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Western State Normal School Bulletin v8 n2: Announcement of the Extension Department 1912

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EXTENSION DEPARTMENT

OFFICERS

Dwight B. Waldo, A.M., LL.D. ...................... President
Robert M. Reinhold, B.Pd. ........................... Director
Katherine Newton ................................... Secretary
Robert B. Chittenden ............................... Assistant Secretary
Esther Braley, A.B. ................................. Librarian

FACULTY

Edith C. Barnum ................................. First Grade, Training School
Dora I. Buckingham ............................... Assistant, Kindergarten
Ernest Burnham, Ph.D. ........................... Director Rural School Department
Ida M. Densmore .................................. Director, Training School
John B. Faught, Ph.D. .............................. Mathematics
Elva Fornicrook, A.B. ............................. Expression
John E. Fox, A.B. .................................. Physics
Helen Frost ......................................... Physical Education
Lucy Gage ............................ Kindergarten
Emelia Goldsworthy ............................... Public School Art
Bessie B. Goodrich ............................... Rural School Methods
Leroy H. Harvey, Ph.D. ........................... Biology
T. Paul Hickey, A.B. .............................. History
Hildred Hanson ................................. Public School Music
Lena Harrington ................................ Rural Observation School
Lucia Harrison, A.B. ............................... Geography
J. C. Hockenberry, Ph.D. ........................ Education
Beulah Hootman ................................ Assistant, Public School Music
George F. Jillson, A.B. .......................... Assistant, Mathematics
Elizabeth Johnson, B.S. ......................... Fourth Grade, Training School
J. Howard Johnson, A.B. ........................ Chemistry
Adele M. Jones, B.S. ............................... Domestic Art
Bertrand L. Jones, A.B. ........................ English Language and Literature
Matie Lee Jones ................................ Physical Education
Eleanor Judson ................................. Public School Art
Catherine Koch, B.S. ............................ Assistant, Rural School Courses
Alice L. Marsh, B.S. .............................. English
Nellie M'Connell ................................. Second Grade, Training School
*William McCracken, Ph. D...........................Chemistry
Mary A. Moore..........................Assistant, Domestic Science
Katherine Mulry..........................Sixth Grade, Training School
Maude Parsons, A. B..........................Latin
Florence Pray, B. S..........................Domestic Science
Robert M. Reinhold, B. Pd..................Education and Normal Extension
G. Edith Seekell..........................Fifth Grade, Training School
Marion J. Sherwood..........................Assistant, Manual Training
William H. Spaulding, A. B..................Physical Education
Lavina Spindler..........................Eighth Grade, Training School
George M. Sprau, A. M....................English Language and Literature
Emilie Townsend, B. S.....................Seventh Grade, Training School
George S. Waite..........................Manual Training
Caroline Wakeman, Ph. B....................History
Minnie Williamson..........................Assistant, English
L. H. Wood, A. M..........................Geography
Elizabeth Zimmerman, A. B..................German

*Absent on leave, 1912-13.
THE EXTENSION WORK
GENERAL STATEMENT

Among the many advances in education during the last quarter century the rapid and substantial growth of extension teaching has been very significant of the larger ideals and more adequate machinery for accomplishing social development. The beginnings in England in extension class work have been followed by the use of this form of teaching in America and even more remarkable has been the progress made in instruction by correspondence. Many of the universities have organized extension departments and make use of correspondence study, the credits for which are accepted by more conservative institutions.

The special correspondence schools have in some cases undertaken to do more than they are able to carry out, yet their work, as early as 1903, was sufficiently important to call for investigation by members of the Mosely Commission from England, and the reports made at that time recognize the value and possibilities of this method.

The growth of the extension movement within very recent years is shown by the enrollment at one of the large state universities during the year 1911-12, when, out of a total of 11,648 students, 5,784 students were in attendance and 5,936 received instruction by correspondence.

In 1905 the State Board of Education authorized extension teaching by the faculty of the Western State Normal School, and the granting, under certain conditions (page 10), of an extension life certificate. Since the organization of the courses, more than two hundred properly qualified students have availed themselves of this opportunity for study, and sixty-nine have completed the work for the extension life certificate.

The general standard of scholarship has been high. A considerable number of those who have undertaken the extension work have later entered upon and completed the life certificate course in residence. A gratifying feature of the work has been the number of advanced students who, after having completed residence courses here and elsewhere, have taken the extension courses to secure competent direction in continuing their professional and special studies beyond the point required for legal certification.
PURPOSE

The purpose of the school as constituted by law is to prepare teachers for public school service, and to this end its work is organized and conducted. Scholarship, knowledge of child nature, and a proper attitude toward the work of teaching, factors essential to professional preparation, are emphasized in its courses of study and all facilities possible are offered for bringing these to the student. To extend the advantages of the school to those who otherwise would be deprived of opportunities for professional growth and advancement is the special purpose of the Extension Department.

CLASSES OF STUDENTS

Two classes of students are admitted to extension courses: (1) regular students (page 10) pursuing studies leading to the extension life certificate, and (2) special students (page 11) who elect courses in which they are interested, but who do not receive credit on the life certificate.

FACILITIES AND METHODS OF INSTRUCTION

All instruction is given by members of the regular faculty. So far as practicable, the facilities of the school are placed at the command of extension students.

Non-resident work is either (1) class work at some center within range of the school so that an instructor can meet with students at frequent intervals, usually once a week on Saturdays, or (2) carefully organized courses taken by correspondence.

CLASS WORK

Class work can be undertaken profitably with groups of eight to fifteen persons. Each group elects a secretary through whom all general business is conducted. A nominal charge is made for each visit of the instructor, to which are added traveling and incidental expenses.

Classes have at different times been conducted in Grand Rapids, Niles, Allegan, and Kalamazoo. Groups wishing to organize as extension classes should correspond with the Director of the Extension Department regarding organization and instruction.
CORRESPONDENCE STUDY

Definite outlines have been prepared to serve as a basis for each subject studied, but these permit of much adjustment to the needs of the individual student. The more thoroughly he is able to assist in organizing a study so that it will help him to meet the problems encountered in his work, the more successful it will be considered. Thus a superintendent, principal, or a teacher at work upon a course of study, a report, etc., can secure advice and direction in coming into working use of the literature of the problem, knowledge of the efforts of other schools in the same direction, etc.

Whenever possible, the subjects taken will be made much more effective by means of critical studies in the observation of school-room work.

When class work in any subject is being given at a center, correspondence courses in the same subject will not be offered at the same time to students who are within a reasonable distance of the center unless some very strong reason exists for separate study.

TIME

Correspondence students may begin at any time when school is in session. While it is expected that a course of twelve weeks' credit will be completed within a single term, a longer period may be arranged for if necessary, but not to exceed twenty-four weeks. The unit of time for each credit course is twelve weeks.

FEES AND EXPENSES

Correspondence, each course of twelve weeks....................$ 5.00
Class fee per group, each visit, all expenses and................. 5.00
Graduation fee, including diploma........................... 3.00
Residence tuition, per summer term, six weeks................. 3.00
Residence tuition, per twelve weeks' term...................... 5.00

The tuition expense for the full extension life certificate course by correspondence, including three summer terms in residence, two years of non-resident study, graduation, and diploma, is................................................................. 42.00

The cost of non-resident courses at centers naturally varies with the number of students and the distance of the center from the school.
All fees must be paid in advance to the secretary of the school. The student must bear all postage involved in correspondence work.

**REFERENCE BOOKS**

Students situated so that they do not have access to good reference libraries will be able to secure some material from the Normal School Library and also from the State Library at Lansing. The student pays carriage charges both ways and is responsible for the safe return of the books.

**TEXT-BOOKS**

Text-books may be secured through the Normal Co-operative Store, Kalamazoo, Mich. When ordering, it is well to mention the course for which the text-books are intended.
THE EXTENSION LIFE CERTIFICATE COURSE

QUALIFICATIONS FOR ADMISSION—REGULAR STUDENTS

Mature students who are graduates of approved twelve-grade high schools and who have taught at least six years with ability and success, are admitted to the extension life certificate course. An indorsed first-grade certificate is accepted as equivalent to high school graduation.

REQUIREMENTS FOR GRADUATION

One hundred forty-four weeks of credit, earned in not less than three summer terms in residence and two years of non-resident study, are required for the extension life certificate. A summer term represents twenty-four weeks of credit and one year of non-resident study, when no time extensions are made, represents thirty-six weeks of credit. Unless otherwise stated, each subject is for twelve weeks' credit.

Residence during the regular fall, winter, or spring terms may be substituted for summer residence on the basis of one such full term for two summer terms. Residence for only a part of any term is not credited. Residence study during any term may be substituted for non-resident study.

Time in residence can in no case be lessened, and no credit from other schools can be applied on the extension certificate. The minimum requirement in every case is 144 weeks as outlined above.

Psychology 101 or 201, child study 102 (six weeks' credit) or 202, history of education 106 or 206, and psychology 107 or 207 are required of every student unless it is shown that substantially equivalent work has already been done elsewhere, in which case the student may substitute another course under direction. Such arrangement can not, however, reduce the total credit to be earned to less than 144 weeks. Except where the student by his written work shows proficiency in composition, English composition 101 or 201 will also be required. (Courses in residence are numbered 101 to 120. Corresponding courses in absentia are numbered 201 to 220.)
All extension students must enroll with the Director of the Extension Department who has general supervision over the selection and sequence of subjects. Every attempt is made to shape the general plan of study to the needs and wishes of the individual student, but haphazard or inconsistent election of subjects is not allowed. Each course must have definite direction and be so arranged that both the required and the elective subjects will be pursued in part, both in residence and in absentia.

**DIRECTIONS FOR REGISTRATION**

A student desiring to enroll for the first time should write to the Extension Department for an “Application for Admission” blank. This blank should be filled out and signed by the superintendent or principal of the school from which the student graduated and returned to the Extension Department together with any information which may help estimate the student’s ability and needs.

If the credentials are satisfactory, an “enrollment card” is mailed to the applicant which must be filled out and returned, accompanied by a money-order for five dollars, fee for the first course, payable to the Secretary of the Western Normal. A receipt and instructions for study are then sent immediately.

When the subject is completed, a duplicate enrollment card with the grade earned and a new card for another subject are mailed to the student.

Enrolled students are assigned numbers under which everything pertaining to them is filed. All communications to the Department should contain the student’s file number to facilitate identification and reference to his previous correspondence and record.

After having enrolled in a course, the student should address all manuscripts and communications pertaining to *that* course to the instructor, all other matters to the Department.

When enrolling for resident work, extension students follow the general resident plan outlined in the annual Bulletin of the school.

**SPECIAL STUDENTS**

The opportunity for extension study is intended primarily for students who enter upon the regular extension course, but in so
far as the instructors have time teachers will be enrolled for special courses. Thus "Secondary Education," announced below, will be of especial value to high school teachers who find that they need direction in becoming acquainted with the special problems and material of this division of the school.

The only requirement for admission is evidence of ability to pursue the work with profit. Special students must conform to the standards and conditions of registration and study provided for regular students.

GENERAL INFORMATION

Detailed information about the Western State Normal School is contained in the Annual Bulletin and the Summer Bulletin issued yearly by the school. These books tell of the general organization and conduct of the school, its buildings, grounds, courses of study, laboratories, library, training school, employment bureau, lectures, publications, social life, literary societies, athletics, living expenses, board, rooms, etc. Copies may be had by writing to the secretary of the school.

All communications or inquiries pertaining to extension matters should be addressed to—

THE EXTENSION DEPARTMENT,
Western State Normal School,
Kalamazoo, Mich.
SUBJECTS FOR NON-RESIDENT STUDY

The following subjects are offered for non-resident study at class centers or by correspondence. They correspond as nearly as may be to courses in residence numbered in the Annual Bulletin and Summer Bulletin from 101 upwards. They are only a few of the courses regularly offered in the school. During residence, extension students are free to elect from any of the courses offered in the school subject to the conditions mentioned under Requirements for graduation, page 10. In planning their work extension students should use the Bulletins mentioned above in connection with this Extension Announcement.

In exceptional cases a limited amount of work is offered by other departments of the school not mentioned in the following pages. Concerning such work students should write fully their needs and desires, and whenever possible an adjustment will be made.

All courses are for twelve weeks' credit unless otherwise stated.

BIOLOGY

207. Biological Nature Study. The purpose of this course is to present the ideals and methods of nature study, to acquaint the student with available materials and give him a grasp of the literature of the subject. School gardens receive attention. Seasonal phenomena of plant and animal life are treated. Field and laboratory work are devoted to identification and ecology of our common plant and animal forms—especial stress being placed upon tree, bird, flower, and insect study.

EDUCATION AND PSYCHOLOGY

201. Elementary Psychology. An introduction to the study of education from the standpoint of psychology. The student is expected to gain facility in dealing with problems of elementary psychology and in the use of the necessary vocabulary and materials. The course should assist him to a better understanding and control of his own methods of study. Course 201 or 101 in residence is required for the life certificate.

202. The Study of Children. A study of the interests and activities of children in school and elsewhere by directed observation and reading, supplemented by the reading of some of the more significant studies that have been made and acquaintance with the more important conclusions and problems that have been formu-
lated. Course 202 or 102 (six weeks) in residence required for the life certificate.

205. Secondary Education. This course is intended for teachers in high and grammar schools who wish assistance in their professional studies and who desire to become better acquainted with the problems and literature of secondary education. The psychology of adolescence is emphasized. Prerequisite for credit, elementary psychology 101 or 201.

206. History of Modern Education. The development of the school in its relation to other social organizations. Special attention will be given to the historical condition and the men most significant in the understanding of present-day problems. Course 206 or 106 in residence is required for the life certificate.

206B. Ancient Educational Ideals. This course will sketch the educational tradition among the ancient Greeks and among the Greeks after their contact with the Orient, and especially as modified in the Alexandrian Age and by the Romans. The classical inheritance. The ideal of the Jews may be added.

207. Advanced Psychology. The aim of this course is a careful study of such problems in psychology and education as the learning process, the reasoning process, habituation and inhibition, with such experimentation as is practicable. It is planned to formulate the results of this study so as to make them serviceable in teaching and as a basis for independent study and research. Prerequisite, Elementary Psychology 201 or 101. Course 207 or 107 in residence is required for life certificate. This course is rarely given by correspondence and only if 101 has been taken in residence.

208. School Organization and Administration. This course is intended not only for those who are or expect to be engaged in educational administration, but also for other teachers who wish to understand better the conditions in which they are working. A study is made of the influences which are manifesting themselves in the organization of school laws, boards, supervision, curricula and methods, pupils' and teachers' organizations, etc.

209. School Hygiene. A study of some of the problems connected with the health of school children. Periods of development, school diseases, measures and tests, time tables, home study, examinations, fatigue, and school grounds, buildings, rooms, and decoration.

213. Social Education. The social needs to which the school is a response; the modification of the school to suit the changing social ideals of different times; educational criticism and the public schools; the evaluation of educational criticism; our schools in the light of the social needs of our day and of the immediate future.

214. Rural Education. This course aims to give familiarity with current activities in rural life, which have educational value. Economic, social, and religious, as well as school problems, will be
considered. The attempt is made to get an intelligent and sympathetic appreciation of country life opportunities.

**PRINCIPLES OF TEACHING**

201. *Principles of Teaching.* (1) A study of the elementary school curriculum with consideration of various topics suited to the needs and interests of children in each grade. (2) A discussion of types of lessons and making of lesson plans. (3) In certain cases an adaptation of the subject-matter will be made to meet the special needs of the individual student.

**ENGLISH**

201. *English Composition.* The work includes a study of the principles of description, narration, exposition, and argumentation; a study of words, the sentence, the paragraph, and punctuation; written work covering all forms of discourse, including the essay, brief arguments and the short story. (See page 10.)

202 (c). *English Literature—The Eighteenth Century.* A study of the Augustan Age—including (1) the poets, such as Dryden, Pope, and Goldsmith; (2) some of the dramatists—Congreve, Steele, and Sheridan; (3) some of the essayists—Johnson and Swift; and (4) some of the novelists—Defoe, Fielding, Richardson, Smollet, and Sterne. This will be supplemented by a brief consideration of the beginnings of the Romantic reaction as expressed in the work of the Wartons, Gray, Walpole, etc.

202 (d). *Nineteenth Century Poets and Novelists.* This course includes a survey of the whole work, and a close study of selections from, (1) the Romantic Poets beginning with Wordsworth; (2) the group of poets beginning with Tennyson and ending with Arnold; and (3) the Pre-Raphaelite Poets. The novelists will be taken up in a similar way as far as is practicable.

203. *Literature for the Grades.* (201 prerequisite.) The work includes a study of the nature, and general fitness to particular grades, of some of the types of literature, especially epic and lyric poetry, simple drama, and prose narrative. Emphasis is laid on the study of the individual story, particularly its structure and suitability for dramatization. The student supplements this work with bibliographies prepared with reference to future practical use of material considered in the course of the term's work. This course is recommended particularly to students who expect to teach in Grades I-V.

206. *English Literature—History of Old and Early English Periods.* The course aims to give the student a fair knowledge of English literature from its beginnings up to 1400 A.D. This is accomplished through: (1) translation of Old English prose and poetry (Cook and Tinker's *Selections*; Gummere's *Beowulf*; Wells' *The Owl and the Nightingale*; Whitman's *The Christ of Cynewulf*, etc.); (2) reading from the text of Chaucer; (3) a study of the
history of the literature of the period—Stopford Brook’s *Early English Literature* is used.

208. **Elizabethan Period.** Exclusive of Shakespeare, especial attention being paid to the dramatists.

211 (a). **American Literature — Literature in America, 1600-1800.** A summary of English and American history for the period. A brief consideration of movements in English literature. A study of the life and contribution of the descriptive and historical writers to 1776, such as Captain John Smith, William Bradford, Edward Winslow, John Winthrop, Nathaniel Ward, and Samuel Sewall. A review of the work of the theologians of the period, including Thomas Hooker, Roger Williams, Increase and Cotton Mather, Jonathan Edwards, Timothy Dwight, David Brainard, and John Woolman. Longer or shorter extracts from the historians will be read. Part or all of the *New England Primer* and the *Bay Psalm Book* will be assigned. The work of Benjamin Franklin as statesman and man of letters with readings from his *Autobiography* and Poor Richard’s *Almanac* are required. The American Revolution from the standpoint of literary history will be touched upon, attention being paid to the following writers: Dickinson, Hopkinson, Odell, Hamilton, Samuel Adams, Jefferson, Gouverneur Morris, Madison, Jay, Timothy Dwight, Trumbull, Barlow, and Freneau.

211 (b). **Literature in the Middle States, 1798-1857.** A review of English and American history for the period in its bearing on the literature. Brief review of English literature. Reading of Brockden Brown’s *Wieland*, and a study of Brown’s place in American letters. Reading of the *Knickerbocker History* of Irving with a study of its origin and purpose. Irving’s *Life of Washington* (selections) and his *Alhambra*. Cooper’s place in American letters. Comparison of Cooper with Scott, and reading of his *Wept of Wish-ton-Wish, Deerslayer, The Spy, The Pilot*. Selections from Bryant, Poe, N. P. Willis, Halleck, Drake, Bayard Taylor, George Pope Norris; Poe’s *Raven*, some of his characteristic prose tales, his *Philosophy of Poetry*, and *Silence a Fable*, will be read.

211 (c). **The Renaissance in New England.** (a) A brief review of the history of New England and its effect on American thought and letters; (b) orators of New England; (c) the scholars of New England; (d) Unitarianism and Transcendentalism; (e) the anti-slavery movement; (f) later writers. Under the Renaissance, a special course on the later writers of the period, Whittier, Holmes, Lowell, Longfellow, and Hawthorne, may be elected by the student.

214. **Advanced Grammar.** (Course 201, prerequisite.) This course will include a brief consideration of the history of the teaching of grammar, and a series of studies such as: (1) To what extent does the finite verb agree with the subject? (2) The so-

**EXPRESSION**

The courses in expression are offered as class studies to small groups at centers. Most of the theory and research reading is reported upon by correspondence and the class hours spent in practice. Courses 205 and 208 may be combined.

201. **Reading.** A study of the elements of expression and the application of these principles in the reading of classic selections. The course aims to develop expressive reading and effective teaching of reading.


205. **The Drama.** The study and interpretation of standard and modern plays or scenes from them. Aims to develop dramatic imagination and sympathy, to cultivate ability to read drama interpretively and to give prospective teachers training in the staging of plays.

208. **The Festival.** A study into the value of festivals, the working out of practical plans for festivals and presentation, where possible, of one festival.

**GEOGRAPHY**

The work in Geography can not be done by correspondence, and should be taken up only by those having access to a library fairly well supplied with books on geography.

202. **Principles of Geography.** This course comprises a study of the types of life found in the various climatic regions of the earth,—arctic region, tropical rain forest, savanna, steppe, and desert,—together with the industrial and commercial geography of North America.

This course is designed primarily to meet the needs of teachers of the lower grades; but from the point of view of the subject it is introductory to the courses in general geography, and as such a complement of Physiography, Course 101.

203. **The General Geography of Europe.** The material selected for this course and the method of presentation are adapted to the needs of teachers in the upper grades and high school. The course will be conducted by conferences on assigned readings, and by lectures, partly illustrated by lantern slides.

**HISTORY**

200. **American History, Colonial Period from 1492 to 1760.** The scope of the course is as follows: cause and value of the early discoveries and explorations; purpose and extent of colonization in the 17th century; development of local institutions; relation of social and economic conditions to political organization; the influence of the New World upon the Old.
201. 


205. Civil War and Reconstruction. The purpose will be to trace the struggle to its culmination in the Civil War. The course will include a brief survey of the campaigns and the policy of administration during the war; foreign relations; the problems of peace; the manner of settlement.

206. Europe from 1643 to 1815, with emphasis on the French Revolution and Napoleonic Periods.

202. Contemporary History of Europe since 1815. The following subjects will be studied: The character, method, and work of the Vienna Congress; the revolutions of 1820, 1830, 1848 in France and their effect upon other states; the establishment of the German Empire and Italian Unity; the Third Republic in France; changes in diplomacy and international relations since 1871.

203. Greek History from Homeric Age to Roman Conquest. A study of the chief characteristics of Greek civilization; the development of free institutions; freedom of thought in literature, philosophy, and art; permanent influences of the Periclean Age; the importance of the Alexandrian Age in the spread of Hellenic culture.

204. Roman History from 753 B.C. to 800 A.D. The student is expected to become familiar with the sources and to make a critical study of their value. Some of the more important matters to be considered are: economic conditions in relation to political disturbances; the period of expansion and methods of government; special emphasis will be laid upon the life and times of Caesar; social and intellectual life in the age of Augustus; the causes for the fall of Rome; and a brief survey of the transition period.

210. English History. A general course. Emphasis will be placed on material necessary as a background for American History and for an understanding of England’s present place among the nations.

207. Sociology. An elementary course based on a text and with directed readings on the laws and forces at work in society today. Original investigation of local conditions, with reports, will be required.

208. Political Economy. This course is planned to give the student an insight into the elements of economics and some appreciation of the field that the science covers.

KINDERGARTEN

201. Kindergarten. A comprehensive survey of the needs of the young child as regards his play activities, interests, habits, showing relation between freeing and forming elements in his development. Texts: Tanner, “The Child”; Sully, “Studies of Childhood.” Open to both teachers and mothers.