.** 4 term hours each term. Begins in the Fall term and continues through the year. Mr. Rood.
The aim of this course is to bring the student to an understanding of some of the physical laws which govern his everyday life. Individual and demonstration laboratory experiments illustrate many of the principles discussed. It is designed for students who enter without credit in high school physics. It may be used by manual arts students to satisfy one year of their requirements in physics.
Classroom, 5 hours a week.

160. **Electricity.** 4 term hours. Prerequisite: high school physics. Spring term. Mr. Fox.
Required of all Manual Arts students except those electing course 201. Open to other students.

201A. **Mechanics and Sound.** 4 term hours. Prerequisite: high school
physics and trigonometry. Fall and Summer terms. Mr. Fox, Mr. Marburger, Mr. Rood.

A general course in the mechanics of solids and fluids. The last part of the course will be devoted to a study of sound. Demonstration lectures and recitations with illustrative problems.

Classroom, 4 hours a week; laboratory, 2 consecutive hours a week.

Note.—Courses 201 A, B, C constitute a year's work in college physics and should be elected by all students who desire a complete unit of credit in this subject, either as a foundation for teaching high school physics, or in preparation for more advanced courses in physics and engineering.

201B. **Heat and Light.** 4 term hours. Prerequisite: Physics 201A. Winter term. Mr. Fox, Mr. Marburger, Mr. Rood.

Same general plan of presentation as in Physics 201A.

Classroom, 4 hours a week; laboratory, 2 consecutive hours a week.

Note.—See note under course 201A.

201C. **Magnetism and Electricity.** 4 term hours. Prerequisite: Physics 201A. Spring term. Mr. Fox, Mr. Marburger, Mr. Rood.

Same general plan of presentation as in Physics 201A.

Classroom, 4 hours a week; laboratory, 2 consecutive hours a week.

Note.—See note under course 201A.

202A. **Mechanics and Sound Problems.** 1 term hour. To accompany Physics 201A. Fall term. Mr. Fox.

Students desiring the required ten hours of physics for engineering must elect this course.

One double period a week.

202B. **Heat and Light Problems.** 1 term hour. To accompany 201B. Winter term. Mr. Fox.

See description of course 202A.

202C. **Electricity and Magnetism Problems.** 1 term hour. To accompany 201C. Spring term. Mr. Marburger.

See description of course 202A.

210. **Astronomy.** 4 term hours. High school physics a highly desirable antecedent. Fall term. Mr. Fox.

A non-mathematical course in descriptive astronomy which will serve as an aid to students in general science and to others who wish to get an understanding of the elements of the subject. Open as an elective to students of all courses.

325. **Theoretical Mechanics.** (See description of course in Department of Mathematics, page 116).

350, A, B, C. **Light.** 3 term hours each term. Prerequisite: Physics 201 and, preferably, Calculus 205. Begins in the Fall term and continues through the year. Mr. Fox.

An advanced course in light, consisting of lectures and laboratory work. Studies in reflection, refraction, interference, diffraction, and polarization.

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

360 A, B, C. **Electrical Measurements.** 4 term hours each term. Prerequisite: Physics 201, and, preferably, Calculus 205. Begins in the Fall term and continues through the year. Mr. Rood.

This is a course designed to amplify and to make more valuable and useful the course in electricity given in first-year college physics. The
common electrical measuring instruments are studied in some detail. Electrical measurements are made in the laboratory and the results expressed in terms of precision standards.

Classroom, 3 hours a week; laboratory, an entire afternoon each week.

366 A, B, C. Principles of Radio Communication. 3 term hours each term.
Prerequisite: Physics 201, and Calculus 205. Begins in the Fall term and continues through the year. Mr. Marburger.
An advanced course dealing with electric oscillations at high frequencies. Considerable time is given to a study of the properties of vacuum tubes and their uses. Typical circuits for the transmission and reception of radio signals are studied.
Classroom, 2 hours a week; laboratory, 1 double period a week.

390A. Laboratory Technique. 2 term hours. Fall term. Mr. Marburger, Mr. Sherwood.
This course will consist of four hours a week in woodwork.
Note.—Courses 390 A, B, C are open to students majoring in physics only after consultation with the chairman of the department. These courses are intended to aid in the making and repairing of apparatus and are especially valuable to the teacher and research worker.

390B. Laboratory Technique. 2 term hours. Winter term. Mr. Marburger, Mr. Weaver.
This course will consist of four hours a week in the machine shop in metal working.

390C. Laboratory Technique. 2 term hours. Spring term. Mr. Marburger.
This course will consist of four hours a week in glass blowing.

RURAL EDUCATION

Additional information relating to the work of the Department of Rural Education may be found on the following pages:
Opportunities in the field of rural education, page 33.
Facilities for training for work in rural education available at Western State Teachers College, page 33.
Certificates granted and degrees conferred, page 34.
Curricula offered, pages 64-66.
Provision for county normal and helping teachers, page 35.
Provision for training teachers of agriculture, page 35.

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

101R. Principles of Teaching. 4 term hours. Prerequisite: Psychology 101.
Given each term. Miss Evans.
A study of the general principles of teaching, with particular application to rural school situations. Textbook discussions, supplementary reading, and observations in the Training School are required. Prerequisite to practice teaching.
103. Sociology. 4 term hours. Elective for freshmen only. Given each term. Dr. Burnham, Mr. Robinson.
A study of social relations and activities in small communities. An elementary textbook in general sociology and a text dealing specifically with village and country life are used. A collection of source materials illustrating the co-operation of teachers and schools in local activities is available.

201A. Rural Education. 4 term hours. Fall and Summer terms. Mr. Robinson.
Deals with the general questions of teaching, supervision, and administering rural schools. Executive facility and efficiency in the whole work of the school are the major considerations.

201B. Rural Education. 4 term hours. Winter term. Mr. Robinson.
Attempts to increase specific understanding in rural economics. The work of the term concludes with a study of the possibilities of elementary and secondary rural school instruction in vocational subjects.

201C. Rural Education. 4 term hours. Spring term. Mr. Robinson.
Studies current constructive and reconstructive social activities. Home, neighborhood, community, and occupational and professional units of organization are discussed with reference to the relations of provincial and class distinctions to the inclusive social unity. Illustrations are taken and applications are made to small town, village, and country life.

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

301. Special Problems of Village and Consolidated Schools. 4 term hours. Spring term. Mr. Robinson.
Discussion of the following topics in those respects in which they are peculiar to village and consolidated schools: aims and functions of school in relation to its community; school laws; location and planning of school building; selection of teachers, teachers' salaries, tenure of teachers, rating and promoting of teachers, supervision of teachers, in-service training; classification and grading of pupils, supervision of pupils' work and measurement of pupils' progress, records and reports, vocational education and guidance, social life of pupils, athletics; curriculum selection, junior high school organization, transportation, publicity, parent-teacher associations. The course will include visits and studies in the high school departments of the rural consolidated and township unit schools connected with the college.

304A. Rural Education. 2 term hours. Prerequisite: consent of instructor. Mr. Robinson.
This is a seminar course for advanced students who are interested in keeping abreast of current progress in rural education. The best material in print on rural life and education will be read and discussed. A study is made of problems relating specifically to administration, teaching, the curriculum, supervision of all types of rural schools, and the preliminary and service preparation of teachers. Research by individual members of the class may be on minor problems reported each term or on a major problem at the end of the year. Laboratory work in rural schools in proximity to Kalamazoo is required.
304B. Rural Education. 2 term hours. Prerequisite: consent of instructor.
Mr. Robinson.
A continuation of course 304A.

304C. Rural Education. 2 term hours. Prerequisite: consent of instructor.
Mr. Robinson.
A continuation of course 304B.

404A. Rural Education. 2 term hours. Prerequisite: consent of instructor.
Dr. Burnham.
The study of recent texts in rural sociology.

404B. Rural Education. 2 term hours. Prerequisite: consent of instructor.
Dr. Burnham.
A critical study of several recent local social research reports.

404C. Rural Education. 2 term hours. Prerequisite: consent of instructor.
Dr. Burnham.
Analyses are made of local research problems, and the major inquiry is how to bring verified social data into constructive use.

101, 201, 202. Teaching. See description of courses in Training Department, page 140.

This course should be taken in conjunction with Rural Education 304 and 404 by students who desire to do supervising in counties and teaching in county normal schools.

SPEECH

A major sequence in Speech consists of courses 101, 120, 210A, 225, 301, 315, 406A, and one other 4-hour course.
A minor sequence consists of courses 101, 120, 210A, and one other 4-hour course.
For students specializing in English, courses 101, 210, 310, and 320 are recommended.
Students majoring in Speech are strongly urged to minor in English.

Training will be given students who desire remedial work in speech. More individual assistance will be given in the overcoming of such defects as lisping, stammering, and throatiness, than is possible in Fundamentals of Speech 101. Clinical cases handled in connection with the Department of Health Education. Hours to be arranged with the instructor.

101A. Fundamentals of Speech. 4 term hours. Given each term. Mr. Lahman, Miss Lindblom, Miss Shaw.
The basic course for all work in the department. A study and application of the fundamental principles underlying the use of the voice and body for effective communication. Credit will be given for this course alone, but it is strongly urged that A and B be taken as a unit.

101B. Fundamentals of Speech. 4 term hours. Prerequisite: Speech 101A.
Winter and Spring terms. Mr. Lahman, Miss Lindblom, Miss Shaw.
Further study of principles, with additional opportunity for individual practice. Students interested in Speech are advised to elect both A and B the first year.
106. **Speech Correction.** 3 term hours. Given each term. Mr. ___________.
Designed to correct defective speech among students enrolled in the college.

111. **Story Telling.** 4 term hours. Prerequisite: Speech 101A. Winter and Spring terms. Mr. McGrew, Miss Shaw.
Emphasis placed upon the art of telling the story. Each member of the class will have practice in telling and criticizing stories of all types.

120. **Informal Public Speaking.** 4 term hours. Prerequisite: Speech 101.
Winter and Spring terms. Mr. Lahman, Miss Lindblom.
Introductory study of the rhetorical principles of public speech and audience psychology. The primary aim is to develop clear thinking, and ease and effectiveness in speaking. Frequent opportunity for platform work.

201. **Parliamentary Usage.** 2 term hours. Fall and Spring terms. Mr. Lahman, Miss Shaw.
Designed for upperclassmen who desire some knowledge of how to organize meetings and conduct business according to parliamentary procedure. Study of such matters as motions and their order of precedence, committees and their duties, and election of officials. Constant application in the classroom of the principles studied.

210A. **Interpretive Reading.** 4 term hours. Prerequisite: Speech 101.
Given each term. Mr. Lahman, Miss Shaw.
Analysis and oral interpretation of the more simple types of prose and poetry.

210B. **Advanced Interpretive Reading.** 4 term hours. Prerequisite: Speech 101, 210A. Winter and Spring terms. Miss Shaw.
Advanced work in the oral interpretation of literature, with special emphasis on character delineation.

220. **Advanced Public Speaking.** 4 term hours. Prerequisite: Speech 101, 120 or consent of instructor. Alternates with 320. Given in 1929-1930. Spring term. Mr. Lahman, Miss Lindblom.
Advanced study of speech organization and audience psychology, and frequent practice in meeting various situations confronting the public speaker.

221. **Practical Public Speaking.** 2 term hours. Fall and Spring terms. Mr. Lahman.
Designed for upperclassmen who have been unable to take Fundamentals 101, 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 or consent of instructor. Fall or Spring terms. Mr. Lahman, Miss Lindblom, Miss Shaw.
A thorough study of the principles of argumentation and frequent practice in debating current public questions. Attention is also given to the problems of coaching and judging debates. Students planning to participate in intercollegiate debate are advised, so far as possible, to take this course first.

226. **Intercollegiate Debating.** Maximum of 12 term hours allowed during college course, and not more than 4 term hours each term. Mr. Lahman, Miss Lindblom.
Application of argumentative principles to actual platform debate. The basis of this forensic practice is the intensive study of the questions used for intercollegiate debate.
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The development of speech as a form of human behavior studied from the biological and psychological standpoints.

305. **Festival and Pageantry.** 4 term hours. Prerequisite: Speech 101.
Two times a week during Winter and Spring terms of alternate years. Not given in 1929-1930. Miss Shaw.
A study of the field of festivals and pageants and of the methods of their organization and presentation. The class will develop and present a pageant.

Platform reading of the one-act and the three-act play. Through class analysis and criticism, a basis for judging the drama is established.

315. **Play Production.** 4 term hours. Prerequisite: Speech 101, 210, or consent of instructor. Spring term. Miss Shaw.
Methods of staging plays, including stage settings, costume, and make-up. Plays will be presented by the class. Each student will direct at least one play.

320. **Speech Composition.** 4 term hours. Prerequisite: Speech 101, 120, or consent of instructor. Alternates with 220. Not given in 1929-1930. Mr. Lahman.
Analysis of model speeches and frequent practice in constructing speeches for special occasions, such as after-dinner, introduction, welcome, and anniversary.

406A. **Speech Correction.** 3 term hours. Prerequisite: Speech 101. 3 hours a week. Winter term. Mr. McGrew.
A study of the theory of Speech Correction and clinical work in the treatment of corrective problems.

406B. **Speech Correction.** 3 term hours. Prerequisite: Speech 101. 3 hours a week. Spring term. Mr. McGrew.
A study of the theory of Speech Correction and clinical work in the treatment of corrective problems.

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THE TRAINING DEPARTMENT

**Practice Teaching**

Students must enroll for Teaching in the Training School office early in the term preceding their term of teaching and well in advance of the day regularly scheduled for enrollment. Each student must present a tentative program, approved by his curriculum adviser; his practice teaching assignment will then be made in accordance with this program. This enrollment will be cared for daily in the Training School office.

Teaching 201 and 202 are required in all the Life Certificate curricula. As far as possible, students are urged to take both units of teaching in the same term. At least two consecutive hours of the school day should be reserved for this work. All curricula should require that at least one unit of teaching be done in the third or fourth year.

In case Teaching 201 and 202 are taken in different terms, meetings with the Director are required only the first term.

Students are strongly advised not to undertake extra studies or remunerative work during the term or terms in which practice teaching is being done.
Each unit of Teaching, 101, 201, 202, 203, and 205, counts the same as one academic subject and is entitled to four term hours credit, hence to a corresponding amount of time and effort in preparation.

Students preparing to do administrative work are advised to do at least one unit of teaching in the lower grades of the Training School.

Courses of Instruction

101. Teaching. 4 term hours. Prerequisite: Psychology 101, Principles of Teaching 101R. Fall, Winter, and Spring terms. Mr. Ellsworth and Supervisors.

For students enrolled in the Three-year Certificate and Required Professional Training curricula only.

201, 202. Teaching. 4 term hours. Prerequisite: Psychology 101, Principles of Teaching 201. Fall, Winter, and Spring terms. Mr. Ellsworth and Supervisors.

These courses include (1) the teaching of classes in one of the Training Schools (See page 28); (2) the observation of lessons taught by Supervisors; (3) the study and measurement of children as individuals and in groups; and (4) meetings with the Director of the Training Schools and the Supervisors of practice teaching.

Students are expected to become familiar with the courses of study and the general workings of the Training School and to enter into the life and activities of the school. Opportunity is afforded for participation in assemblies, social affairs, and parents' meetings.

All practice teachers meet Saturdays at 8 o'clock with the Director. Class meetings with the Supervisors of Campus and Vine Street Training Schools are held Tuesdays and Thursdays at 8:00. Class meetings for the other Training Schools are held at hours especially arranged. These hours must, therefore, be reserved by all students enrolling in practice teaching.

Practice teaching is offered in the Summer session to holders of limited certificates who are completing work for a life certificate. It is not open in Summer to students on the campus the other terms.

203. Teaching. 4 term hours. Prerequisite: Psychology 101, 202, Principles of Teaching 201, Teaching 201, 202, Fall, Winter, and Spring terms. Grade and Special Supervisors.

An elective course. The permission of the Director of the Training Schools and of the student's adviser is prerequisite to enrollment. Students attend meetings as directed by the Supervisors.

204. Teaching. 4 term hours.

Required of all students receiving a mark below "C" in Teaching 202, at the discretion of the Director of the Training Schools. Students in all special departments which require three units of teaching,—Music, Art, Physical Education, and Household Arts,—may elect this course in addition to the practice teaching requirement of their special departments.

205. Teaching. 4 term hours. Prerequisite: maturity and experience. Summer term only. Mr. Ellsworth and Grade Supervisors.

A course in observation and discussion designed to keep teachers of experience in touch with the best present day practice. Demonstration rooms are conducted, one each, in primary, intermediate, and upper grades. The aim is to present progressive methods of education under modern conditions. Class meetings are held for discussion of the work observed and for presentation of underlying theory, Mondays, Tuesdays, Thursdays, and Fridays 11:00 to 11:50. Meetings with the Director are held Wednesdays 11:00 to 11:50. The hours from 9:00 to 12:00 must therefore be reserved for this course.
301. Teaching. 4 term hours.
Candidates for a degree who received a grade of "C" or below in Teaching 202 are advised to elect this unit of Practice Teaching.

The Teaching Laboratory

(See description of the Training Schools, page 28.)

The Director of the Training Schools

All of the work of the Training Department is carried on under the general direction and supervision of the Director of the Training Schools. All students in the first term of Practice Teaching meet with the Director, Saturdays at 8:00, for a general lecture on professional ethics and other matters pertaining to professional success.

The Supervisors

A supervisor is in charge of each grade and of each special subject and is responsible for the progress of the pupils and of the student teachers. Supervisors give students charge of definite classes or groups of children, direct their teaching and observation, and teach demonstration lessons as often as the needs of pupils and students demand. At least one lesson a day is thus taught by each supervisor.

Supervisors meet student teachers two periods weekly for conferences on the general management of the grade room, the study of children, the direction of observation, and instruction in the special method of the common branches. They also meet each student in a special subject conference once a week. Here are discussed the concrete teaching problems of the student's own assignment, and outlines and plans for the ensuing week's work.

Student Teaching

Students are expected to assume as full responsibility as possible for the pupils in their direct charge, as well as to co-operate in the general work and interests of the grade group. The work includes the teaching of a subject to an especially assigned group, for which careful preparation is made with lesson plans and in subject conferences; the observation of classes taught by Supervisors; participation in the care and management of the room; the study of individual children and the measurement of groups; the making of reports, and attendance at meetings with the Supervisor and Director.

Demonstration Rooms

Each term three grade rooms in the Campus Training School are designated as Demonstration Rooms—a primary grade, an intermediate grade, and an upper grade. No practice students are assigned to these rooms and all the teaching is done by the grade and special supervisors. Opportunity is thus afforded students of observing good teaching under conditions that closely approximate a typical public school situation.

Assembly Exercises

Regular weekly assemblies for all the children in the Campus Training School are held Thursdays, at 11 o'clock, in the rotunda of the Training School. The programs, usually in charge of the children themselves, represent culminations of the work of some one grade, or in some subject. The work in music, art, and folk-dancing also furnish attractive features of these activities. The assemblies not only serve to unify the school, but also afford the student teacher an opportunity of gaining good general impressions of the interest and activities of the various grade groups.

Assemblies of a similar character are held in the Portage, Richland, and Paw Paw Training Schools.
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