17th Annual Year Book Western State Normal School 1920-21

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Facades of Training School, Administration Building, and Gymnasium
17th Annual Year Book

Western State Normal School

1920-21

INCLUDING

Announcements for 1921-22

AND

REGISTER OF STUDENTS

KALAMAZOO, MICHIGAN

1921
Western State Normal School

DWIGHT B. WALDO, A. M., LL. D., President

STATE BOARD OF EDUCATION

HON. A. M. FREELAND............................... President
HON. FRANK CODY ........................................ Vice-President
HON. T. E. JOHNSON.................................. Secretary
HON. F. A. JEFFERS:-..............................

HON. T. E. JOHNSON
State Superintendent of Public Instruction.

Regular meeting of the Board last Friday of each month.
# SCHOOL CALENDAR FOR 1921-1922

(Holidays are printed in full-face type)

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Western State Normal School

ANNOUNCEMENTS FOR 1921-1922

1921

Sunday, June 19 ........................................... Baccalaureate Address
Monday, June 20 ........................................... Alumni Day
Tuesday, June 21 ........................................... Commencement

SUMMER TERM

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

FALL TERM

Friday and Saturday, September 23 and 24 ................................ Registration of Students
Monday, September 26 ........................................ Recitations Begin
Saturday, October 1 ......................................... Faculty Reception to Students
Thursday, November 24 ..................................... Thanksgiving Recess
Friday, December 16 ........................................ Fall Term Closes

1922

WINTER TERM

Monday, January 2 ........................................... Winter Term Begins
Friday, March 24 ........................................... Winter Term Closes

SPRING TERM

Monday, April 3 ........................................... Spring Term Begins
Friday, June 16 ........................................... Class Day
Sunday, June 18 ........................................... Baccalaureate Address
Monday, June 19 ........................................... Alumni Day
Tuesday, June 20 ........................................... Commencement

SUMMER TERM

Monday, June 26 ........................................... Summer Term Begins
Friday, August 4 ........................................... Summer Term Ends

FALL TERM

Monday, September 25 ................................... Fall Term Begins
Social Calendar, 1921-1922

FALL TERM, 1921

Saturday, October 1 ........................................ Faculty Reception to Students
Friday, October 14 ........................................... Student Party
Thursday, October 20 ....................................... Practice Teachers' Tea
Friday, October 28 ........................................... Student Party
Saturday, October 29 ....................................... High School Party
Thursday, November 10 ....................................... Gymnasium Party
Friday, November 18 ........................................... Student Party
Wednesday, November 30 .................................... Men's Supper
Friday, December 9 ........................................... Senior Reception to Juniors
Sunday, December 11 ........................................ Annual Presentation of Handel's "Messiah"

WINTER TERM, 1922

Friday, January 13 ........................................... Student Party
Thursday, January 19 ....................................... Practice Teachers' Tea
Friday, January 27 ........................................... Women's League Masquerade
Friday, February 10 ........................................... Student Party
Wednesday, February 15 .................................... Gymnasium Party
Saturday, February 18 ................................ ...... High School Party
Wednesday, February 22 .................................... Mid Winter Play
Friday, March 10 ........................................... Rural Progress Day
Friday, March 10 ........................................... Student Party

SPRING TERM, 1922

Friday, April 14 ........................................... Junior Reception to Seniors
Thursday, April 20 ........................................... Practice Teachers' Tea
Thursday, April 27 ........................................... Arbor Day
May .......................................................... Eighth Annual May Festival
(Date to be announced later)
Friday, May 5 ........................................... Student Party
Saturday, May 13 ........................................... High School Party
Friday, May 19 ........................................... Student Party
Saturday, June 10........................Senior Girls' Breakfast
Thursday, June 15....................High School Commencement
Friday, June 16.......................Commencement Play
Monday, June 19........................Alumni Party
Tuesday, June 20......................Commencement, 10 o'clock
Tuesday, June 20.......................Commencement Luncheon, 12 o'clock
Faculty

President

AMELIA BISCOMB, A. B. .................... 226 West Cedar St.  
English

ALICE BLAIR, B. S. ............................ 605 Academy St.  
Household Arts

HAROLD BLAIR, B. S ......................... 1220 Academy St.  
Mathematics

WILLIAM R. BROWN, Ph. D .................... 518 Minor Ave.  
English

ERNEST BURNHAM, Ph. D ..................... 1532 Grand Ave.  
Director Department of Rural Education

MARGARET E. BURNHAM, A. B ............ 134 S. Prairie Ave.  
History

SMITH BURNHAM, A. M .................... 134 S. Prairie Ave.  
History

WILLIAM H. CAIN, A. B .................... 411 W. Dutton St.  
Mathematics, Principal of the High School

BERTHA S. DAVIS ............................... 1219 Jefferson Ave.  
Dean of Women

HOMER A. DESMARAI S, A. M ............ 1209 S. Westnedge Ave.  
French and Spanish

JOHN P. EVERETT, A. M ...................... 903 W. South St.  
Mathematics

JOHN E. FOX, A. M ......................... 605 W. Vine St.  
Physics

DAISY L. GOODALE, A. B .................... 612 W. Main St.  
History

HARRY P. GREENWALL, A. B ............ Y. M. C. A.  
Penmanship

GERMAINE G. GUIOT .......................... 510 W. Walnut St.  
Physical Education

THEODOSIA HADLEY, M. S ............. 416 Locust St.  
Agriculture
LUCIA C. HARRISON, M. S. ................... 521 W. Lovell St.  
Geography

LEROY H. HARVEY, Ph. D. .................... 204 Monroe St.  
Biology

H. GLENN HENDERSON .................... 838 W. Lovell St.  
Public School Music

THEODORE S. HENRY, Ph. D .............. 1410 Hillcrest Ave.  
Education

NELLIE McCONNELL HOEBEKE .............. 714 W Main St.  
English

M. AMELIA HOCKENBERRY, A. B ............ 723 W. Lovell St.  
French

JOHN C. HOEKJE, A. B ..................... 301 W. Dutton St.  
Education

CLYDE HUFF, A. B ............................ 315 W. Frank St.  
Commerce

FRED HUFF, A. B ............................ 303 Oakland Drive  
Manual Arts

DORIS HUSSEY ................................... 706 Locust St  
Physical Education

JUDSON A. HYAMES ....................... 2252 Oakland Drive  
Physical Education

*ELEANOR JUDSON ....................... 724 W. Lovell St.  
Public School Art

FRANCES KERN, B. S .......................... 605 Academy St.  
Early Elementary Education

EUNICE E. KRAFT, A. B .............. 616 S. Westnedge Ave.  
Latin

MARVEL LIDDY ................................ 926 W. Main St.  
Public School Music

ARTHUR L. LORING, A. B .................. 730 S. Rose St.  
Commerce

WILLIAM McCracken, Ph. D .............. 918 Academy St.  
Chemistry

DOROTHEA MATTESON, B. S .............. 301 Woodward Ave.  
Household Arts

HARPER C. MAYBEE ...................... 1423 S. Grand Ave.  
Public School Music

FLOYD W. MOORE, A. B .............. 1320 Maple St.  
Economics and History

* Resigned
MARY MOORE ...................................... 220 Elm St.
Household Arts
MARY MUNRO, Ph. B ............................ 709 Hawley St.
Rural Education
ROSE NETZORG .................................. 528 W. Cedar St.
Public School Art
JESSE A PLACE, A. M ........................ 101 W. Dutton St.
Biology
ELEANOR V. RAWLINSON ..................... 435 Woodward Ave.
English
HERBERT W. READ ............................... Y. M. C. A.
Physical Education
SAMUEL RENSHAW, A. B ...................... 722 W. Main St.
Education
PAUL ROOD, A. B .................................. 428 Davis St.
Physics
LOUSENE ROUSSEAU, A. B ..................... 416 Locust St.
Speech
LAURA V. SHAW, A. M, ....................... 721 W. South St.
Speech
MARION J. SHERWOOD, B. S ............... 1936 Oakland Drive
Manual Arts
MARIAN SPALDING ............................. 522 Pearl St.
Physical Education
WILLIAM H. SPAULDING, A. B ............. 1337 Hillcrest Ave.
Director of Athletics
MARGARET SPENCER, A. B ................. 735 Academy St.
Public School Art
LAVINA SPINDLER .......................... 510 W. Walnut St.
Education
GEORGE SPRAU, A. M ....................... 949 Walwood Place
English
ELAINE STEVENSON ......................... 301 Woodward Ave.
Public School Art
LOUISE FULLERTON STRUBLE ............. Galesburg
Public School Art
LAURENCE TAYLOR ........................... 2212 Glenwood Drive
Physical Education
MABEL THIELEMAN ............................ 132 Catherine St.
Household Arts
ELMER C. WEAVER .............................................. 1915 W. Main St.
          Manual Arts
CORDELIA WICK .................................................. 315 W. Walnut St.
          Commerce
LESLIE H. WOOD, A. M ........................................... 1210 Academy St.
          Geography
CRYSTAL WORNER, A. M ......................................... 315 W. Walnut St.
          Physical Education
ELISABETH T. ZIMMERMAN, A. M ................................ 435 Woodward Ave.
          Latin and German

TRAINING SCHOOL
FRANK E. ELLSWORTH, A. B .................................... 910 W. Lovell St.
          Director
LAVERNE ARGABRIGHT ........................................... 427 Woodward Ave.
          Supervisor
HELEN BARTON, A. B .............................................. 301 Woodward Ave.
          Supervisor
†FANNIE L. BALLOU ............................................... 723 W. Lovell St.
          Supervisor
JANE BLACKBURN, B. S ........................................... 424 Oak St.
          Supervisor
MINNIE CAMPBELL, B. S ........................................... 409 Pearl St.
          Supervisor
LEOTI E. COMBS ................................................... 809 Wheaton Ave.
          Public School Music
VERLE F. COPPENS, B. S ........................................... 828 W. Kalamazoo Ave.
          Supervisor
RUTH MILLER, A. B ................................................. 906 W. Lovell St.
          Supervisor
KATHERINE MULRY, B. S .......................................... 735 Academy St.
          Supervisor
IRA O. RUDY, B. S ................................................ 803 W. Lovell St.
          Supervisor
G. EDITH SEEKELL ............................................... 723 W. Lovell St.
          Supervisor
LOUISE S. STEINWAY, B. S ....................................... 838 W. Lovell St.
          Supervisor

† Deceased
RURAL SCHOOL SUPERVISORS

INA KELLEY, A. B. ........................................ 202 Woodward Ave.
EDNA OTIS ............................................. 830 W. Kalamazoo Ave.
CLEORA SKINNER ...................................... Kalamazoo, R. 9

LIBRARY

ANNA L. FRENCH ........................................ Kalamazoo, R. 8
MARY E. F. McMANIS .................................. 1340 Oakland Drive
ATTA CHAPMAN ......................................... 613 Locust St.

OFFICES

EUGENE D. PENNELL ..................................... 775 W. South St.
         Registrar
LLOYD E. JESSON ....................................... 619 Davis St.
BERNICE G. HESSELINK .................................. 506 Village St.
GRETCHEN SWEITZER .................................. 1219 Jefferson Ave.
IRENE TOBIAS ......................................... 507 Pine St.
LEAH SMITH ............................................ 701 Davis St.
BLANCHE DRAPER ........................................ 724 Minor Ave.
STANDING COMMITTEES, 1921-22

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

Appointment Committee—Ellsworth, E. Burnham, Henry, Davis, S. Burnham, F. Moore, Hoekje.

Assembly Exercises—McCracken, Hoekje, Everett.

Athletics—S. Burnham, F. Moore.

Course of Study, Schedules, and Enrollment—Sprau.
2. Schedules—F. Moore.
3. Entrance Requirements—Brown, Munro, H. Blair.
4. Extra Studies—Fox, Davis, Harrison.
5. Course Advisors—
   A. General—Ellsworth, S. Burnham.
   B. Life Certificate—
      Early Elementary—Kern, Spindler.
      Later Elementary—Henry, Harrison.
      Rural—E. Burnham, Munro.
      Junior High School—Rawlinson, F. Moore.
      Senior High School—Fox, Zimmerman.
      Art—Netzorg, Stevenson.
      Music—Maybee.
      Household Arts—Blair, M. Moore.
      Commercial—Pennell.
      Physical Education for Men—Taylor.
      Physical Education for Women—Guiot.
   C. Limited Certificate—E. Burnham, Munro.
   D. A. B. Degree—Sprau.
   E. High School—Cain.

Extension—Hoekje, Spindler, Henry.

Health—Harvey, Ellsworth, Davis, Guiot, Worner.

Lectures and Entertainments—Zimmerman, Rawlinson, Maybee, Rousseau.

Social Life—Davis, Brown, Guiot, Shaw, Netzorg, Cain, Weaver, Wood.

Student Organizations—
   Y. W. C. A.—Spindler, Hockenberry.
   Y. M. C. A.—Hyames, Greenwall, F. Moore.
Western State Normal School

Western State Normal School is located at Kalamazoo, the county seat of Kalamazoo County, in the heart of southwestern Michigan. In beauty, in accessibility, and in general educational advantages, this thriving city of 50,000 inhabitants affords an ideal location for the institution.

Kalamazoo is an important railroad center easily accessible from all parts of Michigan and adjoining states. It is the halfway point between Detroit and Chicago on the main line of the Michigan Central Railway. The Pennsylvania, the New York Central, and the Chicago, Kalamazoo and Saginaw railroads, all running north and south, pass through Kalamazoo. In addition to these main lines, the South Haven branch of the Michigan Central, the Kalamazoo Lake Shore and Chicago, and the Grand Trunk railroads, together with the Michigan Railway Company trolley lines east and north, afford convenient travel to and from all points in southwestern Michigan.

The advantages of Kalamazoo as a place of residence are unquestioned. The city is beautiful and well kept. The climate is healthful, the water supply is excellent, and the sanitary conditions are unusually good. Situated in the center of a rich farming country, Kalamazoo is widely known for its diversified industries and educational advantages.

The Normal School has the advantages of neighborhood with other institutions of kindred purpose. The Public Library, under the charge of the City Board of Education, has a well-chosen collection of 50,000 volumes. Kalamazoo College, Nazareth Academy, and the Public Schools give for the one community notable opportunities for education.

PURPOSE OF THE SCHOOL

The purpose of the Normal School as constituted by law is to prepare teachers for the public schools, and to this end especially the work of the school is organized and conducted. Recognizing that scholarship, familiarity with children, and a proper attitude toward the work of teaching are fundamental in all professional preparation of teachers, Western State Normal School has planned courses of study to give as thorough knowledge of the subject matter as possible in the time devoted to the work, to emphasize the principles underlying the teaching process, and to keep before the student the fact that the highest aims of education are character and service. Every possible means is provided for accom-
plishing these purposes and for bringing the student into direct acquaintance with the best in modern thought and life. The spirit of hearty co-operation between faculty and students in enterprises and interests of the school is fostered at all times.

Responsibility for the proper attitude of students toward the school and community is, for the most part, necessarily thrown upon the students themselves. While it is the purpose of the school to incite the student continually to higher and better ideals of character and public service, it is impracticable for the Normal School to attempt the task of reforming young men and women. No personal effort will be spared to assist students in every possible way, but those who are manifestly lacking in the essentials of good character, or in ability to become efficient instructors of children, will be requested, whenever the evidence of their unfitness is complete, to withdraw from the school.

GROUND

Campus. The school is located on a commanding bluff west of the valley in which Kalamazoo lies, nearly opposite the central part of the residence section of the city, and within a mile of the business district. From the various sites offered by the citizens of Kalamazoo, the tract of twenty acres on Prospect Hill was chosen by the State Board of Education as combining to an unusual degree natural beauty with practical advantages. From the hilltop one gains a magnificent view of the city and the river valley. Much of the tract is wooded, and in the preparation of the ground special care has been taken to save the natural forest. The street railway runs along the western border of the site, while within three blocks on the east are situated the High School, the Manual Training School, and the Vine Street School, of the city system.

Athletic Field. The athletic field was purchased at a cost of $12,000 in the fall of 1913. The grounds, more than thirteen acres in extent, lie between the Michigan Central Railroad and the Eames mill race. One corner of the new field is less than eight rods from the nearest point of the Normal School campus, so that in accessibility the location is ideal. The baseball diamond is in use and the work of grading the entire field is nearly completed. A quarter-mile running track and a football gridiron have been constructed. The field, when completed, will include two baseball diamonds, two football fields, and several tennis courts. Bleachers for baseball, football, and track have been provided. In facilities for outdoor recreation and athletics, the new athletic field will be second in Michigan only to Ferry Field.

New Purchases of Land. Important additions to the land holdings of Western State Normal have been made recently.
Among these is the Fletcher property, a magnificent building site fronting on Oakland Drive. This property is fourteen rods in width and extends 440 feet east on Austin Street.

Other important purchases consist of land lying between Michigan Avenue and Oakland Drive, northeast of the present athletic field. This holding includes the factory building operated for many years by Mr. Gardner Eames. The new Industrial Arts building will be erected on the triangle consisting of the purchases referred to above.

More recent purchases include a plot of about fifteen acres of land directly opposite the main campus and extending along Oakland Drive from Michigan Avenue to Oliver Street. This latest addition makes splendid provision for taking care of the future growth of the school.

BUILDINGS

The buildings are five in number, thoroughly modern, and admirably adapted to the purposes for which they were intended. While the present buildings are inadequate for the growing needs of the school, a running appropriation for buildings, made several years ago and now available, provides for immediately future expansion, as soon as conditions brought on by the war will have so changed that the erection of buildings may be expedient.

1. Administration Building. This structure contains in addition to the administration offices, fourteen classrooms, the assembly room, and the library and reading-rooms. The Normal Co-operative Store is located on the first floor. The site occupied by the Administration building is well known for the panoramic view of Kalamazoo and the surrounding country.

2. Training School Building. This building, 118 feet long and 100 feet wide, consisting of two stories and a basement, is one of the best planned training school buildings in the country. In completeness and convenience the building is a model.

3. Gymnasium. The Gymnasium is the largest among the normal schools of the country. The main floor is 119 feet long and 68 feet wide, entirely clear of posts or obstructions of any kind. The running track, 9½ feet wide, is suspended from the structural steel supporting the roof of the building. In the basement are lockers, shower baths for men and women, and a swimming pool 52 feet long. All classes in public school gymnastics meet in the Gymnasium.

4. Science Building. The Science building is located directly west of the Gymnasium and covers a ground area 148 feet long and 78 feet wide. The building is three full stories above the basement. The first floor affords classrooms and laboratories for the departments of Psychology and Geography. The Department of Biology is housed on the second floor, and
Proposed Library For Which Appropriation Has Been Made
on the third floor are classrooms and laboratories for the departments of Physics and Chemistry. The building and its splendid equipment greatly increase the efficiency of the several departments of science.

5. Manual Arts. The new Manual Arts building is beautifully located adjoining the athletic field and facing the point of land formed by the intersection of Michigan Avenue and Oakland Drive. It is a fireproof structure of modern factory type with very high ceilings and plenty of light. The rooms are all especially designed to serve the various classes in the most effective manner.

The woodworking unit is composed of two shops with the finishing room, lumber room, and instructors’ office between them. All the woodworking machinery is located in one of these shops where all the advanced classes are held. The mechanical drawing room is located particularly well, it being in the north corner with light on two sides. The automobile shops and machine shops are so arranged that the tool and supply rooms, and instructors’ office are all easily accessible to them.

The wash and shower rooms adjoin the locker room, the foundry is close to the pattern shop, the gas engine room and the auto shop are connected with an overhead track and many other minor conveniences are incorporated in the general arrangement, all of which go to make up a most complete and modern Manual Arts plant.

GENERAL EQUIPMENT

Western State Normal is adequately provided with up-to-date equipment to do thoroughly the work for which it was established. The School is well organized into departments, and each department is splendidly equipped to do superior work in its particular field. The departments of Art, English, History, Languages (Ancient and Modern), Mathematics, Music, Rural Education and Speech have convenient and attractive classrooms and lecture-rooms, distributed, for the most part, on the various floors of the Administration building. In addition to excellent library facilities these departments are constantly adding to their equipment such apparatus and instruments as are necessary for present-day high-grade instruction.

Physical Education. The Gymnasium is modern in equipment as in design. Sufficient apparatus is at hand for excellent work in physical education and indoor athletics.

Commerce. The Department of Commerce has adequate quarters in the basement of the Science building. Complete equipment has been provided for first-class work.

Household Arts. The Department of Household Arts is in every way thoroughly equipped to do satisfactory work. Spacious kitchens and laboratories for courses in cooking, home nursing, and home sanitation and management, are located in
the basements of the Administration and Training School buildings. Here also are the shops for sewing, millinery, and other arts of the home. Four thoroughly trained teachers are in charge of different phases of this work, and a uniformly high grade of efficiency is assured.

**Manual Arts.** The Department of Manual Arts is well provided with apparatus for all lines of work, having in the machine shop a planer, drill press, emery grinder, a motor-driven saw and six speed lathes, five of which are individual motor driven. This shop also contains six steel-covered benches equipped with vices for work in chipping and filing. The forge shop contains twelve down-draft forges and a combination shear and punch. The wood-turning and pattern-making room contain fifteen lathes, twelve of which are the under-drive type and three are motor-head type, a band saw, motor-driven joiner, motor-driven emery grinder and bench trimmers. The cabinet-making equipment consists of a motor, joiner, universal saw, surfacer, and band saw.

**Science.**—The new Science building has made possible vast improvements in the facilities for work in education and natural science. More commodious quarters and more thorough equipment have immeasurably increased the general efficiency of the various departments.

The Department of Biology is located on the second floor of the Science building. Several classrooms especially designed to meet the needs of the department have been provided, together with separate laboratories for special work in physiology, hygiene, general biology, botany, zoology, 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.

The Department of Chemistry occupies commodious and well equipped quarters on the third floor of the Science building. The following new pieces of apparatus have been purchased: a delicate analytical balance, six good balances for general student work, a Parr calorimeter, electric combustion furnace, electric drying apparatus, heat engine, a good spectroscope, gas analysis apparatus, a new still for distilled water, platinum ware for quantitative analysis, graduated flasks and apparatus for volumetric work, and much glassware and chemical material for general chemical work.

The Department of Geography is located on the first floor in the Science building, where two classrooms, a laboratory, a reading-room with a reference library, and a photographic dark room greatly increase the range and efficiency of the work. The equipment consists of (1) all the current publications of the United States government—geological, agricultural, commercial, and industrial; (2) current geographic journals; (3) topographic maps, folios, several hundred general maps, wall maps, globes,
etc.; (4) 2,000 slides, and a large collection of rocks and minerals for illustrating commercial geography; (5) a full set of meteorological apparatus; and (6) apparatus for illustrating physical geography.

The Department of Physics occupies the north half of the upper story of the Science building. This consists of a lecture-room, two stockrooms, two large laboratories, a large dark room for photometric and spectrum work and photography, a smaller dark room for individual use, a shop, and an office where students may meet with the instructor for conferences. A complete equipment of apparatus for class demonstration and individual laboratory work has been added, including a motor generator for charging storage batteries, polariscopes, spectrometer, Geissler tubes, X-ray tubes, induction coil giving six-inch spark, wireless telegraphy, a supply of Weston standard meters for both direct and alternating current work, porte lumiere stereopticons and all other apparatus found in a first-class laboratory. The tables of the laboratories are each supplied with gas and with both direct and alternating current through double pole switches from central switch boards. The shop for construction and repair of apparatus is equipped with workbench and complete set of tools. The large dark room is provided with double entrance so that students may leave and enter without disturbing any photographic work that may be in progress. This dark room is also thoroughly ventilated by a fan which is controlled by a switch installed in the dark room.

The Department of Education and Psychology now occupies quarters on the first floor of the Science building. In addition to well equipped offices and recitation rooms, two large laboratories, a dark room and a workshop for the construction of special apparatus have been assigned for the exclusive use of the department. The library contains complete files of the more important psychological journals as well as a large list of the standard works of reference on the general subject of education. During the past year many additions have been made to the equipment of the department, so that all of the instruments necessary for a standard course in experimental psychology are at the disposal of the student. Chronoscopes, kymographs, tachistoscopes, plethysmographs, ergographs, rotators, aesthesiometers, automatographs, etc., constitute a part of this equipment. The department also possesses a Bausch and Lomb balopticon of the latest model for slide and opaque projection.

**THE LIBRARY**

The Library occupies three rooms in the Administration building, a stackroom and two reading rooms, thrown together by a large archway, giving a floor space of 100 feet long and 30 feet wide. The accessions now number 22,000 volumes, more than 2,000
having been added during the last year. These are arranged according to the Decimal Classification and indexed by a card catalogue of the dictionary type. All students have access to the stackroom, as well as to the periodical and reference collections, during library hours, and an effort is made to insure intelligent use of all library tools and the principal works of reference by a course of ten lessons required of all first-year students.

The reading-room walls are shelved with the files of bound magazines for reference work, and the periodical indexes are found in this room.

The use of the Kalamazoo Public Library, a comprehensive collection of 50,000 volumes, is generously permitted to the members of the school, and gives a much appreciated opportunity for supplementary work.

The periodical list is as follows; the star (*) marks complete files.

American blacksmith
American boy
*American child
American cookery
American exporter
American food journal
*American historical review
*American journal of botany
*American journal of psychology
*American journal of sociology
American labor legislation review
American magazine
American magazine of art
American mathematical monthly
American naturalist
American physical education review
American political science review
American review of reviews
American school
American school board journal
American schoolmaster
Americas
*Annals of the American academy of political and social science
Art and archaeology
Asia
*Atlantic monthly

Automobile dealer and repairer
Biological bulletin
Biometric
Bird lore
Blackwood's magazine
Booklist
Bookman
Book review digest
Botanical abstracts
Botanical gazette
British journal of psychology
Bulletin of bibliography
Bulletin of the imperial institute
Bulletin of the Pan-American union
Bulletin of the Torrey botanical club

*Century
Chicago herald-examiner
Chicago tribune
Classical journal
Classical philology
Classical weekly
Colliers
Colour
Commercial America
Contemporary verse
Costume royal
Country gentleman
Country life in America
Courrier des États-Unis
Current history magazine
Current opinion

Detroit free press
Diagonal
Dial
Drama

Ecology
Edinburgh review
Education
*Educational administration and supervision
*Educational review
Elementary school journal
Elite
*English journal
Etude
Eugenics review

Fashionable dress
Filing
Fortnightly review
*Forum
La France
Furniture manufacturer and artisan

*General science quarterly
Geographical journal
*Geographical review
Good housekeeping
Gregg writer
Guide to nature

*Harper’s monthly magazine
*Hibbert journal
Hispania
*Hispanic-American historical review
*Historical outlook
House beautiful

Illustrated London news
Illustrated milliner
L’Illustration

Independent
Indiana magazine of history
*Industrial arts magazine
Industrial management
International journal of ethics
International studio

John Martin’s book
Journal of abnormal psychology
Journal of accountancy
*Journal of agricultural research
*Journal of American folk lore
Journal of the American institute of criminal law and criminology

*Journal of applied psychology
Journal of ecology
Journal of education
*Journal of educational psychology

*Journal of educational research
Journal of experimental psychology

*Journal of geography
Journal of geology
Journal of heredity

*Journal of home economics
Journal of industrial and engineering chemistry
Journal of the national education association
Journal of philosophy, psychology and scientific method
Journal of political economy

Keramic studio
*Kindergarten and first grade
Library journal
Life
Literary digest
Literary review
*Living age
London Mercury
London times—weekly ed.

Manchester guardian—weekly edition

*Manual training and vocational education
*Mathematics teacher
*Mental hygiene
Michigan review
Michigan farmer
Michigan history magazine
Michigan tradesman
Mind and body
Missionary review
Mississippi review
Moderator topics
Modern language journal
Modern language notes
Modern language review
Modern philology
Modern Priscilla
Monthly evening sky map
Motor age
Moving picture age
Musical America
*Musical quarterly

*Nation
National builder
*National geographic magazine
Nation's business
Nature study review
New phytologist
New republic
New York times
Nineteenth century
Normal instructor and primary plans
North American review

Office appliances
Open road
Outing
Outlook

*Pedagogical seminary
Philadelphia geographic magazine
Physiological reviews
Playground
Poet lore
Political science quarterly
Popular science monthly

Poster
Primary education
Printing art
Proceedings of the academy of political science
*Psychological bulletin
*Psychological clinic
Psychological monographs
Psychological review
Public libraries

*Quarterly journal of speech education
Quarterly review
Q. S. T.

Revue des deux mondes
Rhodora
Rural manhood
Rural New Yorker

St. Nicholas
School and home
School and home education
*School and society
School arts magazine
School century
School life
School music
School review
School science and mathematics
*Science
Science and invention
Science progress
Scientific American
*Scientific American monthly
*Scientific monthly
*Scribner's magazine
Springfield republican
South American

*Supplementary educational monographs
Survey
System

Teachers college record
Teaching
*Theatre arts
<table>
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<td>Training school bulletin</td>
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<td>Visual education</td>
<td>Yale review</td>
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<td>Youth's companion</td>
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Activities and Organizations

MORNING EXERCISES

Students and members of the faculty meet every Tuesday morning at nine o’clock. The exercises are in charge of a special committee and consist ordinarily of musical numbers provided by the Music Department of the school and an address given by a member of the faculty or by an invited guest.

SUPERVISION OF STUDENT LIFE

The social and moral welfare of women students is under direct supervision of the Dean of Women. She has prepared a list of addresses where rooms for young women may be obtained. Responsibility for them cannot be assumed by the Normal School, although they are believed to be suitable houses for women students. Copies of this list will be sent on application. It is advisable, however, for students to see the rooms before engaging them.

Women students are expected to occupy rooms only in such rooming houses as accommodate women exclusively, and in which a parlor is provided for the reception of visitors; exceptions are made only by permission of the Dean of Women. Changes in rooming places may be made only with her approval.

A registration of all women of the school is made the first Thursday in each term at a meeting called by the Dean of Women.

The Dean of Women wishes to be of real service to the young women, such as planning their courses of study, securing remunerative positions, etc. They are requested to report all cases of illness to her, and should consult her freely upon any topics that concern their general welfare.

HEALTH

Kalamazoo, according to the records in the office of the State Health Department, is one of the healthiest cities in the country. Its splendid water supply and efficient Health Department mark it as unusual in its sanitary conditions. The great majority of the resident student body is housed in the most desirable section of the city. Realizing that with the enrollment of the student the school becomes responsible for his health as well as for his educational development, and that the efficiency of the student depends upon his condition of health, a committee on student health has
been created to serve as an advisory committee to the student body. Students are urged to bring all cases of physical indisposition to the attention of some member of this committee. Any case of contagious disease should be immediately reported to some member of the Health Committee or to the Dean of Women.

WOMEN'S LEAGUE

The Women's League, organized in 1913 to look after the social welfare of women of the school, was reorganized in 1919. All women students become members upon entering by paying a fee of twenty-five cents each term at the time of registration. The purpose of the organization is to aid the new students in every possible manner, and to promote closer acquaintances among the women of the school.

STUDENTS' CLUBROOMS

A Students' Clubroom located in the Administration Building is used by the young women for quiet study or rest between classes. A similar room is set aside for the use of the young men. These rooms are comfortably and tastefully furnished in a way which offers a homelike atmosphere.

THE APPOINTMENT COMMITTEE

In order to serve the best interests of the superintendents throughout the state in securing teachers adapted to the needs of the various schools, the work of recommendation is placed in the hands of the Appointment Committee. This committee consists of members of the faculty who are in a position to know intimately the work of each student, both in Training School teaching and in classroom work. Full records regarding previous experience of students, range of salaries, grades for which they are adapted, photographs and detailed statements concerning ability and personality from the instructors are kept on record in the office of the Training School. These records are sent out upon application to the superintendents, or can be referred to by them when they visit the Normal School. While a personal interview with the students at the school is to be preferred, the committee makes every effort to make discriminating selection of students for vacancies referred to them by superintendents. A complete alumni file with the reports from the present field of work of each student makes it possible to name candidates for work which requires more mature and experienced people than those in the class of the current year. Each year some of the graduates are thus taken to larger cities, county normal work, superintendencies of larger places, etc.
The committee desires to be of the greatest possible service to the schools of the state and each year extends its work.

**THE ALUMNI ASSOCIATION**

The Western Normal Alumni Association, organized June 19, 1906, by graduates of the first two classes, has served as a bond between the members as teachers throughout the state, and the Normal. With the class of 1921 its number will exceed 3,000, and seventeen classes will be represented in the membership. Each year headquarters are maintained at the State Teachers' Association meeting, and alumni are urged to register and make use of the rooms reserved for this purpose. A Western Normal banquet is held at this time, and during commencement week a reception and luncheon for the graduates are important events.

Through Normal News letters the school aims to keep its alumni informed in regard to various matters of interest and development. A special effort is also made each year to keep in touch with the graduates through the Appointment Committee. In this way are secured the mutual help and friendly relations which keep the school and its graduates interested in each other.

**THE WESTERN NORMAL HERALD**

The *Herald*, the official weekly publication of the Normal School, made its first appearance in the Summer Term of 1916. It is issued as a four-page paper, newspaper size, each Wednesday morning. The *Herald* endeavors to chronicle faithfully all the important activities of the school. From time to time, throughout the year, special numbers are issued. These are devoted to art, music, industrial training, athletics, co-educational activities of a special nature, and other particular school interests. Every student and faculty member is a paid subscriber. The alumni are also giving the paper hearty support. The subscription price is one dollar for the forty-two issues of the year, Summer Term numbers included. Subscriptions may begin at any time.

**ATHLETICS**

Western State Normal offers exceptional advantages in athletics and physical training. The Gymnasium, one of the best in the country in structure and equipment, forms the center of athletic work. The Gymnasium is provided with abundance of floor space for all indoor games, a large running track of modern design, a swimming pool and shower baths, and all the latest appliances for gymnastic exercises. Outdoor games and athletics are held on the new athletic field. Seven efficient instructors have charge of the work in physical training, thus assuring careful consideration
of the physical needs and health of the students. It is the purpose of the work in this department to send out teachers physically strong and healthy, and to this end the work is planned. Individual attention is given the students in all indoor and outdoor exercises.

Opportunities for all sorts of games are provided. Basketball, indoor baseball, and track work will be given due prominence. During recent years successful football and baseball teams have been organized. Tennis courts on the campus are open to students and faculty. A tennis tournament is held annually among the players of the school. It is planned to make the athletic work an organic part of the student life in order to foster the health and efficiency of the teachers of the state.

MUSICAL ORGANIZATIONS

Chorus. The Kalamazoo Choral Union is incorporated under the state law with the object of cultivating musical interest and up-building choral music in Western State Normal School and the city of Kalamazoo.

The following artists and organizations have appeared in Kalamazoo in recent years: Galli-Curci, Tetrazzini, Garrison, Gluck, Peterson, Sundelius, Clausson, Homer, Ingram, Braslau, Keyes, Althouse, Werrenrath, Middleton, Martinelli, Murphy, Whitehill, Kingston, Harrison, Graveure, Hoffman, Ganz, Cortot, Levitzki, Kreisler, Heifitz, Spaulding, Casals, Seidel, Minneapolis Orchestra, Emil Oberhoffer, Conductor; New York Symphony Orchestra, Walter Damrosch, Conductor; Chicago Symphony Orchestra, Frederick Stock, Conductor; Russian Symphony Orchestra, Modest Altschuler, Conductor; Philadelphia Symphony Orchestra, Leopold Stokowski, Conductor.

The following choral works have been presented: Handel’s “Messiah” (seven times), Mendelssohn’s “Hymn of Praise” (five times), Elijah; Bruch’s “Arminius”, Haydn’s “Creation”, Choral Fantasia of Wagner’s “Lohengrin”, Cowan’s “Rose Maiden”, Gaul’s “Holy City” and “Ruth”, Saint Saens’ “Samson and Delilah”, Gounod’s “Faust”, Verdi’s “Requiem”.

This year a course of monthly concerts has been undertaken with the following course: October, Mabel Garrison, soprano; November, Louis Graveure, baritone; December, Handel’s “Messiah”, Kalamazoo Choral Union; January, Albert Spaulding, violinist; February, Alfred Cortot, pianist; March, Sophie Braslau, contralto; May Festival, Chicago Symphony Orchestra, Frederick Stock, conductor; Children’s Chorus, “Alice in Wonderland”, Leoti Coombs, director; Verdi’s “Requiem”, soloists, Althouse, Sundelius, Jean Gordon; Harper C. Maybee, conductor.

Glee Clubs. Three glee clubs are maintained during the year, a Junior Girls’ Glee Club, a Senior Girls’ Glee Club, and a Men’s
Glee Club. These clubs take a prominent part in the musical life of the school.

Orchestra. Any student who has moderate success with any instrument is eligible to membership. Weekly rehearsals are held and the opportunity for ensemble work under direction is one of which a number of students take advantage.

Band. The band, organized this fall, is composed of twenty members. The following instruments are represented: cornet, clarinet, flute, piccolo, alto, slide trombone, baritone, bass, saxophone and drums. The band has played an important part in the life of the school, appearing at football and basketball games. They made a good impression in the Armistice Day parade, and have been highly commended for their work this year.

STUDENT ORGANIZATIONS

THE DRAMATIC ASSOCIATION

The Dramatic Association was organized at the close of the school year of 1914 and represents a union of the smaller dramatic clubs of the school. It aims to arouse and direct student interest in the drama and dramatic activities, both through the production of plays and the rendering of programs on dramatic subjects. Only plays of real literary and artistic merit are attempted, and the results have been very gratifying. Membership is limited to those students who possess dramatic ability, or who are interested in dramatic affairs.

THE FORUM

This society was organized in answer to a need which was felt by the young men in the school for some organization, the principal aim of which should be to promote efficiency in the art of clear and forceful expression before an audience.

THE TRIBUNAL

Organized at the beginning of the present school year, this society affords a second men’s debating club similar in its purposes and in its membership to the older society now known as the Forum.

CERCLE FRANCAIS

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

THE SENATE

The Senate is a girls’ debating club, organized to develop an interest in questions of public welfare through formal debate. Next year the club expects to undertake intercollegiate debating. Membership is limited to twenty-five, the sole requirement being scholastic standing.

THE CLASSICAL CLUB

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

An opportunity is here offered for acquaintance with many matters of supplementary interest, for which time cannot be found in the classroom, such as public and private institutions of the Greeks and Romans, their religion, art, theatre, the topography and monuments of Athens and Rome, etc. The programs, given by both instructors and students, consist of games, illustrated talks on subjects varying in the different years, the giving of simple plays, etc.

RURAL SOCIOLOGY SEMINAR

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

YOUNG MEN’S CHRISTIAN ASSOCIATION

The Young Men’s Christian Association of the Western State Normal School was organized in 1916. During the past year it has manifested a very healthy growth which augurs well for its success during the coming year. It already ranks as one of the real factors of power at the Normal School. Meetings are held weekly. Committees of the Association look after new men students
upon their arrival at the beginning of each term. Authorized repre-
sentatives of the Association may be recognized by special badges.
These representatives may be trusted implicitly as to information,
advice, and direction. New students unfamiliar with Kalamazoo
and the Western State Normal who write to the President of the
Normal Y. M. C. A., care of the Normal, will be met at the depots
at which they arrive, if they will specify the time of their expected
arrival. Letters should reach Kalamazoo a week before the open-
ing of each new term.

YOUNG WOMEN’S CHRISTIAN ASSOCIATION

The Normal has a Christian Association for the young women
of the school, and through the past year Bible-study classes, con-
ducted by a capable instructor, have constituted an important part
of the work. Regular weekly meetings are held, and the members
of the association aim to be of practical help to new students.

OTHER ORGANIZATIONS

In addition to the organizations listed above, there exist a
number of clubs representing different interests among the student
body. Among them are the Early Elementary Club, the Later
Elementary Association, the Science Club, the Manual Arts Club, the
Household Arts Club, the Commerce Club, the Oteyokwa Club,
(Upper Peninsula students), the Twin City Club (students from
Benton Harbor and Saint Joseph), the Ottawa Club (students from
Ottawa County), and the Booster Committee (Student Council).
Expenses

FEES

Tuition. For residents of Michigan, $5.00 for each regular term of twelve weeks and $3.00 for the Summer Term of six weeks. For non-residents of Michigan, $10.00 for each regular term of twelve weeks and $6.00 for the Summer Term of six weeks.

A fee of $2.50 ($2.00 for the Summer Term) is collected each term for the support of athletics, and subscription to the school paper.

The above rates will apply to all classes of students except students from Kalamazoo County who enroll in Rural Education courses.

Graduation Fees.

Limited Certificate Course .......................................................... $2.00
Life Certificate Course .................................................................. 3.00
A. B. Degree .............................................................................. 3.00
Extension Course ........................................................................ 3.00

Laboratory Fees

ART
Handwork 104 ........................................................................... $2.00
Handwork 105 ........................................................................... 2.00

BIOLOGY
Physiology 117 .......................................................................... .50
General Biology 101 ................................................................. .50
Zoology 102 .............................................................................. .50
Anatomy 115 and 116 ................................................................. .50
Nature Study 111 ........................................................................ .50
Agriculture 123 .......................................................................... .50
Botany 103 ................................................................................ .50

CHEMISTRY
All courses carrying laboratory work ..................................... 1.00

HOUSEHOLD ARTS
Rural Cookery ........................................................................... 1.00
Rural Clothing ........................................................................... 1.00
High School Cookery ............................................................... 1.00
WESTERN STATE NORMAL SCHOOL

<table>
<thead>
<tr>
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<td>Clothing 102</td>
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<tr>
<td>Clothing 103</td>
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<td>Clothing 104</td>
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MANUAL ARTS

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<td>Pattern Making 105</td>
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<td>Machine Shop 106</td>
<td>3.00</td>
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<tr>
<td>Auto Shop 117</td>
<td>3.00</td>
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PHYSICS

All courses carrying laboratory work: 1.00

BOARDING AND ROOMING

There are convenient rooms in the vicinity of the school sufficient to house 1,200 or more students. The cost of room and board varies. The average cost of rooms is from $2.00 to $3.00 per week per person; the average cost of board is from $6.00 to $7.00 per week.

Men and women students should not room in the same house. Women students should expect the privilege of entertaining their callers in a down-stairs room assigned for that purpose.

A list of good rooming and boarding houses can be obtained from the Registrar in the general office, or from the Dean of Women. It is advisable for students to see the rooms before definitely engaging them.

REMUNERATIVE OCCUPATION

Kalamazoo offers many opportunities for students who wish to support themselves in part during their residence in the school. There are openings in a number of lines, including the care of lawns and furnaces, waiting table, care of children, assisting in housework, etc. For those who have had experience in business lines, including stenography, there is frequent demand. The Secretary of the school has charge of this department and receives and attends to requests for assistance.

STUDENT LOAN FUND

In September, 1912 the nucleus of a student loan fund was
Children's Chorus, Training School

This chorus, accompanied by the Chicago Symphony Orchestra, gave "Alice in Wonderland" at the Kalamazoo May Festival, 1921
established by the gift of $200 from Miss Blanche Hull. This fund has been increased to a total of more than $4500. 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 one year.

THE NORMAL CO-OPERATIVE STORE

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

NORMAL LUNCHROOM

The Normal maintains a lunchroom in the basement of the Training School building where wholesome and palatable food is served at small cost. Five hundred students can be comfortably accommodated each noon. The lunchroom offers employment to twelve or more students. Miss Grace E. Moore is in general charge of the lunchroom and to her all applications for work at the noon hour should be made.
Conditions of Admission

Students may enroll at the opening of any term. In 1921-22 the opening dates will be as follows: Fall Term, September 26, 1921 (registration September 23 and 24); Winter Term, January 2, 1922; Spring Term, April 3, 1922; Summer Term, June 26, 1922. Students entering for the first time should bring their high school or other entrance credits. A blank is provided for this purpose.

ENTRANCE WITHOUT EXAMINATION

High School graduates, college graduates and those who hold the state certificate or indorsed first-grade certificate, will be admitted to the two-year Life Certificate courses, and the Limited Certificate course without examination.

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

For admission to the A. B. course, see the detailed outline of the requirements of this course as given on page 54.

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

ENTRANCE WITH ADVANCE CREDITS

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

ACCEPTED HIGH SCHOOLS

At a meeting of the State Board of Education held at Lansing January 23, 1903, the following policy was adopted concerning the admission of students to the normal schools of Michigan:
1. All school work below the standard of graduation from the twelfth year of a system of public schools, having not less than thirty-six weeks of school per year, of which four full years are occupied with distinctively high-school work, shall be considered preparatory to the Limited Certificate and Life Certificate courses of the normal schools of the state, and when included in normal school courses, shall be designated as preparatory with reference to the regular normal school work.

2. All students regularly graduated from the twelfth year of public school systems in which four full years are devoted to high-school work, with not less than two teachers fully employed in distinctively high-school work, and whose term is not less than thirty-six weeks, may be accepted into the regular Limited Certificate and Life Certificate courses without examination.

3. All students who have finished not less than two years of high-school work in a twelve-year course as herein outlined, may be admitted to the high-school course in the normal schools on their record, receiving credit for the work they have finished beyond the first two years of high-school work. When students have finished the preparatory work at the normal school, they shall be allowed to enter upon the regular one or two-year normal courses.

4. All students unable during the first term in the regular courses of the normal schools to maintain a fair standing, may at the discretion of the faculty in each case be dropped from the rolls of the school, reduced to high-school work or required to repeat the course not satisfactorily completed on first trial; and in all such cases shall be reported back to the high schools from which they came, with the facts in each case, to the end that a standard may be set for the high schools of the state, and that the superintendents and principals of these schools may learn what our standard of admission is and take measures to prevent their pupils from coming to the normal schools without due preparation. Should successive cases of defective preparation be found to come from particular schools, the privilege of admission without examination may, at the discretion of the faculty, be withdrawn from such schools.

5. Similar conditions for entrance may be made applicable to other than public schools from which pupils come to the normal schools when proper investigation shall have ascertained the rank or standing of such schools to be satisfactory.

**NEW LAW REQUIRES PROFESSIONAL TRAINING**

A law passed by the Legislature of Michigan in 1915 provides that after July 1, 1916, all beginning teachers in the public schools of Michigan must have completed not less than six weeks of professional training. Students graduating from Michi
gan high schools who are planning to teach may satisfy this requirement by attending the Western State Normal School and securing credits in subjects specified by the Superintendent of Public Instruction.

COUNTY NORMAL GRADUATES

Graduates from County Normal Training Classes who are also graduates from approved high schools, are given credit in eight subjects on the Life Certificate courses in the several State Normal Schools. This will enable the above class of students to complete the Life Certificate courses in one year and two Summer terms.

County Normal graduates who have graduated from approved high schools are given credit in six subjects in the Limited Certificate course. County Normal graduates who have completed the tenth grade in approved high schools will be given a year of credit in the High School courses.

REGISTRATION AND ENROLLMENT

Friday and Saturday before the opening day of the Fall Term, and the first day of all other terms are given to enrollment, registration, and payment of fees. Entering students should present themselves first to the Committee on Entrance Requirements and see that the entrance requirements of the course of study they intend to pursue are fully satisfied. Then, if the student has determined the course he intends to pursue, he will present himself to the advisor in his course for enrollment, and plan his program of work. If the student has not determined the course he intends to pursue, he should consult the General Advisory Committee before presenting himself for enrollment. This committee will direct the student to the course of study most likely to meet his needs. After enrollment the student will present his enrollment card containing his program of work for the ensuing term to the Registrar, pay his term fees, and be officially registered as a student in the school. Class-lists of students officially registered and enrolled will be provided for instructors. Students not officially registered and enrolled may in no case become members of classes, and credits will not be acknowledged and recorded except for work done in courses in which the student has been officially enrolled.

To save time at the opening of each term, students in residence the preceding term will enroll during the eighth week of the term.

Having entered upon a course of study, the student is under the guidance of the advisor for that course, and must not change his course without the consent of this advisor and the advisor for the course he wishes to enter. After enrolling in a class, the student must not leave the class without the consent of the
advisor for his course, and should notify the instructor of his withdrawal from the class.

Students taking the High School Life courses should consult the heads of the departments in which they expect to pursue their major and minor subjects.

As soon as possible after entering school, students should plan their work for the entire two years and confer with the person, or persons, in charge of their course concerning any matter relating to their work. Some courses are offered only once a year; hence care should be exercised so to formulate the schedule of studies for each term that all such subjects may be taken. A little foresight at the beginning of the first year will save possible embarrassment to students later in their course.

Students in the High School Life courses should pursue the subject in which they intend to do their practice teaching at least one term before the practice teaching begins.

Regular students may enroll with their advisors for not less than twelve hours nor more than eighteen hours of work per week, or, in other words, for not less than thirty-six nor more than fifty-four weeks of credit per term. Students who wish to carry work beyond the regular limitations must have the consent of the Extra Study Committee.

EXTRA STUDIES

Permission to carry extra work will be granted only on the recommendation of three members of the faculty.

Students should not apply for an extra study for their first term in residence but should establish their ability to carry extra work before making application for same.

Students may apply for an extra study in subsequent terms by calling at the office and securing an application card, carefully filling out the same and supplementing the request with any information the student may wish to submit to the committee. This card together with supplementary information should be filed with the Chairman of the Extra Study Committee before the beginning of the term in which the extra study is desired. The Committee after canvassing the record of the student, will decide whether or not the request shall be granted. On the first day of the new term a list will be posted on the student bulletin board in the Administration building giving the names of students to whom extra studies have been granted.

CERTIFICATES

A student expecting to receive a certificate of any kind at the end of the term should notify the Registrar by the third week of that term in order that the case may be acted upon promptly by the proper authorities.
Certificates and Degrees

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

A NORMAL LIFE CERTIFICATE

Requirements:
(a) Applicant must be at least eighteen years of age.
(b) Applicant must have completed one of the advanced courses of study offered in Western State Normal School, which course shall require not less than two years of work in advance of the high school.

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

LIMITED CERTIFICATE

Requirements:
(a) Applicant must be at least eighteen years of age.
(b) Applicant must have completed a course of study requiring forty-two weeks of work, all of which is in advance of the high school.

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

EXTENSION LIFE CERTIFICATE

Western State Normal was authorized in 1905 to grant Extension Life certificates to mature students who comply with the following conditions:
(1) Graduation from a high school, or its equivalent.
(2) Six years of successful teaching.
(3) Completion of the following work under direction of the faculty of Western State Normal:
(a) Three Summer Terms in residence.
(b) Two or three years of non-residence work,—either
   (1) Class work at a center within range of the school or
   (2) Correspondence work under direction.

The object of the course is to meet the needs of those who otherwise would be deprived of opportunity for growth and advancement. Extra credits or substitutes for residence study on the basis of work done elsewhere are not accepted.

Special announcements bearing on the work of the Extension course will be mailed to those interested, if they address the Extension Director, Western State Normal School, Kalamazoo, Michigan.

**BACHELOR OF ARTS DEGREE**

The degree of Bachelor of Arts is conferred by Western State Normal School after the completion of the four-year course of study outlined on page 54.
Courses of Study

The courses of study in Western State Normal School are planned to prepare teachers for the different departments and various phases of public school work, and also to give students who are preparing to teach, opportunity for general higher education. Recognizing that the prospective teacher should have some opportunity to adapt his education to his peculiar ability or personal ambition, the Faculty of Western Normal, in outlining courses of study sufficiently flexible to prepare teachers for both general and special school work, has made liberal provision for students to exercise individual preference in elective work. Prospective students should study carefully the courses as outlined that they may understand clearly the purpose of each course. They should choose the course best adapted to their various abilities or ambitions. When unable to come to any decision by themselves, students should consult some member of the General Advisory Committee.

LIFE CERTIFICATE COURSES

Western State Normal School offers the following advanced courses of study leading to the Normal Life Certificate. These courses are designed to prepare teachers for different grades and special kinds of public school work. Each course requires two years (36 weeks each) of work beyond the four-year high school. The school year is divided into three terms of twelve weeks each and a Summer Term of six weeks. A year’s work consists of twelve units (144 weeks’ credit). 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 twelve weeks’ credit.
EARLY ELEMENTARY COURSE

(Kindergarten—Grades I and II)
Miss Spindler, Miss Kern, Advisors

Group I.

Introductory Psychology 101........................................................................ 12 weeks
Educational Psychology 102......................................................................... 12 "
Principles of Teaching 101........................................................................... 12 "
Teaching 101, 102..................................................................................... 94 "
Composition 101......................................................................................... 12 "
Teachers' Art 102........................................................................................ 12 "
Primary Music 118...................................................................................... 12 "

Group II

A major in Early Elementary Education.......................................... 48-72 "

Group III

A. Literature and Reading................................................................. 36 "
B. History and Sociology................................................................. 36 "
C. Science and Mathematics........................................................... 36 "

NOTE: 1. Students who select a major of 48 weeks may choose the remaining 36 weeks at pleasure.

NOTE: 2. Physical Education (101, 102, 103, 104, 105), Library Methods, and Penmanship are required of all students.

NOTE: 3. Students must have had Beginning Reading 103 before they will be assigned for practice teaching in the first grade.
# LATER ELEMENTARY COURSE

(Grades III, IV, V, and VI)

Dr. Henry, Miss Harrison, Advisors

## Group I.

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Psychology 101</td>
<td>12 weeks</td>
</tr>
<tr>
<td>Educational Psychology 102</td>
<td>12 &quot;</td>
</tr>
<tr>
<td>Genetic Psychology 103</td>
<td>12 &quot;</td>
</tr>
<tr>
<td>Principles of Teaching 101</td>
<td>12 &quot;</td>
</tr>
<tr>
<td>Teaching 101, 102</td>
<td>24 &quot;</td>
</tr>
<tr>
<td>Composition 101</td>
<td>12 &quot;</td>
</tr>
<tr>
<td>Teachers' Art 102</td>
<td>12 &quot;</td>
</tr>
<tr>
<td>Teachers' Music 106</td>
<td>12 &quot;</td>
</tr>
</tbody>
</table>

## Group II.

A major elected in one subject............... 36 to 72 "

## Group III.

A. Literature and Reading .................. 36 "
B. History and Sociology .................. 36 "
C. Science and Mathematics ................ 36 "

**NOTE:**
1. Students who elect a major of 36 weeks may choose the remaining 36 weeks at pleasure.
2. Physical Education (101, 102, 103, 104, 105), Library Methods, and Penmanship required of all students.
RURAL EDUCATIONAL COURSE

Dr. Burnham, Miss Munro, Advisors

Group I.

Introductory Psychology 101 .................................................. 12 weeks
Educational Psychology 102 .................................................. 12 "
Genetic Psychology 103 .................................................. 12 "
Principles of Teaching 101 .................................................. 12 "
Teaching 101, 102 .................................................. 24 "
Composition 101 .................................................. 12 "
Teachers’ Art 103 .................................................. 12 "
Teachers’ Music 106 .................................................. 12 "

Group II.

A major elected in Rural Education ................................. 36 to 72 "

Group III.

A. Literature and Reading .................................................. 36 "
B. History and Sociology .................................................. 36 "
C. Science and Mathematics .................................................. 36 "

NOTE: 1. Students who elect a major of 36 weeks may choose the remaining 36 weeks at pleasure.

2. Physical Education (101, 102, 103, 104, 105), Library Methods, and Penmanship required of all students.
JUNIOR HIGH SCHOOL COURSE

(Grades VII, VIII, and IX).

Miss Rawlinson, Mr. Moore, Advisors

Group I.

Introductory Psychology 101 ............................................................... 12 weeks
Educational Psychology 102 ............................................................... 12 "
Genetic Psychology 103 ...................................................................... 12 "
Principles of Teaching 101 ................................................................. 12 "
English Composition 101 .................................................................... 12 "

Group II.

One major subject, consisting of from 48 to 84 weeks including 12 weeks of teaching.

One minor subject, consisting of 48 weeks including 12 weeks of teaching.

Two subjects (other than the major and minor) consisting of 36 weeks each.

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

NOTE.—The Physical Education (101, 102, 103, 104, and 105), Library Methods, and Penmanship are required of all students.
SENIOR HIGH SCHOOL COURSE

Grades X, XI, and XII)

Mr. Fox, Miss Zimmerman, Advisors

Group I.

Introductory Psychology 101 .................................................. 12 weeks
Educational Psychology 102 .................................................. 12 "
Genetic Psychology 103 .................................................. 12 "
Principles of Teaching 101 ............................................. 12 "
English Composition 101 .................................................. 12 "

Group II.

A major of 84 weeks including 12 weeks of teaching.
A minor of 48 to 84 weeks including 12 weeks of teaching.

In so far as possible the remaining work should be taken in consecutive courses of 36 weeks each, one of which must be in a subject not chosen as a major or minor.

NOTE.—Physical Education (101, 102, 103, 104, and 105), Library Methods, and Penmanship are required of all students.

NOTE.—Students who are looking forward to teaching in the high school are urged to plan to take the four-year course (page 54). By so doing they will be able to secure better positions and better salaries.
ART COURSE

Miss Netzorg, Miss Stevenson, Advisors

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Art (101)</td>
<td>6</td>
</tr>
<tr>
<td>Art Observation (116)</td>
<td>6</td>
</tr>
<tr>
<td>Int. Psychology (101)</td>
<td>12</td>
</tr>
<tr>
<td>Mechanical Drawing (108)</td>
<td>12</td>
</tr>
<tr>
<td>Elective</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (101)</td>
<td></td>
</tr>
</tbody>
</table>

**Winter Term**

| Teachers’ Art (102)             | 12 |
| Art Observation (117)           | 6  |
| Blackboard Drawing (106)        | 6  |
| Composition (101)               | 12 |
| Elective                        | 12 |
| Physical Education (102)        |    |

**Spring Term**

| Handwork (104)                  | 12 |
| General Design (107)            | 12 |
| Principles of Teaching (101)    | 12 |
| Elective                        | 12 |
| Physical Education (103)        |    |

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictorial Composition (108)</td>
<td>12</td>
</tr>
<tr>
<td>Decorative Design (112)</td>
<td>12</td>
</tr>
<tr>
<td>Elective</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (104)</td>
<td></td>
</tr>
</tbody>
</table>

**Winter Term**

| History and Appreciation of Art (114) | 12 |
| Educational Psychology (102)          | 12 |
| Teaching (102)                        | 12 |
| Elective                              | 12 |
| Physical Education (105)              |    |

**Spring Term**

| Figure Illustration (109)           | 12 |
| Art Supervision (118)               | 12 |
| History and Appreciation of Art (115) | 12 |
| Elective                            | 12 |

Note—(1) Library Methods and Penmanship required of all students

Note—(2) The school reserves the right to take creditable work from students in all art classes for purposes of exhibition.
# COURSES OF STUDY

## ART AND MUSIC COURSE

Miss Netzorg, Mr. Maybee, Advisors

### FIRST YEAR

#### Fall Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Art (101)</td>
<td>6</td>
</tr>
<tr>
<td>Art Observation (116)</td>
<td>6</td>
</tr>
<tr>
<td>Int. Psychology (101)</td>
<td>12</td>
</tr>
<tr>
<td>Mechanical Drawing (108)</td>
<td>6</td>
</tr>
<tr>
<td>Elements of Music (101)</td>
<td>6</td>
</tr>
<tr>
<td>Harmony (109)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (101)</td>
<td></td>
</tr>
</tbody>
</table>

#### Winter Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers' Art (102)</td>
<td>12</td>
</tr>
<tr>
<td>Art Observation (107)</td>
<td>6</td>
</tr>
<tr>
<td>Composition (101)</td>
<td>12</td>
</tr>
<tr>
<td>Elements of Music (102)</td>
<td>6</td>
</tr>
<tr>
<td>Harmony (102)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (102)</td>
<td></td>
</tr>
</tbody>
</table>

#### Spring Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handwork (104)</td>
<td>12</td>
</tr>
<tr>
<td>General Design (107)</td>
<td>6</td>
</tr>
<tr>
<td>Principles of Teaching (101)</td>
<td>12</td>
</tr>
<tr>
<td>Harmony (111)</td>
<td>12</td>
</tr>
<tr>
<td>Methods of Music in Primary Grades (107)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (103)</td>
<td></td>
</tr>
</tbody>
</table>

### SECOND YEAR

#### Fall Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Pictorial Composition (108)</td>
<td>6</td>
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<tr>
<td>Educational Psychology (102)</td>
<td>12</td>
</tr>
<tr>
<td>Teaching (101)</td>
<td>12</td>
</tr>
<tr>
<td>Voice Culture (103)</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education (104)</td>
<td></td>
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</table>

#### Winter Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and Appreciation of Art (114)</td>
<td>12</td>
</tr>
<tr>
<td>Drawing (106)</td>
<td>12</td>
</tr>
<tr>
<td>Teaching (102)</td>
<td>12</td>
</tr>
<tr>
<td>History and Appreciation of Music (118)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (105)</td>
<td></td>
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</tbody>
</table>

#### Spring Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Supervision (118)</td>
<td>12</td>
</tr>
<tr>
<td>History and Appreciation of Art (115)</td>
<td>6</td>
</tr>
<tr>
<td>Voice Culture (104)</td>
<td>6</td>
</tr>
<tr>
<td>High School Conducting (115)</td>
<td>12</td>
</tr>
<tr>
<td>Elective</td>
<td>12</td>
</tr>
</tbody>
</table>

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Note—(1) Library Methods and Penmanship required of all students.

Note—(2) Chorus and Glee Club or Orchestra are required of all in this course.

Note—(3) The art school reserves the right to take creditable work from students in all art classes for purposes of exhibition.
## MUSIC COURSE

Mr. Maybee, Advisor

### FIRST YEAR

#### Fall Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of Music (101)</td>
<td>6</td>
</tr>
<tr>
<td>Harmony (109)</td>
<td>12</td>
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<tr>
<td>Observation (116)</td>
<td>6</td>
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<tr>
<td>Composition (101)</td>
<td>12</td>
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<tr>
<td>History of Music (112)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (101)</td>
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</table>

#### Winter Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of Music (102)</td>
<td>6</td>
</tr>
<tr>
<td>Harmony (110)</td>
<td>12</td>
</tr>
<tr>
<td>Introductory Psychology (101)</td>
<td>12</td>
</tr>
<tr>
<td>Voice Culture (103)</td>
<td>6</td>
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<tr>
<td>History and Appreciation (113)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (102)</td>
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#### Spring Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Methods: Primary Grades (107)</td>
<td>6</td>
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<tr>
<td>Harmony (111)</td>
<td>12</td>
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<tr>
<td>Principles of Teaching (101)</td>
<td>12</td>
</tr>
<tr>
<td>Observation (117)</td>
<td>6</td>
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<tr>
<td>Elective</td>
<td>12</td>
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<tr>
<td>Physical Education (103)</td>
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### SECOND YEAR

#### Fall Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Musical Composition (114)</td>
<td>12</td>
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<tr>
<td>Educational Psychology (102)</td>
<td>12</td>
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<tr>
<td>Teaching (101)</td>
<td>12</td>
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<tr>
<td>Methods: Grammar Grades (106)</td>
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<td>Voice Culture (104)</td>
<td>6</td>
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<td>Physical Education (104)</td>
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#### Winter Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Advanced Voice Culture</td>
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<tr>
<td>Teaching (102)</td>
<td>12</td>
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<tr>
<td>*Musical Composition (126)</td>
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<tr>
<td>Elective</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (105)</td>
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</table>

#### Spring Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>High School Conducting (115)</td>
<td>12</td>
</tr>
<tr>
<td>*Musical Analysis (127)</td>
<td>12</td>
</tr>
<tr>
<td>Elective</td>
<td>24</td>
</tr>
</tbody>
</table>

Chorus and Glee Club or Orchestra are required of all in the Music course.

Note—Library Methods and Penmanship are required of all students.

*Or elective.
Football Team 1920
## COMMERCIAL COURSE

Mr. Pennell, Advisor.

### FIRST YEAR

**Fall Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Arithmetie (108)</td>
<td>6</td>
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<tr>
<td>Typewriting (101)</td>
<td>6</td>
</tr>
<tr>
<td>Shorthand (101)</td>
<td>12</td>
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<tr>
<td>Economic Geography (109)</td>
<td>12</td>
</tr>
<tr>
<td>Introductory Psychology (101)</td>
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**Winter Term**

<table>
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</thead>
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<tr>
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<td>Composition (101)</td>
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<tr>
<td>Educational Psychology (102)</td>
<td>12</td>
</tr>
</tbody>
</table>

**Spring Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Management (110)</td>
<td>6</td>
</tr>
<tr>
<td>Typewriting (103)</td>
<td>6</td>
</tr>
<tr>
<td>Shorthand (103)</td>
<td>12</td>
</tr>
<tr>
<td>Principles of Teaching (101)</td>
<td>12</td>
</tr>
<tr>
<td>Accounting (101)</td>
<td>12</td>
</tr>
</tbody>
</table>

### SECOND YEAR

**Fall Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Law (106)</td>
<td>12</td>
</tr>
<tr>
<td>Economics (101A)</td>
<td>12</td>
</tr>
<tr>
<td>Accounting (102)</td>
<td>12</td>
</tr>
<tr>
<td>Shorthand (104)</td>
<td>12</td>
</tr>
</tbody>
</table>

**Winter Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Law (107)</td>
<td>12</td>
</tr>
<tr>
<td>Economics (101B)</td>
<td>12</td>
</tr>
<tr>
<td>Accounting (103)</td>
<td>12</td>
</tr>
<tr>
<td>Practice Teaching (101)</td>
<td>12</td>
</tr>
</tbody>
</table>

**Spring Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Methods (114)</td>
<td>12</td>
</tr>
<tr>
<td>Accounting (104) or Money and Banking (102)</td>
<td>12</td>
</tr>
<tr>
<td>Letter-Writing (111)</td>
<td>12</td>
</tr>
<tr>
<td>Practice Teaching (102)</td>
<td>12</td>
</tr>
</tbody>
</table>

### Notes
- (1) Physical Education (101, 102, 103, 104, 105), Library Methods and Penmanship required of all students.
- (2) Slight alterations in the above schedule may be made with the consent of the advisor.
HOUSEHOLD ARTS COURSE
Miss Blair, Miss Moore, Advisors.

Group I.

Introductory Psychology 101 ...................................................... 12 weeks
Educational Psychology 102 .......................................................... 12 "
Principles of Teaching 101 .......................................................... 12 "
English Composition 101 ............................................................. 12 "
Chemistry 102A, B, 103 ................................................................. 36 "
Physiology 117 ............................................................................... 12 "
Household Arts Design 113 ........................................................... 12 "
Teaching 101-102 ....................................................................... 24 "

Group II.

A. Textiles and Clothing ............................................................... 72 "
   Foods and Cookery ................................................................. 36 "
   or
B. Textiles and Clothing ............................................................... 36 "
   Foods and Cookery ................................................................. 72 "

Group III.

A. Literature ............................................................................. 12 "
   History ................................................................................. 12 "
   Mathematics or Geography ..................................................... 12 "
B. The remaining units at the pleasure of the student.

Note—Physical Education (101-2-3-4-5), Library Methods, and Penmanship required of all students.
MANUAL ARTS COURSE
Mr. Sherwood, Mr. F. Huff, Advisors

Group I.

Introductory Psychology 101 ................................................ 12 weeks
Principles of Teaching 101 .................................................... 12 ‘‘
Teaching 101, 102 ................................................................. 24 ‘‘
Composition ........................................................................ 12 ‘‘
Shop Mathematics 112 ......................................................... 12 ‘‘
Mechanical Drawing 108B, 108C .......................................... 24 ‘‘
Structural Design 111 ............................................................ 12 ‘‘
Woodshop 102 ........................................................................ 12 ‘‘
Practical Electricity 110 ........................................................ 12 ‘‘

Group II.

A major elected in the Department of Manual Arts.
(Shop and drawing courses not included in Group I.) 72 weeks

Group III.

A. Three consecutive units elected in sociology, geography, mathematics, physics, chemistry, biology, English, history, government, education, psychology or foreign languages. 36 weeks.

B. Four units elected with the consent of the advisor. 48 weeks.

NOTE: 1. Satisfactory credit in Woodshop 102 is recognized as equivalent to Shop 1, University of Michigan, Department of Engineering; Forge Shop 107 as equivalent to Shop 11; Machine Shop 106A and B as equivalent to Shop IV and Patternmaking 105 as equivalent to University of Michigan Shop VI.

NOTE: 2. Sixteen special departmental units (12 weeks credit each) are allowed toward the degree of Bachelor of Arts. If the student is wise in his elections he can complete the requirements of the Manual Arts course and also gain two full years of credit toward his degree of Bachelor of Arts.

NOTE: 3. Students who enter with less than one year of satisfactory credit in Physics must elect Physics 100. The student who elects a year of College Physics (Group 3 A or B) may substitute another subject for Practical Electricity 110 in Group I.

NOTE: 4. Special arrangements will be necessary for students who enter without satisfactory preparation in geometry. Those who elect a year of either college physics or mathematics (Group 3 A or B) may substitute another subject for Shop Mathematics 112.

NOTE: 5. Woodshop 101, Mechanical Drawing 108A, and Structural Design 111 are required of all students who have not had satisfactory previous preparation in these subjects.
**PHYSICAL EDUCATION COURSE FOR MEN**  
Mr. Taylor, Advisor

### FIRST YEAR

#### Fall Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Psychology (101)</td>
<td>12</td>
</tr>
<tr>
<td>Rhetoric (104)</td>
<td>9</td>
</tr>
<tr>
<td>Anatomy (115)</td>
<td>12</td>
</tr>
<tr>
<td>History of Physical Education (107)</td>
<td>6</td>
</tr>
<tr>
<td><em>Physical Education (101)</em></td>
<td></td>
</tr>
<tr>
<td>Foot Ball (128)</td>
<td>6</td>
</tr>
<tr>
<td>General Athletics and Games (121)</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Winter Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology (102)</td>
<td>12</td>
</tr>
<tr>
<td>Rhetoric (104)</td>
<td>9</td>
</tr>
<tr>
<td>Anatomy (116)</td>
<td>12</td>
</tr>
<tr>
<td>Gymnastic Theory (108)</td>
<td>6</td>
</tr>
<tr>
<td>Hygiene (118)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (122)</td>
<td>6</td>
</tr>
<tr>
<td>Basket Ball or Track (129)</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Spring Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Teaching (101)</td>
<td>12</td>
</tr>
<tr>
<td>Rhetoric (104)</td>
<td>9</td>
</tr>
<tr>
<td>Physiology and Hygiene (117)</td>
<td>12</td>
</tr>
<tr>
<td>Anthropometry and Physical Examination (110)</td>
<td>6</td>
</tr>
<tr>
<td>Physical Diagnosis (111)</td>
<td>6</td>
</tr>
<tr>
<td>Mass Athletics and Games (123)</td>
<td>9</td>
</tr>
<tr>
<td><em>Physical Education (103)</em></td>
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</tbody>
</table>

### SECOND YEAR

#### Fall Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching (101)</td>
<td>12</td>
</tr>
<tr>
<td>Athletic Theory (113)</td>
<td>6</td>
</tr>
<tr>
<td>First Aid (109)</td>
<td>6</td>
</tr>
<tr>
<td>Massage and Hydrotherapy (112)</td>
<td>6</td>
</tr>
<tr>
<td><em>Physical Education (104)</em></td>
<td></td>
</tr>
<tr>
<td>English (110, 111 or 112)</td>
<td>12</td>
</tr>
<tr>
<td>Advanced Athletics and Group Games (124)</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Winter Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching (102)</td>
<td>12</td>
</tr>
<tr>
<td>Kinesiology (114)</td>
<td>12</td>
</tr>
<tr>
<td>Basket Ball Technique (115)</td>
<td>6</td>
</tr>
<tr>
<td>Equipment of Playgrounds and Gymnasiums (121)</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education (125)</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>12</td>
</tr>
<tr>
<td>Basket Ball or Track (130)</td>
<td>6</td>
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</tbody>
</table>

#### Spring Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Administration (117)</td>
<td>12</td>
</tr>
<tr>
<td>Physiology of Exercise (116)</td>
<td>6</td>
</tr>
<tr>
<td>Base Ball Technique (118)</td>
<td>6</td>
</tr>
<tr>
<td>Track Athletics Theory (119)</td>
<td>6</td>
</tr>
<tr>
<td><em>Physical Education (106)</em></td>
<td></td>
</tr>
<tr>
<td>Swimming (127)</td>
<td>6</td>
</tr>
<tr>
<td>Advanced Athletics (126)</td>
<td>9</td>
</tr>
<tr>
<td>Elective</td>
<td>12</td>
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</tbody>
</table>

* Required of all students.

**NOTE.**—Library Methods and Penmanship required of all students.
**PHYSICAL EDUCATION COURSE FOR WOMEN**

**Miss Guiot, Advisor**

### FIRST YEAR

#### Fall Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Introductory Psychology</td>
<td>12</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>9</td>
</tr>
<tr>
<td>General Gymnastics (101)</td>
<td>6</td>
</tr>
<tr>
<td>Folk Dancing (111)</td>
<td>6</td>
</tr>
<tr>
<td>Methods (123)</td>
<td>9</td>
</tr>
<tr>
<td>Anatomy (115)</td>
<td>12</td>
</tr>
</tbody>
</table>

*Physical Education.*

#### Winter Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology</td>
<td>12</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>9</td>
</tr>
<tr>
<td>Aesthetic Dancing (112)</td>
<td>6</td>
</tr>
<tr>
<td>Swedish Theory and Practice (117)</td>
<td>6</td>
</tr>
<tr>
<td>Games and Rhythms (105)</td>
<td>6</td>
</tr>
<tr>
<td>Anatomy (116)</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Spring Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Teaching (101)</td>
<td>12</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>9</td>
</tr>
<tr>
<td>General Gymnastics and Aesthetic Dancing (113)</td>
<td>6</td>
</tr>
<tr>
<td>Swedish Theory and Practice (118)</td>
<td>6</td>
</tr>
<tr>
<td>Playground Organization (119)</td>
<td>9</td>
</tr>
<tr>
<td>Physiology and Hygiene (117)</td>
<td>12</td>
</tr>
<tr>
<td>Theory of Swimming (123)</td>
<td>6</td>
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</tbody>
</table>

* Field Games, Tennis, Swimming, 6 weeks’ credit.

**Second Year**

#### Fall Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>Teaching (101)</td>
<td>12</td>
</tr>
<tr>
<td>English</td>
<td>12</td>
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<tr>
<td>General Gymnastics and Aesthetic Dancing (114)</td>
<td>6</td>
</tr>
<tr>
<td>First Aid, (Emergencies and Home Nursing) (104)</td>
<td>12</td>
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<tr>
<td>Gymnasium Equipment (121)</td>
<td>6</td>
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<tr>
<td><strong>Elective</strong></td>
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#### Winter Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>Teaching (102)</td>
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<tr>
<td>Fundamentals of Biology (110)</td>
<td>12</td>
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<tr>
<td>General Gymnastics and Aesthetic Dancing (115)</td>
<td>6</td>
</tr>
<tr>
<td>Applied Anatomy and Corrective Work (120)</td>
<td>12</td>
</tr>
<tr>
<td>Musical Construction (128)</td>
<td>12</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
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#### Spring Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching (103)</td>
<td>12</td>
</tr>
<tr>
<td>General Gymnastics and Aesthetic Dancing (115)</td>
<td>6</td>
</tr>
<tr>
<td>Games and Athletics (122)</td>
<td>6</td>
</tr>
<tr>
<td>Festival (106)</td>
<td>6</td>
</tr>
<tr>
<td>Medical Inspection (113)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>24</td>
</tr>
</tbody>
</table>

**Field Games, Tennis, Swimming, 6 weeks’ credit.**

**Electives. The remaining units may be elected in literature, history, geography, sociology, or foreign language.**

**NOTE.—Library Methods and Penmanship required of all students.**
BACHELOR OF ARTS COURSE

Mr. Sprau, Advisor

At its regular meeting, March 29, 1918, the State Board of Education authorized the normal schools of the state to formulate a four-year course of study leading to the Bachelor’s degree. The following is an exact copy of the course of study drafted by the Normal Executive Council and adopted by the State Board of Education at its regular meeting, June 30, 1918. The course is the same for all of the Normal Schools of Michigan, and in all cases leads to a Life Certificate and the degree of Bachelor of Arts.

The four-year course will in no way interfere with the two-year Life Certificate courses already in force in the Western State Normal School, and graduates in any of these courses may in all cases count their work done for a certificate as part credit toward the degree. However, the entrance requirements for the four-year course are more rigidly prescribed than for the Life Certificate courses, and candidates for the degree must satisfy these entrance requirements.

The four-year course is now a part of the work at Western Normal, and students may enter the institution to begin or continue their work for the degree at the beginning of any regular term.

Requirements for Admission

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

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

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

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

- English: 3 units
- Foreign Language: 2 units
- Mathematics (Algebra or Geometry): 1 unit
- Science: 1 unit
- History: 1 unit

Subjects Accepted for Admission

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

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

Requirement for the Degree of Bachelor of Arts

The degree of Bachelor of Arts and a teacher’s life certificate will be granted to students upon satisfactory completion of the course of study outlined below. The work extends over a period of four years of thirty-six weeks each, and presupposes the completion of a four-year standard high-school course as described
under Requirements for Admission. A unit of work represents a course of instruction in a single subject, continuing for twelve weeks and having four class-hours per week. Two hours of laboratory work will count as one class-hour. The requirement for graduation with this degree is forty-eight units distributed as follows:

Group I..............................................................................3 units
English Composition and Rhetoric

Group II ........................................................................5 units
History, Economics, Sociology, Philosophy

Group III ........................................................................6 units
Biology, Chemistry, Geography, Physics, Mathematics,
Astronomy, Geology

Group IV ........................................................................6 units
Ancient Languages, Modern Languages,
English Language and Literature

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 courses are fully satisfied.
2. Not more than sixteen units may be taken in any one department.
3. Courses counted in Group I cannot be counted in Group IV.
4. Not more than a total of sixteen units may be counted from the following departments: Music, Art, Household Arts, 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, and no candidate will be recommended for the A. B. Degree who has spent less than one year at the Western State Normal and who has not been in residence during the regular term next preceding the time of his graduation.
LIMITED CERTIFICATE COURSE

Dr. Burnham, Miss Munro, Advisors

The Limited Certificate Course requires a year and a Summer term of work beyond the four-year high school, and leads to a limited certificate described on page 38.

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

Group I.

Introductory Psychology 101 .......................................................... 12 weeks
Principles of Teaching 101 .......................................................... 12 "
Teaching 101 .............................................................................. 12 "
Teachers’ Art 102 .............................................................. 12 "
Teachers’ Music 106 ............................................................ 12 "
Composition 101 ........................................................................ 12 "
Sociology 113 ............................................................................. 12 "

Group II.

Elect seven units from the following courses, or four units from this group, and three consecutive units in one subject with a particular Life Certificate in view.

Literature for Children 103 .......................................................... 12 weeks
Story-Telling 104 ........................................................................ 12 "
American History, 101, 102, or 103 .......................................... 12 "
General Geography 101 .......................................................... 12 "
Arithmetic 101 ........................................................................... 12 "
Hygiene 118 ............................................................................... 12 "
Curriculum and Management 101 ........................................... 12 "
* Agriculture 123A ...................................................................... 12 "
* Agriculture 123B ...................................................................... 12 "
Household Arts 114, or Shopwork 101 ...................................... 12 "
Nature-Study 111 or 123C ......................................................... 12 "

* NOTE.—Students who have not had Agriculture in the high-school, will elect courses 123A and 123B, as advised by the enroller.

NOTE.—Physical Education (101-2-3), Library Methods, and Penmanship, are required of all students in the Limited Course.
THE EXTENSION DEPARTMENT

Many schools and colleges are now offering opportunities for non-residence study \textit{(in absentia)}. The conditions under which this type of study is offered by Western State Normal are given below. The direction of the work of students not in residence has been entrusted to the Extension Department.

Extension Courses are open to

a. High School graduates with six or more years of successful teaching experience who wish to secure Extension Life Certificates. (The requirements for this type of Life Certificate may be found on a later page under the heading "Extension Course."

b. High School graduates, with or without experience, who wish to earn credits to apply on other kinds of life certificates or on the degree.

c. High School graduates who wish to take work purely for personal pleasure and profit with or without credit.

d. Mature persons who wish to pursue work for pleasure and profit with or without credit. To this class belong persons engaged in teaching who, lacking high school graduation or teaching requirements for admission, enroll in these classes with a view to removing such deficiencies.

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

a. Class work at a strategic center within range of the school which the instructor visits at frequent intervals (usually every other 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 almost identically equivalent to corresponding subjects in residence. Each subject is planned to cover eighteen weeks of time; is presented to students in nine definite assignments; and counts 12 weeks' credit toward a life certificate. Certain courses count toward the degree of A. B.

Extension courses are designed to fill the needs of those whose circumstances do not permit of attendance at the Normal School. Those who wish to progress in spite of unfortunate circumstances will find in extension work a means to their desired end.

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

Correspondence courses may be begun at any time when the Normal is in session. Correspondence students are expected to complete a course within eighteen weeks, though a time extension to twenty-four weeks may be arranged for in exceptional cases. Work not completed in twenty-four weeks is considered dropped.
In all cases application for entrance to courses must be made to the Extension Department on special forms furnished by the Department. This may be done by letter or through a representative of the Normal authorized by the Department. Correspondence students must enroll with the Extension Department. When in residence all extension students enroll with the Director of Extension.

The schedule of fees follows:

Class tuition per subject ............................................................. $ 7.50
Correspondence tuition, per subject .................................................. 10.00

All extension courses give twelve weeks' credit. Henceforth for students who enroll for extension work the following rules regarding the amount of such work permitted will apply.

1. A maximum of ½ the required number of courses for the Extension Life Certificate may be earned by extension.
2. A maximum of ¼ the required number of courses for the two-year Life Certificate and for the A. B. Degree may be earned by extension.
3. A maximum of four courses may be earned by extension by graduates of County Normal Schools.
4. No extension courses can be applied toward the requirements for the Limited Certificate.

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 people who do not find answers to their questions here are requested to communicate with the Extension Director, Western State Normal School, Kalamazoo, Michigan.

EXTENSION COURSE

Mr. Hoekje, Director.

Group I.

Introductory Psychology 101, 201, or 301 ........................................ 12 weeks
Educational Psychology 102, 202, 302 ........................................ 12 "
Genetic Psychology 103, 203, or 303 ........................................ 12 "
History of Education 127, 227, or 327 ........................................ 12 "
English Composition 101, 201, or 301 ........................................ 12 "
Penmanship.

Group II.

Seven units elected by the student .............................................. 84 weeks

NOTE—The Extension Life Certificate only is granted for this work. See page 38 concerning the nature of this certificate. No one should enroll for this work without having consulted the Director of Extension. Regular residence students should enroll in some one of the Two-Year Life Certificate courses.
Details of Departments

ART

MISS NETZORG
MISS STEVENSON

101. Introductory Art. Required of Art Students only. A course designed to give the student full technical control of public school art mediums—pencil, crayon and water colors. Elements of design, color, drawing and appreciation are developed so as to give the art student a basis for facilitating his special work. Six weeks' credit.

MISS STEVENSON


A. This course prepares the student to direct art in the kindergarten, first, second and third grades, and gives an appreciation of art activities in the play of the child. Design, arrangement, and lettering are followed by a thorough study of color and color systems, with those mediums best suited to the problems at hand. Drawing is then stressed in line and tone, memory and imaginative drawing taking precedence over representative. Pictures for the school and home are discussed as well as all surroundings which have any bearing on the child's visual impressions. Twelve weeks' credit.

MISS STEVENSON, MISS NETZORG

B. A course whose content is similar to 102 A, but which lays stress on the application to problems arising in art study in the Later Elementary grades as well as in Junior High School. Observation of art classes in the training school will supplement class work. Offered every term. Twelve weeks' credit.

MISS STEVENSON, MISS NETZORG

103. Teachers' Art. This course is especially planned for the teacher of the rural school. Water color work and blackboard drawing, also problems in handwork such as weaving, clay modeling, and sand-table settings are featured. A brief study of house furnishing and costume design is included. Twelve weeks' credit. Spring Term.

MISS STEVENSON
104. Handwork I. Elementary problems which include materials such as clay, paper, cardboard, roving and pine needles. This course is open to students without previous art work and all students preparing to teach in the grades are urged to take it. Twelve weeks’ credit. Fall, Winter, Spring, and Summer terms.

MISS STEVENSON

105. Handwork II. Advanced problems in pottery and the use of the kiln taught by actual firing for the biscuit and for the glazing. Rug making, basketry and bookbinding, also a study of the industries will be included. Prerequisite, course 104. Twelve weeks’ credit. Spring and Summer terms.

MISS STEVENSON

106. Blackboard Drawing. This course gives the student practice in rapid drawing on a large illustrative scale both on the blackboard with white and colored chalks and on large paper in line and color. Subjects allied to school life and special holidays give subject matter to the drawing. Literature, history, geography and nature study are used to stimulate representative and imaginative drawing. School room decoration is discussed. Open to all who have had art 102. Six or twelve weeks’ credit. Winter Term.

MISS NETZORG

107. General Design. This course provides the foundation for decorative design. A series of problems is given to teach the fundamental principles underlying line, mass and color. Open to students who have taken art 102. Twelve weeks’ credit. Spring Term.

MISS STEVENSON

108. Pictorial Composition. A study of the fundamentals of pictorial design based on related areas of dark and light, values and color. The landscape and nature subjects will be interpreted in ink, chalks, crayon, and water color, both transparent and opaque. Holiday posters and greetings will be featured. Six or twelve weeks’ credit. Fall Term.

MISS NETZORG

109. Figure Illustration. A course applying pictorial composition by using figure drawing both from the model and from memory. Great latitude is used in allowing the student choice of mediums and technic to develop individual style. Pen and ink, wash, water colors and oils. Twelve weeks’ credit.

MISS NETZORG

110. Manual Arts Drawing. A course designed to enable the Manual Arts student to express three dimensional form on paper through the study of perspective and its application. Representa-
tive drawing from real objects, furniture and buildings is supplemented by practice in drawing objects so as to give the student ability to give graphic expression to a problem. Color study is featured and mediums such as crayon, pencil, ink, and water colors are used. Twelve weeks' credit. Fall and Winter terms.

MISS NETZORG

111. **Manual Arts Design.** This course includes a study of design and its application to materials such as wood, metal, clay and cement. Period furniture in its relation to modern needs will be studied. The relation between manual arts and the school curriculum will form a basis for the discussion of industrial arts. Some decorative design will be applied to toys, objects for the home, etc. Twelve weeks' credit. Winter and Spring terms.

MISS STEVENSON

112. **Decorative Design.** A continuation of General Design, many of the designs to be applied to materials. Much emphasis is placed on original work. Twelve weeks' credit. Fall Term.

MISS STEVENSON

113. **Household Arts Design.** 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, wash and color. Decorative design for costume will be planned and executed. The last six weeks will be devoted to house furnishing. Color, design, arrangement, choice, and selection of furnishings will be supplemented by collections of illustrative material and visits to decorators' and furniture shops. Twelve weeks' credit. Fall Term.

MISS NETZORG

114. **History of Art.** This course includes a study of art throughout the ages, stressing primitive, Chaldean, Egyptian, Assyrian, Indian, Chinese, Japanese, Greek and Roman work in architecture, painting and sculpture. Compilations of notes and illustrative material supplement the class room discussions. Twelve weeks' credit. Winter Term.

MISS NETZORG

115. **History of Art.** A continuation of Art 114. A study of European art during the middle ages and Renaissance, and modern art, in painting, architecture and sculpture. Contemporary art is strongly featured. Six or twelve weeks' credit.

MISS NETZORG

116. **Art Observation.** A supervised course in observing the art activities in the training school. Weekly discussions throw
light on the relationship of art to the school curriculum. Six weeks' credit. Fall Term.

117. **Art Observation.** Continuation of course 116. Six weeks' credit.

118. **Art Supervision.** A study of the school curriculum and its needs in art activities. Courses of study will be outlined and administrative problems discussed. Collections of illustrative material will be catalogued. Twelve weeks' credit. Spring Term.

MISS NETZORG

119. **Art Advertising.** A course in lettering and application to advertising material such as posters, street car cards, book covers, etc. Ink work with the various lettering pens will be included. Open to all students who have had Teachers' Art 102. Twelve weeks' credit. Spring and Summer terms.

MISS NETZORG, MISS STEVENSON

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**BIOLOGY**

**MR. PLACE**

**DR. HARVEY**

**MISS HADLEY**

101. **General Biology.** This course aims to present the fundamental biological principles and to serve as a foundation for subsequent biological study. Principles are illustrated by selected plant and animal types. The course consists of lectures and laboratory work. Open to all students. Those taking but one year in Biology should elect this course. Major students should elect in first year. Offered each year. 36 weeks’ credit.

MR. PLACE

102A, B, C. **Zoology.** A general consideration of the structure, physiology, evolution, and environmental relations of animals. Representative types of each phylum of the animal kingdom are studied in the laboratory; lectures and field work complete the course. Open to second-year and third-year students. 36 weeks' credit. Offered in 1921.

MR. PLACE

103. **General Botany.** A broad survey of the systematic, morphological, physiological, ecological, and economic aspects of the plant world. Open to second-year and third-year students. Laboratory and field work. 36 weeks’ credit. Offered in 1921.

DR. HARVEY

110. **Fundamentals of Biology.** This course is introductory and is planned to present the great fundamental truths of biology to the end that the student may acquire the biological
point of view which is an essential desideratum in modern educational, sociological, and ethical considerations. An effort will be made to develop in the student the scientific attitude of mind. Evolution, heredity, and eugenics receive special treatment. Offered each term. 12 weeks' credit. DR. HARVEY

111. Nature-Study. The purpose of this course is to present the ideals and methods of nature-study, to arouse in the student the inquiring attitude toward natural phenomena and the original solution of the problems that develop, to acquaint the student with available materials for each of the four seasons, and to give him a grasp of the literature of the subject. The nature-study classes have the benefit of the school agricultural gardens. Field and laboratory work are devoted to identification and ecology of our common plant and animal forms, with special stress on trees, birds, flowers, insects. 12 weeks' credit. Fall, Winter, Spring, and Summer terms. MISS HADLEY

112. Hygiene of the School Child. A course for teachers dealing primarily with such problems as malnutrition in school children, factors influencing growth, physiological differences between children and adults, schoolroom ventilation. Personal hygiene and prevention of contagious diseases will not be lost sight of. Terman's *The Hygiene of the School Child*, will form the basis of the course. Six weeks' credit. MR. PLACE

113. Medical Inspection. A study of the present methods of controlling the health of school children. Practice is given in diagnosis of common troubles of school children. Special study of contagious diseases. Hygienic and sanitary surveys are made. Six weeks' credit. Spring Term. DR. HARVEY

114. Biology of Adolescence. This course gives the student an intelligent background with which to meet the problems of society. Lectures are given on evolution, inheritance, environment, hygiene, and eugenics. A biological basis for the study of human sex-social functioning is prepared by a rapid laboratory review of the evolutionary series of animals and plants showing the development of sex. Sex relations based on the world's religions are discussed. This leads to an understanding of the necessity for the social relations advocated by Christianity. The physiological and psychological sex problems of the adolescent boy and girl are explained. Methods of developing in the child the knowledge of the primary facts of life and how to answer his questions are considered. Twelve weeks' credit. Winter Term. MISS HADLEY

115. Anatomy. This course aims to give the student a clear and definite knowledge of the structure of the human mechanism.
Lectures and textbooks are supplemented by a complete mammalian dissection. Twelve weeks' credit. Fall Term  

116. Anatomy. A continuation of course 115, which is a prerequisite. Twelve weeks' credit. Winter Term.  

117. Physiology and Hygiene. This is an advanced course intended especially for those who have completed the two terms in anatomy, though open to any who have had a high school course in physiology. Required in Physical Education courses. Twelve weeks' credit. Spring Term.  

118. Hygiene. The factors of both personal and social hygiene are considered, with especial emphasis on the causes of ill-health and disease, and their control and prevention. Twelve weeks' credit. Fall, Winter and Spring Terms.  

119. Field Biology. Arranged to meet the demands of any who may desire special work along this line. Such a course will embrace the detailed study, under direction, of some habitat or region, or of some group of plants or animals. Collections and reports are required. The credit is determined by work done.  

DR. HARVEY, MR. PLACE  

120. Organic Evolution. The main purpose of this course is to present to the general student a comprehensive introduction to our present-day knowledge of the factors and phenomena of organic evolution to the end that he may acquire a philosophy of nature and a recognition of man's place in nature as a basis of thought and action. Specially planned for third-year and fourth-year students. No prerequisite required. Twelve weeks' credit. Fall Term.  

DR. HARVEY  

121. Heredity. This course is devoted to a more detailed study of the factors of evolution, which were only briefly treated in course 120, with special emphasis upon variation and heredity. The attempt is to give the student a grasp not only of the principles involved, but of the problems and the methods of investigation. Specially planned for third-year and fourth-year students. Biology 120 is a desirable prerequisite. Twelve weeks' credit. Winter Term.  

DR. HARVEY  

122. Bio-Sociology. Courses 120 and 121 naturally lead to the content of this course. A study is made of those fundamental biological doctrines which are essential to an understanding of the social organism as a biological product. The biological laws determinative of the origin and evolution of society are especially emphasized and a natural basis for ethics and religion is developed. An outline for a rational control of the future evolution of society completes the course. Specially
planned for third-year and fourth-year students. Twelve weeks’ credit. Spring Term.

123. **Agriculture.** The aim of the course is to give the student a reasonable mastery of the subject-matter usually considered in elementary courses in agriculture, so that he may be able to teach the subject as required in the public schools of the state, and also to direct and supervise such social organizations and activities as may be founded upon a knowledge of agriculture or in some way related to it. When it is at all possible, students are urged to take the entire year’s work, but the work of each term may be pursued with profit as a twelve weeks’ course.

A. A study of stock—breeds, care, and rationing. Twelve weeks’ credit. Fall Term.

B. Michigan soils are used as a basis for the study of soils, fertilizers, and manures. Lectures and demonstrations are given to prepare students for leaders in boys’ and girls’ clubwork. Twelve weeks’ credit. Winter Term.

C. Agriculture Nature-Study. A study of the plants and animals of Michigan is pursued in the field and laboratory. Twelve weeks’ credit. Spring Term.

124. **Club Leadership.** This course acquaints the student with the problems and methods of boys’ and girls’ clubwork. The satisfactory completion of this course should enable the teacher to carry on intelligently the clubwork now being extensively organized under the direction of Federal, State, and County Leaders. Summer Term. Twelve weeks’ credit.

**CHEMISTRY**

Dr. McCRACKEN

101. **General Chemistry.** This course is required of all students majoring in chemistry, and may be taken by those desiring a one-year credit in the subject. Previous training in the subject is desirable but not required. It is required for entrance to all other courses in chemistry. Laboratory work is required. Thirty-six weeks’ credit. Fall, Winter, and Spring Terms.

Dr. McCRACKEN

102. **A, B. General Chemistry.** Required of all students in the Household Arts course who have had no chemistry. No other students admitted. Twenty-four weeks’ credit. Fall and Winter Terms.

Dr. McCRACKEN

103. **Household Chemistry.** This course is for students in the Household Arts course only. Prerequisite, an elementary course in general chemistry. Students who have had no chemistry
will take 102, and then enter this course. Required in Household Arts Life Certificate course. Twelve weeks’ credit. Spring Term.

DR. McCracken

104. Qualitative Analysis. Tests for metals. Lectures and laboratory work. Required of students majoring in chemistry. May be elected by others. Course 101 is a prerequisite to this course. Twelve weeks’ credit. Fall Term. DR. McCracken

105. Qualitative Analysis. Tests for acid radicals and analysis of unknowns. Requirements same as for 104. Twelve weeks’ credit. Winter Term. DR. McCracken

106. Advanced Qualitative Analysis. Analysis of alloys, ores, minerals, water, etc. Elective. Prerequisite to courses 104, 105. Spring Term. DR. McCracken

107. Gravimetric Analysis. Lectures and laboratory work. Required of students majoring in chemistry. Prerequisite, courses 101, 104, 105. May be elected by those prepared to take it. Twelve weeks’ credit. Spring Term. DR. McCracken

108. Volumetric Analysis. Requirements same as for 107. Elective. Twelve weeks’ credit. Fall Term. DR. McCracken

109. Advanced Analysis. Follows course 105. Analysis of ores, coal, water, etc. Twelve weeks’ credit. Elective

DR. McCracken

110. Organic Chemistry. Lectures and laboratory work. Prerequisites, courses 101, 104, 107, 108. Twenty-four weeks’ credit. Winter and Spring Terms. DR. McCracken

111. Inorganic Preparations. A course in the preparation of inorganic compounds. Requirements the same as for 110. Elective. Twelve weeks’ credit. Spring Term. DR. McCracken

112. (a) History of Chemistry. Six weeks will be devoted to a study of the development of chemistry as a science.

(b) Chemical Manipulation and Laboratory Technique. Six weeks will be devoted to the practical side of the teaching of the subject. Required of all students specializing in the subject. Must be preceded by courses 101, 104, 105 and 107. Twelve weeks’ credit. DR. McCracken

COMMERCE

MISS WICK

MR. LORING

MR. HUFF

Note. Students in other departments who elect shorthand or accounting must take two consecutive courses to secure credit.
MR. LORING

101a. Household Accounting. Simple principles of accounts applied to the household budget. An attempt is made to show how the proper booking of expenditures may reflect the results of thrift and careful buying. Elective. Twelve weeks' credit. Winter Term.  
MR. HUFF

102. Accounting. Interest, partnerships, joint ventures, account analysis, and advanced study in financial statements and closings. Laboratory. Prerequisite, course 101. Required. Twelve weeks' credit. Fall Term.  
MR. LORING

MR. LORING

104. Accounting. Capital stock, sinking funds, surplus and reserves, combinations and consolidations, particular problems in liquidations and business statistics. Prerequisite, course 103. Elective. Twelve weeks' credit. Spring Term.  
MR. LORING

MR. LORING

106. Accounting. The course is designed only for those showing aptitude in accounting. It is confined to a study of public accounting and auditing. Assignments are made from authorities, and practical problems chosen from state C. P. A. examinations are used as illustrative material. Elected by special permission. Prerequisite, course 104. Elective. Twelve weeks' credit.  
MR. LORING

106. Business Law. An effort is made in this and in the following course to present the widest range of business law that can be adequately covered in twenty-four weeks. The following subjects are studied: Contracts, agency and service, personal and real property, business associations, insurance, negotiable contracts and the income tax law. Required. Twelve weeks' credit. Fall Term.  
MR. LORING

107. Business Law. A continuation of course 106 giving a total of twenty-four weeks' credit. Fall Term.  
MR. LORING

MR. LORING

**MR. LORING**

110. **Office Management.** Principles of office administration, location, layout, methodizing communication, control of correspondence and other activities. Required. Six weeks’ credit. Spring Term. 

**MISS WICK**

111. **Letter-Writing.** Designed to develop facility in various forms of letter-writing for business use; to establish standards of judgment for form and expression by an analysis of the principles embodied in the best modern business letters; to develop individuality of style. Required. Twelve weeks’ credit. Spring Term. 

**MR. HUFF**

112. **Economic History of the United States.** An outline of the developments of the following economic movements and institutions: Agriculture, manufacturers, transportation, population and labor, finance, money and banking. Elective. Offered by correspondence only. Twelve weeks’ credit. 

**MR. LORING**

114. **Methods of Commercial Teaching.** Methods of attack are considered in detail in each subject classified as commercial. The high school curriculum is discussed with reference to educational and vocational value. Required. Twelve weeks’ credit. Spring Term. 

**MR. LORING**

101. **Shorthand.** Elementary. This and the following course cover the principles of the Gregg system of shorthand. Required. Twelve weeks’ credit. Fall Term. 

**MR. HUFF**


**MR. HUFF**

103. **Shorthand.** An application and discussion of the principles of the system, dictation at a moderate speed and extensive reading of shorthand plates. Prerequisite, course 102. Required. Twelve weeks’ credit. Spring Term. 

**MR. HUFF**

104. **Shorthand.** Graded dictation, transcription and methods of teaching shorthand. Prerequisite, course 103. Required. Twelve weeks’ credit. Fall Term. 

**MR. HUFF**

101. **Typewriting.** Elementary. Required. Six weeks’ credit. Fall Term. 

**MISS WICK**


**MISS WICK**
103. Typewriting. Advanced. Prerequisite, course 102. Required. Six weeks' credit. Spring Term. MISS WICK

EARLY ELEMENTARY EDUCATION
(KINDERGARTEN—FIRST AND SECOND GRADES)

MISS KERN
MISS SPINDLER
MISS COPPENS

101 A, B, C. Early Childhood Education. A fundamental course, the purpose of which is to give the student a working knowledge of child life, and the best conditions for its development. It involves a study of (1) the child’s mental and physical characteristics and their bearing upon education; (2) the curriculum of the first three or four years of school life (Kindergarten, first and second grades), based upon children’s interests and activities. The course aims to keep close interrelation between theory and practice, that students may know what the child’s needs are and find abundant suggestions as to the best materials and methods for meeting these needs. Required of first-year students in the Early Elementary Course. Thirty-six weeks’ credit. Fall, Winter and Spring terms.

MISS KERN, MISS COPPENS

102. Current Educational Problems. A conference course including a study of modern theorists and types of modern schools. Consideration will be given to the best forms for keeping records of children’s interests, which is a new problem growing out of the emphasis which the modern school places upon individual differences. Such records will show not only individual progress but actual situations and experiences which have arisen, which hold within them so-called subject matter. A one hour per week course throughout the year. Not open to first year students. Twelve weeks’ credit.

MISS KERN

103. Beginning Reading. This course deals largely with the physiological, psychological and pedagogical problems found in teaching little children to read. A study is made of kindergarten activities which may be used as a basis for beginning reading. Emphasis is placed on the study of the modern methods now in use. Standards for judging methods and material are worked out. Students will be given opportunity to observe reading classes in the training school. Twelve weeks’ credit.

MISS SPINDLER

104. Games and Rhythms. A study of the relation of play and art as illustrated by the natural dramatic expression of young
children in rhythmic activities, games and dances. Consideration will be given to mood, characterization and plot, and their relation. The aim is to help the student to value the importance of losing self in play as well as to gain ability in constructing games and dances for children in early elementary grades. A two hour course covering two terms. Elective. Twelve weeks’ credit. Fall, Winter and Spring Terms.

MISS KERN

EDUCATION AND PSYCHOLOGY

MISS SPINDLER  
MR. HOEKJE

EDUCATION

101. Principles of Teaching. The purpose of this course is to establish a definite notion of the aim of education; to show the close connection of education as a human institution with social order and progress; to formulate a few fundamental principles underlying the teaching process. The course will include such topics as the curriculum, moral and social training, discipline, type lessons, questioning, and lesson plans. Standards for judging classroom instruction are worked out and systematic observation of classes in the training school is made. This course must precede practice teaching. At least one term of Psychology is a prerequisite to this course. Twelve weeks’ credit. MISS SPINDLER

125. History of Ancient Education. The material treated in this course covers the period from savage education to the early Christian times. Permanent contributions to educational theory and practice will be emphasized. Elective. Twelve weeks’ credit. Not open to first year students. MR. HOEKJE

126. History of Mediaeval Education. In this course an attempt is made to understand the social organization of Europe during the mediaeval period, and the theories and institutions upon which this society was founded. In so far as is possible, a careful study is made of the philosophy, religion, and sociology of the period in their general relation to education. The latter part of the course is devoted to summarizing the progress of education before modern time. Elective. Twelve weeks’ credit. Not open to first-year students. MR. HOEKJE

127. History of Modern Education. This course traces the development of the modern school in its relation to other social organizations. Special attention is given to the historical conditions and to the men most significant in current educational practice. Special reports on current educational problems and
required readings in literature pertaining to the subjects studied in class are required. Elective. Twelve weeks’ credit. Not open to first-year students.

128. **Secondary Education.** (High School Problems). This work is designed especially for teachers of secondary grades (7 to 12), for principles, and for superintendents. It deals primarily with specific problems of secondary education which arise in connection with the curriculum. The social life of adolescence, and the vocational significance of the various school subjects are considered. Special oral and written reports, free class discussions, and required readings supplement the usual recitation work. Prerequisite to this course, Introductory Psychology 101. Elective. Twelve weeks’ credit. Not open to first-year students.

129. **School Administration.** This course is intended primarily for those who expect to engage in school administration, whether as superintendents, principals, or supervisors. Because most effective administration is not possible without thorough-going cooperation on the part of all within a given school system, teachers who wish to understand better the conditions under which they work will be accepted as students in this course. The course involves a detailed study of school support; administrative units; school boards and supervisory officers; training, appointment, school equipment; control of textbooks; classification and progress of children in the schools (compulsory education, promotion, retardation, acceleration, elimination, special classes, etc.), etc. Concrete material will be collected by members of the class from contact with actual field conditions. Prerequisites: Psychology 101, Principles of Teaching 101. Elective. Twelve weeks’ credit. Not open to first-year students.

130. **The Philosophy of Education.** Students in this course will attempt to gain a general background for thought and practice. Educational ideals, methods, and values will be studied critically and constructively. Effort will be made to discover the relation of biology, physiology, psychology, and sociology to education. Current contributions to the problem will be analyzed with care. Prerequisite: Psychology 101 and 102. Elective. Twelve weeks’ credit. Not open to first-year students.

132. **Public School Curricula.** This course deals with the curricula of the public school. A preliminary study of the principles underlying the course of study and the history of its development will be followed by a detailed investigation of current methods of instruction and of the organization, value, and content of the various subjects of the high-school course.
Prerequisites: Psychology 101 and 102, and Principles of Teaching 101. Elective. Twelve weeks’ credit. Not open to first-year students.  

**134. Psychology of School Subjects.** The work of this course embraces a review of the best literature of the period of adolescence and early childhood with special reference to the mental processes involved in learning in the case of the most commonly offered school subjects. Prerequisite: Psychology 101 and 102. Elective. Twelve weeks’ credit. Not open to first-year students.  

**136. Educational Sociology.** The course will include a brief review of those principles of sociology which affect education most—the cultural, the social, the physical, and the vocational—as these are determined by the needs of democratic society, modern economic life, and contemporary culture. The differentiation of educational objectives as required to meet local and special needs arising from the differentiation of social groups will be shown. The purpose of the course is to discover the social influences of the school which develop the child’s efficiency as a member of society. Elective. Twelve weeks’ credit. Not open to first-year students.  

**137. High School Methods.** This course is designed primarily for those who expect to teach in junior or in senior high schools. It supplements course 128. It stresses proper methods of teaching various high-school subjects, discipline, elimination of waste, means of effective organization of subject-matter, etc., etc. Some field work with written reports is involved. Psychology 101 and 102 are prerequisite. Not open to first-year students. Twelve weeks’ credit.  

**138. Common School Methods.** This course is somewhat similar to course 137, though the content is distinct. It stresses teaching children how to study, proper method of making the assignment, the technique of questioning, the aim of the recitation, the problem-project method, the socialized recitation, the detection and removal of common errors in method and management, etc. Its aim is intensely practical. Twelve weeks’ credit.  

**PSYCHOLOGY**

**101. Introductory Psychology.** This is a course for beginners. The course consists of lectures, recitations, quizzes, and laboratory work. Twelve weeks’ credit. Offered each term.  

MR. RENSHAW, DR. HENRY
102. **Educational Psychology.** A study in class and laboratory of the nature and conditioning factors of human learning. Twelve weeks' credit. Offered each term.

   MR. RENSHEAW, DR. HENRY

103. **Genetic Psychology.** Treats of the mental and physical conditions of life during childhood and adolescence, with special reference to their influence on educational practice. Must be preceded by courses 101 and 102. Offered each term. Twelve weeks' credit.

   DR. HENRY

104. **Statistical Methods.** A course in statistical theory and usage for students who plan to do work with mental and educational tests and scales. Some of the topics treated in this course are: standard methods of handling data; computation of averages, deviations, correlations, etc.; graphic representations; administrative statistics, etc. Students desiring to major in Psychology are advised to elect this course before taking courses 105 or 107. Twelve weeks' credit.

   MR. RENSHEAW

105A. **Mental Tests.** A practical course in which the student is trained to give and score the various types of individual mental tests. Elective to students who have had Psychology 101 and 102, with the consent of the instructor. Twelve weeks' credit.

   MR. RENSHEAW

105B. **Mental Tests.** This course is a continuation of course 105 A, and deals with the various forms of group mental tests. 105 A and 105 B may be elected separately or in sequence by the student. Twelve weeks' credit.

   MR. RENSHEAW

106. **Educational Measurement.** A course in the theory and technique of the standard tests and scales for measuring abilities in the various school subjects. Enough of the elements of statistical method will be included to enable the student to summarize and evaluate the results obtained in his practice. Not open to first-year students and must be preceded by courses 101 and 102. Twelve weeks' credit.

   DR. HENRY

107. **Clinical Psychology.** A course for teachers of special classes and for students who expect to do mental examining in the public schools. It consists of practical work in the examination, diagnosis, and classification of cases. Such things as history-taking, record-keeping, determination of anatomical and physiological age and prognosis receive attention. Not open to first-year or second-year students. Prerequisites: courses 101, 102, 103, and 105. Twelve weeks' credit.

   MR. RENSHEAW

108. **The Defective Child.** A course treating the nature and causes of the various grades of deficiency found in children.
The dull, backward, and borderline as well as the distinctly feebleminded, "nervous," and psychopathic are studied. The work in class and laboratory is supplemented by a series of clinics. Twelve weeks' credit. Not open to first-year students. Should be preceded by courses 101, 102, and 103 or 105.

Mr. Renshaw

109. The Gifted Child. A course in the psychology and pedagogy of the child of superior mental endowment. Not open to first-year students. Prerequisites: courses 101, 102, and 103. (Under certain conditions course 103 may be waived.) Elective. Twelve weeks' credit.

Dr. Henry

110. Psychology of Exceptional Children. This course is intended to meet the needs of those planning to teach in special rooms for exceptional children of various kinds. It will include a discussion of the modifications in teaching methods which are advisable in the conduct of such rooms. Prerequisites: courses 101, 102, and 103. Not open to first-year students. Twelve weeks' credit.

Dr. Henry

112. Industrial Psychology. Deals with the selection of industrial workers, industrial learning and training, vocational guidance, monotony, fatigue, rest, length of the working day, trade tests, job analysis, motion studies, rating scales, and the like. Twelve weeks' credit. Prerequisites, courses 101 and 102.

Mr. Renshaw

113. Comparative Psychology. Open only to third and fourth year students who have completed not less than a year of psychology. Consists of work both in the laboratory and in the classroom. Twelve weeks' credit.

Mr. Renshaw

114. The Nature of Consciousness. This course comprises an investigation of the various theories of the nature of consciousness, in the light of the contributions of science and philosophy. Some attention will be given to the question of the relationship of "mind" and body, and to the problem of knowing. Designed for third and fourth year students. Open to second year students in exceptional cases only. Elective. Twelve weeks' credit.

Dr. Henry

English

Miss Rawlinson

Mr. Sprou

Dr. Brown

101. Composition. This course aims to help the student in the use of composition as a practical art. Emphasis is placed upon sound organization of material and clear expression of
ideas. To this end some time is given to the reading and analysis of several representative prose selections, and much practice work is done in the writing of short themes. A number of detailed outlines are developed, and at least one exposition of approximately 1,000 words is undertaken, preferably upon some subject of interest and value to the individual student. While a knowledge of the principles of punctuation, grammar, and rhetoric is presupposed, critical attention is paid to their application and to the observance of the ordinary manuscript conventions. Required in Life Certificate courses. Twelve weeks’ credit. Fall, Winter, Spring and Summer terms.

DR. BROWN, MISS RAWLINSON

101a. Advanced Composition. A general discussion of the four forms of discourse with the analysis of specimens of each form. Most of the time will be devoted to the writing and correction of themes. Twelve weeks’ credit. Spring Term.

MISS RAWLINSON

102. History of English Literature. A general survey of the whole field of English literature with wide reading in biography and representative selections from the various periods. Students electing this course must take it throughout the year. By special arrangement students entering the Normal in February may take the second half of the course. First year elective. Twenty-seven weeks’ credit. DR. BROWN

Note—This course is recommended for students who have not had a general survey course in English literature in the high school. Students who have had such a course should elect English 110, 111, or 112.

103. Literature for Children. 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 suitable literature already read, and to add largely to its content by further reading. While this is primarily a course in literary material for class use, some attention will be paid to the subject of general reading for children, both inside and outside of school. Fall, Winter, Spring and Summer terms. Twelve weeks’ credit.

MISS RAWLINSON

104. Rhetoric. This is the equivalent of 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. This course covers the same ground as composition 101 and Advanced Composition 101a, 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. Twenty-seven week's credit. Fall, Winter, and Spring terms.

DR. BROWN, MISS RAWLINSON

105. Nineteenth Century Prose. A study of non-fiction prose of the nineteenth century. Offered in alternate years with English 109 and under the same conditions.

A. Coleridge, Lamb, Hazlitt, Hunt, and Landor. Fall Term.
B. DeQuincey, Macauley, Carlyle, and Newman. Winter Term.

Senior and third-year elective. Thirty-six weeks' credit. Offered in 1921-22.

MR. SPAU

106. Anglo-Saxon. The purpose of the course is to give the student some acquaintance with Old English grammar and Old English forms as a foundation for more thorough study and understanding of Modern English, and to give him a clearer conception of early English literature. Bright's Anglo-Saxon Reader is used as a text, supplemented with wide reading in translation from early English literature, and in the history of the period. Required of students who major in English in the A. B. course. Elective for all other seniors and third-year students. Thirteen and one-half weeks' credit. Fall and Winter Terms.

DR. BROWN

107. Chaucer. 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 usually required. Required as 106. With the consent of the department, other courses may be substituted for 106 and 107. Thirteen and one-half weeks' credit. Winter and Spring terms.

DR. BROWN

Note—Courses 106-107 meet three times a week and should be elected throughout the year. Students may not enroll for half of the year's work without the consent of the instructor.

108. The English Drama. 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 Johnson, Chapman, Beaumont and Fletcher, Webster, and Shirley; heroic dramas by Dryden, Congreve, Farquhar, and Vanbrugh; eighteenth century comedies; and the closest dramas of Byron, Shelley, and Browning. Eighteen weeks' credit. Winter and Spring terms. Offered in 1921-22.

109. Nineteenth Century Poetry. 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 interpretative 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.


110. English Literature. 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 subjects are considered. The course is intended to be a foundation for further study of literature. First-year elective. Twelve weeks' credit. Fall Term.

111. Lyric Poetry. 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. First-year elective. Intended for grade teachers especially. Twelve weeks' credit. Winter Term.


Note—While 110, 111, and 112 represent a consecutive year's work, each unit may be taken separately with profit.
113. **The English Novel.** The first aim of this 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 Elizabethan times, the class will trace the development of the novel in Defoe, Richardson, Fielding, Sterne, and Smollett, the Gothic romance, and the novels related to the French Revolution. In the Spring Term, the leading English novelists from Jane Austen to the present date will be studied. Each member of the class will be required to make a detailed study of some novelist or phase of the novel, and to report upon the same to the class. Eighteen weeks' credit. Winter and Spring terms. Offered in 1921-22. DR. BROWN

114. **Shakespeare.** 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. Senior and third-year elective. Twenty-seven weeks' credit. Fall, Winter and Spring terms. MR. SPRAU

115. **Literary Criticism.** 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 sound critical judgment and to cultivate the habit of careful criticism. Senior and third-year elective. Twelve weeks' credit. Winter and Spring Terms. MR. SPRAU

116. **Contemporary Literature.** 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 on interesting subjects connected with the literature of today. The course is primarily a reading course; much library work is required. Senior and third-year elective. Twelve weeks' credit. Fall and Winter terms. MR. SPRAU

117. **The English Epic.** 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. Open to third-year and fourth-year students. Nine weeks' credit. Fall Term. DR. BROWN

118. **The English Bible.** In this course an attempt will be made to study the Bible as a body of great literature. Facts of history and composition, in so far as they are known, will be carefully
studied as a background for intelligent interpretation and appreciation of Biblical literature. Students who enroll in the course for credit will be required to read the major part of the Bible and to study intensively certain books that are especially rich in literary value. Elective for first-year and second-year students. Third-year and fourth-year students may elect the course for credit only with the consent of the instructor. Twice a week throughout the year. Eighteen weeks' credit. 

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

GEOGRAPHY

MR. WOOD MISS HARRISON

Note—Courses 101A and 101B constitute the minimum essential for teaching geography in any grade of the elementary school.

The following courses are required for major work in geography: 101A, 101B, 106, 107A, 109, and any course from the group 102, 103, 104, 105.

The following courses are required for minor work in geography: 101A, 101B, and any course from the group 102, 103, 104, 105.

101A. General Geography. A study of the chief climatic types and their influences upon life. Brief attention is given to the major mathematical elements of the earth and the general principles of map-making. The following regions are studied:

1. The Tropical Rain Forests: the Amazon Valley.
2. Savannas: the Sudan.
3. Deserts: Sahara and Arabia.
5. Temperate Grasslands: the Kirghiz Steppes.
6. The Tundra: Northern Canada.

Twelve weeks' credit. Fall, Winter, Spring and Summer terms.

101B. General Geography. The purpose of this course is to acquaint the student with the general principles that are applied in the study of the geography of a region. The elements of location, area, climate, relief, rocks, minerals, soils, coastlines, waterways, etc., are considered from the standpoint of their influence upon economic and social conditions, and upon the distribution
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of people. The work is based upon the study of specific regions.
Prerequisite: course 101A. Twelve weeks' credit. Fall, Winter,
Spring and Summer terms.

102. Geography of North America. A study of the physical,
industrial, and commercial relations of the chief sections of North
America. Twelve weeks' credit. Fall Term. MR. WOOD

103. Geography of Europe. A study of the relation of the
continent of Europe to the world as a whole, its physical features,
climates, and resources, and the influences of geographic conditions
on the development and present social, industrial, and commercial
life of its leading nations. Not open to first-year students. Twelve
weeks' credit. Winter and Summer terms. MR. WOOD

104. Geography of South America. A study of the geographic
influences in the development and present social, industrial, and
commercial life of each of the South American Countries. The
place of South America in the world trade, with special emphasis
upon the commercial relations between this continent and the
United States. Not open to first-year students. Twelve
weeks' credit. Spring Term. MISS HARRISON

105. Geography of Asia. The course will include a study
of the geography of the following areas: India, southeast Asia,
Chinese Empire, Japanese Empire, Philippine Islands, East Indies.
Not open to first-year students. 9 weeks' credit. Fall Term.
MISS HARRISON

106. Meteorology and Climatology. Causes and effects of
variations of temperature, pressure, winds, and humidity; the
cloud-forming processes and their relation to precipitation; weather
changes and the methods of weather forecasting. The elements
and controls of climate; the characteristics and distribution of
the major climatic types; the influence of climate on the distribu­
tion of population, on occupations and customs. Not open to
first-year students. 12 weeks' credit. Winter Term.
MISS HARRISON

107. Geology.
A. Geographic Geology. An advanced course in physiography
in which is taken up a genetic study of land forms, the materials of
which they are made, and the agencies by which they have been
developed. The course includes a study of the economic minerals.
Fall Term.

B. Historical Geology. The evolution of the continent of North
America. A study of the origin of the larger features of the contin­
ten and its mineral resources; the evolution of its plant and animal
life. Winter Term.
C. Historical Geology. The general geology of special regions; the geology of important mineral areas; the glacial geology of the home region. One excursion will be taken each week for the field study of the Kalamazoo area. Spring Term. Not open to first-year students. 27 or 36 weeks’ credit. MR. WOOD

NOTE.—Geology 107A, 107B, and 107C represent a consecutive year’s work, but credit will be granted for 107A without taking 107B and 107C.

108. Michigan and Home Geography. A study of the geographic features, and the economic and industrial conditions of the state. 9 weeks’ credit. Spring Term. MR. WOOD

109. Economic and Commercial Geography. The geographic factors influencing industry and commerce; the geography of the regions in which the major raw materials of commerce are produced; the principal trade routes of the world; trade centers; important commercial areas. 12 weeks’ credit. Fall, Spring, and Summer terms. MISS HARRISON

110. The Influence of Geography on American History. Geographic factors in history; the influences of geographic conditions on the settlement, development, and governmental policies of the United States. Not open to first-year students. 12 weeks’ credit. Winter Term. MISS HARRISON

111. The Geography Conference. One evening each month students preparing to teach in grades three to eight, inclusive, meet for the discussion of such topics as the aims of geography teaching in the elementary school, selection of subject-matter and the organization of a course of study for the various grades, methods of teaching geography, measuring the results of geography teaching, selection of illustrative materials. MR. WOOD and MISS HARRISON

HISTORY AND SOCIAL SCIENCE

MR. BURNHAM
MRS. GOODALE

DR. BURNHAM
MR. MOORE

HISTORY

101. United States History—To 1789. Starting with the European background of American History this course treats the origin and growth of the colonies, discusses their relation to the mother country and shows why and how the independence of the United States was established. Special attention is given to the causes and course of the Revolution and to the beginnings of state and national government. Elective. 12 weeks’ credit. Fall Term. MR. BURNHAM
102. **United States History — 1789 to 1865.** This course treats American History from the inauguration of Washington to the close of the Civil War. The organization of the government under the Constitution, the rise of political parties, the movement into the West, the influence of the frontier, the industrial revolution and its consequences, the rising tide of democracy, the slavery controversy, the sectionalization of the country and the Civil War are among the chief topics studied. Elective. 12 weeks' credit. Winter Term. 

MR. BURNHAM

103. **United States History — From 1865 to Our Present Time.** A study of the leading movements in American History since the Civil War. Reconstruction, industrial development, the coming of big business, the organization of labor, the settlement of the far West, recent industrial, social, and political problems and the efforts to solve them, America as a World Power, and its part in the Great War are the chief topics in this course. Elective. 12 weeks' credit. Spring Term. 

MR. BURNHAM

**NOTE.—**101, 102, 103 may be taken separately or as a consecutive year's work.

104. **History of Greece.** 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 upon our debt to the Greeks for the elements which they contributed to modern civilization. Elective. 12 weeks' credit. Fall Term. 

MRS. GOODALE

105. **History of Rome.** From the earliest times to fall of the Empire in the West. The development of early Roman institutions, the expansion of Roman power over the Mediterranean World, the transitions from the Republic to the Empire, and the social, political, legal, and cultural life of Imperial Rome are the chief topics emphasized. Elective. 12 weeks' credit. Winter Term. 

MRS. GOODALE

106. **Medieval Europe. 476-1500.** 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 are among the chief topics in this course. Elective. 12 weeks' credit. Spring Term. 

MRS. GOODALE

**NOTE.—**104, 105, 106 may be taken separately or as a consecutive year's work.

107. **Modern Europe. 1500-1763.** 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. Not open to first-year students. Elective. 12 weeks' credit. Fall Term.

108. Modern Europe. 1763-1870. 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. Not open to first-year students. Elective. 12 weeks' credit. Winter Term.

109. Modern Europe. 1870-1921. 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. Not open to first-year students. Elective. 12 weeks' credit. Spring Term.

110. History of England—To 1603. This course treats the origin and growth of English institutions and emphasizes the outstanding men and movements in English life to the opening of the seventeenth century. Elective. 12 weeks' credit. Fall Term.

111. History of England. 1603-1815. The limitation of royal power, the rise of political parties, the development of the cabinet system of government, the building of the British Empire, the beginnings of the industrial revolution, and the struggle with France are the chief topics treated in this course. Elective. 12 weeks' credit. Winter Term.


113. United States History. 1783-1815. 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 Revolution and Napoleonic wars in Europe. Open to third and fourth year students only. Elective. 9 weeks' credit. Fall Term.

114. United States History. 1815-1848. The rise of the Middle West, the growth of democracy, the tariff, internal improve-
mements, banking, slavery and anti-slavery, and territorial expansion to the Pacific are among the topics studied in this course. Open to third and fourth year students only. Elective. 9 weeks' credit. Winter Term. 

115. United States History. 1848-1865. 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. Open to third and fourth year students only. Elective. 9 weeks' credit. Spring Term. 

GOVERNMENT

101. Community Civics. The aim of this course is: (1) to show the importance of health, protection of life and property, recreation, education, wealth, civic beauty, transportation, communication, labor, charities, etc., as elements of community welfare; (2) to present the state, local and private agencies that exist to foster these elements; (3) to stimulate an active desire for intelligent response to civic obligations. Elective. 9 weeks' credit. Fall Term. 


103. Comparative Government. A study of the principal features of the governments of England, and her self-governing colonies, of France, Germany, Belgium, Switzerland. Prerequisite, Government 101 or 102. 9 weeks' credit. Spring Term. 

ECONOMICS

101. Principles of Economics. A study of the fundamental laws and principles underlying the production, distribution, exchange, and consumption of wealth. The course is designed primarily but not exclusively for Commerce, Senior High, and A. B. degree students. Not open to first-year students. 24 weeks' credit. 

A. Rise of modern industry; labor, nature, and capital as factors in production; wealth consumption; business organization; value and price; distribution of wealth as rent, interest, wages, and profits. Fall Term. 

B. Principles studied in 101A are applied to practical economic problems including money and banking, savings and investments, railroads, foreign trade, monopolies, trusts, taxation, the labor situation, social insurance and socialism. Winter Term.
Students who have time for only one term of economics may elect 101A as a 12 weeks’ course.

102. Money and Banking. An intensive study of the principles of money and banking, including a critical analysis of the chief currency and banking systems of the present day. Prerequisite: Principles of Economics 101A and 101B. 12 weeks’ credit. Spring Term.

103. Labor Problems. Labor organizations are historically traced and their present functions evaluated. Strikes, lockouts, boycotts, and other weapons of industrial warfare, methods of promoting industrial peace, various wage systems, immigration and emigration, sweat-shop labor, prison labor, woman and child labor, unemployment, industrial and trade education, and important aspects of recent labor legislation are among the matters presented. Prerequisite: Principles of Economics 101A and 101B. 12 weeks’ credit. Spring Term.

104 A, B. Public Finance. A study of public expenditures, revenues and debts. Primarily the course deals with the principles and problems of taxation; an analysis of typical modern taxes as represented by the general property tax, the income tax, corporation and inheritance taxes, the single tax and customs imports; the administration of these taxes; and the separation of the sources of state and local revenue. Prerequisite, Principles of Economics 101A and 101B, or in special cases, permission of the instructor. This course runs through two terms. The class meets twice a week during the Winter and Spring terms. 12 weeks’ credit.

SOCIOLOGY

101. Sociology. This is a course running three times each week for one year. It is open to second-year students in the Life Certificate courses and to second, third, and fourth-year students in the A. B. course.

A. Historical and descriptive study of the origins, kinds, elements and structure of society. An attempt to interpret and illustrate the scope, purpose, and method of a rational outline of social evolution. 9 weeks’ credit. Fall Term.

B. A study of the social constitution with emphasis placed upon the character and efficiency of organization. The functions of organization in social control. Social ideals and tests for progress. The field and methods of social investigation. 9 weeks’ credit. Winter Term.

C. A study of current constructive and reconstructive social activities. Home, neighborhood, community, occupational, and professional units will be discussed with reference to the relations
of provincial and class distinctions to the inclusive social organizations. A tentative program for social welfare and advancement will be derived. 9 weeks' credit. Spring Term.  

DR. BURNHAM

102. Sociology. This is sociology 101 already described; and is given with such modifications and eliminations as to adapt the work to the needs of second-year students, who can elect but one term of sociology. Students who take this course may complete a year's work in sociology by taking B and C under Sociology 101. This course is not open to first-year students. Given every term.  

DR. BURNHAM

103. Sociology. A study of social relations and activities in small communities. An elementary text-book in general sociology and a text dealing specifically with village and country life are used. A collection of source materials illustrating the cooperation of teachers and schools in local community activities is available. Required in Limited Certificate course. Elective for first-year students in other courses. 12 weeks' credit. Given every term.  

DR. BURNHAM

HOUSEHOLD ARTS

MISS MOORE  MISS BLAIR  MISS THIELEMAN  MISS BLAIR  MISS MATTESON

Clothing and Cookery courses 101 A, B, and C presuppose a general understanding of the fundamental principles of sewing and cooking. Students entering this course should have had at least one year of clothing and cooking in an accredited high school. These courses form a basis for presenting the problems in the grades and high school.

FOODS AND COOKERY

101 A, B, and C. Foods and Cookery. General review of fundamental principles of cooking. This course includes the study of foods, the planning, cooking and serving of breakfasts, luncheons, dinners, suppers, banquets, teas, etc. Requires demonstrations such as are useful in teaching cooking. Required of those wishing to major in foods and cookery. Two hour periods four times a week. Fall, Winter, and Spring terms. 36 weeks' credit.  

MISS MOORE, MISS THIELEMAN

104a. Emergencies. This course includes "First Aid" remedies for sprains, bruises, cuts, burns, etc.

104b. Home Nursing. Instruction in caring for the sick when the professional services of a nurse are not required. Care and furnishing of a sickroom; care of common diseases
of children and aged. Preparation and serving food for the sick and convalescent. Elective. Fall Term. 12 weeks' credit.  

MISS MOORE

105. Home Sanitation and Management. Topics: the house, its location, structure, arrangement of rooms, heating, lighting, ventilation, furnishings, systematic housekeeping, cost of living and keeping of accounts. Practical work in cleaning, etc. Elective. Winter Term. 12 weeks' credit.  

MISS MOORE


MISS MOORE

110. Elementary Cookery. This course aims to give a working knowledge of the fundamental principles of cooking. Planning and serving of meals in the home. Not credited on special Household Arts Course. Open to students who wish to elect a course in cooking. Fall, Winter, and Spring terms. 12 weeks' credit.  

MISS MOORE, MISS THIELEMAN

114. Rural Course. This course gives practice in simple cooking lessons which can be used in rural schools. Discussion of the hot lunch problem. Preparation of foods which could be served warm at the school. Fall Term. 6 weeks' credit.  

MISS THIELEMAN

CLOTHING AND TEXTILES

101 A, B, C. Clothing.  
A. General review of fundamental stitches and processes used in making undergarments preparatory to teaching the same kind of work to grade and high-school classes. Illustrative materials for teaching worked out. Student demonstrations required each term. Fall Term. 12 weeks' credit.  

MISS BLAIR, MISS MATTESON

B. Study of color, line, and general principles of design of clothing. Simple problems carried out in middy blouse, waist, and skirt. Problems to be used in teaching this work emphasized. Winter Term. 12 weeks' credit.  

MISS BLAIR, MISS MATTESON

C. A study of the problems involved in the planning and making of children's clothing. Infants' layette planned and representative garments made. Child's problems of 2-6 years required. Lingerie dress, designed and made as test of general ability in technique. Spring Term. 12 weeks' credit.  

MISS BLAIR, MISS MATTESON
104. Clothing. A course in millinery consisting of a study of line, color, and general fitness to the individual. Paper pattern work given and buckram frames made from patterns. Practice in wiring and covering, with velvet substitute, for skill in workmanship. Various edge and crown finishes given. Remodeling and rewiring ready-made frames and covering with velvet. Making of trimmings. Making two practice wire frames from given measurement, third frame covered with maline, lace, braid, or georgette. Elective. 12 weeks’ credit. Fall and Spring terms. MISS BLAIR

105. Industrial History. A background which furnishes a basis for necessary appreciation of content in clothing and handwork courses. Winter Term. 12 weeks’ credit. MISS BLAIR

106. Clothing—Advanced Dressmaking. Includes cutting and fitting of “French” lining. Making of semi-fitted lining to be used in lingerie or light-weight silk dress. Designing a dress for another student, emphasis upon fitness to the individual. Making of the pattern from a chosen design, using only a plain foundation pattern as a guide. Making of a dress from this pattern. Emphasis upon fitting, decoration, and finishing. Elective. 12 weeks’ credit. Spring Term. MISS BLAIR

107. Clothing—Art Needlework. A study of the general types of decorative needlework and application to household furnishings and clothing. Fall Term. 6 weeks’ credit. MISS BLAIR

114. Clothing—Rural. Elementary clothing work as basis for teaching simple garment work in rural schools. Fall Term. 6 weeks’ credit. MISS MATTESON

LATIN

MISS ZIMMERMANN AND ASSISTANT

99. Elementary Latin. 72 weeks high-school credit.

This course is designed to meet the needs of students who require two units of language credit for admission to the A. B. course. It will cover the first two years of high-school Latin. No college credit will be given. MISS ZIMMERMANN

101. Cicero and Latin Composition. Six orations of Cicero will be read in this course, and as many of his letters as time will permit, accompanied by a study of the political institutions of the Roman Republic. 36 weeks’ credit. Fall, Winter, and Spring terms. MISS ZIMMERMANN OR ASSISTANT

102. Vergil. The first six books of the Æneid will be read, or selections from Ovid’s Metamorphoses may be substituted
for part of the Vergil. A study of Greek and Roman mythology will accompany the reading. 36 weeks' credit. Fall, Winter, and Spring terms. MISS ZIMMERMAN OR ASSISTANT

103. Latin.
A. Cicero's De Senectute and De Amicitia, with prose composition.
B. Livy. Selections from books 1, 21, and 22.
C. Latin Comedy. Selected plays of Plautus and Terence. 36 weeks' credit.

MISS ZIMMERMAN

104. Latin.
A. Horace. Selections from the Odes and Epodes.
B. Horace. Selections from the Satires and Epistles.
C. Letters of Cicero and Pliny the Younger. A study of Roman political institutions during the time of the Republic, and social conditions at Rome during the early empire. 36 weeks' credit.

MISS ZIMMERMAN

105. Mythology. A study of the mythology of Greece and Rome, with special reference to the use of myths in poetry and art, and the use of these stories in the teaching of children. The course is not limited to classical students. 12 weeks' credit.

MISS ZIMMERMAN

LIBRARY

MISS FRENCH

MISS CHAPMAN

A course of ten lectures on the use of the library will be offered each term, and is required of all students sometime during their first year, no credit. Fall, Spring and Summer terms.

MISS CHAPMAN, MISS FRENCH

MANUAL ARTS

MR. SHERWOOD

MR. HUFF


MR. SHERWOOD

102. Woodshop. A continuation of course 101 but also open to those students who have had satisfactory preparation in the elements of woodworking. More advanced work in the use of the common bench tools and principles of construction. Includes the fundamentals of wood finishing, lathe and simple pattern
work, molding and casting in soft metals. Fee $3.00. Twelve weeks' credit. Winter, Spring and Summer terms.

MR. SHERWOOD

103. Woodshop. Use and care of wood-working machinery. Cabinet construction and wood finishing as applied to school and home apparatus and furniture. Fee $3.00. Twelve weeks' credit. Fall, Spring and Summer terms.

MR. SHERWOOD

104. Woodturning. An elementary course in woodturning. In individual tastes and tendencies in structural and decorative design will find application in this course. Prerequisite: course 101. Fee, $3.00. Twelve weeks' credit. Fall, Winter and Summer terms.

MR. SHERWOOD

105. Pattern Making. An advanced course in pattern making. Visits to shops and foundries. Prerequisite: course 102 or 104. Fee, $3.00. Twelve weeks' credit. Fall, Winter and Summer terms.

MR. SHERWOOD


MR. WEAVER

106B. Advanced work involving use of machine tools especially shaper, and universal milling machine. Fee, $3.00. Twelve weeks' credit. Winter Term.

MR. WEAVER

106C. Continuation of advanced work on toolroom and universal grinder. Production work on a small machine project. Fee, $3.00. Twelve weeks' credit. Spring Term. MR. WEAVER

107. Forge Shop. Elementary course in the fundamentals of hand forging embracing tempering and heat treatment of steel. Fee, $3.00. Twelve weeks' credit. Spring Term. MR. WEAVER

108. Mechanical Drawing. A. A course for those who have had no previous preparation. Instruction is given in the use and care of instruments, penciling simple line exercises, geometric problems, lettering and inking. Twelve weeks' credit. Fall, Winter, Spring and Summer terms. MR. HUFF

B. A course in the theory and fundamentals of working drawings, surface development, orthographic, isometric and cabinet projection, lettering and inking. Twelve weeks' credit. Winter, Spring and Summer terms. MR. HUFF

C. Screw threads, standard fastenings, simple machine drawings with details and assemblies. Shop sketching. Twelve weeks' credit. Spring and Summer terms. MR. HUFF
111. **Machine Drawing.**  
A. Elementary machine design. Cams, gears, link motions, shop drawings, tracing, blue printing. Twelve weeks' credit. Fall, Winter, Spring and Summer terms.  
**MR. HUFF**

B. Continuation of shop drawing, sketching, working drawings of machine details, semi-original machine design and detailing. Twelve weeks' credit. Winter, Spring and Summer terms.  
**MR. HUFF**

C. Large assembly and cross-section drawing of gasoline engines or power-driven machinery. Twelve weeks' credit. Winter, Spring and Summer terms.  
**MR. HUFF**

112. **Architectural Drafting.**  
A. Architectural lettering, conventions, details of house framing and construction, original plans for summer cottage or small building, estimating, etc. Twelve weeks' credit. Fall, Winter and Summer terms.  
**MR. HUFF**

B. Semi-original architectural drawing. Study of prize houses, architectural styles, influence of prominent architects, lectures and lantern slides. Twelve weeks' credit. Winter, Spring and Summer terms.  
**MR. HUFF**

C. Continuation of architectural drawing. Original plans, elevations, details, tracing, blue printing. Twelve weeks' credit. Spring and Summer terms.  
**MR. HUFF**

116. **Printing.** An elementary course in the art of printing. Work in typesetting, proofreading, imposition, presswork, distribution, etc. Visits to shops and lectures by competent men from the trade. Shop fee, $2.00. Twelve weeks' credit. Fall, Spring and Summer terms.  
**MR. SHERWOOD**

117. **Auto Mechanics.**  
A. A study of the various chassis units, the function and operation of each. Motor troubles demonstrated by use of block motors. Fee $3.00. Twelve weeks' credit. Fall Term.  
**MR. WEAVER**

B. Shop practice in automotive sheet metal work, forging, soldering, tire vulcanizing, oxy-acetylene welding and brazing. Fee $3.00. Twelve weeks' credit. Winter Term.  
**MR. WEAVER**

C. Shop practice in building chassis and body from standard units, overhauling and repair of various units. Fee $3.00. Twelve weeks' credit. Spring Term.  
**MR. WEAVER**

120. **Theory and Practice.** A combination recitation and lecture course in subjects directly connected with, and allied to, manual training in general. It covers history and development of manual training, courses of study, shop invoices, shop practice, administration, manufacturing of lumber, iron, etc., location and set-
ting up of equipment, book reports, illustrated talks, etc. Twelve weeks' credit. Winter and Summer terms. MR. HUFF

MATHEMATICS

MR. BLAIR

100A. Algebra Beginning with Quadratics. Twelve weeks' credit. Fall Term. MR. CAIN

100B. Algebra and Solid Geometry. Twelve weeks' credit. Winter Term. MR. CAIN

NOTE—These courses are designed only for students who present for admission one year of algebra and one year of geometry. They are the equivalent of courses 12, 13, and 14 in high-school mathematics, but if courses 12, 13 and 14 are taken by a candidate for a Life Certificate the total amount of credit granted toward a Life Certificate will not exceed twenty-four weeks, or two-thirds the high school credit.

100C. Solid Geometry. Designed for students who present two years of high school mathematics, but who have not studied solid geometry. Twelve weeks' credit. Spring Term. MR. BLAIR

101. Arithmetic. Lectures and discussions on the history and teaching of the subject, with assigned reading. Extended treatment of typical problems of applied arithmetic. This course must be preceded by at least the equivalent of high school courses 6 to 11 inclusive. Twelve weeks' credit. Fall, Winter, Spring and Summer Terms. MR. EVERETT, MR. BLAIR

103. Trigonometry. Plane Trigonometry, trigonometric functions, identities, inverse functions, solutions, solution of triangles by logarithms. Twelve weeks' credit. Fall, Spring and Summer terms. MR. BLAIR

103A. Trigonometry and Algebra. This course includes all of the work offered in course 103 and in addition an introduction to college algebra. Designed for students who wish to major or minor in mathematics and who have not taken trigonometry as a part of their high school course. Meets five times a week. Fifteen weeks' credit. Fall Term. MR. BLAIR

103B. College Algebra and Analytic Geometry. A continuation of course 103A. Rectangular and polar co-ordinates, simultaneous linear equations and determinants. Meets five times a week. Fifteen weeks' credit. Spring Term. MR. BLAIR

103C. College Algebra and Analytic Geometry. Completes substantially all of the work offered in course 104B. Meets five times a week. Fifteen weeks' credit. Spring Term. MR. BLAIR
104. **College Algebra and Analytic Geometry.** Rectangular and polar co-ordinates, simultaneous linear equations, determinants, relations between straight lines. Designed for students who desire to major or minor in mathematics and who have taken trigonometry as a part of their high school course. Also open to students who are taking at the same time course 103. Twelve weeks' credit. Fall and Summer terms. MR. EVERETT

104A. **College Algebra and Analytic Geometry.** Permutations and combinations, the circle, quadratic equations, complex numbers, polynomials. Twelve weeks’ credit. Winter Term. MR. EVERETT

104B. **College Algebra and Analytic Geometry.** The parabola, ellipse, and hyperbola, higher plane curves. A brief survey of solid geometry. Twelve weeks’ credit. Spring Term. MR. EVERETT

105. **Calculus.** An elementary course in differential calculus. Presupposes course 104B or course 103C. Twelve weeks’ credit. Fall Term. MR. EVERETT

106. **Calculus.** A continuation of course 105. Twelve weeks’ credit. Winter Term. MR. EVERETT

107. **Calculus.** A course in integral calculus. Twelve weeks’ credit. Spring Term. MR. EVERETT

109. **The Teaching of Secondary Mathematics.** The aim of this course is to give the prospective teacher the best educational thought relating to the content and teaching of algebra and geometry in the high school. Twelve weeks’ credit. Winter Term. MR. EVERETT

110. **Surveying.** 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. Twelve weeks’ credit. Spring Term. MR. EVERETT

112. **Shop Mathematics.** An elementary course in the application of the fundamental operations of mathematics to the solution of some of the specific problems that arise in connection with the setting up and design of shop machinery, and also computations that are ordinarily encountered in figuring shop products. Typical problems will have to do with the size and adjustments of pulleys, figuring of gear ratios, and the use of linear and circular verniers. This course is designed to meet the requirements of manual arts students who desire only the application of mathematics to specific situations, such as are encountered by the operating mechanic or shop foreman. Students who are looking forward to a career as efficiency or mechanical engineer should elect during the Fall Term of the
first year of residence either course 103A or 104. Twelve weeks’
credit. Winter Term.

121. Differential Equations. Twelve weeks’ credit. Fall Term.
MR. EVERETT

122. Theory of Equation. Twelve weeks’ credit. Winter
Term. MR. EVERETT

123. Solid Analytic Geometry. Twelve weeks’ credit. Spring
Term. MR. EVERETT

125. Theoretical Mechanics. The material of this course will
consist of a study of the composition and resolution of transla­
tions 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. An elementary knowledge of calculus
is a prerequisite. Text: Ziwet and Field’s ‘‘Analytical Mechanics’’
Twelve weeks’ credit. Winter Term. MR. BLAIR

and formulae underlying investments, accounting, and educational
statistics. The course will include the analysis and solution of
typical problems. Twelve weeks’ credit. Fall Term.
MR. EVERETT

MODERN LANGUAGE
MISS ZIMMERMAN
MRS. HOCKENBERRY
MR. DES MARAIS

FRENCH

101. First Year French. This course will consist of (1) care­
ful drill in pronunciation, (2) the rudiments of grammar, (3) the
reading of 175 to 250 pages of graduated texts with constant
practice in easy variations of the sentences read, (4) writing
French from dictation and (5) the memorizing of French selections.
It will be an aim from the outset to give training in understanding
spoken French and in answering ordinary questions. Thirty-six
weeks’ credit. Fall, Winter and Spring Terms.
MRS. HOCKENBERRY

102. Second Year French. Oral French is stressed in this
course, and conversational English to French exercises illus­
istrate the grammatical principles already learned. The reading
of this year is taken from such texts as: Daudet, Contes Choises,
Le Petite Chose; De la Brete, Mon Oncle et Mon Cure; France,
Le Livre de Mon Ami; Maupassant, Selected Short Stories; Theu-
103. Nineteenth Century French Prose and Drama. A course intended for third or fourth year students and it will include:
   A. Cursory study of the development of Romanticism in France—readings from Chateaubriand, George Sand, Balzac and Hugo.
   B. Nineteenth century prose with emphasis on the short story.

104A. Teachers' Course. This course is designed for students who plan to teach French. It comprises a review of French grammar, and of the principles of pronunciation, from the point of view of the teacher of elementary classes; the psychology of language instruction; the value of French as compared with other foreign languages; an analysis of the aims and values in French instruction; its place in the high school; comparison of the grammatical method and the direct and translation methods; discussion of the whole problem of securing efficient and economical methods of teaching French. Reviews of timely articles in modern language journals will add to the methodology of the subject. Observation and practice teaching are required in conjunction with the above. This course is open to students of third-year French as well as to fourth-year students, upon consultation with the instructor. Fall and Winter terms. Two hours weekly. Twelve weeks' credit.

104B. Survey of French Literature. Including the sixteenth, seventeenth, eighteenth and nineteenth centuries. This course is especially fitted for students who intend to specialize in French. Fall and Winter terms. Two hours weekly. Twelve weeks' credit.

104C. The Classical Literature of the Seventeenth Century. Reading of some of the works of the principal writers of the classical age of French literature, such as Corneille, Racine, Molière and LaFontaine. Spring Term. Four hours weekly. Twelve weeks' credit.

105. Modern France and French Life. A one hour course offered in English, as a cultural background for any or all of the French courses offered. It is strongly recommended to those taking the course in nineteenth century French. It will be open also to others than those in the French department. It will include a study of French geography, French education, art and historical
monuments; not in detail, but with a view to a general understanding of the country and its people. One hour during year. Nine weeks' credit.

MRS. HOCKENBERRY

GERMAN

103. Third-Year German. The aim of this course is to bring the student into direct touch with some of the masterpieces of German literature, and to trace the development of the most important movements in German literature and history. The reading will include dramas of Lessing, Schiller, Goethe, and Kleist, one or more modern novels, and lyrics and ballads. Thirty-six weeks' credit.

MISS ZIMMERMAN

104. Four-Year German. The basis of this course will be the systematic study of the history of German literature. The main stress of the course will be laid on the reading of representative works from the different periods studied. Thirty-six weeks' credit.

MISS ZIMMERMAN

105. Modern German Novel and Drama.

A. A study of the German novel of the nineteenth century, with intensive reading of representative novels of the period for classroom work, supplemented by wider outside readings.

B. A study of nineteenth century drama. Senior and third-year elective. Twenty-seven weeks' credit.

SPANISH

101. First-Year Spanish. Particular attention is paid to pronunciation and the elements of grammar. The use of oral Spanish is encouraged, and some good Spanish readers afford material for class work. Thirty-six weeks' credit. Fall, Winter and Spring terms.

MR. DES MARAIS


MR. DES MARAIS

103. Third-Year Spanish. Reading of more advanced texts, and advanced composition work, including free composition on the works read in class. Fall, Winter and Spring terms. Thirty-six weeks' credit.

MR. DES MARAIS

MUSIC

MR. MAYBEE

MR. HENDERSON

101. Elements of Vocal Music. This is an academic course, and should precede the teachers' course in music. It presup-
poses no previous knowledge, but deals with the very rudiments of vocal music. It consists of the cultivation of the ear, the voice, and the beginning of sight singing. The course covered is that of Book One of any of the standard music courses. Six weeks’ credit in Music and in Art and Music courses. Fall, Winter and Spring terms.

102. Elements of Vocal Music—Sight Singing and Ear Training. This course must be preceded by course 101 or its equivalent. It consists of ear training, voice culture, melodic writing of a simple character, and practice in part singing. Required of all students in the Music or Music and Art courses. Twelve weeks’ credit. Winter Term.

103-104-105. Voice Culture. The work in these courses is designed to meet the individual needs of the various voices. The underlying principles of voice building and artistic interpretation are taught. Six weeks’ credit for each course. Fall, Winter, Spring and Summer terms.

106. Teachers’ Music. This must be preceded by course 101 or its equivalent. Advanced sight reading and ear training are taken up in this class; discussion of methods, and practice teaching during the class period as preparation for teaching this subject in the grammar grades. Observation is made in the Training School. Twelve weeks’ credit. Fall, Winter, Spring and Summer terms.

Fall Term is designed for teachers preparing to teach in the upper grades and for special music students.

107. Methods in Music in Primary Grades. This course is a suggestive one for teachers in the primary grades as well as for specializing students. The care of the child’s voice, and the development of an appreciation of rhythm, as well as the acquirement of a repertoire of children’s songs. Six weeks’ credit. Spring Term.

108. Primary Songs. A course designed especially for students specializing in the Early Elementary and Music courses. It will include an enlarged repertoire of songs, simple folk dances, use of percussion instruments, practice in accompanying, and the writing of original settings. Twelve weeks’ credit. Winter Term.

109-110-111. Harmony. 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, etc. Students must be able to play sufficiently to render hymn tunes. The work covers three terms. Hencox and Lehman’s textbook used,
with illustrations and supplementary work from Foote and Spalding and other modern theorists. Twelve weeks’ credit for each term. Fall, Winter and Spring terms. MR. HENDERSON

112. History of Music. The evolution of music from the primitive phase to the time of Bach is considered in this course. The text used is Balzells’s “History of Music” with collateral reading. Twelve weeks’ credit. Fall Term. MR. MAYBEE

113. History and Appreciation. Course 112 need not precede this course, although it is desirable. Music from the time of Bach to the present-day composers is considered. The development of the orchestra, opera, oratorio, and various other musical forms are worked out with the aid of the piano, voice, and Victor Victrola, bringing within the hearing of the students various interpretations of the master voices. Twelve weeks’ credit. Winter Term. MR. MAYBEE

114. Musical Composition and Analysis. This course deals with advanced harmony and the analysis of the various musical forms and must be preceded by courses 109-110-11. Students work out original compositions, either vocal or instrumental. Twelve weeks’ credit. Fall Term. MR. HENDERSON

115. High school Conducting. This course is intended for students specializing in music, but should prove helpful to students who are preparing for high school work. It will include advanced sight reading and the process of organizing and directing choruses, glee clubs, etc. Twelve weeks’ credit. Spring and Summer terms. MR. MAYBEE

116. Music Observation. Observation of the teaching of music in the Training School. This includes a comprehensive comparative study of the systems of public school music. Six weeks’ credit. Fall Term.


MRS. DAVIS

119-120-121. Advanced Voice Culture. Continuation of courses 103-104-105. Extended repertoires using standard songs, selections from operas and oratorios. Six weeks’ credit for each term. Fall, Winter, Spring and Summer Terms. MR. MAYBEE

122. Chorus. Classification for chorus should be made at the opening of the Fall Term. Mr. Maybee will be in his room to examine voices for the chorus, Monday and Tuesday afternoons of the first week of the Fall Term. See chorus under Musical Organizations, page 27. Rehearsals will be Tuesday evening from 7 to 8 o’clock, and Wednesday morning at 11 o’clock. Twelve weeks’ credit for a year’s work. MR. MAYBEE
123. **Junior Girls' Glee Club.** Required of all Music, and Music and Art students. Regular meetings once each week. 

MRS. DAVIS

124. **Senior Girls' Glee Club.** Required of all second-year Music and Music and Art students. Regular meetings one each week. See Musical Organizations page 27. 

MR. MAYBEE

125. **Orchestra.** Regular rehearsal Monday, 4 p.m. See page 27.

126-127. **Musical Composition and Analysis.** A continuation of course 114. Twelve weeks' credit for each term. Winter and Spring terms. 

MR. HENDERSON

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**PENMANSHIP**

MR. GREENWALL

A credit in penmanship is now required of all candidates for normal school certificates in this state. The aim of this course is to give the student a knowledge of method and technique in penmanship as well as to develop a practical style of writing. Persons who have credits for penmanship from other institutions or who hold a Zaner or Palmer certificate should present the same for consideration on entrance. The work must be taken until a good style of writing is acquired. Skill and not speed is the important factor. Students are required to enroll during the first term of their first year. 

MR. GREENWALL

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**PHYSICAL EDUCATION FOR MEN**

MR. SPALDING

MR. HYAMES

MR. TAYLOR

MR. READ

101. **Physical Education.** Group Athletics, soccer football, and competitive games. Fall Term. 

MR. TAYLOR, MR. READ

103. **Physical Education.** Advanced athletics and games. Spring Term. 

MR. TAYLOR, MR. READ

104. **Physical Education.** Same as course 101, but more advanced. Fall Term. 

MR. TAYLOR, MR. READ

106. **Physical Education.** Intra-mural athletics. Spring Term. 

MR. TAYLOR, MR. READ

107. **History of Physical Education.** Early Greek and Roman physical training. Period of development during the Renaissance. German and Swedish systems. Present-day systems including the new conditions brought about by the war. Six weeks' credit. Fall Term. 

MR. READ

108. **Gymnastic Theory.** General principles, control and class management, methods and technique, formations, gymnastic commands. Six weeks' credit. Winter Term. 

MR. TAYLOR
109. **First Aid.** Knowledge and skill in meeting emergencies. Practice in bandaging, dressings, antiseptics, disinfectants, etc. Six weeks’ credit. Fall Term. **MR. READ**

110. **Anthropometry and Physical Examination.** This course is designed to equip men to make the ordinary physical examinations required in public schools. Practice will be given in the technique of measurements and the usual physical examinations. Six weeks’ credit. Spring Term. **MR. TAYLOR**

111. **Physical Diagnosis.** This course presupposes course 110. Theory and practice of thorough physical diagnosis. It includes the study of appearance, conditions, defects, and deformities likely to be met with in the examining room. Heart and lung tests. Six weeks’ credit. Spring Term. **MR. TAYLOR**

112. **Massage and Hydrotherapy.** Use of massage in treatment of sprains, bruises, paralysis, etc. Use of hot and cold applications. Six weeks’ credit. Fall Term. **MR. TAYLOR**

113. **Football Technique.** Different styles of offensive and defensive play, football strategy. Six weeks’ credit. Fall Term. **MR. TAYLOR**

114. **Kinesiology.** Corrective gymnastics. The mechanics of bodily movements, medical gymnastics; corrections for deformities, infantile paralysis, etc. Twelve weeks’ credit. Winter Term. **MR. TAYLOR**

115. **Basketball Technique.** A course for coaches. Team development of defense, formations, and signals. General discussion and comparison of various styles of play. Six weeks’ credit. Winter Term. **MR. READ**

116. **Physiology of Exercise.** Physiology applied to problems of exercise. Study of the circulation with respect to different types of exercise. Six weeks’ credit. Spring Term. **MR. TAYLOR**

117. **Physical Education Administration.** Needs, fundamental principles, and purposes governing the big movements in physical education. General principles of public school physical training. Methods and principles underlying school recreation in general. Twelve weeks’ credit. Spring Term. **MR. TAYLOR**

118. **Baseball Technique.** Fundamentals of batting, bunting, base running, position play, offensive team work. Six weeks’ credit. Spring Term. **MR. SPAULDING, MR. HYAMES**

119. **Technique of Track Athletics.** Fundamentals of track and field athletics. Organization, conduct, officiating of meets, and the training of track teams. Six weeks’ credit. Spring Term. **MR. TAYLOR**

120. **Gymnasium, Athletic Field, and Playground Construction and Equipment.** Six weeks’ credit. **MR. READ**
121. General Athletics and Games. Six weeks' credit. Fall Term.  MR. READ, MR. TAYLOR

122. Elementary School Gymnastics. Group games, organized mass athletics, elementary apparatus work. Six weeks' credit. Winter Term.  MR. READ, MR. TAYLOR

123. Out-Door Games. Mass athletics, track and baseball. Nine weeks' credit. Spring Term.  MR. READ, MR. HY AMES

124. Advanced Athletics. Football, soccer football, and group games. Nine weeks' credit. Fall Term.  MR. READ, MR. TAYLOR

125. Physical Education. Advanced gymnastics and apparatus work, graded athletic tests for mass athletics. Team contests. Six weeks' credit. Winter Term.  MR. READ, MR. TAYLOR

126. Physical Education. Advanced athletics in track and baseball. Nine weeks' credit. Spring Term.  MR. TAYLOR, MR. HY AMES

127. Swimming. Instruction in the different strokes, life saving, and resuscitation. Six weeks' credit. Spring Term.  MR. READ

128. Football. Squad practice. Fall Term. Six weeks' credit.  MR. SPAULDING, MR. READ

129. Basketball and Track. Squad practice. Six weeks' credit. Winter Term.  MR. TAYLOR, MR. SPAULDING

130. Basketball and Track. Squad practice. This course presupposes basketball and track 129. Winter Term. Six weeks' credit.  MR. TAYLOR, MR. SPAULDING

PHYSICAL EDUCATION FOR WOMEN

MISS GUIOT  MISS SPAULDING
MISS WORNER  MISS HUSSEY

A regulation gymnasium suit is required. Medical examination is required of each girl upon entering, and only upon agreement with the school physician may she be termed physically unable to take the work. Physical examination is required of every girl upon entering and at the close of the course. Students temporarily excused from the course may arrange for credit with the head of the department. Prescribed exercises combined with theory course given with Physical Education 105 will be substituted. Prompt enrollment and regular attendance are necessary to secure credit.

Instruction in swimming will be given to those desiring it; the pool is open to women on Mondays, Tuesdays, and Wednesdays.
All special Physical Education students must pass an examination in swimming.

101. **Physical Education.** Elementary general gymnastics; figure marching and simple tactics; light apparatus (wands); elementary heavy apparatus and gymnastic games. Fall and Winter terms. MISS WORNER, MISS HUSSY

102. **Physical Education.** This course presupposes Physical Education 101. This work is in advance with emphasis upon organized games such as long ball, newcomb and schlag ball. Winter and Spring terms. MISS WORNER, MISS HUSSY

103. **Physical Education.** This course presupposes Physical Education 101 and 102. It consists of advanced work in tactics, calisthenics, light and heavy apparatus work, folk and gymnastic dancing, games of high organization (indoor baseball, basketball, base crick). Twelve weeks’ credit. MISS GUIOT, MISS HUSSY

104. **Physical Education.** This course presupposes Physical Education 101, 102, 103. Simple Indian Club swinging is added with continued emphasis on games. Fall and Winter terms. MISS GUIOT, MISS WORNER

105. **Physical Education.** This course presupposes Physical Education 101, 102, 103, 104. One period is devoted to classroom work. This theory period affords some opportunity for knowledge of the effects of physical exercise on the body and the need of systematic exercise for all. Also the classification of exercise, games, and folk dances for the different ages is made. A notebook is required in this course. Practice work continues in the remaining two periods. Winter and Spring terms. MISS GUIOT, MISS WORNER

110. **General Gymnastics.** This course includes simple practice work in tactics, calisthenics, light and heavy apparatus, with analysis of its progression. Six weeks’ credit. Fall Term. MISS GUIOT

111. **Folk Dancing.** A course consisting of German, Swedish, Danish, English, Scotch, Russian and American Folk-dances. Six weeks’ credit. Fall Term. MISS WORNER

112. **Aesthetic Dancing.** This subject will be continued throughout the remainder of the two-year course. Both Gilbert and Chalif exercises and dances will be taught. Six weeks’ credit. MISS WORNER

113. **General Gymnastics and Aesthetic Dancing.** Six weeks’ credit. Spring Term. MISS WORNER

114. **General Gymnastics and Aesthetic Dancing.** Six weeks’ credit. Fall Term. MISS GUIOT
115. General Gymnastics and Aesthetic Dancing. Winter Term. MISS GUIOT

116. General Gymnastics and Aesthetic Dancing. Advanced calisthenics and heavy apparatus. Spring Term. MISS GUIOT

117. Swedish Theory and Practice. Study of the Swedish system of physical education, of the progression, selection, and arrangement of exercises in the Swedish Day’s Order. Twelve weeks’ credit. Winter Term. MISS HUSSEY

118. Swedish Theory and Practice. Continuation of course 117. Emphasis is placed upon the planning and teaching of the Swedish Day’s Order. Six weeks’ credit. Spring Term. MISS HUSSEY

119. Playground Organization. The theory of the growth and advancement of playgrounds, with attention given to the organization of playgrounds, is taken up. Laying out of grounds and the choice and arrangement of apparatus are given due consideration. Play activities from the simplest form to the highly organized competitive games are carried on in the gymnasium. Twelve weeks’ credit. Spring Term. MISS GUIOT

120. Applied Anatomy and Corrective Gymnastics.
(a) Applied anatomy. The mechanics of bodily movements is carefully studied. Muscles are described as to location and action.
(b) Corrective gymnastics. A study of special exercises for their corrective value. Twelve weeks’ credit. Winter Term. MISS HUSSEY

121. Gymnasium Construction and Equipment. A study of the building and equipping of gymnasiums, with consideration of swimming pools and locker rooms. Particular attention is paid to the location and sanitation of the same. Six weeks’ credit. Winter Term. MISS HUSSEY

122. Games and Athletics. Much of this work will be given out of doors.
(a) A graded course of games arranged to meet the needs of the child at the various stages of development. Outdoor and schoolroom games.
(b) Practice of Athletics. Lectures on the theory of athletics, including rules governing track and field events, management of meets, etc. Six weeks’ credit. Fall Term. MISS GUIOT

123. Methods. A continuation of 110. Methods of teaching general gymnastics; the progressive value of exercises, and the use of apparatus are studied. Gymnastic work for the schoolroom is given much consideration. Six weeks’ credit. Winter Term. MISS GUIOT
PHYSICS

MR. FOX

Students expecting to teach physics in the high school must have, as a minimum, courses 101 A, B, and C. Through arrangement with the Chemistry Department a major may be made by taking one year of chemistry and one year of physics. It is best to elect the chemistry the first year and defer the physics until the student has had a year of mathematics.

101 A, B, C. For students who enter the Life Certificate or A. B. degree courses without having had the usual course in high school physics. The work is the same as the high school course and meets five times weekly for recitation and two hours in the laboratory. Nine weeks’ credit for each term will be granted in Life Certificate courses.

MR. ROOD

101A. Mechanics and Heat. A course in general physics, consisting of recitations and laboratory work. This course, together with 101B and 101C, furnishes an excellent foundation for students preparing to teach physics in the high school, or for those who wish to enter engineering or to specialize in physics later. Prerequisite: high school physics, trigonometry and, preferably, analytic geometry. Students are advised to elect this course during their second year after having had the desired mathematics. The course consists of four recitations and two consecutive laboratory hours weekly. Twelve weeks’ credit. Fall Term.

MR. FOX

101B. Magnetism and Electricity. This course should follow 101A. The same general plan is followed as in 101A. Twelve weeks’ credit. Winter Term.

MR. FOX

101C. Sound and Light. This course completes the year’s work in general physics. Twelve weeks’ credit Spring Term.

MR. FOX

101 D, E, F. This course is a problem course designed to accompany 101 A, B, C. Students wishing the required 10 hours of physics for engineering later must elect this course. Class meets one hour weekly. Three weeks’ credit.

MR. FOX

102A. Advanced Mechanics. This course is an extension of the first course in mechanics. It consists of lectures and laboratory work. It concerns itself with such problems as the laws of Elastic and Inelastic Impact, Young’s Modulus, Hooke’s Law, Moment of Inertia, Simple Harmonic Motion, etc. Prerequisite: courses 101 A, B, C. Twelve weeks’ credit.

MR. FOX

102B. Electrical Measurements. Familiarity with the use of the instruments for making electrical measurements is the aim of this course. The work consists of two one-hour recitation periods and two two-hour laboratory periods weekly. Prerequisites: courses 101A, B, C, and, preferably, calculus. Twelve weeks’ credit. Winter Term.

Mr. Fox

110. Practical Electricity. Designed especially for Manual Arts students although others may elect this course. It concerns itself with the many practical problems of electricity, such as the measurement of resistance of wires and their gauge numbers, the construction and use of ammeters, voltmeters, wattmeters, the construction and use of various types of motors and dynamos for direct and alternating currents, and the construction and use of the electro-magnet in telegraph and telephone work. Laboratory fee $1.00. Twelve weeks' credit. Spring Term.  

Mr. Fox, Mr. Sherwood

RURAL EDUCATION

Dr. Burnham Miss Munro

A belief is rapidly becoming common that teachers of rural schools must be asked to meet, as rapidly as circumstances will allow, the requirements in scholarship and professional training demanded for elementary school teaching anywhere.

Courses for training rural teachers are already in print which definitely outline four years' preparation beyond the high school. It will take some years to reach this standard, but requirements of one-year and two-year training courses are immediately at hand. Young people who expect to teach should not miss the significance of these facts.

Two courses are offered here for the preparation of rural school teachers:

A Life Certificate in Rural Education may be secured by high school graduates after an attendance here of two years. Many districts are now paying wages which justify them in asking for full Life Certificate preparation on the part of the teachers they employ.

A Limited Certificate, valid in any school in Michigan for three years, may be secured by high school graduates after an attendance of one year and one Summer Term. Graduates of this course are in demand in the rural and small village and town schools.

The foregoing courses are administered by a special Department of Rural Education in which questions of advantageous enrollment for students beginning their preparation; for graduates of County Normal Training Classes, who wish more preparation for teaching rural schools; or who seek the second renewal of their certificates; for teachers who may wish to change from town or city to rural teaching; for teachers of experience who wish to prepare to teach in County Normal Training Classes; and for teachers, who have taken Limited Certificate courses for rural teaching and desire to go on, are given due consideration. Consultation with the director of this work should be sought.
The subject of study offered in this department may be briefly summarized in three groups: First, such as give a knowledge of children and of their organization, management, and instruction; second, such subjects as give power for localizing the curriculum in natural, industrial, domestic, and health illustrations and applications; and third, a group of subjects intended to develop social intelligence and inspire purposes of participation and leadership in rural community life. Details of undifferentiated courses are given in descriptions of subjects in the departments to which they belong.

Several agencies for supplementing the regular class work for students in the Rural Education courses have been instituted. Rural schools which are conveniently near the Normal School have been affiliated and are directed and used as Rural Training Schools to make vivid to prospective teachers of rural schools the actual situation in which they are to work. A rural sociological seminar meets two afternoons each month, and an annual Rural Progress Day brings students in contact with national and state leaders in rural life.

101. Rural Education. A required year of work for second-year students in the Life Certificate course in Rural Education. Elective by term divisions or by the year for second-year students in all Life Certificate courses and for students in the Degree course.

A. Deals with the general questions of teaching, supervision, and administering rural schools. Executive facility and efficiency in the whole work of the school is the major consideration. Twelve weeks’ credit. Fall Term.

B. Attempts to increase specific understanding in rural economics. Carver's "Principles of Rural Economics" is used as a text. The work of the term concludes with a study of the possibilities of rural school instruction in industrial subjects. Twelve weeks’ credit. Winter Term.

C. 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. Twelve weeks’ credit. Spring Term.

103. Sociology. A study of social relations and activities in small communities. An elementary text-book 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 community activities is available. Required in Limited Certificate course. Elective for first year students in other courses. Twelve weeks’ credit. Fall, Winter, Spring and Summer terms.
102. **Principles of Teaching.** The aim of this course is to present the fundamental teaching principles to students planning to teach in rural and village schools, through readings, discussions, lectures and observations, in the Training School and Rural Training Schools. This course leads on to practical participation in the school activities in the following term. Certain problems of management and law are discussed as they arise in connection with the work of the term. Prerequisite to practice teaching. Twelve weeks' credit. Fall, Winter and Spring terms. **MISS MUNRO**

101. **Curriculum and Management.** The work of this course will be divided into two parts. (1) Curriculum: Deals primarily with the principles underlying the elementary school curriculum with emphasis upon its adaptation to rural and village school problems. (2) Management and Law: Such parts of management and law as may be considered to advantage in connection with the curriculum will be discussed. Fall, Winter and Spring terms. Twelve weeks' credit. **MISS MUNRO**

**Rural Training Schools.** Discussed observation of assigned problems in rural school organization; and teaching under competent criticism in the Oakwood and Michigan Avenue Rural Training Schools make up the required unit of teaching (See "Teaching," page 110) in the Limited Certificate course and the Life Certificate course in Rural Education.

**MISS KELLEY, MISS OTIS, MISS SKINNER**

**Agriculture and Club Leadership.** Courses in these subjects are described in the Department of Biology.

**Home Economics.** Course in cooking and sewing for rural school teachers are described in these departments, and shopwork is written up in the Department of Manual Arts.

**SPEECH**

**MISS ROUSSEAU, MISS SHAW**

101. **Fundamentals of Speech.** This course is a prerequisite to all courses offered in the Department of Speech. Every student expecting to take any work in Speech is advised to take this course in the Fall Term of his first year. It aims to develop in the student a thorough understanding of the basic principles of voice production, and includes study and drill in the vocal elements. Offered during the Fall Term only. Twelve weeks' credit. **MISS ROUSSEAU, MISS SHAW**

103. **Festival and Pageantry.** A study of the value of festivals and pageants, methods of organization, presentation, etc. The class will develop and present one festival. Required in the Physical Education Life Certificate course. Twelve weeks' credit. Two times a week throughout the Winter and Spring terms.  

MISS SHAW

104A. **Interpretative Reading.** Analysis and interpretation of the more simple types of prose and poetry. Prerequisite, course 101. Winter Term. Twelve weeks' credit.  

MISS SHAW

104B. **Advanced Interpretative Reading.** Analysis and interpretation of the more difficult types of prose, poetry and the drama. Prerequisites, courses 101 and 104A. Spring Term. Twelve weeks' credit.  

MISS SHAW

105. **Informal Speaking.** This course aims to develop clear thinking and ease and effectiveness in speaking. It includes a brief study of the best specimens of modern addresses, and frequent practice in the various forms of public address. Prerequisite, course 101. Two times a week throughout Winter and Spring terms. Twelve weeks' credit.  

MISS ROUSSEAU

106. **Argumentation and Debate.** This course consists of a thorough study of the principles of argumentation and frequent practice in debating current public questions. The problem of coaching and judging debates is also studied. Prerequisites, courses 101, and either 105 or its equivalent. Two times a week throughout Winter and Spring terms. Twelve weeks' credit. Not open to first-year students.  

MISS ROUSSEAU

110. **Play Production.** This course deals with the methods of staging plays. It includes a study of stage settings, costumes, and make-up. Lists of plays, publishing houses, manuscript houses, etc., will be prepared. Prerequisites, courses 101, 104A, and 104B, or the consent of the instructor. Spring Term. Twelve weeks' credit.  

MISS SHAW

**TEACHING**

**MR. ELLSWORTH AND SUPERVISORS**

101-102. **Teaching.** This course will include (1) observation of lessons taught by the supervisors of the grade, (2) the teaching of classes in the Training School, and (3) the study of individual children. There will be meetings with the supervisors and director of practice, and with heads of departments, for conference, in regard to work and discussion of methods of teaching and general school management.

In so far as possible students in the Life Certificate courses
are required to take Teaching 101 (12 weeks' credit) and Teaching 102 (12 weeks' credit) in the same term.

Students in the Limited Certificate course are required to take Teaching 101. Twelve weeks' credit.

Practice facilities for teachers who are preparing to teach in rural schools are provided in easily accessible rural schools by the cooperation of the local district boards of education and the county commissioner of schools in Kalamazoo County.

Students are expected to take part in all the special features of the Training School work. School festivals, parents' receptions, and other special exercises are important factors in the work of the grades, and all who work in the department are required to assist in planning and carrying out these exercises.

Students will meet the director of practice on Saturday at eight o'clock and their supervisors on Tuesday and Thursday at the eight o'clock period for conference.

Required in the Limited Certificate (12 weeks' credit) and Life Certificate course. Twenty-four weeks' credit. Fall, Winter and Spring terms.

103. Teaching. The privilege of an elective term in teaching is granted only with the permission of the director of practice and consent of the member of the normal faculty with whom a student is placed. Students attend meetings as directed by their supervisor. Twelve weeks' credit.
High School

MR. CAIN, Principal.

The Normal High School is conducted with the aim of making it an active model high school. The Normal students who are preparing for high school positions may thus be given an opportunity for directed teaching under very favorable conditions. Experience has shown that with an experienced critic teacher to supervise the work of the student teacher, a high standard of scholarship can be maintained and the high school student can get the advantage of the most improved methods of teaching. With the equipment of the Normal School available for high school students, there are exceptional opportunities offered for various activities as well as for laboratory and library advantages.

The High School is a distinct organization of the Normal School. The student body has its own organizations, activities and entertainments. The school has competition in athletics and in debating with other high schools of the state. There is a high school assembly room where all the students meet at least once each day for announcements. Much attention is given to maintaining a close personal contact between the students and the Principal.

The high school is on the accredited list of the North Central Association of Colleges and Secondary Schools and of the University of Michigan. Two courses of study are offered and a liberal number of elections are permitted.

High School Assembly. The assembly room is equipped with stationary seats so that each student has a permanent location for school supplies and for study. All announcements are made and all high school programs are given here. The programs are held at least once a week and they differ in character to meet the pleasure of the students. A program committee composed largely of students plan the programs.

The Masquers. A high school dramatic association was organized in 1916. It aims to interest students in the best forms of drama, and presents one public play during the year. Membership is limited to those students who possess dramatic ability.

Hi-Y Club. In 1916 a high school Y. M. C. A. club was organized, which has grown steadily in membership and activity until it is one of the strongest organizations in the school. The purpose
is to "create, maintain, and extend throughout the school and community, high standards of Christian character."

High School Girls' Glee Club. This organization is open to all high school girls and is required of the girls in the high school music class. The club meets once each week for rehearsal. A musical program is furnished each term during the year and in addition musical numbers are furnished for a number of other occasions.

The Council.

The Council is a debating club in the Normal High School which was created out of an intense interest in debating at the close of the year 1919-20. Its ultimate purpose is to create and maintain an interest in, and knowledge of, high-grade debating. The scheduled meetings of this organization are held on alternate Thursdays. Membership is open to anyone who wishes to subscribe to its constitution, and who is voted in by a two-thirds majority of members present.

Admission and Course of Study.

Admission. Only limited number of students can be admitted each year, hence students are admitted by application. Applications should be made before July first in order to be certain of being entered. Pupils who present satisfactory eighth grade certificates will be admitted to first year classes without examination.

Course of Study: The following courses are offered:
## Ninth Grade

- **ENGLISH**
- History
- **ALGEBRA**
- Latin
- French
- General Sci.
- Speech 2/3
- Home Ec.
- Shop Work
- Com. Arith.
- Music
- Art
- **PHYSICAL ED.**

## Tenth Grade

- **ENGLISH**
- History
- **GEOMETRY**
- Latin
- French
- Biology
- Speech 2/3
- Home Ec.
- Shop Work
- Typewriting
- Music
- Art
- **PHYSICAL ED.**

## Eleventh Grade

- **ENGLISH**
- History
- Geometry
- Latin
- French
- Chemistry
- Geography
- Sociology ½
- Economics ½
- Home Ec.
- Mechanical Drawing
- Bookkeeping
- Music
- Art
- **PHYSICAL ED.**

## Twelfth Grade

- **U. S. HISTORY AND CIVICS**
- English
- Trigonometry
- Latin
- French
- Physics
- Public Speaking
- Home Ec.
- Mechanical Drawing
- Stenography
- Music
- **PHYSICAL ED.**


2. Sixteen units are required for graduation.

3. One subject carried successfully for one year with five recitation periods per week, will entitle a student to one credit.

4. One year of history, two years of a language, and one year of science are required in the College Preparatory Course.
5. Twelve of the fifteen units must be from the following group:
   English, Science, Math., and a foreign language.

6. Students who expect to elect sociology and economics should elect some history before the Junior year.

7. General Science or Chemistry are necessary prerequisites of Geography.

8. Students enrolled for English 2a-b-c, who have not elected Speech 1ab, will have Oral English 2a substituted for English 2c during the spring term.

9. Whenever the symbols 1abc, 2abc, 3abc or 4abc are found following a subject, excepting those subjects open to students in any year, the numbers 1, 2, 3 and 4 indicate the freshman, sophomore, junior and senior years, respectively, and the letters a, b, and c, indicate the first, second and third term of the work.

**SPECIAL COURSE**

**Ninth Grade**

*ENGLISH

History
Algebra
Latin
French
General Science
Speech 2/3
Penmanship
Com. Arith.
Home Economics
Shop Work
Art
Music

*PHYSICAL ED.

**Tenth Grade**

*ENGLISH

History
Geometry
Latin
French
Chemistry
Sociology ½
Economics ½
Bookkeeping
Home Economics
Mech. Drawing

**Eleventh Grade**

*ENGLISH

History
Geometry
Latin
French
Chemistry
Sociology ½
Economics ½
Bookkeeping
Home Economics
Mech. Drawing

**Twelfth Grade**

English
*U. S. HISTORY
AND CIVICS

Trigonometry
Latin
French
Physics
Psychology
Public Speaking
Stenography
Home Economics
Mech. Drawing
Art
Music

*PHYSICAL ED.

Notes 1, 2, 3, 6, 7, 8, and 9 under College Preparatory Course are applied to the General Course.
ENGLISH

First Year

1. English. Required in first-year High School course. The work consists of both composition and a study of literature. Composition will embrace both written and oral work. Oral composition will be chiefly narrative, reproducing the stories of standard writers. Written composition will include single narrative paragraphs, fables, incidents, and situations, based on experiences; and social letters, which will be written at least once a month throughout the year to real correspondents. The time devoted to grammar will be spent on sentence analysis. In the work in literature, classic and legendary narrative prose, and a few simple narrative poems will be studied. 12 weeks’ credit. Fall Term.

MRS. BISCOMB

2. English. Required in first year High School course. The work is divided as in English 1. In oral composition the narratives are chiefly reproductive. The students will write stories of two, three, or four paragraphs in length. The review in grammar will include a careful study of nouns, pronouns, adjectives and adverbs. The work in literature will be a continuation of English 1. 12 weeks’ credit. Winter Term.

MRS. BISCOMB

3. English. Required in first-year High School course. This course includes: (1) In oral composition, original stories and some original exposition. (2) In written composition, continued work in longer stories, some exposition, and social letters. (3) Under grammar, particular attention will be paid to verbs, conjunctions, interjections, and prepositions. (4) Literature as in English 1 and 2. 12 weeks’ credit. Spring Term.

MRS. BISCOMB

Second Year

4. English. This is a course in oral English and is required of all in the tenth grade. 12 weeks’ credit. Fall Term.

5. English. This is a course in composition and is required of all tenth-grade students. It consists of a study of some of the current magazines and newspapers. If the class so wishes, a High School paper may be prepared as a class exercise. With this comes advanced work in description and narration. 12 weeks’ credit. Winter Term.

6. English. This term is given entirely to the study of literature. Some of the classics that may be studied are as follows: “Twelfth Night,” “A Tale of Two Cities,” and “Democracy To-day.” The aim of this course is to help the student acquire a better appreciation of literature and to become well acquainted
with at least a few good books. This course is also required of all tenth grade students. 12 weeks’ credit. Spring Term.

Third Year

7. English Literature. Required in third year High School course. Five periods a week. The aim of this course is to inspire further reading of various kinds of literature, both fiction and non-fiction, and from this reading to understand, through intensive study, many well chosen classics. This course consists of a study of the periods of English literature from the beginning to the Restoration. Class study is made of representative selections from the different periods. Each student is required to read one book a month besides his regular class reading. 12 weeks’ credit. Fall Term.

8. English Composition. Required in third-year High School course. Five periods a week. This course, which is both oral and written, includes the writing of letters, checks, original abstracts, and outlines, news items, editorials, short stories and essays in imitation of those studied, class discussion and short talks on outside reading and assigned topics. Twelve weeks’ credit. Winter Term.

9. English Literature. Required in third-year High School course. Five periods a week. This course consists of a study of the periods of English literature from 1660 to the present time. Representative selections from these periods are studied in class. Much outside reading is required. Twelve weeks’ credit. Spring Term.

Fourth Year

10. English. Elective in fourth-year High School course. This course consists of a rapid survey of the history of English literature, supplemented by a generous amount of reading. Twelve weeks’ credit. Fall Term.

11. English Composition. Elective in fourth-year High School course. Five periods a week. The aim of this course is correctness in expression. Constant drill in the structure of the sentence, the paragraph, and the entire composition is given. The elementary principles of the four forms of discourse are studied and put into practice. Twelve weeks’ credit. Winter Term.

12. American Literature. Elective in fourth-year High School course. Five periods a week, two for the survey of the history of American literature, this to include important biographical facts of the chief writers; and three for a study of their most worthy productions. Twelve weeks’ credit. Spring Term.
MATHEMATICS

6. **Algebra.** Elementary algebra through factoring. Twelve weeks' credit. Winter Term. MR. CAIN

7. **Algebra.** A continuation of algebra 6 through linear equations. Twelve weeks' credit. Winter Term. MR. CAIN

8. **Algebra.** A continuation of Algebra 6 and 7 to quadratic equations. Twelve weeks' credit. Spring Term. MR. CAIN

9. **Plane Geometry.** An elementary course. Twelve weeks' credit. Fall Term. MR. CAIN

10. **Plane Geometry.** A continuation of course 9. Twelve weeks' credit. Winter Term. MR. CAIN

11. **Plane Geometry.** The subject completed. Twelve weeks' credit. Spring Term. MR. CAIN

12. **Algebra.** Algebra completed through quadratic equations. Twelve weeks' credit. Fall Term. MR. BLAIR

13. **Algebra.** Algebra. Twelve weeks' credit. Winter Term. MR. BLAIR

14. **Solid Geometry.** Twelve weeks' credit. Spring Term. MR. BLAIR

103. **Trigonometry.** Plane trigonometry, trigonometric functions, identities, inverse functions, solution of triangles by logarithms. Eighteen weeks' credit. Fall, Spring and Summer terms. MR. BLAIR

HISTORY AND CIVICS

1-2-3. **Ancient and Mediaeval History.** The course begins with the story of prehistoric man and then takes up in turn Egypt, Babylonia, Assyria, Persia, and Greece, in the course of the first term; but lays particular emphasis for some weeks on Greek history. In the second term, the Romans, then the Barbarian Invasions of Italy, Charlemagne, Feudalism, and the Crusades are studied, but particular emphasis is laid on the life in Europe in the Middle Ages. In the last term come the Wars of Religion, the Protestant Revolt, France under Louis XIV, the Rise of Russia and Prussia, and particularly the events leading up to the beginnings of the French Revolution. Elective. Fall, Winter and Spring terms. Thirty-six weeks' credit. MISS BURNHAM

4-5-6. **Modern European History.** This begins where the previous course stopped, first reviewing the causes of the French Revolution, then the story of the Revolution, the Industrial Revolution and its important consequences, and in general, all the complicated story of the last hundred years in Europe; but

MISS BURNHAM

7-8-9. **English History.** Beginning with the Roman occupation of Great Britain, this course takes up the Anglo-Saxons and the way in which the various tribes united to form the English race. Then comes the Norman Conquest, the story of the Norman and Plantagenet kings and all the many events in England that built up a really united nation by 1400. Particular emphasis is laid on the fact that many of our customs, such as trial by jury, the representative system of government, the sheriff, township, etc., all originated in England before 1400. The second term takes up the Wars of the Roses, Henry VIII, the Reign of Elizabeth, the early Stuart kings, Oliver Cromwell and the Revolution, and finally the Restoration of the Stuart Kings. In the third term the beginnings of the British Empire and the modern English cabinet system, the various Revolutions (Industrial, American, French), the age of Queen Victoria with its many reforms, and England in the World War are studied. Elective. Fall, Winter and Spring terms. Not given until 1922-23. MISS BURNHAM

10-11-12. **American History and Civics.** Beginning with the discovery of America, the first term takes up the colonization and colonial periods, the Revolution and its causes, the period of the Confederation, the making of the Constitution, and the War of 1912. The Second term begins with Jackson, and the abolition movement, Secession, the Civil War and Reconstruction are studied. But the many important changes in the United States in the last fifty years are particularly emphasized. In the third term comes Civics, a study of American Government, both national and local, and some of the problems of America today. Required, in the Senior year. Fall, Winter and Spring terms. Thirty-six weeks' credit.

MISS BURNHAM

**LATIN**

1-2-3. For Beginners. Study of forms and syntax, followed by six weeks of connected reading in selections from easy narrative prose. Thirty-six weeks' credit. Fall, Winter and Spring terms.

MISS KRAFT

4-5-6. Caesar and Latin Composition. Selection from Caesar's Gallic Wars. A study of the time of Caesar, his place in Roman history, and the organization of the Roman Army will be made. Thirty-six weeks' credit. Fall, Winter and Spring terms.

MISS KRAFT
7-8-9. **Cicero and Latin Composition.** Six orations of Cicero will be read in this course and as many of his letters as time will permit. A thorough study will be made of the political institutions of the Roman Republic. Thirty-six weeks’ credit. Fall, Winter and Spring terms. MISS KRAFT

10-11-12. **Vergil.** The first six books of the Aeneid will be read and selections from the last six; or selections from Ovid’s Metamorphoses will be substituted for part of the Vergil. A thorough study of Greek and Roman mythology will be included in the course. Thirty-six weeks’ credit. Fall, Winter and Spring terms. MISS KRAFT

**FRENCH**

**First Year.** The Walter and Ballard Beginners’ French is used as the main text-book and later, Petits Contes de France, by Meras and Roth, is added for reading. It is the aim to give from the first, careful attention to pronunciation and ear training and to have the pupil deal directly with the language itself, through question, answer, action, picture and informal dramatization. The subject matter in the reading text gives a knowledge of folk-lore and French customs. 36 weeks’ credit. Fall, Winter and Spring terms. MRS. HOCKENBERRY

**Second Year.** A review of grammar in new forms, the verb being especially stressed as one of the chief difficulties in French. Introductory French Composition, by Francois, is used as a basis for the review. Such texts as L’Abbe Constantin, by Hal ery; Mon Oncle et Mon Cure and Les Miserables (abridged), by Victor Hugo, are read, direct translation being avoided, through oral and written answers, dictation and resumes. 36 weeks’ credit. Fall, Winter, and Spring terms. MRS. HOCKENBERRY

**Third Year.** Still further reading of carefully selected prose narrative and plays, enrichment of vocabulary and grasp of thought content being the aim, rather than actual translation. The texts furnish a background of history, geography and facts that make real the life of the French people. 36 weeks’ credit. Fall, Winter, and Spring terms. MRS. HOCKENBERRY

**SPANISH**

1-2-3. **Spanish.** This is a course in beginning Spanish. Open to high school students by special permission only. 36 weeks’ credit. Fall, Winter, and Spring terms. MR. DES MARAIS

**BIOLOGY**

1-2-3. **Elementary Biology.** This course aims to introduce the student to the realm of biology, giving him a general knowl-
edge and appreciation of the life about him and its controlling principles, with the hope that such knowledge and appreciation will widen his outlook, increase his capacity for enjoyment, and orient him in nature. The course lays the foundation for further work in the department to which it is prerequisite. Consists of laboratory, field, and recitation work throughout the year. Open to all high-school students in their sophomore year. 36 weeks' credit. Fall, Winter, and Spring terms.

23-24-25. Agriculture and Nature-Study. (a) A study of the different types of cattle, horses, sheep, swine, and important breeds of poultry. The care of milk, separation of cream, and the Babcock test will be considered. Field work includes inspection of typical farms about Kalamazoo. A study of trees with particular attention to the farm wood lot. Work in forest nursery. Elements of landscape gardening.

(b) Tests and experiments dealing with temperature, air, moisture, porosity, etc. Discussions on tillage and fertilizers. A study of the structure, functions, and hygiene of the human body. Sanitation of the home, school, and community.

(c) Classification and culture. Experimental plants in the school garden, plant diseases, judging of crops, with special emphasis upon corn. A consideration of the common native birds, weeds, and insects with particular attention to their relation to agriculture. Identification of spring flowers. 36 weeks' credit. Fall, Winter, and Spring terms. MISS HADLEY

23, 24, 25 not open to high-school students except by special permission.

GEOGRAPHY

1. Physical Geography of the Lands. This course includes the following parts: (1) A study of the common minerals and rocks—the materials from which the lands are made; (2) a study of the relief features of the lands by the means of pictures, slides, models, blackboard sketching, contour mapping, and field work in the vicinity of the school; (3) the study of the relief of type regions of the earth with a view to illustrating the principles developed in parts (1) and (2). Five periods a week, partly for field and laboratory work and partly for recitations. 12 weeks' credit. Fall Term. MR. WOOD

2. Physical Geography of the Air, Water, and Life of the Earth. This course includes the following parts: (1) The study of the earth in its universal and planetary relations, leading to the study of mathematical geography; (2) the leading facts of meteorology and climatology; (3) a study of the climatic regions of the earth in their plant, animal, and human relations. Five periods a week. 12 weeks' credit. Winter Term. MR. WOOD
3. **General Geography.** This course is taken up with the study of a series of type regions selected to illustrate the principles developed in physical geography, and the studies are carried on in sequence to include the industrial and commercial life of the regions. These studies are supplemented by excursions for the study of physical geography in the fields, and of industries in the factories. Five periods a week. 12 weeks’ credit. Spring Term.  

**CHEMISTRY**  

1-2-3. **Elementary General Chemistry.** This is a course for beginners and presupposes no knowledge of the subject. Laboratory work is required and a notebook must be kept. No college credit is allowed for this work. The course is limited to high school students. 36 weeks’ credit. Fall, Winter, and Spring terms.  

**PHYSICS**  

1-2-3. **Physics.** This is a course for beginners and runs throughout the year. Work will consist of lectures, demonstrations, recitations, and laboratory work by the student. A notebook containing data of laboratory work must be kept by each student. A laboratory fee of $1.00 will be charged each term. Fall, Winter, and Spring terms. 36 weeks’ credit.  

**ART**  

1. **Art.** Study of perspective principles and applications in decorative work as found in studies from nature and simple objects. Study of lettering and poster making for school activities and commercial problems. 12 weeks’ credit. Fall Term.  

**HOUSEHOLD ART**  

1. **Art.** Illustration work for year book. More advanced problems in poster work, showcards, etc. Problems in design applied to handwork. 12 weeks’ credit. Spring Term.  

2. **Art.** Clothing. This course includes the following: use and care of the sewing machine and its attachments, making stitches and seams by hand and machine, with application to household
articles and undergarments; the drafting and adaption of patterns, cutting, fitting, and finishing of undergarments; making a tailored skirt of cotton material, embroidery stitches applied to a waist and making of waist, simple lingerie dress. 18 weeks' credit. Fall, Winter and Spring terms. MISS MATTESON

1-2-3. Cooking. This is a general course in cooking, study of foods, and the principles underlying the cooking of these foods. There will be some work in the serving of meals and other work connected with the management of the home. This course is open only to high school students. Two-hour periods, twice a week. 18 weeks' credit. Fall, Winter and Spring terms. MISS THIELEMAN

INDUSTRIAL ARTS

2-3-4. High School Shopwork. (a) Woodturning: practice in spindle, face plate, and chuck work. (b) Bench work: design construction, and finishing of simple furniture; or, (3) elementary pattern-making. 36 weeks' credit. Mechanical drawing, 8-9-10 prerequisite. Fall, Winter and Spring terms. Material fee $2.00 each term. MR. HUFF

8-9-10. Mechanical Drawing. Fall, Winter and Spring terms. 36 weeks' credit. MR. HUFF

11-12-13. Mechanical Drawing. Fall, Winter and Spring terms. 36 weeks' credit. MR. HUFF

MUSIC

1-2-3. High School Music. This course is open to students in the high school only. It consists in the cultivation of the voice, sight singing, three part singing and lessons in appreciation of music. Emphasis is laid upon good tones, clear enunciation, and artistic interpretation of songs studied. Use is made of the Victrola, three-part songs, and folk songs. The text used is the Laurel Song Book.

COMMERCE

1-2-3. Commercial Arithmetic. An arithmetical study of business processes. The course combines drill in fundamental processes and short methods, with trading activities such as merchandise, expenses, banking, insurance, and costs. Prerequisite for all other commercial courses. 36 weeks' credit. Fall, Winter and Spring terms. MISS WICK

1-2-3. Typing. The course aims at a complete mastery of the keyboard, and the ability to write from copy at a moderate rate of speed. Very little, if any, machine dictation will be used. 18 weeks' credit. Fall, Winter and Spring terms. MISS WICK
3A-B-C. Elementary Shorthand. Consecutive work covering one year. The aim of the course is the mastery of the principles of the Gregg system of shorthand. Junior elective. Fall, Winter and Spring terms. 36 weeks' credit.  

MR. W. C. HUFF

4A-B-C. Advanced Shorthand. This course includes the reading of shorthand plates and the writing of dictated material. Its purpose is the acquirement of speed in taking dictation, and accuracy in transcription. Prerequisite, shorthand 3A, B, C. Senior elective. Fall, Winter and Spring terms. 36 weeks' credit.  

MR. W. C. HUFF

PHYSICAL EDUCATION FOR WOMEN

*1-2-3. High School Class. This class meets twice a week for general gymnastics, heavy apparatus work, folk dancing, and organized games, and once a week for swimming. Fall, Winter and Spring Terms.

*Required in all High School courses.
Register of Students

BACHELOR OF ARTS

FOURTH YEAR

Bahr, Linda H........Pentwater
Barnes, D. Marie.......Coldwater
Boardman, Donald W........
Kalamazoo
Burkland, C. Edwin........
White Cloud
Chenery, Howard ..Kalamazoo
Cooper, Carl R.....Kalamazoo
Garrison, Mary Janes ..Hartford
Hinga, Howard Nelson.....
Kalamazoo
Kingsnorth, L. Blanch.....
Kalamazoo
Lynch, Francis M......Bangor
Nichols, Chas. S....Kalamazoo
Osborn, Delton E.......Grant
Simmonds, Myrtle E.Kalamazoo
Stein, Laura E.....Kalamazoo
Young, Bernard F. Grand Rapids

THIRD YEAR

Andrews, Louise .. Grand Haven
Beach, Lillia M.........Decatur
Bowersox, Paul....Kalamazoo
Boyce, Wesley Hearst........
Kalamazoo
Carpenter, Florence L........
Kalamazoo
Carpenter, Harry L........
Kalamazoo
Corey, Cecil M..........Richland
Davis, Helen Irene......Morrice
Crawford, Lois H......Horton
DeBoe, Charles W........
Grand Haven
Drake, Esther L......Kalamazoo
Drake, Oscar A........Kalamazoo
Galleher, Ethel Joyce........
Three Rivers
Hale, Myra ..........Kalamazoo
Hankerd, Sister Rita.Kalamazoo
Hare, Sara S.......Kalamazoo
Horne, Mrs. Walter M......
Kalamazoo
Hyames, Judson A.Kalamazoo
Keeler, Louise Dorothy.....
Bristol, Indiana
Knauss, Celia E.....Kalamazoo
Kusterer, Elizabeth A.Chelsea
Lamb, Sister Seraphine......
Kalamazoo
McGoff, Sister M. Baptista.Kalamazoo
McKay, Louis Paul......
Kalamazoo
McManis, Mary E. F........
Grand Rapids
Markle, Thurston E....Baraga
Murphy, Howard M.........
Cassopolis
Norcross, Louise H.Kalamazoo
Peatling, Ella M..South Haven
Shepard, Marjorie A......
Grand Rapids
Stein, Frank .....Kalamazoo
Thompson, John M..Lakeview
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**SECOND YEAR**

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<td>Will, Elwood B.</td>
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**FIRST YEAR**

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<td>Atwood, Lloyd M.</td>
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<td>Miller, Marion</td>
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Mumbrue, Guy ..........Paw Paw
Peters, Enid May.....LaPorte, Ind.
Sagers, Lee Waldron Kalamazoo
Smith, George B...Three Rivers
Smith, Olive A.........Sturgis
Smith, Walter Mason.....Kalamazoo
Smith, Warren H......Kalamazoo
Starring, Chas. R...Kalamazoo

Tamborrel, Charles ..........Mexico City, Mexico
Tashjian, Mrs. Jannette.....Kalamazoo
Twohig, Sister M. Joan......Kalamazoo
Van Wingen, Martin L.....Grand Rapids
Vogt, Thelma M..........Benton Harbor

LIFE CERTIFICATE

SECOND YEAR

Abbott, Warren Wolf.......Three Rivers
Abrahamson, Marjorie M....Eastlake
Ackerman, Ida May....Bay City
Adams, Ellamae ..........Tustin
Adams, Hyldred E....Marcellus
Adams, Lynn Carl..Shelbyville
Aldrich, Euphrasia J.....Grand Rapids
Aldworth, Eleanore S..Holland
Altenburg, Clarence E..Lansing
Ambs, Harold Kastner....Colon
Anderson, Dorothy B.Negaunee
Andrews, Hazel.....East Lansing
Andrus, Ora Russell.Kalamazoo
Austin, Dorothy.........Flint
Averill, Forrest G....Ravenna
Ayers, Marian H.....Kalamazoo
Bacon, Marcia L........Otsego
Baker, Bessie A....Kalamazoo
Banks, Dora M........Lowell
Barber, Ruth E.......Petoskey
Barber, Susan S.......Cressey
Barker, Barbara Marion.....Bellevue
Barshney, Ray Wilford.....Prattville
Batey, Wilda Maud......Grawn
Bauhahn, E. Irene.....Holland
Bay, Carroll Remington.....Calumet
Beaglehole, Clarence Francis..Ishpeming
Beaglehole, Muriel V.Ishpeming
Beardslee, M. M. Lelah.....Cedar Springs
Beckwith, Ruth E......Bradley
Bennett, Elbert Paul..Muskegon
Bennett, Gladys Ellen..Fremont
Bennett, Guila M.....Sherwood
Bennett, Norene ......Bronson
Biery, Merle M......Kalamazoo
Bigelow, Pauline Mary.....Grand Rapids
Billings, Agnes ..........Hart
Bird, Martha Errington.....Battle Creek
Bishop, Mrs. M. Belle.....Kalamazoo
Blanchard, Dorothy Mills.....Antigo, Wis.
Block, Margaret Eleanor.....Kalamazoo
Boerman, Samuel A........Kalamazoo
Bogart, Vera Lucille.Kalamazoo
Bond, Wesley C........Vulcan
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Fries, Julia Henrietta
  Kalamazoo
Fritz, Velva Witter
  Paw Paw
Garman, Louise
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Garwood, Miriam V.
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George, Gladys Lorena
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Getzlaff, Florence M.
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Gibbs, L. Vernon
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Giddings, Doris
  Kalamazoo
Gideon, Irene
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Gidner, Marjory Mary
  Charlotte
Giesen, Elinor Veronica
  Vulcan
Gilbert, Dorris Alberta
  Grand Rapids
Gill, John Wesley
  Lansing
Gillespie, Robert Mills
  Kalamazoo
Goldsmith, Jean Delo
  Vicksburg
Goodrich, Larned G.
  Ionia
Goold, Katherine Mary
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Gould, Mildred E.
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Grable, Lamila E.
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Grant, Grace A.
  Cadillac
Grate, K. Vivian
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Gray, Amelia Mary
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Greenhalgh, Dorothea
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Grey, Marie Spencer
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Griggs, Paul Stanford
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Grinage, Esther L.
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Groth, Christel F.
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Hale, Vivian
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Hall, Margaret S.
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Hambley, Helen Doris
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Herbst, Milton Edward
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Hesselink, Marian P.
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Hildner, Carol Louise
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Hillman, Carmen E.
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Hirschl, Helene E.
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Hofelmeyer, Kathryn M.
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Hoekzema, Jeannette M.
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Honey, Mary Frances
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Hopson, Edith Anna
  Jackson
Hough, Helen
  Ferndale
Howe, Henry W.
  Otsego
Hudson, Lena M.
  Benton Harbor
Huiler, Harry H.
  Climax
Huysman, Ruth Helen
  Kalamazoo
Johnson, Madalene Augusta
  Cassopolis
Johnson, Marguerite
  Plainwell
Johnston, Luella E.
  Bangor
Jones, Constance Una
  Grand Rapids
Jones, Frank Lewis
  Marshall
Jones, Helen I.
  Kalamazoo
Jones, Helen Margaret
  Detroit
Jones, Margaret R.
  Flint
Joy, Guy Elmer
  Bloomingdale
Joy, Margaret S.
  Marshall
Keasey, Seth C.
  Centreville
Keast, Wm. B.
  Norway
Keegan, Louise Winifred
  Grand Rapids
Kelsey, Ethel
  Delavan, Wis.
Kemstra, Alice A.
  New Era
Kendall, Elmer B.
  Norway
Keyes, Frances M.
  Doster
Kimmel, Warren Steele
  Shelbyville
Kleinfeldt, Mona B.
  Kalamazoo
Kline, Ada M........ Kalamazoo
Klopfenstein, Chris J........ Hesperia
Knowles, Ruth L........ Kalamazoo
Knowles, Virginia........ Kalamazoo
Konkie, Marjorie B........ Allegan
Kooiker, Frances Janet......Hamilton
Krieger, Dorothy........ St. Joseph
Kriegbaum, Doris Lucile... Otsego
Kuhn, Ruth Marie.......... Vicksburg
Kurantavicz, Anna M........ Grand Rapids
Lamb, Trixie........ Cassopolis
Larson, Eva........ Big Rapids
Laughlin, Eleanor Mary.... Negaunee
Lee, Esther E.......... Muskegon
Lee, Frank Peterson...... Spring Arbor
Leonard, Lois Mary....... Delton
Lewis, Lavina Anne........ Kalamazoo
Lewis, Melvin Brazil..... Bitely
Lewis, Parthena Irene..... Lansing
Lindeman, Ruby Elizabeth... Grand Rapids
Lindsey, Mary Elizabeth... Otsego
Long, Eula Alice......... Bangor
Loring, Margaret Mae...... Coldwater
Lovejoy, Irene........ Middlebury
Lower, Virginia Mae...... Marshall
Lybarker, Wright Joy..... Saugatuck
McCaffrey, Irene A........ Marshall
McCaulery, Marion Mabelle... Battle Creek
McCrae, Harold Edwin.... Sault Ste. Marie
McCulloch, John............ Bangor
McDiarmid, Laurie........ Marshall
McDorman, Ethel........... Benton Harbor
McElroy, Burrell H......... Oshtemo
McIntosh, Jeanette........ Kalamazoo
McKiddie, Mable B......... Belding
McKinlay, Audrey Mae...... Grant
McKinney, Chas. Edward.... Kalamazoo
McMillen, Laurice B....... Colon
McOmber, Clair F.......... Allegan
McQuigg, Elizabeth L...... Kalamazoo
MacLagan, Helen G......... Kalamazoo
MacNamara, Hetty........ Kalamazoo
Mahrie, Ralph Fredric..... Marshall
Manby, Clara Lucy........ Battle Creek
Mapes, Kathryn........ Royal Oak
Marley, Laannah Catherine... Grand Rapids
Martens, Vera Maxine...... Richland
Martin, Richard......... Franklin Mine
Mason, Florence May...... Sturgis
Masselink, Lillian........ Big Rapids
Mater, Audrey Winona...... Sherwood
Matthew, Arnold Glenn..... Holt
Mattoon, Mildred I......... Hastings
Maxson, Eva Mae........ Galesburg
Maxwell, Mary A........ Lawton
Mentor, Leo........... Kalamazoo
Messenger, Carroll B...... Lansing
Meulenberg, Genevieve..... Kalamazoo
Miller, Dorothy L......... Otsego
Miller, Dorothy M......... Negaunee
Miller, Lelah Marie....... Kalamazoo
Miller, Maurine........... Benton Harbor
Miller, Queenie M.......... Benton Harbor
Miller, Rudel C........... Kalamazoo
Mitchell, Winifred Dawn... South Haven
Molloy, Gertrude Mary..... Marne
Moran, Lucile D........ Battle Creek
Morgan, Grace........ Kalamazoo
Morrison, Cora Mae....... Constantine
Mouw, Bernice........... Holland
Mulder, Cornelia J......... Holland
Mulder, Ruth Anna......... Holland
Mumbrue, Harold Frank..... Paw Paw
Mumby, Mary May...Mendon
Murphy, Josephine Louise... Grand Rapids
Myers, Margaret M........ Conklin
Neale, Wilhelmina C...Kalamazoo
Nehmer, Gertrude E...Big Rapids
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Nelson, Edith J......Lawrence
Nelson, Josephine.....Hartford
Netcher, Harry P.......Quincy
Nevins, Fleda A...Kalamazoo
Nixon, Boyd E.........Camden
North, Marjorie Lucile...Niles
Nulf, Purl K........Mendon
O'Dell, Ruth Bernice.... Constantine
Osborn, Glen Stanley...Kent City
Osterberg, Lydia Sofia.... Crystal Falls
Overley, Christopher...Kalamazoo
Palmer, Harold L......Morenci
Park, Ruth Sylvia...Kent City
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Parsons, Ruth Elizabeth...Schoolcraft
Patmos, Martin...Hudsonville
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Ruck, Carl F.............Sturgis
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Shuster, Edna G....Henderson
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Simon, Ruth U...........Tkonsha
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Solomon, Marion M...Rockford
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Nimmo, F. Vere ..... Sault Ste. Marie
Noble, Frank Stanley .... Kalamazoo
Noble, Garnet Leone .... Newaygo
Noonan, Ardys Pauline .... Marshall
Norton, Annabelle .... Bradley
Nyman, Richard Harry .... Bangor
Oakes, Edwin Charles .... Grand Haven
O'Brien, Edward Hobert .... Allegan
Oldford, Florence S .... Freshwater, Newfoundland
Olmsstead, A. Kathleen .... Mendon
OptHolt, Ida .... Kalamazoo
Orcutt, Neva Mae .... Grant
Orr, Lucile E .... Covert
Osborn, Florence Esther .... Coldwater
Osborn, Randall Fred .... Battle Creek
Osterling, Madalen. Kalamazoo
Paddock, Mrs. Nellie H. Bangor
Palmer, Vivian Lucile .... Grand Rapids
Parmenter, Charlotte F .... Grand Rapids
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Peacock, Rhea L .... Harbor Springs
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Pederson, Benjamin - Muskegon
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Pemberton, Violet Nettie - Morley
Pergament, Arthur Harry - Detroit
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Phillips, Marie - Kalamazoo
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Pierce, Julia Eleta - Climax
Pierce, Merna Belle - Climax
Pierson, Mrs. Olive - Kalamazoo
Pikaart, John Thomas - Fremont
Plummer, Erma E. - Douglas
Pole, Jessie Stewart - Kalamazoo
Pollock, Mrs. Maud M. - Bloomingdale
Poole, Tom Max - Paw Paw
Potter, Cynthia - Kalamazoo
Potter, Harry Edward - Manistique
Powell, Herbert Milton - Sault Ste. Marie
Rainey, Pearl M. - Sault Ste. Marie
Rankin, Carroll - Shelby
Ray, Gertrude C. - New Era
Ray, Mabel Lenore - Albion
Reed, Lyndell Julian - Elkhart, Indiana
Rexford, Bertha Ethel - Grand Rapids
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Rhodes, Paul Fenn - Coral
Rhynard, Lillian Angeline - Kalamazoo
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Rice, Mildred M. - Alpena
Richards, Maxine Kathryn - Calumet
Robbins, Leva Hazel - Bangor
Robe, Doris Margurite - Kalamazoo
Robinson, Miles Wellington - Marshall
Rouse, Jessie - Harbor Springs
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Rumberger, Onabelle Ruth - Ludington
Rupprecht, Gertrude - Calumet
Rush-Schroder, Fleta - Three Oaks
Russell, Mildred Josephine - Fairhope, Alabama
Russon, Luella Mae - Otsego
Rysdorp, Alberta - Grand Haven
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Sammet, Norma Ethel - St. Joseph
Scarvell, Mrs. Mae Belle - Vermontville
Schalow, Mildred - Grand Rapids
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Schiele, Paul Herman - South Haven
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Starks, Gladys Ruth....... Cedar Springs
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Temple, Mildred Ellen........ Kalamazoo
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Thomas, Margaret Claire..... Bangor
Thomson, Alga Mary...Marion
Thurston, Constance V.... Benton Harbor
Tice, Vivian ............Spencer
Tolles, Franklin K.South Haven
Tomlinson, Ruth.........Mendon
Tonkin, Ruth Frances........ Benton Harbor
Towers, Doran .........Camden
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Townsend, Neal Elizabeth..... Plainwell
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Trudgeon, Wilfred ........ Franklin Mine
Tukey, Loudelle Francis..... Cheboygan
Tyler, Natalie Ann........ Durango, Colorado
Van Amburg, Helen H....Hart
VanHouten, Vesta Marie...... Woodland
Veneklasen, Nellie Elizabeth.. Zeeland
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Von Hout, Lena Rivers..... Kalamazoo
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Whalen, Mac
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Wilson, Pauline Mary
Wetters, Roy L
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Wolff, Helen Louise
Woolsey, Esther Lucile
Worden, W. Dean
Young, Dessalie Agnes
Zwemer, Marguerite Clara

Superior, Wisconsin

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Aamodt, Sophia C
Abbott, Frances Lucile
Abrahamson, Maymie
Ackley, Allene
Adams, Bessie Marie
Adams, Ellamae
Adams, Harriet Irene
Adams, Lilas O
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Addington, Thelma E
Addis, Beulah C
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Adriance, Ruth Idell
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Aldrich, Fanny Ilah
Aldrich, Muriel Joy
Allen, Arleen Marjorie
Allen, Fred E
Allwardt, Loie Carrie
Alvey, Ruby Helena
Ambs, Charlotte Mae
Andersen, Allyn J
Anderson, C. Louise
Anderson, Nannie Alice
Andrews, M. Lucile
Andrus, Ora R
Anthony, Jean
Applegate, Virgil Herrick
Archibald, Theresa Hardy
Argabright, LaVerne
Armstrong, Agnes Louise
Arnold, Rebecca J
Ashley, Ruby R
Austin, Luella
Avery, Crystal Mae
Avery, Wavel Bertha
Ayers, Frank M
Baas, Eva
Bahcock, Esther
Bacon, Gladys A
Bacon, Meda

Boyne City
Bay City
Boyd Springs
Kalamazoo
Kalamazoo
Plainwell
Kalamazoo
Newberry
Grand Haven
Litchfield
Kalamazoo
Olivet
Charlotte
Otsego
Grand Rapids

Three Rivers
Camden
South Haven
Muskegon
Galien
Litchfield
Grand Rapids
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<td>Boyer, Arloene</td>
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Boyers, Helen M. Bloomingdale
Bradford, Mabelle Clare. Moorepark
Bradish, Eloise Catherine. Grand Rapids
Bradley, Rebecca. Port Huron
Bradt, Thelma Bernadine. Athens
Braun, Erlie Marie. Hart
Braybrooks, Ona Louise. Kalamazoo
Brickler, Vera Lucile. Bronson
Briggs, Sara Ellen. Lakeview
Britton, Mary F. Kalamazoo
Brockway, Iva Viola. Galien
Boughman, Mable Maria. Augusta
Brower, Amy G. Muskegon
Brower, Esther Wilma. Martin
Brown, Alma E. Bellevue
Brown, Edna Blanche. Cadillac
Brady, Rebecca. Port Huron
Brad, Dorothy Marie. Marcellus
Brandel, Emsie Marie. Hart
Bradish, Eloise Catherine. Grand Rapids
Bradley, Rebecca. Port Huron
Bradt, Thelma Bernadine. Athens
Braun, Erlie Marie. Hart
Braybrooks, Ona Louise. Kalamazoo
Brickler, Vera Lucile. Bronson
Briggs, Sara Ellen. Lakeview
Britton, Mary F. Kalamazoo
Brockway, Iva Viola. Galien
Boughman, Mable Maria. Augusta
Brower, Amy G. Muskegon
Brower, Esther Wilma. Martin
Brower, Myrtle Beatrice. Zeeland
Brown, Edna Blanche. Cadillac
Brown, Esther Belle. Bloomingdale
Brown, Helen M. Bloomingdale
Brown, Hazel M. Cadillac
Brown, Rose Z. Baroda
Brown, Vera Janette. Marcellus
Brumm, Dean Howard. Nashville
Bruton, Nora Kathryn. Alto
Buchanan, Meta Dorothea. Battle Creek
Buckler, Clara Beatrice. Bloomingdale
Bucknell, Irene L. Sturgis
Bullock, Iris E. Muskegon Heights
Burdick, Ora Mae. Charlotte
Burns, Blanch. Fremont
Butler, Grace L. Alamo
Butler, Rose Mary. Almena
Byska, Julia. Holland
Byrne, Mabel C. Belding
Byrne, Marie C. Lowell
Callahan, Marie B. Buchanan
Camfield, Jennie May. Kalamazoo
Campbell, Minnie A. Kalamazoo
Campbell, Neva Wells. Vermontville
Carr, Clifford E. Hopkins
Carrigan, Andrew G. Delton
Cartwright, Leona Alvira. Mendon
Case, Eula M. Charlotte
Cassada, Verdzel L. Bloomingdale
Castle, Caroline S. Three Rivers
Chappell, Hattie. Alamo
Chauncey, F. May. Bridgman
Chenery, Adriene Louise. Jackson
Cherry, Myrtle E. Grand Haven
Childs, Edna Irene. Mendon
Christie, Fannie Avada. Decatur
Clark, Beth A. Lawrence
Clarke, Dorothy Adella. Grant
Clark, Grace Belle. Three Oaks
Cleveland, Earl Morris. Bangor
Cleveland, Mrs. Pearl. Bangor
Cole, Beatrice F. Bangor
Cole, G. Elaine. Charlotte
Cole, Elizabeth F. Grand Rapids
Colligan, Julia Elizabeth. Grant
Collins, Mary Etta. Bravo
Collins, Nellie E. Muskegon
Conwell, Henry M. Traverse City
Conrad, Mildred L. Mattawan
Conway, Marie G. Decatur
<table>
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<td>Cook, Anna W</td>
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Hahnenstein, Elizabeth M.....Bangor
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Hammer,Sophia O.....Muskegon
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Hansen, Esther Lillian.....Montague
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Harrington, Harriet Margaret.....Fennville
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Harvey, Gladys I.....Old Mission
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Haynes, Myrtle E.....Muskegon
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Total enrollment Regular School Year ........................ 1231

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Total number of different students ....... 2200
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