1940

Western State Teachers College Bulletin v36 n3: 1940 Summer Session

Western Michigan University

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1940 SUMMER SESSION
MONDAY, JUNE 24, TO FRIDAY, AUGUST 2
BULLETIN
Western State Teachers College
KALAMAZOO, MICHIGAN

1940 SUMMER SESSION
MONDAY, JUNE 24, TO FRIDAY, AUGUST 2

This institution is a member of the American Association of Teachers Colleges. It is fully accredited as a college by the North Central Association of Colleges and Secondary Schools.
DIRECTIONS FOR CORRESPONDENCE WITH WESTERN STATE TEACHERS COLLEGE

Correspondence with Western State Teachers College should be addressed as indicated below:

a) Requests for catalogs, bulletins, blanks for recording high-school credits, and other literature—The Registrar.
b) Concerning the adjustment of credits—The Registrar.
c) Concerning board, rooms, dormitory, and remunerative work for men—The Dean of Men.
d) Concerning board, rooms, dormitory, and remunerative work for women—The Dean of Women.
e) Concerning rural education—The Director of the Department of Rural Education.
f) Concerning extension work—The Director of the Extension Department.
g) Concerning educational research—The Director of the Bureau of Educational Measurement and Research.
h) Other general inquiries—The Registrar.

INFORMATION FOR NEW STUDENTS

A student applying for admission should

a) Have a certified copy of his high-school credits mailed to the registrar by the high school from which he graduated.
b) If entering with advanced standing from any county normal, normal school, college, or university, have mailed to the registrar complete official statements regarding the work for which credit is sought.
c) Have credits sent in at as early a date as possible.
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CALENDAR ANNOUNCEMENTS

1940-1941

Summer Session 1940

Monday, June 24. ........................................ Registration of students
Tuesday, June 25. ......................................... Recitations begin
Wednesday P. M., July 3 through Sunday, July 7. .... Holiday recess
Friday, August 2. ........................................ Summer session ends

September 1940–June 1941

First Semester
Monday, September 30, to Wednesday, October 2. .... Freshman Days
Tuesday, October 1. ........................................ Registration of freshmen
Wednesday, October 2. .................................... Registration of upper classmen
Thursday, October 3. ....................................... Recitations begin
Wednesday, November 27, to Monday, December 2. .. Thanksgiving recess
Friday, December 20, to Monday, January 6. ......... Holiday vacation
Friday, February 14. ......................................... First semester ends

Second Semester
Monday, February 17. ...................................... Registration of students
Tuesday, February 18. ...................................... Recitations begin
Friday, April 11, to Monday, April 21. .................. Spring vacation
Saturday, June 21. .......................................... Second semester ends
Sunday, June 22. ............................................ Baccalaureate address
Monday, June 23. ........................................... Commencement exercises

Summer Session 1941

Monday, June 30. ......................................... Registration of students
Tuesday, July 1. ............................................. Recitations begin
Friday, August 8. .......................................... Summer session ends
PROGRAM OF SUMMER SESSION EVENTS, 1940

Pre-Summer Session—June 17–June 23

Field Course in Conservation. A week will be spent in the 77,000 acre Pigeon River Forest Reservation, twenty miles northwest of Gaylord, Michigan. Two term hours credit will be given for completion of the work involved. Enrollment limited. The work will be directed by Miss Argabright and Miss Hadley of Western State Teachers College, and Mr. C. Paquin, Russel Martin, Dr. A. R. Smith, and others of the Michigan Department of Conservation.

First Week, June 24–June 30

Monday, June 24—Registration.
Tuesday, June 25—9 A. M. General Assembly. Topic and speaker to be announced. Women's gymnasium.
Wednesday, June 26—8 P. M. Faculty reception and dance for students. Walwood Hall.
Thursday, June 27—8 P. M. Feature Entertainment, Central High School Auditorium. Program to be announced.

Second Week, July 1–July 7

Tuesday, July 2—9 A. M. General Assembly. Topic and speaker to be announced. Women's Gymnasium.
4 P. M. Address and discussion on Consumer Education. Speaker to be announced. Walwood Hall.
Thursday, July 4—Holiday.

Third Week, July 8–July 14

Monday-Friday, July 8-12—Throughout the week 45 exhibitors from the leading book companies and school-supply concerns will display their products in the Women's Gymnasium.
Tuesday, July 9—9 A. M. General Assembly. Topic and speaker to be announced. Women's Gymnasium.
Wednesday, July 10—3:30 P. M. to 5:30 P. M. Tea for faculty and visiting bookmen. Walwood Hall.
8:30 P. M. Feature Entertainment. First performance of play by Kalamazoo Civic Players at the Civic Theater.
Thursday, July 11—8:30 P. M. Second performance of play by Civic Players at the Civic Theater.

Fourth Week, July 15–July 21

Tuesday, July 16—9 A. M. General Assembly. Women's Gymnasium. Program to be announced.
4 P. M. Educational Conference. Subject to be announced. Walwood Hall.
Fifth Week, July 22–July 28

Tuesday, July 23—9 A. M. General Assembly. Women's Gymnasium. Topic and speaker to be announced.

Sixth Week, July 29–August 2

Tuesday, July 30—9 A. M. General Assembly. Women's Gymnasium. Musical Program in charge of Mr. Maybee.
8 P. M. Feature Entertainment. Rey Scott. Central High School Auditorium.
Wednesday, July 31—4 P. M. to 6 P. M. Reception and tea for summer graduates. Walwood Hall.

Golf, Tennis, Swimming

Special rates have been arranged at both the Arcadia Brook Golf course and the Maple Hills course for summer-school students who wish to play golf. The college tennis courts will be available for use. Swimming, at small cost, may be enjoyed at the local Y.M.C.A., or at Gull Lake or Long Lake near Kalamazoo.

Trailer Camp

Facilities near the campus are available for those desiring to live in trailers during the summer session.
THE STATE BOARD OF EDUCATION

The Hon. Wynand Wichers ........................................ President
The Hon. Frank Cody ............................................ Vice-President
The Hon. Eugene B. Elliott .................................. Secretary
Miss Mary Farnsworth ........................................ Member

THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Dr. Eugene B. Elliott

THE OFFICERS OF ADMINISTRATION

Paul V. Sangren, Ph. D........................................ President
John C. Hoekje, Ed., M....................................... Registrar
Bertha S. Davis ................................................ Dean of Women
Ray C. Pellett, A. M.......................................... Dean of Men
Lofton V. Burge, Ph. D.................................... Director of Training Schools
THE FACULTY

The Department of Agriculture

HOWARD D. CORBUS, M. S.
B. S., Michigan State College; M. S., Cornell University; University of Michigan.

The Department of Art

HARRY HEEFFNER, A. M.
A. B., Western State Teachers College; A. M., Teachers College, Columbia University.

HAZEL PADEN, A. M.
B. S., Massachusetts School of Arts; A. M., University of Syracuse; Massachusetts Normal Art School; Boston University; Cornish School of Art; University of Oregon.

ELIZABETH SMUTZ, A. M.
A. B., Oberlin College; A. M., Teachers College, Columbia University; Syracuse University.

ELAINE L. STEVENSON, A. M.,
B. A. E., The Art Institute of Chicago; A. M., Ohio State University; Quint Studio of Pottery; Church School of Art; Columbus School of Art.

The Department of Biology

LESLIE A. KENOYER, Ph. D.
A. B., Campbell College; A. M., University of Kansas; Ph. D., The University of Chicago; Ph. D., Iowa State College.

LAVERNE ARGABRIGHT, A. M.
Ph. B., The University of Chicago; A. M., Columbia University; University of California.

WALLACE BOGOMAN, M. D.
A. B., Kalamazoo College; M. D., Northwestern University Medical School.

THEODOSIA H. HADLEY, S. M.
B. S., Packer Collegiate Institute; A. B., Vassar College; S. M., The University of Chicago; Cornell University; Teachers College, Columbia University; Sorbonne, Paris; Ecoles Orientales, Paris.

ROY E. JOYCE, A. M.
A. B., Ohio Wesleyan University; M. S., Ohio State University; A. M., University of Michigan.

MERRILL R. WISEMAN, M. S. P. H.
A. B., Ohio Northern University; M. S. P. H., University of Michigan; Ohio University; Cornell University.

The Department of Chemistry

GERALD OSBORN, Ph. D.
A. B., Michigan State Normal College; M. S., Ph. D., University of Michigan.

JAMES W. BOYNTON, M. S.
A. B., Western State Teachers College; M. S., University of Michigan.
The Department of Commerce

EUGENE D. PENNELL, A. M.
A. B., Western State Teachers College; A. M., University of Michigan; Ferris Institute; University of Minnesota.

GEORGE A. KIRBY, A. M.
B. Ed., Western Illinois State Teachers College; A. M., Columbia University; Defiance College; University of Illinois.

The Department of Education

GEORGE H. HILLIARD, Ph. D.
A. B., A. M., Ph. D., University of Iowa; Iowa State Teachers College; Teachers College, Columbia University.

IRA M. ALLEN, Ph. D.
A. B., Lawrence College; A. M., Ph. D., Teachers College, Columbia University; The University of Chicago.

JANE A. BLACKBURN, A. M.
B. Ed., Illinois State Normal University; B. S., A. M., Teachers College, Columbia University; University of Illinois.

ROY C. BRYAN, Ph. D.
A. B., Monmouth College; A. M., Teachers College, Columbia University; B. Ed., Teachers College, University of Cincinnati; Ph. D., Teachers College, Columbia University.

LOFTON V. BURGE, Ph. D.
B. S., University of Kentucky; A. M., Ph. D., University of Michigan.

HOMER L. J. CARTER, A. M.
B. S., Detroit Teachers College; A. M., Ohio State University; Michigan State Normal College.

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

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

ETHEL SHIMMEL, A. M.
A. B., Western State Teachers College; A. M., Teachers College, Columbia University; Olivet College; Michigan State Normal College; Cleary Business College.

ROXANA A. STEELE, A. M.
B. S., A. M., Teachers College, Columbia University; The Johns Hopkins University; New School of Social Research.

ELMER H. WILDS, Ed. D.

The Department of English

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

LOUIS FOLEY, A. M.
A. B., Ohio University; A. M., Ohio State University; Université de Dijon; Ecole Régionale des Beaux Arts (Tours); Université de Poitiers; Middlebury College (Ecole Française, Scuola Italiana); Diplôme de professeur de français à l'étranger, Université de Paris.

MINNIE D. LOUTZENHISER, A. M.
B. S., Northwestern State Teachers College, Maryville, Missouri; A. M., University of Washington; University of Iowa; Columbia University.
Lucile A. Nobbs, A. M.
A. B., Kalamazoo College; A. M., University of Michigan; The University of Chicago; University of Jena.

Herbert Slusser, A. M.
A. B., A. M., University of Michigan.

Ruth G. Vanhorn, A. M.
A. B., A. M., University of Michigan; Bread Loaf School of English; Columbia University.

Louise J. Walker, A. M.
A. B., Albion College; A. M., Teachers College, Columbia University; Central State Teachers College.

The Department of Geography and Geology

William J. Berry, Ph. D.
A. B., Iowa State Teachers College; S. M., Ph. D., The University of Chicago.

Lucia C. Harrison, S. M.
A. B., University of Michigan; S. M., The University of Chicago; The University of Mexico.

Marguerite Logan, S. M.
A. B., Iowa State Teachers College; S. M., The University of Chicago; Clark University.

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A. B., Hillsdale College; A. M., Ph. D., University of Michigan.

The Department of Health

Ellis J. Walker, Ph. B., R. N.
Ph. B., University of Wisconsin; Augustana Hospital Training School for Nursing; Registered Nurse, Illinois, Wisconsin, Michigan; Columbia University; State Normal School, Oshkosh, Wisconsin.

Wallace Borgman, M. D.
A. B., Kalamazoo College; M. D., Northwestern University Medical School.

Leslie H. S. Dewitt, M. D.
M. D., University of Michigan; Resident, University of Michigan Hospital; Instructor in Obstetrics and Gynecology, University of Michigan Hospital, Ann Arbor; Obstetrics, Johns Hopkins Hospital, Baltimore.

Francetta E. Peters, R. N.
Graduate St. Camillus School of Nursing, Borgess Hospital; Registered Nurse, Michigan; Nazareth College.

Esmarelda Tatham, R. N.
Galesburg Cottage Hospital School of Nursing, Galesburg, Illinois, with affiliation at Michael Reese Hospital School of Nursing, Chicago, Illinois; Registered Nurse, Illinois.

The Department of Home Economics

Lucile Dunn, A. M.
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FACULTY

COBA WALKER SMITH, A. M.
B. S., State College for Women, Denton, Texas; A. M., Teachers College, Columbia University; University of Texas.

The Department of Industrial Arts

MARION J. SHERWOOD, A. M.
B. S., A. M., Teachers College, Columbia University; Michigan State College; University of Michigan.

CHARLES S. NICHOLS, A. M.
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DON O. PULLIN, A. M.
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The Department of Languages

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

MATHILDE STECKELBERG, A. M.
A. B., A. M., University of Michigan; Columbia University; University of Jena; Ludwig-Maximilian University, Munich.

MARION TAMIN, A. M.
Ph. B., The University of Chicago; A. M., Teachers College, Columbia University; Université de Caen; Carthage College; Middlebury College, Vermont.

The Department of Mathematics

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

HUGH M. ACKLEY, A. M.
A. B., A. M., Olivet College; The University of Chicago; University of Minnesota; Harvard University.

GROVER C. BARTOO, A. M.
A. B., A. M., University of Michigan; Genesee Normal School.

HAROLD BLAIR, A. M.
B. S., A. M., University of Michigan; Ferris Institute.

CHARLES H. BUTLER, Ph. D.
Ph. B., A. M., The University of Chicago; Ph. D., University of Missouri; University of Illinois; Illinois State Normal University.

The Department of Music

HARPER C. MAYBEE, M. Ed.
A. B., Western State Teachers College; M. Mus., University of Michigan; M. Ed., Michigan State Normal College; Teachers College, Columbia University.

LOTTI C. BRITTON, S. M.
B. S., Western State Teachers College; S. M., Northwestern University; University of Pennsylvania; Vineland Training School; Columbia University.

MARY P. DOTY, A. M.
B. Mus., University of Michigan; A. M., Teachers College, Columbia University.
H. Glenn Henderson
Michigan Conservatory of Music; American Conservatory of Music; Chicago Musical College; Student in Paris with Giulmant and Moskowski.

The Department of Physical Education for Men

Judson A. Hyames, A. M.
A. B., Western State Teachers College; A. M., University of Michigan.

Wallace Boogman, M. D.
A. B., Kalamazoo College; M. D., Northwestern University Medical School.

Mitchell J. Gary, A. M.
B. S., A. M., University of Minnesota.

John W. Gill, A. M.
A. B., Western State Teachers College; A. M., Teachers College, Columbia University; Detroit Teachers College.

Herbert W. Read, A. M.
A. B., Western State Teachers College; A. M., Columbia University; University of Michigan.

The Department of Physical Education for Women

Isabel Crane, A. M.
B. S., Battle Creek College; A. M., Teachers College, Columbia University; Eau Claire State Teachers College, Wisconsin; University of Wisconsin.

Doris A. Hussey, B. S.
B. S., Western State Teachers College; Sargent School for Physical Education; University of Wisconsin; Harvard Medical School.

Marion A. Spalding, A. M.
A. B., Western State Teachers College; A. M., Teachers College, Columbia University.

The Department of Physics

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A. B., Albion College; A. M., Ph. D., University of Michigan; California Institute of Technology.

John W. Hornbeck, Ph. D.
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The Department of Psychology

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A. B., Illinois Wesleyan University; A. M., Ph. D., University of Illinois.

Homer L. J. Carter, A. M.
B. S., Detroit Teachers College; A. M., Ohio State University; Michigan State Normal College.

Olga Schalm Roekle, A. B.
A. B., Western State Teachers College; Ohio State University.

The Department of Rural Education

Wm. McKinley Robinson, Ph. D.
B. S., Hiram College; A. M., Ph. D., Teachers College, Columbia University; Michigan State Normal College; Bowling Green State University, Ohio; The University of Chicago.
Otis C. Amis, Ph. D.
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Katie Carpenter, A. M.
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Anna L. Evans, A. M.
A. B., University of Michigan; A. M., The University of Chicago; Battle Creek College; Michigan State Normal College; Columbia University.

Anna C. Lubke, A. M.
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The Department of Social Sciences

Floyd W. Moore, A. M.
A. B., Albion College; A. M., University of Michigan; Northwestern University; Harvard University.

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George O. Comport, Ph. D.
A. B., Western State Teachers College; A. M., University of Michigan; Ph. D., University of Kentucky; University of Wisconsin.

Leonard C. Kercher, Ph. D.
A. B., A. M., Ph. D., University of Michigan; University of London.

James O. Knauss, Ph. D.
A. B., Lehigh University; A. M., Harvard University; Ph. D., Cornell University.

Nancy E. Scott, Ph. D.
A. B., A. M., Indiana University; Ph. D., University of Pennsylvania; Charles University, Prague, Czechoslovakia.

Russell H. Seibert, Ph. D.
A. B., College of Wooster; A. M., The University of Chicago; Ph. D., Ohio State University; Bowling Green State College.

Charles R. Starring, A. M.
A. B., A. M., Columbia University; University of London; The University of Chicago.

W. Valdo Weber, Ph. D.
A. B., A. M., Ph. D., University of Iowa; River Falls State Teachers College; LaCrosse State Teachers College.

Otto Yntema, A. M.
A. B., A. M., Hope College; University of Michigan.

The Department of Speech

Laura V. Shaw, A. M.
B. S., Ohio Wesleyan University; A. M., University of Michigan; Bread Loaf School of English; Middlebury College; Chicago Art Theatre; School of Speech, Oxford, England; Wharf School of the Theatre, Provincetown, Massachusetts; Tamara Daykarkanova School of Make-Up.

Dorothy M. Eccles, A. M.
A. B., Western State Teachers College; A. M., Northwestern University.

Carroll P. Lauman, A. M.
A. B., Oberlin College; A. M., University of Wisconsin; Cornell College; Illinois State Normal University; Northwestern University.

Charles VanRiper, Ph. D.
A. B., A. M., University of Michigan; Ph. D., University of Iowa; Northern State Teachers College; University of Minnesota.
The Campus Training School

LOFTON, V. BURGE, Ph. D. (Director)
B. S., University of Kentucky; A. M., Ph. D., University of Michigan.

ELSIE L. BENDER, A. M.
B. S., A. M., Iowa State University; Iowa State Teachers College; Drake University; American University, Cairo, Egypt; Teachers College, Columbia University.

ISABEL Crane, A. M.
B. S., Battle Creek College; A. M., Teachers College, Columbia University; Eau Claire State Teachers College, Wisconsin.

MARY P. DOTY, A. M.
B. Mus., University of Michigan; A. M., Teachers College, Columbia University.

GRACE I. GISH, A. M.
B. S., Kansas State College; A. M., The University of Chicago; Columbia University.

ANNA C. LUBKE, A. M.
Ph. B., The University of Chicago; A. M., George Peabody College for Teachers.

ANNE REIDY, A. M.
A. B., Clarke College; A. M., State University of Iowa; The University of Chicago; Teachers College, Columbia University.

LOUISE STEINWAY, A. M.
B. S., A. M., Columbia University; University of Southern California.

BESS L. STINSON, A. M.
B. S., A. M., George Peabody College for Teachers; University of Colorado.

ISABELLE UNRUH, A. M.
A. B., Trinity College, Washington, D. C.; A. M., University of Michigan; Detroit Teachers College; Columbia University; Merrill Palmer School, Detroit; University of Southern California.

The Alumni Secretary

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

The Library

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

EDITH E. CLARK, A. B., Periodicals
A. B., Western State Teachers College; A. B. in Library Science, University of Michigan.

HAZEL E. CLEVELAND, A. B., Training School Library and Circulation
A. B., Western State Teachers College; A. B. in Library Science, University of Michigan.

VERA F. GRAHAM, A. M., Reference
A. B., Dakota Wesleyan University; A. M., Northwestern University; B. S. in Library Science, University of Illinois.

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

PHOEBE LUMAREE, A. B., Catalog
A. B., Western State Teachers College; B. S., Simmons College School of Library Science; Lake Forest College.
PAUL L. RANDALL, A. B., Circulation
A. B., Western State Teachers College; B. S. in Library Science, University of Illinois.

CLARA L. STERLING, A. B., Circulation
A. B., Western State Teachers College; Battle Creek Business and Normal School.

MEN'S DORMITORY

J. Towner Smith ........................................ Director
Mrs. J. Towner Smith .................................. House Mother
Frank J. Hinds ........................................ Counselor
Charles R. Starring .................................. Counselor

WALWOOD HALL

Mrs. Gladys C. Hansen .................................. Director of Walwood Hall Residence; Assistant Dean of Women
Cornelius B. MacDonald ................................. Manager of Union Building
Grace E. Moore ......................................... Manager of Cafeteria
Mrs. Guy Tyler .......................................... Housekeeper, Walwood Hall Residence
Beverly Eason ........................................ Clerk

THE OFFICES, ETC.

John C. Hoekje ........................................ Registrar
Eva Carlile ............................................. Clinic Secretary
Blanche Draper ......................................... Publicity
Homer M. Dunham ....................................... Publicity
Eva Falk ................................................ Entrance Credentials
Margaret Feather ....................................... Clerk, Dean of Men
Ardyce Goldsworth .................................... Clerk, Administration Office
Alice Haefner .......................................... Recorder
Jean Harper ............................................. Clerk, High School Office
Maxine Havens ......................................... Clerk, Home Economics Department
Bernice Hesselink ..................................... Financial Secretary
Edna Hirsch ............................................. Clerk, Administration Office
Lloyd Jesson ............................................ Secretary to the President
Eleanor Linden .......................................... Appointment Office
Grace Lundy ............................................. Clerk, Records Office
Helen McKinley .......................................... Secretary, Graduate Division and Education Department
Barbara McKinstry ...................................... Bookkeeper
Maxine MacDonald ...................................... Clerk, Records Office
LeRoy Myers ............................................. Receiving Clerk
Wilma Neff ............................................. Clerk, High School Office
Hester Pellegrom ....................................... Clerk, Registrar
Lucille Sanders ........................................ Clerk, Rural Department
Alice Smith ............................................. Appointment Office
Leah Smith .............................................. Extension Secretary
Carrie Stoeri ........................................... Clerk, Dean of Women
John Thompson ......................................... Manager, Co-operative Store
Marian Woodman ........................................ Clerk, Records Office
THE FACULTY COUNCIL

1. Members elected
   Terms expire May, 1942
   Lofton V. Burge
   Lucia C. Harrison
   Russell H. Seibert
   Terms expire May, 1941
   William R. Brown
   Roy C. Bryan
   Paul Rood
   Terms expire May, 1940
   George H. Hilliard
   Anne Reidy
   Lydia Siedschlag

2. Members appointed
   Terms expire May, 1940
   William J. Berry
   Wallace Borgman
   Doris A. Hussey

3. Members ex-officio
   President Paul V. Sangren
   Registrar John C. Hoekje
### FACULTY COMMITTEES

#### Summer Session 1940

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<td>Brown, Cooper, Hoekje, Maybee, S. Reed</td>
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<td>General Degree...................</td>
<td>Shilling</td>
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<td>M. Moore</td>
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<td>Sherwood</td>
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<td>Special Education..............</td>
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<tr>
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<tbody>
<tr>
<td>Art..............................</td>
<td>Stevenson, Paden</td>
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<td>6. Faculty Meetings</td>
<td>Butler, Blackburn, Moore</td>
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<td>7. Friendship</td>
<td>Cooper, Reidy</td>
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<td>8. General Advisory</td>
<td>Wilds, Loutzenhiser</td>
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<td>9. Graduate Council</td>
<td>Wilds, Berry, Robinson, Rood, Sangren, Scott</td>
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<td>10. Health</td>
<td>E. Walker, Borgman, Davis, Gill</td>
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<td>11. Honors Privilege</td>
<td>Slusser, Everett, Harrison, Straw</td>
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<td>12. Placement</td>
<td>Burge, Carter, Cooper, Davis, Hyames, Loutzenhiser, Robinson, Sangren, Starring</td>
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<tr>
<td>13. Social Life</td>
<td>Davis, Brown, Hansen, Hoekje, MacDonald, Nichols, Pellett, Slusser, Steckelberg</td>
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<td>14. Student Activities</td>
<td>Davis, Hansen, Hoekje, Hyames, Knauss, MacDonald, Pellett</td>
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<td>15. Student Loan Fund</td>
<td>Hoekje, Davis, Pellett</td>
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<td>16. Student Personnel</td>
<td>Hoekje, Carter, Davis, Kraft, Pellett</td>
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</tbody>
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NOTE.—In each case the person whose name appears first is the chairman of the committee.
WESTERN STATE
TEACHERS COLLEGE CAMPUS

1 Administration Bldg.
2 Training School
3 Science Bldg.
4 Library
5 Men's Gymnasium
6 Industrial Arts Bldg.
7 Barracks
8 Play House
9 Temporary Bldg.
10 Health and Student Personnel Bldg.
11 Tennis Courts
12 Men's Dorm
13 Women's Dorm and Union Bldg.
General Information

PURPOSE

Through its summer session, Western State Teachers College provides each of varied groups an opportunity for professional advancement. It enables the experienced teacher to keep in touch with new developments in the educational world and to increase his own academic knowledge; it offers courses directly related to the particular problems of superintendents, principals, and others in supervisory positions; it makes possible the earning of a certificate or a degree by a teacher who is not able to attend during the regular year; it permits students registered during the year to continue their studies in the summer.

To one engaged in teaching during the year attendance at a summer session brings large returns. Friendships formed or renewed; recreational opportunities; and intellectual inspiration through classroom contacts, lectures, round-table conferences, and conducted excursions—all combine to give fresh enthusiasm for the next year's work.

HISTORY

Summer sessions of six weeks' duration have been conducted since the foundation of Western State Teachers College in 1904. In the summer of 1939, 1,098 students of collegiate rank were enrolled; 11 limited certificates were granted, and 136 degrees involving life certificates and 7 general degrees were conferred. Steady attendance indicates that these sessions have been found of distinct service to prospective and experienced teachers.

THE THIRTY-SEVENTH SUMMER SESSION

The thirty-seventh summer session will open June 24, and continue until August 2. Students will be enrolled and classified on Monday, June 24. Instruction will begin in all classes on Tuesday, June 25. The majority of the instructors will be members of the regular staff. Departments so arrange their work that it is possible for students to pursue sequences from summer to summer.

LOCATION

Western State Teachers College is in the city of Kalamazoo, the location of which, at the intersection of a series of natural highways, is one of the finest in the Old Northwest. The city is the halfway point between Detroit and Chicago on the Michigan Central Railroad. Branch lines of both the Pennsylvania Railroad and the New York Central Railroad, together with a network of paved and graveled highways, and the trunk lines, U. S.-12, U. S.-131 and M-43, make it easily the hub of southwestern Michigan.

The site of the college is one of unusual beauty. Five of the buildings stand upon a hill, which rises a hundred feet above the broad plain of the old glacial Lake Kalamazoo, where are now the celery fields and much of the business and residence part of the city, and through which meanders the Kalamazoo River. From the hilltop on clear days can be obtained a most pleasing panorama, eastward and northeastward, over the wooded city in the bottom lands, to the broken moraine of the Saginaw-Michigan ice lobes. To the west of the hilltop is the old drainage valley of the once large and vigorous Arcadia Creek, along which now runs the main line of the Michigan Central Railroad. In this depression are the athletic field, the Men's Gymnasium, the Manual Arts Building, and classroom buildings.
The city of Kalamazoo has a population of 60,000, dependent upon the business growing out of the rich surrounding farming country, the celery fields within and adjacent to it, the widely known paper mills, and a diversity of other manufacturing industries. The exceptionally pure water supply is obtained from artesian wells that tap the deep glacial gravel beds of the old Kalamazoo Valley.

The city of Kalamazoo is generous in offering its unusual cultural advantages to students, often at a merely nominal cost. Kalamazoo has its own symphony orchestra which may be heard most pleasantly on Sunday afternoons. Each season the Community Concert Series brings the world's foremost musical artists. There is an annual lecture course, also, of considerable dimensions, which, in the past, has presented such outstanding persons as Amelia Earhart, Cornelia Otis Skinner, and Dale Carnegie. The spoken drama is well produced from time to time by the Kalamazoo Civic Theater group in their beautiful experimental theater. Somewhat before Christmas of each year community choruses from southwestern Michigan join with the Kalamazoo and Western State Teachers College choruses in a festival performance, under the baton of Mr. Harper Maybee, of Handel's Messiah, with soloists and orchestra. The exhibits of the Kalamazoo Art Institute are always an attraction. And added to these opportunities, there are those offered by the churches. The leadership in the various denominations is naturally rather strong in a city the size of Kalamazoo, and a special student pastor engaged by some of the churches helps to produce a lively Christian consciousness.

BUILDINGS AND MATERIAL EQUIPMENT

1. The Administrative Building contains the administrative offices, the alumni office, the publicity office, and the college cooperative store. The Extension Department, the Music Department, the Rural Education Department, and the High School, as well as several classrooms, are also located in this building.

2. The Athletic Plant. When the college reopened in the fall of 1939, a most modern and adequate athletic plant was ready for use. It comprises the following features:

   The Hyames Baseball Field. The baseball field has been completely rebuilt. The infield is newly graded and sodded. Concrete stands will seat 2,500 spectators. Dugouts, dressing-rooms, and storage space help to make the facilities for baseball second to those at no college in the Mid-West.

   The Men's Gymnasium was erected in 1925. Its size and equipment make possible adequate training of varsity basketball and indoor-track teams, the preparation of physical directors and athletic coaches, and the carrying out of an intramural program of physical education and competitive sports during the winter. Between 3,500 and 4,000 people may be seated around the varsity court during the big games of the season. There is a regulation basket-ball floor, with three cross courts for intramural purposes; a fourteen-lap running track; a vaulting and jumping pit; two handball courts; and a dirt floor area for the training of hurdlers, shot putters, and vaulters, and for the early work of the baseball battery men; exercise rooms; wrestling and boxing rooms; and equipment for calisthenic apparatus work. There are also offices, classrooms, and adequate locker rooms.

   Tennis Courts. With the construction of a battery of four new concrete tennis courts, there are now ten courts available for students. These furnish ample opportunity for inter-class as well as inter-collegiate competition.

   Track. Around the football field, inside Waldo Stadium, runs an eight-lane, quarter-mile cinder track. The straightaway is 220 yards long. There is also adequate space for training for the several field events.
Waldo Stadium. Waldo Stadium was dedicated November 4, 1939. Two concrete stands, each capable of seating 7,500 people and reaching from goal line to goal line, provide adequate seating capacity for football enthusiasts, as well as for attendants at community functions. Surmounting the east stand is a modern press box, outfitted in most approved manner. Beneath the west stand are locker rooms, officials' rooms, coaches' rooms, squad headquarters, training rooms, and concession stands. On each side of the field are twenty-six boxes, each capable of seating eight spectators.

3. "The Barracks." In the building used as a barracks during the S. A. T. C. days are the Department of Art, the Department of Early Elementary Education, the Department of Home Economics, and three classrooms.

4. The Industrial Arts Building is a fireproof structure of modern factory type. It offers facilities for specialization in woodworking, metal working, and drafting. There are separate units for elementary woodworking, advanced woodworking, forging, sheet metal, machine shop, foundry, pattern making, and gas-engine and automobile repair work. The drafting room receives north and west light. Washrooms and showerbaths adjoin the locker room.

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

The library consists of 48,399 volumes, arranged according to the decimal classification and indexed by a card catalog of the dictionary type. There are 81 complete files of periodicals; 338 periodicals and 8 newspapers were subscribed for during the current year.

(Upon the payment of a small fee students are also accorded the services of the efficient staff of the Kalamazoo Public Library and the use of its collection of 123,719 volumes.)

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

6. The Men's Dormitory, located on the west side of Oakland Drive, just south of the Men's Gymnasium, conforms architecturally with Walwood Hall. It will house 200 residents. Besides providing student rooms, equipped in the most modern style, the dormitory contains general offices, private offices for staff members, reception rooms, an auditorium with a stage, guest rooms, lounge, book room, kitchenette, infirmary rooms, pressing room, barber shop, and telephone booths. The Men's Dormitory was ready for occupancy in September, 1939.

7. The Science Building adequately houses a number of departments. The Department of Agriculture has its classrooms here. (The laboratory is a one-hundred-fifty-acre farm of fertile silt loam. Here a pure-bred herd of Guernsey cattle is raised, feeder cattle are kept, pure seed is grown, and a fine flock of laying hens is housed in a modern poultry house. A young orchard of good varieties of fruit is available for observation. Alfalfa fields, cover-crop demonstrations, and modern machinery are maintained.)

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

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

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

(In the chemistry section of the general library are many of the current chemical journals, together with a large number of works of authoritative chemists.)

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

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

The laboratories are adequate for experimental work in all phases of general physics. Precision instruments and precision standards are available for use in the courses in electricity and electrical measurements. In these laboratories the student has ample opportunity to become familiar with the manipulation and operation of modern high-grade apparatus.

8. The Student Health and Personnel Building, erected in 1939, is a three-story structure 150 feet long and 42 to 50 feet wide, located on the east side of Oakland Drive, just north of the entrance driveway. Its purpose is to house the Health Service and other student-personnel activities of the college. The Health Service department, includes offices, examining rooms, treatment rooms, and infirmary rooms. The building also contains offices for the Dean of Men, the Dean of Women, the chairman of the Graduate Council, the chairman of the Department of Education, and the faculty counselors; quarters for the psycho-educational clinic, the speech correction clinic, and the psychological laboratory; and class rooms for instruction in health, education, and psychology.

The Department of Psychology. All the instruments necessary for standard introductory and advanced courses in psychology are at the disposal of the student. Chronoscopes, kymographs, tachistoscopes, color mixers, ergographs, etc., constitute a part of this equipment. The department is also well supplied with excellent models of the brain and the sensory organs.

(The general library of the college contains complete files of all the more important psychological journals, as well as a large list of the standard works of this and related fields.)

9. The Training Schools of Western State Teachers College are unique in that they include a wide range of typical schools: a one-room rural school, a consolidated school, a township-unit school, a large village school, a city graded school, and a high school—thus approximating the types of schools students may expect to work in after graduation. These schools give the student an opportunity for observation of and directed teaching in any subject and in any grade from kindergarten to the twelfth grade inclusive. Transportation to the outlying schools is afforded by the Teachers College busses.
The Campus Training School includes a kindergarten; a room each for grades one to eight; a library; a gymnasium; and special rooms for art, music, and home economics. The grade rooms center about an open light-well, forming a rotunda, with a stage for assemblies. Enrollment is by application; new pupils are accepted from a waiting list when vacancies occur. Owing to the large demand for admission, only pupils of normal grade-age are accepted; no room for retarded pupils is maintained on the campus.

The Campus High School, the administrative offices of which are located on the second floor of the Administration Building, serves a twofold purpose in the field of secondary education. One major function of the school is to offer a broad curriculum in which teaching procedures designed by the leaders in the field of secondary education are put into practice. Another function is to offer an effective laboratory situation for training prospective teachers for secondary schools. (See separate catalog for the High School.)

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

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

The Portage Center Consolidated School, an eighteen-teacher school, organized on the eight-four plan, includes a kindergarten, all the elementary grades, and a high school. The new building is especially constructed both to meet the needs of the local community and to extend the directed-teaching facilities of the Teachers College into this type of situation.

The Richland Township Unit School, a sixteen-teacher school, has a building and facilities similar to those of the Portage school above described. It is organized on the six-six plan.

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

In these teaching laboratories, students have an opportunity to test and apply previously studied theory under trained supervision. They experience the daily problems of the teacher and study children directly. They acquire the elementary habits and skills and some of the techniques of modern teaching. Each student is responsible for the progress of an assigned group of children.

10. Walwood Hall, a beautiful new building erected in 1938, combines under one roof, but with separate entrances, two units.

One unit is the union building, a two-story structure which serves as a social center for the campus. On the first floor of this building, besides the offices and a check room, are a large general lounge, the Women's League room, a soda bar, a large cafeteria, and private dining rooms. On the second floor at one end are the Men's Union room with adjoining recreation room, and offices and meeting places for student organizations. At the other end is a large ball-room in which are held most of the campus parties. This ball-room also serves as a lecture hall, theater, and banquet hall as needed. Adjoining the ball-room are two well-planned reception or club rooms. The union building is supported by a fee required of all students at the beginning of each semester.

The other unit, the Walwood Hall Residence for Women, which accommodates 115 girls, was especially designed for student use. The rooms are double, with individual beds, closets, dressers, and mirrors. The furniture is
modern in style, and the draperies and bedspreads are in colors. Additional features such as built-in bookshelves, lamps, provisions for hanging pictures, and desks especially designed for work, give quality and individuality to the rooms. Each bed is provided with bed linen and one woolen blanket.

A beautiful modern living-room is used by the girls for teas, entertaining, and general meetings. A well-lighted dining room accommodates resident students for all meals. A reception room and a library are provided. On each floor is a sunroom and a kitchenette; the kitchenette is equipped with conveniences for preparing refreshments and for pressing. On the ground floor is a large laundry with facilities for laundering and for shampooing. On this floor also are two recreation rooms: a large game room, and a smaller room with radio and piano. In connection with the general health service there is a small unit in the dormitory, with a resident nurse and two infirmary rooms.

Application for residence in Walwood Hall should be sent to the Dean of Women, with a five-dollar deposit which will be refunded if the reservation is cancelled before June first. Room and board for the Summer Session is $48.00; room alone is $18.00. (The administration reserves the right to cancel the privilege of board during the Summer Session if less than 50 persons apply for it.)

11. The Women's Gymnasium. For their work in physical education the women of the college have the exclusive use of a gymnasium with a floor space of 119 feet by 68 feet. Sufficient apparatus is available for the needs of all physical-education activities, indoor and outdoor athletics. There is also a room equipped for remedial work. In the basement are lockers, showerbaths, and a swimming pool.

ADMISSION

Students may enroll at the opening of any semester or summer session.

REQUIREMENTS FOR ADMISSION

Adopted by the State Board of Education at its meeting December 21, 1934.

A graduate of a four-year high school accredited by the University of Michigan will be admitted to Western State Teachers College, provided that he is recommended by the principal of the high school and that he meets conditions indicated below.

1. Prescribed Preparatory Work. A minimum of fifteen units is required for admission. Among these must be included certain major and minor sequences selected from the five groups of subjects below, a major sequence consisting of three or more units, a minor sequence consisting of two or two and one-half units.

A minimum of four sequences must be presented, including a major sequence from Group A and at least one other major sequence. Not more than one of these required sequences will be accepted from any one group except Group B. Sequences may be presented from two languages.

A. English. A major sequence of three or more units.

B. Foreign language. A major sequence consists of three or more units of a single language; a minor sequence consists of two or two and one-half units of a single language. The foreign languages acceptable for a sequence are Greek, Latin, French, German, and Spanish.

C. Mathematics—Physics. A minor sequence in this group must include 1 unit of algebra and 1 unit of geometry.

A major sequence is formed by adding to this minor sequence one or more units from the following:
Advanced algebra $\frac{1}{2}$ or 1 unit, solid geometry $\frac{1}{2}$ unit, trigonometry $\frac{1}{2}$ unit, *physics 1 unit.

D. Science. Any two units selected from the following constitute a minor sequence and any three or more units constitute a major sequence.

<table>
<thead>
<tr>
<th>*Physics 1 unit</th>
<th>Zoology 1 unit</th>
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<tbody>
<tr>
<td>Chemistry 1 unit</td>
<td>Biology (Botany $\frac{1}{2}$ unit and Zoology $\frac{1}{2}$ unit) 1 unit</td>
</tr>
</tbody>
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If biology is counted in these sequences neither botany nor zoology can be counted.

E. Social studies. A total of two or two and one-half units selected from the following constitutes a minor sequence, a total of three or more units a major sequence.

<table>
<thead>
<tr>
<th>Ancient History</th>
<th>1 unit</th>
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<tbody>
<tr>
<td>**European History</td>
<td>1, 1$\frac{1}{2}$, or 2 units</td>
</tr>
<tr>
<td>***American History</td>
<td>$\frac{1}{2}$ or 1 unit</td>
</tr>
<tr>
<td>***American Government</td>
<td>$\frac{1}{2}$ unit</td>
</tr>
<tr>
<td>***Economics</td>
<td>$\frac{1}{2}$ unit</td>
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</table>

*Physics may not be counted in both of the Groups C and D.

**English History may be included under European History.

***Half units in the social studies are acceptable as part of a sequence only if taken in the 11th or 12th grade.

The remaining units, required to make up the necessary fifteen units, are entirely elective from among the subjects listed above, and any others which are counted toward graduation by the accredited school.

The registrar shall have the authority, with the consent and approval of the departments of instruction most intimately concerned, to accept other courses as substitutes for certain of the units listed in the various groups. Only courses well organized and competently taught will be considered, and any school desiring the privilege of such substitution for its graduates should furnish the registrar with detailed description.

2. Admission by Examination. The fifteen units required for admission by examination must all be chosen from the five groups listed above and must meet the prescribed sequence requirement.

3. Partial Certificate—Partial Examination Plan. This plan is available only to a graduate of an accredited high school whose principal is willing to recommend him in a part of the required fifteen units. The candidate may at the discretion of the registrar be admitted on the basis of the principal's recommendation covering the units satisfactorily completed plus examination covering the units in which he is deficient. For this purpose examination will be provided only in the subjects listed in the five groups.

High-School Credentials Should be Sent in Advance

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

A copy of Entrance Credentials can be secured from the principal of the high school from which the student graduated.
Entrance with Advanced Credits

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

Orientation Tests

Standard intelligence and achievement tests are required of each student upon entrance. This applies not only to freshmen but to upper classmen as well. The results of these tests are not used as a part of the entrance qualifications, but are of service in advising students regarding their scholastic work. Credits will be withheld from students for whom there is no record of such entrance tests taken at this institution.

The qualifying examinations are used to predict the student's ability to do academic work. These tests are also measures of the student's ability to read and interpret content material at the college level. The ability to use language is the criterion for the predictions and interpretations of the tests. These examinations do not deal with specific subject matter areas and no intensive preparation should be made on the part of the examinee.

Transient Students

A student from another institution who is not transferring permanently to this college is required to submit an official statement from his college to the effect that he is in good standing at that institution. Those transferring permanently are, of course, required to submit official transcripts of credits earned in other institutions.

CREDIT RELATIONS WITH OTHER COLLEGES AND UNIVERSITIES

Graduates who have received the old five-year certificate or the new State Limited Certificate usually are granted junior standing in colleges and universities. They are able to fulfill the requirements for a degree by an additional two years of work. Senior standing usually is granted to graduates who have received a life certificate. A student who desires to earn a provisional certificate in the college and then complete the work for a degree in some other college or university should plan his work with the requirements of the particular institution in mind.

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

Transcripts. A student desiring a transcript of his record in this college should write to the registrar, giving dates of attendance and, if a graduate, the date of graduation. He should give the full name under which he was enrolled. Each student is entitled to one transcript of his record without charge, but all additional copies are charged for at one dollar a copy.

Schools and boards of education desiring transcripts of records of Western State Teachers College students should furnish, together with their request, as much of the above information as possible.
EXPENSES

Tuition Fees

A. Regular Program Fees
For residents of Michigan, $6.00 for the summer session.
*For non-residents of Michigan, $10.00 for the summer session.

B. Irregular Program Fees
Resident students carrying an irregular program for the summer session pay tuition as follows: One, two, or three semester hours, $3.00; four, five, or six semester hours, $6.00; seven, or more semester hours, $9.00.

In determining the number of subjects, any single non-credit course will be counted as equivalent to two semester hours of credit. This ruling applies only to students carrying irregular programs totalling three hours or less.

Kalamazoo County students who enroll for work in rural education may attend Western State Teachers College for one year without paying fees, because counties having county normals provide for one year of free tuition, and because, by law, counties having state normals (teachers colleges) may not have county normals.

*RESIDENCE REQUIREMENTS
Residence in Michigan for the purpose of registration shall be determined according to the state constitutional provision governing the residence of electors (See Article III, Sections 1 and 2), that is, no one shall be deemed a resident of Michigan for the purpose of registration in the college unless he has resided in this state six months next preceding the date of his proposed enrollment, and no person shall be deemed to have gained or lost a residence in this state while a student in the college.

The residence of minors shall follow that of their legal guardians.

The residence of wives shall follow that of their husbands.

Persons of other countries who have taken out their first citizenship papers and who have otherwise met these requirements for residence, shall be regarded as eligible for registration as residents of Michigan.

It shall be the duty of every student at registration, if there be any possible question as to his right to legal residence in Michigan under rules stated above, to raise the question with the registration officer and have such question passed upon and settled previous to registration.

Miscellaneous Fees
A fee of $11.00 has been authorized for the support of student activities, student union, health service, library purposes, subscription to the Teachers College Herald, the official weekly student publication, etc.

A student for whom no identification photo is on file pays an additional 25 cents when such photo is taken.

Graduation Fees
State Limited Certificate curriculum ........................................... $2.00
Provisional Certificate curricula ........................................... 3.00
Degree curricula ................................................................. 3.00
Alumni fee (paid by all graduates) ......................................... 1.00

Late Enrollment Fee
By action of the State Board of Education, all students who enroll after opening day, June 26, will be charged an additional fee of $2.00.

Auditors' Fees
Auditors (students who attend but who do not desire credit) are governed by the same regulations as are students desiring credit.

Refunds
No refunds of fees will be made after the first week of the summer session.
ESTIMATE OF NECESSARY EXPENSES

An estimate of minimum expenses for the summer session may be formed from the following table:

<table>
<thead>
<tr>
<th>Expense</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room (one-half of a double room)</td>
<td>$15.00 to $18.00</td>
</tr>
<tr>
<td>Board</td>
<td>$27.00 to $36.00</td>
</tr>
<tr>
<td>Laundry</td>
<td>$0.00 to $5.00</td>
</tr>
<tr>
<td>Textbooks and supplies</td>
<td>$8.00 to $12.00</td>
</tr>
<tr>
<td>Incidents</td>
<td>$8.00 to $12.00</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>$17.00 to $17.00</td>
</tr>
</tbody>
</table>

Total for 6 weeks: $75.00 to $100.00

THE COLLEGECAFETERIA

A large new cafeteria, 100 feet long by 50 feet wide, with seating capacity of 300, is maintained in Walwood Hall Union Building. Breakfasts, lunches and dinners are served. The aim is to provide wholesome food at low cost to students.

The Cafeteria hours are:

<table>
<thead>
<tr>
<th>Meal</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>7:00 A.M. to 9:00 A.M</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:00 A.M. to 1:30 P.M</td>
</tr>
<tr>
<td>Dinner</td>
<td>5:00 P.M. to 6:30 P.M</td>
</tr>
<tr>
<td>Sundays</td>
<td>12:00 M. to 2:00 P.M</td>
</tr>
</tbody>
</table>

Students may purchase $5.50 Meal Tickets for $5.00.

EMPLOYMENT FOR MEN AND WOMEN

Off-campus employment for students is handled through the offices of the Dean of Men and the Dean of Women. Students interested in earning money with which to pay in part their expenses will be given advice and detailed information upon application.

SCHOLARSHIP AND MEMORIAL FUNDS

The Amelia Biscomb Memorial Loan Fund was established in 1939 through the will of Mrs. Biscomb, for over thirty years a teacher of English in Western State Teachers College, who provided the sum of $500.00 for this purpose. This fund is administered by the Student Loan Fund Committee.

The Burnham Rural Life Fund. Commemorating the twenty-fifth anniversary of Dr. Ernest Burnham's work at Western State Teachers College as the pioneer in rural education in teachers colleges in America, his students, colleagues, and friends established the Burnham Rural Life Fund. A part of this fund has been used to supplement the collection of books on rural life and education in the college library; the remainder has been invested to yield an annual income which may be used for the purchase of additional books, for scholarships in the Department of Rural Education, or for such services in behalf of rural life as the committee in charge shall consider of most value.

The Dwight B. Waldo Memorial Fund, which was initiated by a group of faculty members at the time of Dr. Waldo's death in 1939, is growing steadily through the contributions of faculty, alumni, student organizations, and friends. Loans from the fund are available to any worthy student, under the direction of the Student Loan Fund Committee.
The Fannie Ballou Memorial Fund, founded in 1921, in honor of Fannie Ballou, who was for seven years supervisor of the second grade of the Training School, is administered as a loan fund. Loans are awarded to persons of superior ability in the field of elementary education who have completed at least one year of resident work in this college. Preference is given to students in the Department of Early Elementary Education. The administration of this fund is in charge of the Loan Fund Committee.

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

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

The Harvey Memorial Loan Fund was established in 1925 by the Students Science Club in honor of the memory of Dr. LeRoy H. Harvey, who was, until his death, the active and inspiring head of the Department of Biology. The fund is administered by a joint committee of students and faculty members who are interested in science. Loans are made to students whose major interests are in the field of science.

The Katherine Mulry Johnson Scholarships were founded in 1926 by Mrs. Johnson, for some time supervisor of the sixth grade in the Training School and later a member of the Department of History of Western State Teachers College, in honor of her mother. These scholarships are awarded annually, by a committee from the Department of History, to two upper-class women students of superior ability who plan to become teachers of history.

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

The Oscar S. Trumble Exchange Club Scholarships. These scholarships, one for a man and one for a woman, are sponsored by the Kalamazoo Exchange Club, in memory of Oscar S. Trumble who, from 1925 to 1936, was Professor of History at Western State Teachers College. They are full tuition scholarships and are limited to students from Kalamazoo County.

The State D. A. R. Scholarship Loan Fund, founded in 1934, has grown to a fund of $500 through gifts made by the State Committee of the Daughters of the American Revolution. The administration of this fund is in charge of the Student Loan Fund Committee.

The Stone D. A. R. Student Loan Fund was established in 1932 through gifts from the Lucinda Hinsdale Stone Chapter of the Daughters of the American Revolution. The fund is administered by the Student Loan Fund Committee.

The Student Health Loan Fund was established in the spring of 1933 with contributions from the Senior Class of that year and the Student Association, amounting to approximately $450. Short term loans for medical and dental services are made from this fund, which is administered by the Health Service.
The W. S. T. C. Student Loan Fund. In September, 1912, the nucleus of a student loan fund was established by the gift of $200 from Miss Blanche Hull. This fund has been increased to a total of several thousand dollars. Money is loaned to deserving students on the recommendation of a faculty committee. An interest rate of five per cent is charged and notes are accepted for not to exceed one year. Applications for loans should be made to the Student Loan Fund Committee, of which the registrar is chairman.

HOUSING FOR MEN

Men students of the summer session are required to live in residences approved by the office of the Dean of Men.

The Hall for Men, Western's new dormitory for men, will be open for the summer session. Students desiring to live there should correspond with the office of the Dean of Men.

HOUSING FOR WOMEN

Women students of the summer session are required to live in residences approved by the office of the Dean of Women.

Walwood Hall Residence for Women will be open for the summer session. Students desiring to live there should correspond with the office of the Dean of Women.

STUDENT WELFARE

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

The college has never assumed an attitude of paternalism toward its students. On the assumption, however, that the student has entered the institution for the definite purpose of educational advancement, regularity of class attendance, reasonable evening hours, and a sane social program are required.

REGISTRATION, CLASSIFICATION, ETC.

GENERAL INSTRUCTIONS FOR ENROLLMENT

Enrollment for the summer session will occur on Monday, June 24. A circular giving detailed information relative to registration may be obtained at the Information Desk in the Women’s Gymnasium or at the Administration Office.

ADVISORY SYSTEM

All freshmen are advised and helped throughout the year, by the Freshman Adviser, in planning and adjusting their academic programs. Each freshman works out his schedule semester by semester with the assistance of the adviser, at definite conference periods assigned to him. The details of the curricula, the sequence of studies, the type of work for which the student seems best adapted, are all considered at these conferences.

Juniors and seniors who elect their major or minor in the Departments of Biology, Chemistry, Geography, History, Languages, Mathematics, and Physics
are requested to confer with the department adviser concerning special courses to be pursued. For other upper classmen conferring with the adviser is optional but strongly recommended.

**CLASSIFICATION OF STUDENTS**

Students at Western State Teachers College are classified officially as follows:

- **Freshmen**—Students credited with 0—30 semester hours inclusive.
- **Sophomores**—Students credited with 30—60 semester hours inclusive.
- **Juniors**—Students credited with 60—90 semester hours inclusive.
- **Seniors**—Students credited with more than 90 semester hours.

The above classification relates to eligibility for participation:

- a. In class activities
- b. As officers
- c. In social affairs.

**CREDIT IN SEMESTER HOURS**

The unit of credit is the semester hour.

A minimum of 60 semester hours of credit is required for a State Limited Certificate in the two-year curriculum, and 120 semester hours of credit for the A. B. or the B. S. degree.

Five semester hours is the standard class load for a summer session.

No credit will be given for a course (even if pursued successfully) for which the student is not officially registered.

**1940 SUMMER SESSION—SCHEDULE OF CLASSES**

The following constitutes the official plan for scheduling classes for the Summer Session, 1940.

<table>
<thead>
<tr>
<th>Credit in Semester Hours</th>
<th>Class Meets Times Weekly</th>
<th>Length of Lectations (Minutes)</th>
<th>First Period</th>
<th>Second Period</th>
<th>Lunch Hour</th>
<th>Third Period</th>
<th>Fourth Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>75</td>
<td>7:40-8:55</td>
<td>9:40-10:55</td>
<td>11:30-12:10</td>
<td>12:10-1:25</td>
<td>2:10-3:25</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>75</td>
<td>7:40-8:55</td>
<td>9:40-10:55</td>
<td>11:30-12:10</td>
<td>12:10-1:25</td>
<td>2:10-3:25</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>110</td>
<td>7:40-9:30</td>
<td>9:40-11:30</td>
<td>11:30-12:10</td>
<td>12:10-2:00</td>
<td>2:10-4:00</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>110</td>
<td>7:40-9:30</td>
<td>9:40-11:30</td>
<td>11:30-12:10</td>
<td>12:10-2:00</td>
<td>2:10-4:00</td>
</tr>
</tbody>
</table>

**SIGNIFICANCE OF COURSE NUMBERS**

I. Course Numbering and Availability

1. Courses numbered
   a. 100-199, inclusive, are primarily for freshmen;
   b. 200-299, inclusive, are primarily for sophomores;
   c. 300-399, inclusive, are primarily for juniors and seniors.

2. In general, students will be permitted to carry only courses numbered to correspond with their official classification. But exceptions may be made with the approval of curricula advisers for such reasons as maturity, experience, necessity of meeting prerequisites to other courses, etc.
II. Explanation of Numbering

1. All consecutive, coherent courses are numbered similarly and lettered sequentially.

2. All fundamental, consecutive, coherent courses are numbered as follows:
   a. The number 100 is reserved for fundamental courses having no high school prerequisite.
   b. The number 101 is reserved for fundamental courses having as prerequisites one year (or fraction thereof) of high school work.
   c. The number 102 is reserved for fundamental courses having as prerequisites two years of high school work.
   d. The number 103 is reserved for fundamental courses having as prerequisites three years of high school work.
   e. The number 104 is reserved for fundamental courses having as prerequisites four years of high school work.

3. All other courses primarily intended for freshmen are numbered serially beginning with 105.

4. Prerequisites for all courses numbered 200-399, inclusive, may be found in the "Details of Departmental Courses" as printed in the current college catalog.

5. All consecutive courses are numbered sequentially.

6. Numbers 300-304 inclusive are reserved for courses which are offered in departments other than the Department of Education but which are given credit in education—the so-called "professional courses". To these numbers the letter "T" is added.

7. Courses offered as subdivisions of a given department are designated by numbers grouped by decades.

8. A course offered only in the summer session has an "S" added to the number.

9. A portion of a course of the regular year offered in the summer session has s 1 or 2 (to indicate portion offered) following the number.

10. To the number of a course available by class extension there is added "Cl".

11. To the number of a course available by correspondence there is added "Co."

THE STANDARD CLASS LOAD FOR THE SUMMER SESSION

During the summer session the regular student load is five semester hours. The student may take not more than six semester hours, nor less than four, without special written permission.

EXTRA STUDIES

No student may enroll for more than six semester hours of work without the permission of the Committee on Student Personnel.

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

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

The Committee on Student Personnel regulates the minimum class load. Students desiring to carry less than four semester hours during the summer session must make application on the regular blanks provided for that purpose. These can be secured from the Registrar.

IDENTIFICATION PHOTOGRAPH

When a student enrolls for the first time he is required to have taken an identification photograph, of which three copies are made. One copy becomes part of the student’s permanent record, another copy is given to the student to serve to identify him at college functions, while a third copy is filed in the Dean’s office. The charge for the three is twenty-five cents.

RULES RELATING TO EXAMINATIONS

1. Students are required to take the examinations in all courses except such as they may have dropped with consent of the Committee on Student Personnel.

2. Students are regularly examined at no other time than that set for the examination of the class in which the work has been done. In case of unavoidable conflicts a special examination may be arranged by the instructor with the consent of the Examination Schedule Committee.

MARKING SYSTEM

Each course receives one grade, which combines the results of class work and tests.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
<th>Honor Points (Per hour of credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>0</td>
</tr>
<tr>
<td>*U</td>
<td>Unsatisfactory</td>
<td>Not to be counted</td>
</tr>
<tr>
<td>E</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Upon his entrance to the institution, after the acceptance of his entrance credentials, a Student’s Credit Book is made out for each student. It may be secured at the Records Office (Room 109, Administration Building). If the credit book is left at the Records Office at the end of the session, together with a large sized, self-addressed, stamped envelope, the Credit Book will be mailed as soon as the grades for the semester have been recorded.

*For Directed Teaching only.
WITHDRAWAL FROM COURSES

Necessary changes in enrollment must have been made by the end of the first week of the session.

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

Permission to drop a course will not be granted after the end of the first week of the session.

SCHOLARSHIP INDEX

The total number of honor points acquired divided by the total number of semester hours taken gives the scholarship index (courses repeated are counted each time taken).

STANDARD FOR GRADUATION

No student will be graduated on any curriculum, if his scholarship index based on the work of that curriculum is less than 1.0.

HIGH SCHOLARSHIP LIST

To have his name placed on the High Scholarship List for a semester a student must have a point-hour ratio of 2.7 or more. No grade below $B$ may be counted. Not more than five semester hours of $B$ credit may be counted. Grades for non-credit courses (library methods, physical education, etc.) are not considered.

LOW SCHOLARSHIP LIST

The name of a student whose point-hour ratio during any semester is less than .6 will be placed on the Low Scholarship List. Such a student is liable to disciplinary action by the Committee on Student Personnel. He may be "Warned", "Probated", or "Dismissed".

HONORS IN COURSE

*Honors in Course* are bestowed upon graduating students who have displayed special attainments in scholarship. Such honors are announced at a special convocation.

Recipients of honors receive their degrees:

- Cum Laude ..............when having a point-hour ratio of 2.5 to 2.69 inclusive
- Magna Cum Laude... " " " " 2.7 to 2.89 inclusive
- Summa Cum Laude.. " " " " " " " 2.9 to 3.0 inclusive

In figuring point-hour ratios, only the last three years of work are counted. Two or more of these must have been in residence. A mark $E$ will disqualify.

THE HONORS PRIVILEGE

In order to recognize the capacity of the able student for independent achievement, Western State Teachers College has put into operation a plan whereby independent work, under certain conditions, may be rewarded with both recognition and scholastic credit. The plan, as approved by the faculty and put into effect by the administration, is explained in detail as follows:—
The Western State Teachers College Plan for Student Honors Work

1. To the occasional junior or senior student who shows unusual intelligence and ability Western State Teachers College will grant the opportunity of following through a project of independent study or activity apart from, and in addition to, the regular courses of the curriculum. Such opportunity shall be known as an "Honors Privilege."

An honors privilege shall be defined as "any unit of study or activity carried on by a junior or senior student under the guidance of an instructor and with the administrative cognizance and approval of the Honors Privilege Committee."

2. The Honors Privilege Committee, in whose hands the administration of all honors privileges is to be placed, shall be composed of five members of the faculty, chosen by the president of the college.

3. The request for an honors privilege may be made to the Honors Privilege Committee by any faculty member who has in mind a worthy student and an appropriate program of study or other activity for him to pursue. If the honors privilege is granted, the student's work will go forward under the teaching guidance of the instructor immediately involved.

4. At the time of the application for the honors privilege the faculty member and the student should present to the Honors Privilege Committee a statement of the program of study or other activity which it is proposed that the student shall follow. The Honors Privilege Committee will, at the time of its first examination of the suggested project, consult with the instructor to determine the probable number of hours' credit which the college will feel justified in granting the student at the successful conclusion of the proposed task. The committee will also attempt to determine, in conjunction with the instructor, the time the student should be expected to spend on the project, keeping in mind that one semester's work under an honors privilege ought to earn three hours' credit, and no work under an honors privilege should require more than three hours' work a semester or yield more than six hours' credit (two semesters' work) altogether.

When the student has finished his task, the committee acting with the instructor to review the student's accomplishment, may determine the worth of his work to deserve more or fewer hours of credit than were originally calculated. All credit earned under the honors privilege, whatever the department within which the work is done, shall be entered upon the student's record as "Honors Course 380 (381, 382) in Physics [or other department of instruction]" and the grade and the hours of credit recorded as for a regular course. Credit earned under an honors privilege will be counted as credit earned for an elective.

It is expected that the student will carry twelve hours of work in regular college courses each semester while he is doing work under an honors privilege.

5. The types of study or other activity to be considered worthy of acceptance under an honors privilege are likely to be various and even unpredictable until they emerge. A student may be set to investigate some aspect of knowledge in detail, where a course could, of necessity, only touch upon it lightly. In some fields of knowledge there are unexplored corners that would offer the undergraduate opportunity for limited experimentation and research. Facts are always open to reinterpretation. Teaching techniques may be improved or new ones developed. Students with manual skills or verbal abilities might be given the chance to use their talents in some personal way—as artists or craftsmen. In any case, the right of the student to receive credit for his activity shall be left to the instructor and the Honors Privilege Committee. It is expected that one of the advantages of the honors plan will
be the flexibility and lack of machinery with which, through its committee, it may be made to operate.

6. Although what constitutes the successful culmination of a project under the honors privilege is to be determined by the instructor and the committee, it is expected that the final test of the student's achievement shall be the presentation of a report summarizing his activity, its purposes, methods, and results. The focus provided by such a report is considered valuable in that it requires the student to analyze and point up his accomplishment for the satisfaction of himself and the edification of others.

7. It shall be the business of the Honors Privilege Committee to entertain a statement of progress from each honors student at least every four weeks. This statement should reveal how nearly in conformity to the outlined plan each student's work, under the privilege, is proceeding. This slight check-up is intended not only as a loosely-held administrative guide, but also as a way of making possible a change of plan, supposing the originally accepted program of student-activity should have shown itself to be taking an at-first-unexpected course.

8. The purpose of the honors privilege is manifold: to help the able student attain to an added self-respect; to give him a sense of living in a world of larger dimensions than the college classroom; to prepare him somewhat for that independence and initiative which will be imposed upon him by study or by life; and to offer him some recognition from the institution for his special, personal promise.

SPECIAL FEATURES

ADVANCED PROFESSIONAL COURSES OF INTEREST TO EXPERIENCED TEACHERS AND ADMINISTRATORS

The Department of Education announces several courses of special interest to experienced teachers who desire training for supervisory and administrative work. Details of these courses are given on pages 87 to 90. Various departments offer courses dealing with the teaching of their particular subjects.

THE ALUMNI ASSOCIATION

The Western State Teachers College Alumni Association was organized June 19, 1906, by the graduates of the first two classes of the college. Thirty-five classes are now associated in the organization with a total membership of more than 15,000. The Alumni Secretary's office is in the Administration Building. In this office information regarding any alumnus or alumna may be obtained. The Kardex filing system is used; it affords an accurate method of referring to the alumni directory.

Each year headquarters are maintained at the Michigan Education Association meetings. Alumni of Western State Teachers College are urged to register and make use of the rooms reserved for this purpose. An annual invitation goes to graduates of Western State Teachers College to return to the campus for Homecoming Day. A reception for the alumni is held annually at Commencement time. An Alumni Magazine is now being published at an annual subscription rate of $1.00.

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

Although the number of Western's graduates has become very large, ways and means of cultivating closer and more friendly relations among them are being rapidly developed. Unit organizations are encouraged in localities where there are enough members of the alumni to warrant such organizations. The alumni secretary is glad to assist in any plans of this kind.

ART COLLECTION

Through the courtesy of the family of the late Hon. Albert M. Todd, an interesting collection of pictures and fine porcelains gathered by Mr. Todd through many years is on exhibition in the Library Building. From time to time some of the rare books of the Todd collection are loaned for exhibits.

CARNEGIE GIFT OF BOOKS AND PICTURES

A gift from the Carnegie Corporation of New York of books, photographic prints, color facsimiles, and etchings was presented to Western State Teachers College in the summer of 1939. This teaching and reference material has been carefully selected with a view to enriching a college library with books and illustrations not ordinarily afforded by colleges. The collection consists of 831 large, well-mounted photographs, and 125 books, together with 30 colored reproductions, and portfolios containing illustrations of prints.

BUREAU OF EDUCATIONAL MEASUREMENT AND RESEARCH

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

The Bureau has on hand a large number of intelligence and educational tests to serve as sample and informational material. It will answer questions relative to measurement and research activities; it carries on statistical work necessary to answer questions relative to educational problems; it edits bulletins of information concerning educational problems; it conducts the intelligence examinations of students of the college; it will send representatives to visit schools and school systems that wish to begin testing work to instruct the teachers, to demonstrate the methods of testing, and actually to conduct mental-educational surveys.

THE COLLEGE CO-OPERATIVE STORE

The Co-operative Store exerts every effort to keep adequate stocks of all supplies needed by students for class work, as well as many other items for their convenience.

COUNTY COMMISSIONERS' SUMMER CONFERENCE

Each year a conference of the county school commissioners of Southwestern Michigan is called during the early part of the summer session to consider their professional problems. These conferences usually include reports of progress by the different commissioners and by representatives of the State Department of Public Instruction, supplemented by addresses by one or more speakers of national reputation. These meetings give commissioners an excellent opportunity to meet the teachers from their counties in attendance at the summer session.
CREDIT FOR BAND, CHOIR, GLEE CLUB, AND ORCHESTRA WORK

1. A maximum of two semester hours of academic credit annually is given for one year's regular participation in each of the following activities: Band, Glee Club, Orchestra, and Auxiliary Choir.

2. Eight semester hours of academic credit is the maximum allowed for participation in any one of the four activities indicated.

3. A grand total of not to exceed twelve semester hours of academic credit is allowed for participation in the four activities noted.

4. Participation in Band may be substituted for physical-education credit. In such cases participation in the Band for one semester is substituted for one class hour in physical education. (A class hour is to be interpreted to mean one hour of class work for one semester.)

5. Official enrollment cards must bear notations of the work in music the student wishes to carry. Semester hour values must be indicated.

EXTENSION DEPARTMENT

Through the Extension Department Western State Teachers College offers opportunities to study for credit in absentia to capable students who are unable to be in residence during the regular year. Such non-resident credit when combined with resident credit earned during a regular semester or a summer session is accepted on the certificate and degree-curricula requirements.

All instruction is given by members of the regular faculty in classes which meet at frequent intervals at centers within range of the college, or by means of carefully organized courses offered by correspondence. As far as possible, courses are equivalent to corresponding resident courses.

Resident and extension work are not to be carried simultaneously.

A person is not to enroll for extension work with Western State Teachers College if he is carrying work with any other educational institution.

Special announcements bearing on the work of the Extension Department will be mailed to those interested, if they address the Extension Director, Western State Teachers College, Kalamazoo, Mich.

HEALTH SERVICE

The aim of the Health Service is two fold: health education (an appreciation of maximal health with an understanding of the measures which help to maintain it) and a cooperative effort to guard the health of the students.

Prefacing this cooperation each student should enter college physically as well equipped for it as possible with all obvious remedial defects corrected: teeth in good repair; eyes fitted with glasses, if glasses are needed; menacing tonsils removed or under observation, etc. Further, the budget to meet college needs should include a fund available for unexpected illness or accident which might threaten college success.

A health fee, paid upon enrollment, entitles the student to the following cooperative services:

1. Medical examinations and conferences
2. Dental examinations and conferences
3. Consideration (and often care) of emergencies
4. Consultory service for student problems
5. Scheduled clinics; dental, orthopedic, skin
6. Daily observation and care in wards at Health Service
7. Infirmary care for short time, noncommunicable cases; a nominal charge is made for over-night care.
8. Hospitalization at rates especially advantageous
9. Laboratory services and clinical tests to determine disease.
10. Reports to home physicians and dentists.
It is most important that each student completing college be in as perfect health as possible. The position to which he goes expects it.

THE HERALD

The Teachers College Herald, the student weekly publication of the college, is issued each Wednesday. It chronicles the important activities of the college as well as those of the student body. From time to time, special numbers are issued. Every student and faculty member is entitled to a copy weekly. The alumni give the paper cordial support.

KLEINSTUECK WILD LIFE PRESERVE

In 1922, the late Mrs. Caroline Hubbard Kleinstueck deeded to the State Board of Education nearly fifty acres, including woodland, grassland, and a lake, about one mile from the campus, to be used as a wild-life preserve. The preserve is freely used by classes and student groups for instructional and recreational purposes.

Projects in forestry are being maintained on the area. Twelve thousand trees were planted one arbor day, and frequent plantings of trees and shrubs have been made since.

The area abounds in land and water birds, and includes many of the native plant species of southern Michigan.

LECTURES, ENTERTAINMENTS, EXCURSIONS, CONFERENCES

During the summer session of 1940 there will be featured a series of entertainments on successive Thursday evenings. These will include lectures, a play, a musical production, and other attractions. Further events in the program for the summer are educational conferences, week-end excursions, and an assembly program each week on a subject of general interest. Several social occasions are also planned. Full announcements of all events will be made in the Teachers College Herald.

ORCHESTRA

An orchestra will be organized for the purpose of giving students an opportunity for further development on their chosen instruments, and for becoming familiar with orchestral works suited to the needs of public school orchestras. Those with a reasonable amount of training and experience will be admitted.

Many of the unusual instruments owned by the college are at the disposal of students.

PLACEMENT BUREAU

The Placement Bureau is a free service maintained to aid graduating students and alumni of Western State Teachers College in securing suitable teaching positions. It seeks at the same time to serve the best interests of superintendents of the state who desire to secure teachers adapted to the needs of their schools. Assisting in the work of the bureau is the Placement Committee, which consists of the Director of the Training Schools and members of the faculty who are in a position to know intimately the records of students in class work, directed teaching, and general school activities.

Each semester graduating students enroll with the Placement Bureau, filling out appropriate blanks and receiving information and instructions relative to securing positions. Full records are kept on file in the Placement Office. These data consist of (1) the student's academic record, (2) the recommendations of at least three faculty members who are familiar with
the student's work, (3) a departmental recommendation, (4) the report from
the supervisor of the student's directed teaching, (5) a record of his previous
teaching experience, if any, and (6) the general rating of the Placement
Committee. The records also include ability and personality ratings and
photographs.

The Bureau aims not only to place its new graduates, but also to afford
equally satisfactory replacement service to former graduates qualified for
better positions. For superintendents who desire to fill positions requiring
a greater degree of maturity and experience, a complete file of alumni is kept,
including records of their current teaching experience and advanced study in
other institutions. Copies of these records are available to superintendents
at the time they desire to interview prospective candidates. These creden-
tials are also sent to school administrators upon their request.

Students are advised to enroll with the Placement Bureau before gradu-
ation, whether or not they desire help in securing teaching positions at that
time.

**PHYSICAL EDUCATION**

The departments of Physical Education sponsor a wide and varied program
of activities. Participation is encouraged in those recreational sports that
are likely to be followed when college days are over, as well as in the types
of activities particularly interesting to the college student.

Western has excellent physical-education facilities: two large gymnasiums,
a swimming pool, several tennis courts, a new baseball field with a concrete
stadium seating 2500 spectators, and a new concrete football stadium seating
15,000 spectators, with a quarter-mile running track and a 21 foot sprint
straightaway inside the stadium. Other playing fields are being developed
for the use of soccer, hockey, speed ball, and various soft ball games.

**RECREATIONAL OPPORTUNITIES**

Kalamazoo, in the heart of the southwestern Michigan glacial-lake country,
offers numerous opportunities for diversion; picknicking on the wooded hill-
sides and the shores of the numerous accessible lakes, swimming, and boating
are popular pastimes. Students are given free instruction in tennis on the
ten campus courts. The city golf links are within one mile of the campus; bus service to them is frequent. Summer students may have the use of the
links by payment of the customary greens fee. Bus and train service makes
possible a day's outing on the shore of Lake Michigan. Through various
social functions every effort is put forth to further the mutual acquaintance
of faculty and students.

**PSYCHO-EDUCATIONAL CLINIC**

The object of clinical service at Western State Teachers College is to pro-
vide psychological service for normal and maladjusted children and adults,
centering not only upon diagnosis but upon the suggestion of remedial meas-
ures as well. It is the plan of the clinic, whose laboratory is equipped with
modern psychological apparatus, to train a limited number of competent
students to deal with psycho-educational problems involving educational,
social, and emotional maladjustment. The personnel cooperating in these
studies of maladjustment consists of a director and two associates, members
of the Health Service, members of the Speech Clinic, and local psychiatrists,
pediatricians, and ophthalmologists. The psycho-educational clinic at Western
State Teachers College is affiliated with the W. K. Kellogg Foundation, is a
member of the Council of Social Agencies, and cooperates with the Kala-
mazoo State Hospital, the Civic League, the Kalamazoo Emergency Relief
Association, and the Kalamazoo County Agent. The average case load each
month has consisted of approximately thirty clinical, advisory, and classification problems. Approximately 34 per cent of these cases are referred by social and relief agencies in Michigan, 35 per cent by school authorities, 18 per cent by parents and relatives, 10 per cent by other persons and organizations, and 3 per cent by private physicians.

RURAL EDUCATION

To students of education with initiative, ingenuity, and resourcefulness, no positions afford a greater challenge than do those of the rural schools. In these schools, on every hand, there is available an abundance of educative materials and experiences offering ideal learning situations where progressive methods can be used naturally. Modern schools the world over are choosing, where feasible, rural settings, because of the rich potentialities of the environment. The one-teacher school, with its cross-age grouping of children, in which flexibility, rather than the formal rigidity of grades, may most easily prevail, affords ideal possibilities for the activity program and other progressive educational methods and procedures. Both within the school room and in the relation of the school to the parents and to the community at large, the potential educational leadership of the rural teacher is determined primarily by his own limits of time and ability.

Students of rural life and education accept the United States Census Bureau classification of rural as communities in the open country and centers of less than 2,500 in population. Half of the 30,000,000 young people in the United States of school age—five to seventeen—live in rural areas; 36% of those in Michigan live in rural areas. The rural schools of Michigan—one-teacher, consolidated, and village—includes 33% of the children and 43% of the teachers of the state. Approximately 88% of the schools of Michigan are rural; 5,957 are one-teacher schools. At present the State Department of Public Instruction estimates the demand for new teachers in the latter schools to be 900 per year, which greatly exceeds the number graduating annually from the rural curricula of the state teachers' colleges.

Within the state, concern over the shortage of rural teachers has been so great that within the past three years there has been a decided upward trend in salaries for rural teachers. The State offers scholarships of tuition to recommended students for two years of work in the rural curricula of the state teachers colleges.

Openings in the field of rural education are not limited to those of the class room in the high schools, consolidated, and one-teacher elementary schools. County commissioners of schools, principals, superintendents, and supervisors, trained in rural life and education, can thereby the more adequately fulfill their obligations and opportunities. Two four-year rural curricula, an elementary and a high school, are offered in Western State Teachers College for the preparation of teachers and of supervisory and administrative officers for the demands peculiar to rural schools and rural communities. The two-year rural elementary curriculum, the only two-year curriculum offered in the college, affords two years of credit which, without penalty, may later be applied to the four-year rural—or practically any other—curricula. In addition to the courses in rural school practices and administration, rural sociology and economics, practice teaching in the Hurd one-teacher school and the Portage and Richland Consolidated Schools are afforded students in the rural curricula. Affiliation with typical one-teacher schools furnishes additional laboratory opportunities for advanced students interested in administration and supervision.

The enrollment and direction of students who are interested in teaching, administrative, and supervisory positions in rural, village, and consolidated schools, and in the promotion of knowledge about and interest in rural education, both within and without the college, are functions of the Department of Rural Education.
For the most able prospective teachers, there is a certain demand and opportunity for unlimited service and leadership in the rural schools of Michigan.

**TRAINING SCHOOL FACILITIES**

The Campus Training School will be operated for the summer session. The kindergarten and grades one to eight inclusive will be open from 9:00 to 12:00 A. M. in charge of regular grade and special supervisors. A limited amount of directed teaching will be offered for students not in residence during other terms, who can thus complete the work for a certificate. Three grades will be designated as demonstration rooms for observation and discussion courses. A few directed teaching assignments will be made in the city summer schools in junior-high classes and in the later elementary grades. Application for enrollment for directed teaching should be made to the Director of the Training School well in advance of the opening of the summer session.

**VOCATIONAL AVIATION MECHANICS**

Western State Teachers College in combination with the United States Civil Aeronautics Authority Pilot Training program prepares students for positions as licensed airplane mechanics, licensed engine mechanics, airplane factory mechanics, and pilot mechanics.

**VOCATIONAL HOME ECONOMICS**

Western State Teachers College prepares students to qualify as teachers of Vocational Home Economics in Michigan under the provisions of the State and Federal Acts on vocational education. Elective courses are also offered to students in other fields of teaching.
DETAILS OF CURRICULA
PURPOSE AND CONTROL OF MICHIGAN STATE TEACHERS COLLEGES

The Constitution of the State of Michigan [Act XI, Sec. 10] places the State Teachers Colleges under the authority of the State Board of Education subject to such regulations as may be prescribed by the Legislature. In 1903 [Public Act 203] the Legislature decreed: "The State Board of Education is hereby authorized and required to prescribe the courses of study for students, to grant such diplomas and degrees and issue such licenses and certificates to the graduates of the several normal schools of the state as said State Board of Education shall determine."

From time to time the Legislature has also defined the objectives and scope of work of the Teachers Colleges. It has repeatedly declared that the purpose of these institutions "shall be the instruction of persons in the art of teaching and in all the various branches pertaining to the public schools of the state."

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From time to time the Legislature has also defined the objectives and scope of work of the Teachers Colleges. It has repeatedly declared that the purpose of these institutions "shall be the instruction of persons in the art of teaching and in all the various branches pertaining to the public schools of the state of Michigan" [Act 139, P. A. 1850; Act 192, P. A. 1889; Act 51, P. A. 1889].

"In the course of a century the public school system has developed from the meagre rudiments which satisfied a frontier society to the enlarged and complex organization which attempts to meet the needs of a day which faces the solution of social, political, and economic problems of fundamental significance. Only honest, intelligent, and well-informed citizens can cope with such problems, and such citizens it is the first duty of our public schools to produce. Only honest, intelligent, well-educated, and devoted teachers are adequate to meet these enlarged duties and responsibilities—the day of the mere school-keeper is gone. The problem of training such teachers has increased in scope and complexity, but to meet these problems the State Board of Education and the faculties of the teachers colleges have constantly applied themselves, keeping in mind always the two purposes which, since the founding of the State, have been sustained not only by legislative authority, but which have the sanction of all educational experience as well. Hence the Michigan State Teachers Colleges have always stood and do now stand for two things paramount and inseparable in an institution for the training of teachers:

1. A thorough grounding in such fields of study as may lead to the intellectual growth of the student.
2. A thorough grounding in the science and art of teaching attained by sufficient actual teaching under direction.

Objectives and General Scope of Curricula

A. "The program of study outlined for the first and second years in the curricula of the Michigan State Teachers Colleges is organized to serve, among others, the following purposes:

1. To provide the student with essential factual information; to give him an introduction to methods of thought and work and to provide such opportunities for study and growth as may lead to a well-rounded general education.
2. To prepare the student for undertaking the more advanced and specialized work embraced in the curricula of the third and fourth years of the Teachers Colleges or for more advanced work elsewhere.

B. "This program represents sixty semester hours of work, at least half of which must fall in Groups I, II, III. The student must complete during the first year at least six semester hours of Rhetoric and at least fifteen semester hours from Groups I, II, III.

"The program for the third and fourth years is designed to enable the student to pursue more extensively and intensively courses which acquaint him with the fields of his special interest and which broaden his general education."
2. To pursue a curriculum designed to give him the knowledge and skills necessary for teaching in a specific field.

"Admission to the program of the third and fourth years is based upon the satisfactory completion of the work outlined under (A) above or upon evidence of equivalent work done satisfactorily elsewhere. In addition the student must satisfy such special tests or examinations as may be prescribed to determine his general intelligence, scholastic aptitude, and fitness for the teaching profession."

**SUBJECT GROUPINGS**

The regulations governing certification in Michigan employ subject groupings as follows:

**Group I. Language and Literature**

Ancient language and literature, English language and literature, modern language and literature, certain courses as indicated in the Department of Speech

**Group II. Science**

Agriculture, astronomy, anatomy, biology, botany, chemistry, geography, geology, hygiene, mathematics, nature study, physics, physiology, psychology, zoology

**Group III. Social Science**

Economics, history, philosophy, political science, sociology

**Group IV. Education**

Education (includes methods courses and directed teaching)

**Group V. Fine Arts**

Arts, music

**Group VI. Practical Arts**

Agriculture, commerce, home economics, industrial arts

**Group VII. Physical Education and Health**

Health, physical education

**Degree Requirements**

"Any curriculum leading to the Bachelor's degree consists of at least 120 semester hours of credit and must include:

Group I ... at least 12 semester hours
Group II ... at least 12 semester hours
Group III ... at least 12 semester hours
Group IV ... at least 20 semester hours
Rhetoric ... at least 6 semester hours

"The remaining semester hours may be selected from the courses regularly offered by the college, subject to the following restrictions:

1. Not more than 40 semester hours may be taken in any one subject.
2. At least two-thirds of the work beyond the second year must be in courses not open to first year students.
3. The student must complete a major subject of at least 24 semester hours and at least two minor subjects of not less than 15 semester hours. (See page 47). Credits in the required Rhetoric and credits in Education which are required in general on all curricula do not count toward majors or minors.
4. No candidate is eligible for the bachelor's degree who has not done at least 30 semester hours of work in residence and who has not been in residence during the semester or summer session immediately preceding graduation. (An exception is made in the combined pre-professional curricula. See pages 73 to 82).
5. Courses must be selected so that the requirements in some one of the provisional certificate curricula are fulfilled. (In certain cases this requirement may be waived.)"
Major, Minor, and Group Requirements

Regulations and Suggestions

1. In all cases the student should have faculty advice before making his elections.

2. Group requirements I, II, and III, may be satisfied through the use of major and minor sequences.

3. The following courses are not to be counted as satisfying major and minor requirements:
   a. Required courses in rhetoric (See Group I).
   b. Uniformly required courses in education listed under Group IV: Educational Psychology 250, Principles of Teaching 240 or 251, Foundations of Modern Education 353, and Directed Teaching 371, 372.
   c. Courses in the teaching of school subjects or "professional" courses, numbered 300T to 302T. (These give credit in education.)

4. It is preferable not to use education as a major or minor in any undergraduate curriculum.

5. Students and faculty advisers in planning programs to fulfill major, minor, and group requirements, should be guided by the following:
   a. Previous courses in the field pursued by the student, both in high school and college.
   b. The student’s special interests and abilities.
   c. The value of courses for cultural development.
   d. The usefulness of courses for teaching or professional preparation.
   e. The applicability of courses toward graduate study.
   f. The curriculum to be pursued.

6. A student who desires recommendation for a position in teaching of a special subject should present at least a minor of 15 semester hours in that field.

A major and three minors would constitute desirable preparation for a secondary-school teacher.

A major and two minors, or four minors, are to be included in the preparation of the elementary-school teacher. (See footnotes pages 58 and 62 of Early and Later Elementary Curricula.)

7. In so far as possible major and minor programs should include year-sequences of consecutive courses or consecutive-coherent courses. The former are numbered sequentially, the latter are lettered sequentially. (See page 34.) Such groupings are made because of essential prerequisites, logical relationships, or obvious supplementation. Programs may be completed with other isolated courses.

8. Isolated or short-sequential requirements of particular curricula need not necessarily be excluded from major or minor groupings, except those listed in 3 above. Examples of such that could be applied to major or minor groupings are:

   Home Economics requirement of 8 semester hours of chemistry could be counted toward a chemistry minor. The Early Elementary requirement of two courses in art could be applied to an art minor. The curriculum in Physical Education for Men requires in Group II, biology, hygiene, anatomy, and physiology, which could be included as part of a biology minor fulfillment.

9. Valuable correlations or integrations may be secured by noting relationships between fields, such as the literature and history of the same country or period, or history and government, geography and history, science and the fields in which it functions, etc. Minors may on such a basis be related to majors.

10. Illustrations of major, minor, and year groupings are usually listed in the introductory paragraphs of the “Details of Departmental Courses,” pages 84 to 111 and/or in the footnotes of curricula.
It is permissible to use as a minor a combination of courses in related departments, such as Economics, History, Political Science, and Sociology.

It is not permissible to combine languages, such as French, German, Latin and Spanish for a major or minor. The major or minor must be in one language only.

It is not permissible to combine Mathematics with other courses in Group II for a major or minor sequence.

REQUIREMENTS FOR GRADUATION

Degrees and Certificates

The State Board of Education for the State of Michigan, on recommendation of the president and faculty of Western State Teachers College, confers degrees and grants teachers' certificates as follows:

1. The degree of Bachelor of Arts and the degree of Bachelor of Science.

2. The State Elementary Provisional Certificate, which qualifies the holder to teach, for a period of five years from date of issue, in the elementary grades (kindergarten to eighth) in any public school in Michigan. (See Notes 1 and 2.)

3. The State Secondary Provisional Certificate, which qualifies the holder to teach, for a period of five years from date of issue, in the secondary grades (seventh to twelfth) in any public school in Michigan, in subjects or subject fields indicated on the certificate. (See Notes 3 and 4.)

4. The State Limited Certificate, which qualifies the holder to teach in the State of Michigan, for a period of three years from date of issue, in any primary-school district or in any graded-school district not maintaining grades above the eighth. (See Note 6.)

Note 1. The holder of the State Elementary Provisional Certificate may be issued the State Elementary Permanent Certificate, provided the candidate shall have met the following conditions:

(a) Application must be made to the college within one year following the expiration of the State Elementary Provisional Certificate.

(b) The candidate must submit satisfactory evidence that he has taught successfully during the life of the certificate for not less than three years in elementary schools in the state of Michigan.

Note 2. The holder of a State Elementary Provisional Certificate or a State Elementary Permanent Certificate may qualify for a State Secondary Provisional Certificate by meeting the following additional minimum requirements:

(a) Completion of at least six additional semester hours specifically in the field of secondary education. These additional hours must be completed after the date of issue of the elementary provisional certificate. (Applicants who have completed a program leading to a Master's degree, and who have met the specific requirements for the State Elementary Provisional Certificate and the State Secondary Provisional Certificate may be granted both certificates.)

(b) Completion of one major of 24 semester hours.

(c) The training institution shall appraise the credentials of the candidate, recommend specific subjects, and obtain the approval of the director of teacher training and certification before the candidate enrolls.

Note 3. The holder of the State Secondary Provisional Certificate may be
issued the state Secondary Permanent Certificate provided the candidate shall have met the following conditions:

(a) Application must be made to the college within one year following the expiration of the State Secondary Provisional Certificate.

(b) The candidate must submit satisfactory evidence that he has taught successfully during the life of the certificate for not less than three years in secondary schools in the state of Michigan.

(c) The candidate must have earned in addition ten semester hours of acceptable resident college credit.

Note 4. The holder of a State Secondary Provisional Certificate or a State Secondary Permanent Certificate may qualify for a State Elementary Provisional Certificate by meeting the following minimum requirements:

(a) Completion of at least six additional semester hours, specifically in the field of elementary education. These additional hours must be completed after the date of issue of the State Secondary Provisional Certificate. (Applicants who have completed a program leading to a Master's degree, and who have met the specific requirements for the State Elementary Provisional Certificate and the State Secondary Provisional Certificate may be granted both certificates.)

(b) The academic training shall include four minors, or a major (may be a group major) and two minors; the equivalent of two minors must be in subjects or subject fields taught in the elementary grades.

(c) The training institution shall appraise the credentials of the candidate, recommend specific subjects, and obtain the approval of the director of teacher training and certification before the candidate enrolls.

Note 5. Special curricula leading to both elementary and secondary certificates: Applicants who graduate from specific four-year curricula, such as fine art, industrial art, library science, music, physical education, public health, etc., shall be granted certificates to teach in elementary and secondary grades when the candidate qualifies in both fields.

Note 6. A candidate presenting credits as a graduate of a Michigan County Normal School and who in addition thereto presents entrance credits satisfying the requirements of this institution shall be granted:

(a) Toward the Provisional Certificate, 25 semester hours;

(b) Toward the State Limited Certificate, 25 semester hours.

Note 7. Not more than one-fourth of the number of hours necessary for any certificate or degree may be taken in extension or by correspondence or both. Such credit, however, cannot be applied to modify the minimum or final residence requirements.

Note 8. No teacher's certificate will be granted to any person who is less than eighteen years of age.

Note 9. No teacher's certificate will be granted to any person who is not a citizen of the United States or who has not declared his intention of becoming a citizen.

"Important Directions to Holders of Limited Certificates Based on the Michigan Teachers' Certification Code"

Caution: No person can be employed to teach in any school district unless he is legally qualified by holding a valid certificate. In order that the holder
of any limited certificate may retain without interruption his status as a legally qualified teacher, he must make application for renewal to the State Board of Education between April 1 and September 1 of the year the certificate expires; if the candidate on the expiration of the certificate does not arrange for renewal as here stated, he will forfeit his status as a legally qualified teacher, and therefore will not be permitted to teach. He will, however, remain eligible to make application for renewal until June 30 of the year following expiration of his certificate after which date renewal privileges are canceled.

A. To the holder of the State Limited Certificate or of the State Limited Renewal Certificate.

1. The holder of a State Limited Certificate may be issued (five times) a State Limited Renewal Certificate provided the candidate shall have met the following conditions:
   (a) Subsequent to the date of issue of the last certificate held, the candidate must have acquired 10 semester hours of credit, of an average grade of "C" or better, earned in an institution or accepted by an institution approved by the State Board of Education. These credits must be applicable toward the requirements of the curriculum prescribed for the State Provisional Certificate eventually desired. Not less than 5 semester hours must be earned in residence; the remainder may be earned in extension study but of this not to exceed 3 semester hours may be correspondence study credit.
   (b) In order to assure that the credits earned toward renewal will apply on the State Provisional Certificate curriculum at the institution where the candidate intends to qualify eventually for that certificate, the candidate should arrange in advance in each case to have his course selections approved by that institution. Also all credits wherever earned should be submitted to that institution for evaluation and by it transmitted to the State Board of Education with recommendations.

B. To the holder of the County Limited Certificate or of the County Limited Renewal Certificate.

1. The holder of a County Limited Certificate may be issued (two times) a County Limited Renewal Certificate each valid for two years provided the candidate shall have met the following conditions:
   (a) Subsequent to the date of issue of the last certificate held, the candidate must have acquired 10 semester hours of credit, of an average grade of "C" or better, earned in an institution or accepted by an institution approved by the State Board of Education. These credits must be applicable toward the requirements of the curriculum prescribed for the State Limited Certificate and for the State Provisional Certificate. Not less than 5 semester hours must be earned in residence. The remainder may be earned in extension study but of this not to exceed 3 semester hours may be correspondence study credit.
   (b) In order to assure that the credits earned toward renewal will apply on the State Limited Certificate curriculum and on the State Provisional Certificate curriculum at the institution where the candidate intends to qualify for either certificate, the candidate should arrange in advance in each case to have his course selections approved by that institution. Also all credits wherever earned should be submitted to that institution for evaluation and by it transmitted to the State Board of Education with recommendations.

NOTE:—The above statement has been approved by the State Board of Education."
Academic and Resident Requirements for Degrees and Certificates

1. For the Bachelor's Degree the candidate shall—
   a. present credits satisfying a prescribed curriculum aggregating 120 semester hours;
   b. have satisfactorily completed in residence at this institution at least 30 semester hours;
   c. have been in residence at this institution the semester or summer session immediately preceding graduation;
   d. satisfy the requirements for the provisional certificate. (In certain cases this requirement may be waived.)

2. For the State Elementary Provisional Certificate the candidate shall—
   a. present credits satisfying a prescribed curriculum aggregating 120 semester hours;
   b. have satisfactorily completed in residence at this institution at least 30 semester hours;
   c. have been in residence at this institution the semester or summer session immediately preceding graduation;
   d. satisfy the requirements for the Bachelor's Degree.

3. For the State Secondary Provisional Certificate the candidate shall—
   a. present credits satisfying a prescribed curriculum aggregating 120 semester hours;
   b. have satisfactorily completed in residence at this institution at least 30 semester hours;
   c. have been in residence at this institution the semester or summer session immediately preceding graduation;
   d. satisfy the requirements for the Bachelor's Degree.

4. For the State Limited Certificate the candidate shall—
   a. present credits satisfying a prescribed curriculum aggregating 60 semester hours;
   b. have satisfactorily completed in residence in this institution 15 semester hours;
   c. have been in residence in this institution the semester or summer session immediately preceding graduation;
   d. if the candidate for the State Limited Certificate shall have entered as a graduate from a Michigan County Normal School, he shall complete in residence in this institution at least 30 semester hours.

Degrees Defined

BACHELOR OF ARTS

The student who regularly completes a curriculum conforming to the degree requirements and embracing at least 90 semester hours from Groups I, II, and III, including at least 8 semester hours in one foreign language, is eligible for the degree of Bachelor of Arts. If two or more units of one foreign language are presented for entrance, the requirements for foreign language may be waived.

BACHELOR OF SCIENCE

1. The student who regularly completes a curriculum conforming to the degree requirements and embracing more than 30 semester hours from Groups IV, V, VI, and VII, is eligible for the degree of Bachelor of Science.

2. The student who otherwise qualifies for the degree of Bachelor of Arts and who has earned at least 54 semester hours in Group II may at his option receive either the Bachelor of Science or the Bachelor of Arts degree.
SPECIAL NOTE

Students, who do not have in mind preparation for teaching, may elect basic courses which provide a general education or which satisfy preliminary requirements for other professional curricula. When such a program of work is carried on for four years and conforms to the degree requirements stated on pages 46 to 52, except the professional requirement in Group IV, the degree of Bachelor of Arts or Bachelor of Science may be granted without the teaching certificate.

Additional Regulations Governing Students at Western State Teachers College

1. All freshmen must carry Rhetoric 106 A, B.
2. At the end of the sophomore year all students must have had at least six class hours of physical education.
3. In general, freshmen should not elect two courses in a single department in the same semester. No student should elect more than seven semester hours in a single department in the same semester.
4. All students who expect to receive a degree must present at least 8 semester hours of credit in rhetoric.
5. Not more than a total of 60 semester hours of credit from Groups IV, V, VI, and VII may be accepted for either the Bachelor of Arts or the Bachelor of Science degree.
6. Before being admitted to the regular program of work of the third year, a candidate for a teaching certificate shall have earned at least 8 semester hours in each of the groups I, II, and III. He shall have maintained at least a C average for work already completed and shall give evidence of his fitness for teaching.
7. To satisfy the minimum requirements in Groups I, II, and III, the student shall not present a series of isolated courses.
8. All students who are planning to pursue the program of work of the third and fourth years leading to certification are required to present a credit in General Psychology 200 or its equivalent. This course is not required in the General Degree curriculum. (See Special Note above.)
9. All students who expect to obtain a degree and teaching certificate are required to present credits in the following courses: Educational Psychology 250 A, B; Principles of Teaching 240 or 251; Foundations of Modern Education 353; Directed Teaching 371, 372.
10. A student will not be permitted to carry directed teaching, unless his point-hour ratio is at least 1.0.
GRADUATE STUDY

DIVISIONS OF GRADUATE STUDY AT TEACHERS COLLEGES
in cooperation with
THE UNIVERSITY OF MICHIGAN

Graduate study in cooperation with the University of Michigan has been carried on at Western State Teachers College since February, 1939. One hundred fifty-four graduate students attended the summer session of 1939.

The cooperative arrangement with the University provides that all courses shall be given either by members of the University faculty or by members of the faculty of Western State Teachers College who have been appointed to the staff of the Graduate School of the University of Michigan. The Graduate School of the University supervises the work, admits students, keeps students' records, and confers all degrees. Credits earned at Western State Teachers College count as residence work. Any or all of the work for a master's degree may be earned here. However, if three-quarters or more of the credit for the master's degree is earned here, that fact is indicated on the student's diploma.

The following regulations have been adopted by the Graduate School or by our Graduate Council to govern the work and activities of all graduate students. It is recommended that these regulations be carefully studied:

1. The fee for the summer session is $35.00.

2. The maximum amount of graduate work which may be carried by a student in a summer session is six semester hours. If a student has a part-time position or job, or if he carries one or more undergraduate courses, the number of hours of graduate work he may carry will be reduced in proportion to the amount of his time which is consumed by such outside work. A reduced schedule requires permission from the chairman of the Graduate Council, who serves as director of the Graduate Division.

3. Health service and other non-academic services of Western State Teachers College are free to graduate students.

4. Graduate students are subject to the rules of the Dean of Men and the Dean of Women and to other general regulations of this institution.

5. New students should apply for admission and have a transcript of undergraduate credits sent to the Dean of the Horace H. Rackham School of Graduate Studies, University of Michigan, Ann Arbor, Michigan, at least three weeks before the opening of the summer session. The transcript must not be sent by the student himself, but by the institution from which he graduated. The application for admission should indicate a field of specialization, the name of the college from which graduated, the year of graduation, and the degree or degrees obtained.

6. Registration for the summer session will be on Saturday, June 22, and Monday, June 24, 1940, from 9:00 A. M. to 12:00 A. M. and from 1:00 P. M. to 4:00 P. M. All students who enroll later than June 24, 1940, must pay a late-enrollment fee. Alteration in a student's program will not be permitted after Monday, July 1, 1940.

7. Summer session opens on Saturday, June 22, and closes Friday, August 2, 1940. Classes begin on June 25, 1940.

8. Twenty-four semester hours of graduate credit chosen with the advice and approval of the University Adviser to Teachers Colleges, Dr. Clifford Woody, plus a master's thesis are required for graduation. Eighteen hours of this graduate credit must be residence credit, earned either at the University or at a Michigan Teachers College. In certain cases students may apply for the privilege of taking six extra hours of credit instead of writing a thesis. However, this application may be made only after twelve hours of credit
have been earned. A student must complete his work for the master’s degree within six years after his first enrollment in the Graduate School.

9. Students who desire credit must meet all the requirements set by the instructor. These include attendance, collateral reading reports, term papers, examinations, etc. An average grade of B is required for graduation. A grade lower than B (i.e. B- or C) for a given subject does not necessarily bar a student from obtaining credit for a graduate course, provided such a grade is balanced by other work of uniformly high character.

10. Each student working toward a master’s degree is expected to acquire an intimate knowledge of his field of study and of the methods employed in that field, so that he will be able to examine his field in an independent and critical spirit. As a mere accumulation of credits is not advisable, the student should have a fairly complete program of studies in view before enrolling in any course. The chairman of the Graduate Council will assist the student in formulating such a program and in recording it on the Schedule of Study blank (Form 4905), which must be reviewed by the Graduate Adviser to Teachers Colleges of the University and submitted by him for approval to the Dean of the Graduate School.

11. Generally speaking, prerequisites for courses offered in our graduate program are, in addition to graduation from a four-year curriculum in an accepted college or university, one year of work of college grade in the field of the subject elected. In some cases, however, courses may require specific prerequisites or an amount of prerequisite credit in excess of this general requirement.

All graduate courses offered here are two-hour courses. Eleven such courses were offered in the summer of 1939, and fourteen will be offered in the summer of 1940. An attempt is made to keep the work balanced by offering a considerable proportion of the courses in cognate fields, and at the same time giving those courses in education for which there is the greatest demand.
**THE CURRICULA**

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

Specific details and requirements in the various fields of specialization are outlined on the following pages. All of the curricula detailed conform to the general requirements for degrees and certificates and, at the same time, indicate the courses which should be pursued by students preparing to teach in the fields described.

1. Degree and Provisional Certificate Curricula

<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>56</td>
</tr>
<tr>
<td>Commerce</td>
<td>57</td>
</tr>
<tr>
<td>Early Elementary</td>
<td>58</td>
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<tr>
<td>General Degree</td>
<td>73</td>
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<tr>
<td>Home Economics</td>
<td>59</td>
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<tr>
<td>Industrial Arts</td>
<td>60</td>
</tr>
<tr>
<td>Junior-High School</td>
<td>61</td>
</tr>
<tr>
<td>Later Elementary</td>
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</tr>
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<td>Music</td>
<td>63</td>
</tr>
<tr>
<td>Physical Education for Men</td>
<td>64</td>
</tr>
<tr>
<td>Physical Education for Women</td>
<td>65</td>
</tr>
<tr>
<td>Pre-Professional</td>
<td>74 to 83</td>
</tr>
<tr>
<td>Rural Elementary</td>
<td>66</td>
</tr>
<tr>
<td>Rural High School</td>
<td>68</td>
</tr>
<tr>
<td>Senior High School</td>
<td>69</td>
</tr>
<tr>
<td>Special Education</td>
<td>70 to 72</td>
</tr>
</tbody>
</table>

2. Specific details for the two-year curriculum leading to a three-year certificate in Rural Elementary Education are outlined on page 67.
ART CURRICULUM

B.S. Degree

(For the preparation of teachers and supervisors of art)

Group I. Language and Literature .................................. 12 semester hours
Rhetoric (in addition) ................................................. 8 semester hours

Group II. Science .......................................................... 12 semester hours
General Psychology 200 (in addition) ................................ 3 semester hours

Group III. Social Science .................................................. 12 semester hours
Including two semester hours of political science

Group IV. Education
Educational Psychology 250 ............................................ 3 semester hours
Principles of Teaching 251 ............................................. 2 semester hours
Foundations of Modern Education 353 ............................... 2 semester hours
Art Observation 300T .................................................... 2 semester hours
Art Supervision 302T .................................................... 3 semester hours
Directed Teaching 371, 372 ........................................... 8 semester hours

Group V. Fine Arts
Art Structure 106 ....................................................... 3 semester hours
Industrial Art 110 ......................................................... 2 semester hours
Elementary Design 105 ................................................... 3 semester hours
Figure Drawing 205 ....................................................... 3 semester hours
Art Composition 208 ...................................................... 2 semester hours
History of Art 213A, B ................................................... 6 semester hours
Commercial Art 214 ....................................................... 3 semester hours
Demonstration Drawing 306 ............................................. 2 semester hours
Advanced Design 309 ..................................................... 3 semester hours
Advanced Figure Drawing 305 ......................................... 2 semester hours
Advanced Art Composition 308 ......................................... 2 semester hours
Art electives ............................................................... 4-9 semester hours

Group VII. Physical Education and Health
Physical education: Women are required to take ten class hours including Physical Education 100 and one individual sport. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)
Electives (not in art) ..................................................... 13-18 semester hours

Note.—1. A course in library methods is required.
2. The academic training shall include a major and two minors in subjects or subject fields in which the applicant expects to teach.
COMMERCE CURRICULUM

B.S. Degree

(For the preparation of teachers of commerce and economics. Students interested in general business administration are advised to consult the General Degree Curriculum, page 73, and the Pre-Professional suggestions on page 74.)

Group I. Language and Literature .................................................. 12 semester hours
   Rhetoric (in addition) ......................................................... 8 semester hours

Group II. Science
   Biology, botany, chemistry, geology, physics, zoology ........ 6-8 semester hours
   Mathematics 100A, B, C; or 103A, B; or 104A, B .................. 8-10 semester hours
   General Psychology 200 ...................................................... 3 semester hours

Group III. Social Science
   Principles of Economics 220A, B ........................................... 6 semester hours
   Electives in economics ....................................................... 6 semester hours
   Survey of American Government 334 ....................................... 2 semester hours

Group IV. Education
   Educational Psychology 250 .................................................. 3 semester hours
   Principles of Teaching 251 .................................................... 2 semester hours
   Foundations of Modern Education 253 ..................................... 2 semester hours
   Directed Teaching 371, 372 ................................................... 8 semester hours
   Teaching of Vocational Business Subjects 300T ....................... 2 semester hours
   Teaching of Social Business Subjects 301T ............................. 2 semester hours
   Elective ................................................................................. 2 semester hours

Group VI. Practical Arts
   Introduction to Business 110 ................................................. 3 semester hours
   Retail Selling and Store Service 330 ...................................... 3 semester hours
   A combination of 1, 2, and 4 or a combination of 2, 3, and 4
   from the following:
   (1) Shorthand and Typewriting 100A, B .................................. 8 semester hours
   (2) Accounting 210A, B and 311 .............................................. 9 semester hours
   (3) Cost Accounting 310A, B ................................................... 6 semester hours
   (4) Business Law 320A, B ....................................................... 6 semester hours

Group VII. Physical Education and Health
   Physical education: Women are required to take ten class
   hours, including Physical Education 100, and one individual
   sport. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class
   work for one semester.)

   Electives ............................................................................... 15-21 semester hours

Note.—1. A course in library methods is required.
   2. The academic training shall include a major and two minors in subjects
   or subject fields in which the applicant expects to teach.
EARLY ELEMENTARY CURRICULUM

B.S. Degree

(For the preparation of teachers of the Kindergarten and of Grades 1 and 2)

Group I. Language and Literature ................................................. 12 semester hours
   Rhetoric (in addition) ......................................................... 8 semester hours
   Fundamentals of Speech 105A (in addition) .................................... 3 semester hours

Group II. Science ........................................................................ 12 semester hours
   Nature Study 231A or 231B (in addition) ......................................... 4 semester hours
   General Psychology 200 (in addition) ........................................... 3 semester hours

Group III. Social Science ................................................................. 12 semester hours
   Including two semester hours of political science

Group IV. Education
   Educational Psychology 250 .......................................................... 3 semester hours
   Principles of Teaching 251 ............................................................ 2 semester hours
   Psychology of Reading 212 ............................................................ 3 semester hours
   Foundations of Modern Education 353 .............................................. 2 semester hours
   Early Elementary Education 200, 305A, B ......................................... 9 semester hours
   Psychology of Childhood 306 ........................................................ 3 semester hours
   Teaching of Handwriting 100T ...................................................... 3 semester hours
   Directed Teaching 371, 372 ......................................................... 8 semester hours

Group V. Fine Arts
   Art Structure 106 ......................................................................... 3 semester hours
   Illustrative Handwork 107 ............................................................ 3 semester hours
   Early Elementary Music 104 ........................................................... 3 semester hours

Group VII. Physical Education and Health
   Physical education: Women are required to take ten class hours, including Physical Education 100, one individual sport, and Early Elementary Physical Education 330.
   (A class hour is to be interpreted to mean one hour of class work for one semester.)

Electives ............................................................................................ 25 semester hours

Note.—1. A course in library methods is required.
   2. The academic training shall include four minors, or a major (this may be a group major) and two minors. The equivalent of two minors must be in subjects or subject fields taught in the elementary grades.
HOME ECONOMICS CURRICULUM

B.S. Degree

(For the preparation of students for home living and of teachers of vocational home economies.)

Group I. Language and Literature .................................. 12 semester hours
    Rhetoric (in addition) ........................................ 8 semester hours

Group II. Science
    Biology 100A .................................................. 4 semester hours
    Chemistry 105A, B ............................................. 8 semester terms
    Hygiene 112 .................................................... 2 semester terms
    General Psychology 200 ....................................... 3 semester hours
    Household Physics 202 ........................................ 2 semester hours

Group III. Social Science
    Economics of Consumption 223 ................................ 3 semester hours
    Principles of Sociology 241 .................................. 3 semester hours
    Electives, including two semester hours of political science 6 semester hours

Group IV. Education
    Educational Psychology 250 .................................. 3 semester hours
    Principles of Teaching 251 ................................... 2 semester hours
    Problems in Home Economics Education 300T .................... 5 semester hours
    Foundations of Modern Education 353 ........................ 2 semester hours
    Directed Teaching 371, 372 .................................. 8 semester hours
    Elective ......................................................... 2 semester hours

Group V. Fine Arts
    Elementary Design 105 ......................................... 2 semester hours
    Costume Design 209 ............................................. 2 semester hours
    Home Furnishings 221 .......................................... 2 semester hours

Group VI. Home Economics
    Problems in Home Living for Young Women 100 .................. 1 semester hour
    Clothing Clinic and Textiles 103 ................................ 3 semester hours
    Foods 111 ....................................................... 3 semester hours
    Clothing 205 .................................................... 3 semester hours
    Nutrition 211 .................................................... 3 semester hours
    Family Clothing 305 ............................................ 3 semester hours
    Advanced Foods 311 ............................................ 3 semester hours
    Quantity Food Management 312 ................................ 2 semester hours
    Home Management 322 .......................................... 2 semester hours
    Home Nursing and Family Health 323 .......................... 2 semester hours
    Home Management Practice 324 ................................ 3 semester hours
    Marriage and Family Relationships 325 ....................... 2 semester hours
    Child Development 326 ......................................... 3 semester hours

Group VII. Physical Education and Health
    Physical education: Women are required to take ten class hours, including Physical Education 100 and one individual sport. (A class hour is to be interpreted to mean one hour of class work for one semester.)
    Electives ....................................................... 10 semester hours

Note.—1. A course in library methods is required.
    2. One minor subject of 15 semester hours is required besides the major in home economics and the minor in science listed above.
INDUSTRIAL ARTS CURRICULUM

B.S. Degree

(For the preparation of teachers and supervisors of industrial arts)

Group I. Language and Literature .................................. 12 semester hours
Rhetoric (in addition) ........................................... 8 semester hours

Group II. Science .................................................. 12 semester hours
General Psychology 200 (in addition) ......................... 3 semester hours

Group III. Social Science ........................................... 12 semester hours
Including two semester hours of political science

Group IV. Education
Educational Psychology 250 ................................... 3 semester hours
Principles of Teaching 251 .................................. 2 semester hours
Foundations of Modern Education 353 ....................... 2 semester hours
Shop Organization 300T ...................................... 1 semester hour
Teaching of Industrial Arts 301T .............................. 3 semester hours
Directed Teaching 371, 372 .................................. 8 semester hours
Elective ............................................................. 2 semester hours

Group V. Fine Arts
Art Structure 106 ................................................. 3 semester hours

Group VI. Practical Arts
Printing 140A ..................................................... 3 semester hours
Mechanical Drawing 121A, B .................................. 5 semester hours
Advanced Benchwork 106 ..................................... 3 semester hours
General Shop 202 .................................................. 3 semester hours
Woodfinishing 207 ............................................... 3 semester hours
General Metal 130A .............................................. 3 semester hours
Electives in industrial arts .................................. 14-17 semester hours

Group VII. Physical Education and Health
Physical education: Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)

Electives (not in industrial arts) .............................. 12-15 semester hours

Note.—1. A course in library methods is required.
2. Students who enter without high-school physics must elect Introduction to Physics 105A, B.
3. Ordinarily students will be required to take Applied Mathematics 112 and Electricity 160. Those who elect a year of college physics are not required to take either Applied Mathematics 112 or Electricity 160. Those who elect a year of college mathematics are not required to take Applied Mathematics 112.
4. The academic training shall include a major and two minors in subjects or subject fields in which the applicant expects to teach.
## JUNIOR HIGH SCHOOL CURRICULUM

**A.B. or B.S. Degree**

(For the preparation of teachers of Grades 7, 8, and 9)

<table>
<thead>
<tr>
<th>Group I. Language and Literature</th>
<th>12 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>8 semester hours</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II. Science</th>
<th>12 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology 200 (in addition)</td>
<td>3 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III. Social Science</th>
<th>12 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including two semester hours of political science</td>
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</table>

<table>
<thead>
<tr>
<th>Group IV. Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology 250</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Principles of Teaching 251</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Foundations of Modern Education 353</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Principles of Secondary Education 320</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Special Methods (e.g. Teaching of English 300T)</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Directed Teaching 371, 372</td>
<td>8 semester hours</td>
</tr>
<tr>
<td>Teaching of Handwriting 100T</td>
<td>2 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VII. Physical Education and Health</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Physical education: Women are required to take ten class hours, including Physical Education 100, one individual sport, and Junior- and Senior-High-School Physical Education 332. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)</td>
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</tbody>
</table>

| Electives                               | 51 semester hours |

**Note.—**
1. A course in library methods is required.
2. The academic training shall include a major and two minors in subjects or subject fields in which the applicant expects to teach.
3. The major and minors must involve subjects regularly taught in the junior-high-school grades.
LATER ELEMENTARY CURRICULUM
A.B. or B.S. Degree
(For the preparation of teachers of grades 3, 4, 5, and 6)

Group I. Language and Literature ........................................ 12 semester hours
Rhetoric (in addition) ........................................ 8 semester hours
Literature for Children 203 (in addition) .................................. 3 semester hours

Group II. Science
Biology, chemistry, geology, mathematics, physics .................. 8 semester hours
Geography ........................................ 8 semester hours
Nature Study 231A or 231B ........................................ 4 semester hours
Hygiene 112 ........................................ 2 semester hours
General Psychology 200 ........................................ 3 semester hours

Group III. Social Science ........................................ 16 semester hours
Including two semester hours of political science

Group IV. Education
Educational Psychology 250 ........................................ 3 semester hours
Principles of Teaching 251 ........................................ 2 semester hours
Psychology of Reading 212 ........................................ 3 semester hours
Later Elementary Education 312 ........................................ 3 semester hours
Teaching of Handwriting 100T ........................................ 2 semester hours
Foundations of Modern Education 353 ........................................ 2 semester hours
Directed Teaching 371, 372 ........................................ 8 semester hours

Group VII. Physical Education and Health
Physical education: Women are required to take ten class hours, including Physical Education 100, one individual sport, and Later-Elementary Physical Education 331. (A class hour is to be interpreted to mean one hour of class work for one semester).

Electives ........................................ 33 semester hours

Note.—1. A course in library methods is required.
2. Students must elect three of the following courses that are in the line of major interest:
   Group IV
   Arithmetic 101T
   Teaching of Geography 300T
   Teaching of Social Studies 300T
   Group V
   Later Elementary Music 107
   Art Structure 106
3. The academic training shall include four minors, or a major (this may be a group major) and two minors. The equivalent of two minors must be in subjects or subject fields taught in the elementary grades.
MUSIC CURRICULUM
B.S. Degree
(For the preparation of teachers and supervisors of music)

Group I. Language and Literature ............................................. 12 semester hours
Rhetoric (in addition) ......................................................... 8 semester hours

Group II. Science ................................................................. 12 semester hours
General Psychology 200 (in addition) ........................................ 3 semester hours

Group III. Social Science ....................................................... 12 semester hours
Including two semester hours of political science.

Group IV. Education
Educational Psychology 250 .................................................... 3 semester hours
Principles of Teaching 251 ..................................................... 2 semester hours
Foundations of Modern Education 353 ....................................... 2 semester hours
Music Education 300T, 301T, 302T ............................................. 6 semester hours
Directed Teaching 371, 372 ..................................................... 8 semester hours

Group V. Fine Arts
Fundamentals of Music 105A, B ............................................... 6 semester hours
Voice Culture 116A, B, 216A, B ............................................... 8 semester hours
Harmony 200A, B ................................................................. 8 semester hours
History of Music 212A .......................................................... 4 semester hours
Music Appreciation 212B ....................................................... 4 semester hours
Advanced Harmony and Musical Analysis 320A, B ......................... 6 semester hours
(An elective in music may be substituted)
Orchestration 321A ............................................................ 2 semester hours
Elective in Music ................................................................. 2 semester hours

Group VII. Physical Education and Health
Physical education: Women are required to take ten class hours, including Physical Education 100 and one individual sport. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)

Electives (not in music) ...................................................... 12 semester hours

Note.—1. A course in library methods is required.
2. Membership in the orchestra, vocal ensemble, or band is required of all students during the entire four-year course.
3. The academic training shall include a major and two minors in subjects or subject fields in which the applicant expects to teach.
WESTERN STATE TEACHERS COLLEGE

PHYSICAL EDUCATION FOR MEN CURRICULUM

B.S. Degree

(For the preparation of teachers and supervisors of physical education for men)

<table>
<thead>
<tr>
<th>Group I. Language and Literature</th>
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<tbody>
<tr>
<td>Rhetoric (in addition)</td>
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<tr>
<td>Fundamentals of Speech 105A (in addition)</td>
<td>3 semester hours</td>
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<thead>
<tr>
<th>Group II. Science</th>
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<tbody>
<tr>
<td>General Biology 100A</td>
<td>4 semester hours</td>
</tr>
<tr>
<td>Hygiene 112</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Anatomy 211A</td>
<td>4 semester hours</td>
</tr>
<tr>
<td>Physiology 211B</td>
<td>4 semester hours</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>3 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III. Social Science</th>
<th>12 semester hours</th>
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<tbody>
<tr>
<td>Including two semester hours of political science</td>
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</table>

<table>
<thead>
<tr>
<th>Group IV. Education</th>
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</thead>
<tbody>
<tr>
<td>Educational Psychology 250</td>
<td>3 semester hours</td>
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<tr>
<td>Principles of Teaching 251</td>
<td>2 semester hours</td>
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<tr>
<td>Psychology of Coaching 301T</td>
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<tr>
<td>Foundations of Modern Education 353</td>
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<tr>
<td>Organization and Administration of Physical Education 302T</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Directed Teaching 371, 372</td>
<td>8 semester hours</td>
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</table>

<table>
<thead>
<tr>
<th>Group VII. Physical Education and Health</th>
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</thead>
<tbody>
<tr>
<td>History and Principles of Physical Education 206</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>First Aid and Athletic Training 306</td>
<td>3 semester hours</td>
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<tr>
<td>Principles and Technique of Gymnastic Teaching 305</td>
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<tr>
<td>Kinesiology 308</td>
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<td>Fundamentals and Technique of Football 208</td>
<td>2 semester hours</td>
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<td>Fundamentals and Technique of Basketball 209</td>
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<td>Physiology of Exercise 307</td>
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<tr>
<td>Fundamentals and Technique of Baseball 210</td>
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<tr>
<td>Fundamentals and Technique of Track and Field 211</td>
<td>2 semester hours</td>
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<tr>
<td>Tests and Measurements in Physical Education 309</td>
<td>3 semester hours</td>
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<tr>
<td>General Athletics 105A, B</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Swimming 310</td>
<td>1 semester hour</td>
</tr>
<tr>
<td>Camping and Scouting 207</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Advanced Athletics 205A, B</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Playground and Community Recreation 320</td>
<td>3 semester hours</td>
</tr>
</tbody>
</table>

| Electives (not in physical education)   | 14 semester hours |

Note.—1. A course in library methods is required.
2. The academic training shall include a major and two minors in subjects or subject fields in which the applicant expects to teach.
PHYSICAL EDUCATION FOR WOMEN CURRICULUM

B.S. Degree

(For the preparation of teachers and supervisors of physical education for women)

Group I. Language and Literature

- Rhetoric (in addition) .................................................. 8 semester hours
- Fundamentals of Speech 105A (in addition) .................... 3 semester hours

Group II. Science

- Biology 100A, B ............................................................ 8 semester hours
- Hygiene 112 .................................................................... 2 semester hours
- Anatomy 211A .................................................................. 4 semester hours
- Physiology 211B ............................................................. 4 semester hours
- General Psychology 200 ................................................... 3 semester hours

Group III. Social Science ..................................................... 12 semester hours

Including two semester hours of political science

Group IV. Education

- Educational Psychology 250 ............................................. 3 semester hours
- Principles of Teaching 251 ............................................... 2 semester hours
- Foundations of Modern Education 353 .............................. 2 semester hours
- Methods in Physical Education 300T ................................. 3 semester hours
- Administration and Organization of Physical Education 301T .................................................. 2 semester hours
- Directed Teaching 371, 372 ............................................. 8 semester hours

Group V. Fine Arts

- Music Construction 110 .................................................... 2 semester hours

Group VII. Physical Education and Health

- Introduction to Physical Education 170 ............................. 2 semester hours
- First Aid 271 ................................................................... 1 semester hour
- Playground Organization 270A, B .................................... 4 semester hours
- Applied Anatomy 273 ..................................................... 3 semester hours
- Theory of Athletics 274A, B, C ....................................... 6 semester hours
- Theory of Swimming 275 ............................................... 1 semester hour
- Theory of the Dance 370 .................................................. 1 semester hour
- Individual Gymnastics 373 ............................................. 3 semester hours
- Principles of Physical Education 374 ............................... 2 semester hours
- Modern Problems in Physical Education 375 ...................... 2 semester hours
- Community Recreation, Scouting, Camp Fire 376 .............. 2 semester hours
- Health Education 285 ..................................................... 2 semester hours

Required in addition from Group VII:

- Physical Education 151A, B; 251A, B; 351A, B; 361A, B.

Electives (not in physical education) .................................. 13 semester hours

Note.—1. A course in library methods is required.
2. The academic training shall include a major and two minors in subjects or subject fields in which the applicant expects to teach.
RURAL ELEMENTARY CURRICULUM (Four Years)
A.B. or B.S. Degree

(For the preparation of teachers of one-teacher, consolidated, and village schools)

Group I. Language and Literature
Rhetoric (in addition) ................................................................. 12 semester hours

Group II. Science
Biology, chemistry, geology, mathematics, physics ........................................ 8 semester hours
Introductory Geography 105A, B ....................................................... 6 semester hours
General Psychology 200 .................................................................... 3 semester hours

Group III. Social Science (including two semester hours of political science)
Rural Economics 240 (in addition) ...................................................... 6 semester hours
Rural Sociology 240 (in addition) ....................................................... 3 semester hours

Group IV. Education
Educational Psychology 250 .................................................................. 3 semester hours
Principles of Teaching 240 ................................................................... 2 semester hours
Foundations of Modern Education 353 .................................................... 2 semester hours
Rural Education 340 ........................................................................... 3 semester hours
Rural education (advanced courses) ......................................................... 4 semester hours
Curriculum 145 .................................................................................. 3 semester hours
Directed Teaching 371, 372 ................................................................. 8 semester hours

Group V. Fine Arts
Art Structure 106 .............................................................................. 3 semester hours
Rural School Music 109 ........................................................................ 3 semester hours

Group VI. Practical Arts
Personal and Social Problems 120 or equivalent ...................................... 1 semester hour

Group VII. Physical Education and Health
Physical education: Women are required to take ten class hours, including Physical Education 100, one individual sport, and Rural School Physical Education 233. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)

Electives ............................................................................................. 40 semester hours

Note.—1. A course in library methods is required.
2. Fundamentals of Speech 105A, B may be included in this group.
3. Students will choose among the following according to the suggestion of the departmental adviser:
   Group II
   Rural School Agriculture 105
   Hygiene 112
   Nature Study 231A or 231B
   Group IV
   Arithmetic 101T
   Psychology of Reading 212
   Stories for Childhood 208
   Teaching of Geography 300T
   Teaching of Handwriting 100T
   Teaching of Social Studies 300T
   Group V
   Industrial Art 110
   Group VII
   Health Education 285

4. The academic training shall include four minors, or a major (this may be a group major) and two minors. The equivalent of two minors must be in subjects or subject fields taught in the elementary grades.
RURAL ELEMENTARY CURRICULUM (Two Years)
(Leading to a three-year certificate for teachers “in schools not having grades above the eighth”)  

Group I. English² .......................... 6 semester hours  
Rhetoric (in addition) ........................ 3 semester hours  

Group II. Science⁴ .......................... 8 semester hours  

Group III. Social Sciences²  
Rural Economics 240 .......................... 3 semester hours  
Rural Sociology 240 .......................... 3 semester hours  
Elective .......................... 3 semester hours  

Group IV. Education⁴  
Curriculum 145 .......................... 3 semester hours  
Principles of Teaching 240 .......................... 2 semester hours  
Directed Teaching 271 .......................... 3 semester hours  
Rural Education 340 .......................... 2 semester hours  
Elective .......................... 2-3 semester hours  

Group V. Fine Arts  
Art Structure 106 or Rural School Music 109 .......................... 3 semester hours  

Group VI. Practical Arts  
Personal and Social Problems 120 or equivalent .......................... 1 semester hour  

Group VII. Physical Education and Health  
Physical education: Women must take Physical Education 100 and Rural School Physical Education 233. Men are required to complete a minimum of six class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)  

Electives .......................... 17-18 semester hours  

Note.—1. A course in library methods is required.  
2. “... qualifies the holder to teach in any Primary School District, or in any graded school district not maintaining grades above the eighth.”—Teachers’ Certification Code, Bulletin No. 601, 1936, page 8.  
3. Fundamentals of Speech 105A may be included in this group.  
4. Rural School Agriculture 105 or Nature Study 231A or Nature Study 231B; Introductory Geography 105A; and Health Education 285 or Hygiene 112 are among the courses advised in this group.  
5. “... a course of six one hour lectures or the equivalent shall be given in political science...”—Michigan School Laws, Section 742; Revision, 1936.  
6. Arithmetic 101T and Teaching of Handwriting 100T are electives in this group.  
7. Provision has been made in this “limited time” curriculum for a flexibility of choice, under the guidance of the departmental adviser, among both group and general electives that will facilitate individualization on the basis of personal and professional needs.
RURAL HIGH SCHOOL CURRICULUM

A.B. or B.S. Degree

(For the preparation of teachers of rural-consolidated and village high schools)

Group I. Language and Literature

Language and Literature 112 semester hours
Rhetoric (in addition) 8 semester hours

Group II. Science

Science 12 semester hours
General Psychology 200 (in addition) 3 semester hours

Group III. Social Science (including two semester hours of political science)

General Sociology 240 (in addition) 3 semester hours
Rural Sociology 240 (in addition) 3 semester hours

Group IV. Education

Educational Psychology 250 3 semester hours
Principles of Teaching 240 2 semester hours
Foundations of Modern Education 353 2 semester hours
Rural Education 340 2 semester hours
Rural education (advanced courses) 4 semester hours
Directed Teaching 371, 372 8 semester hours

Group VII. Physical Education and Health

Physical education: Women are required to take ten class hours, including Physical Education 100, one individual sport, and Junior- and Senior-High-School Physical Education 332. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)

Electives 52 semester hours

Note.—1. A course in library methods is required.
2. Fundamentals of Speech 105A, B may be included in Group I.
3. The academic training shall include a major (preferably a combination major) and two minors in subjects or subject fields in which the applicant expects to teach.
4. Students must elect a methods course in either the major or the minor field.
5. The remaining units are to be taken in groups of 3 or miscellaneously with the consent of the adviser.

Rural Agricultural High School Curriculum: Students desiring to complete their degrees and receive Smith-Hughes vocational agricultural teaching certificates from Michigan State College may meet the requirements by completing the first two years of this curriculum. As sequences they should elect 14 semester hours from Animal Husbandry 106, 107, 108; Soils 201 (this course should be preceded by one year of college chemistry); Farm Crops 202; Horticulture 203; also, if desired, General Shop 202 and Farm Shop 203. The remaining sequences should be chosen with the consent of the adviser.
SENIOR HIGH SCHOOL CURRICULUM

A.B. or B.S. Degree

(For the preparation of teachers of Grades 9, 10, 11, 12)

Group I. Language and Literature .......................... 12 semester hours
Rhetoric (in addition) .................................. 8 semester hours

Group II. Science ........................................ 12 semester hours
General Psychology 200 (in addition) ............ 3 semester hours

Group III. Social Science .............................. 12 semester hours
Including two semester hours of political science

Group IV. Education
Educational Psychology 250 ......................... 3 semester hours
Principles of Teaching 251 ........................... 2 semester hours
Special methods (e.g. Teaching of Social Studies 300T) .... 2 semester hours
Foundations of Modern Education 353 ......... 2 semester hours
Principles of Secondary Education 320 ........ 3 semester hours
Directed Teaching 371, 372 ....................... 8 semester hours

Group VII. Physical Education and Health
Physical education: Women are required to take ten class hours, including Physical Education 100, one individual sport, and Junior- and Senior-High-School Physical Education 332. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)

Electives .................................................. 53 semester hours

Note.—1. A course in library methods is required.
2. The academic training shall include a major and two minors in subjects or subject fields in which the applicant expects to teach.
SPECIAL EDUCATION CURRICULUM—1

(For the preparation of teachers of mentally retarded and backward children)

B.S. Degree

Group I. Language and Literature .......................... 12 semester hours
  Rhetoric (in addition) .................................. 8 semester hours

Group II. Science
  General Biology 101A, B ................................ 8 semester hours
  Hygiene 112 (or Health Education 285) ............... 2 semester hours
  General Psychology 200 ............................... 3 semester hours
  Abnormal Psychology 305 ................................ 2 semester hours

Group III. Social Science
  Principles of Sociology 241, Modern Social Problems 242 .... 6 semester hours
  Political science ....................................... 2 semester hours
  Elective .................................................. 4 semester hours

Group IV. Education
  Educational Psychology 250 ............................. 3 semester hours
  Principles of Teaching 251 ............................. 2 semester hours
  Education of Exceptional Children 331 ............... 2 semester hours
  Mental Tests 307 ....................................... 2 semester hours
  Mental Deficiency 332 ................................ 2 semester hours
  Mental Hygiene 335A, B ................................. 4 semester hours
  Methods of Teaching Subnormal Children 337 ....... 1 semester hour
  Foundations of Modern Education 353 .................. 2 semester hours
  Directed Teaching 371, 372 ............................. 8 semester hours

Group V. Fine Arts
  Illustrative Handwork 107 .............................. 3 semester hours

Group VI. Practical Arts
  Special Education Shop 208 ............................ 2 semester hours

Group VII. Physical Education and Health
  Physical education: Women are required to take ten class hours, including Physical Education 100 and one individual sport. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)

Electives .................................................. 42 semester hours

Note.—1. A course in library methods is required.
  2. One of the courses in directed teaching must be with normal children, and the other two with subnormal children.
  3. The academic training shall include a major (this may be a group major) and two minors, or four minors. The equivalent of two minors must be in subjects or subject fields taught in the elementary grades.
SPECIAL EDUCATION CURRICULUM—2

B.S. Degree

(For the preparation of teachers of occupational therapy)

Group I. Language and Literature ................................ 12 semester hours
Rhetoric (in addition) .................................................. 8 semester hours

Group II. Science
Science or mathematics .................................................. 5 semester hours
General Biology 101A, B ............................................... 8 semester hours
General Psychology 200 ................................................. 3 semester hours
Abnormal Psychology 305 ............................................. 2 semester hours

Group III. Social Science ................................................. 8 semester hours
Including two semester hours of political science

Group IV. Education
Educational Psychology 250 ............................................ 3 semester hours
Principles of Teaching 251 ............................................. 2 semester hours
Education of Exceptional Children 331 .............................. 2 semester hours
Mental Deficiency 332 ................................................. 2 semester hours
Foundations of Modern Education 353 ............................... 2 semester hours
Directed Teaching 373 ................................................. 4 semester hours

Group V. Practical Arts
Special Education Shop 208 ........................................... 2 semester hours

Group VII. Physical Education and Health
Physical education ...................................................... 2 semester hours

Electives .................................................. 13 semester hours

Note.—1. A course in library methods is required.
2. In addition to the above 80 semester hours of college work, the student must spend 27 months at the Kalamazoo State Hospital and affiliated hospitals for which 40 semester hours of college credit is allowed on this curriculum only.
3. Sixty semester hours of college credit must be earned before the student is admitted to the study of Occupational Therapy at the Kalamazoo State Hospital. Twenty additional semester hours of credit must be earned by the student during the 27 months of training in Occupational Therapy.
4. This course is open to women students only.
SPECIAL EDUCATION CURRICULUM—3

B.S. Degree

(For the preparation of teachers of speech correction)

Group I. Language and Literature ........................................ 8 semester hours
   Rhetoric (in addition) .................................................... 8 semester hours
   Fundamentals of Speech 105A, B .................................... 5 semester hours
   Introduction to Speech Correction 230 ........................... 3 semester hours
   Principles of Speech Correction 231 ............................... 3 semester hours
   Phonetics 318 ............................................................... 2 semester hours
   Basic Voice and Speech Science 319 ............................... 3 semester hours

Group II. Science
   General Biology 101A, B ............................................. 8 semester hours
   Hygiene 112 .................................................................... 2 semester hours
   General Psychology 200 .................................................. 3 semester hours
   Abnormal Psychology 305 .............................................. 2 semester hours

Group III. Social Science
   Principles of Sociology 241 .............................................. 3 semester hours
   Modern Social Problems 242 ......................................... 3 semester hours
   Political Science ................................................................ 2 semester hours
   Electives ........................................................................... 4 semester hours

Group IV. Education
   Educational Psychology 250 .............................................. 3 semester hours
   Principles of Teaching 251 ............................................... 2 semester hours
   Applied Speech Correction 300T ..................................... 2 semester hours
   Mental Tests 307 ................................................................ 2 semester hours
   Mental Hygiene 335A ......................................................... 2 semester hours
   Foundations of Modern Education 353 ............................. 2 semester hours
   Directed Teaching 371, 372 ............................................ 8 semester hours

Group VII. Physical Education and Health

   Physical education: Women are required to take ten class hours, including Physical Education 100 and one individual sport. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)

   Electives ............................................................................. 40 semester hours


Note.—1. A course in library methods is required.
   2. A minor in speech correction may be taken by students in other curricula. It consists of the following sequence: Fundamentals of Speech 105A, B; Introduction to Speech Correction 230; Principles of Speech Correction 231; Applied Speech Correction 300T; Phonetics 318 or Basic Voice and Speech Science 319. See Department of Speech announcements, page 159 of Catalog.
   3. The academic training shall include a major and two minors in subjects or subject fields in which the applicant expects to teach.
GENERAL DEGREE CURRICULUM

A.B. or B.S. Degree

(For liberal and pre-professional education)

Students who do not have in mind preparation for teaching may elect basic courses which provide a general education or which satisfy preliminary requirements for other professional curricula. When such a program of work is carried on for four years and conforms to the degree requirements stated on pages 46 to 51, except the professional requirements in Group IV and such other special requirements as concern professional training for teaching, the degree of Bachelor of Arts or Bachelor of Science may be granted without a teaching certificate.

Group Requirements

Group I. Language and Literature .................. 12 semester hours
Ancient language and literature, modern language and literature, English language and literature, certain courses as indicated in the Department of Speech.

Rhetoric (in addition) ........................................ 8 semester hours

Group II. Science ........................................ 12 semester hours
Anatomy, astronomy, biology, botany, chemistry, geography, geology, mathematics, nature study, physics, physiology, hygiene, psychology, zoology, certain courses as indicated in the Department of Agriculture.

Group III. Social Science .............................. 12 semester hours
History, political science, philosophy, economics, sociology.

Group VII. Physical Education and Health.
Physical education: Women are required to take ten class hours, including Physical Education 100 and one individual sport. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)

Electives .................................................. 76 semester hours

Note.—1. A course in library methods is required.
2. The total minimum requirement is 120 semester hours.
It is no longer possible for a student to enter professional colleges and universities directly from high school. Pre-professional college training is now required. Most of the best professional schools of the country have prescribed more or less definitely the nature of the college work prerequisite to professional training. The amount of college training required by leading universities in preparation for the various professions, such as law, medicine, dentistry, etc., has in late years been materially increased. Dentistry, formerly requiring three years, now requires six; medicine, formerly a four-year course, now requires seven years; etc. A number of professions such as business administration, library science, and, increasingly, social work, are now entirely on the graduate level; that is, a four-year college degree must be presented before one may enter upon the study of these professions.

For the most part, the additional college work now required is of a cultural nature, or is definitely preparatory to professional courses to be taken later. Examples of the latter are work in mathematics basic to engineering, and the social sciences essential to law and social work. Western State Teachers College offers two and, in some cases, three or four years of work preparatory to professional study.

Pre-professional curricula have been developed in Business Administration, Dentistry, Engineering, Forestry, Journalism, Law, Medicine, and Social Work. In addition to the standard pre-professional curricula, combined curricula approved by the State Board of Education have been specially arranged with the various professional schools of certain colleges and universities. In these curricula, the student, after successfully completing the three-year curriculum as outlined may apply for admission to the professional school or college whose requirements he has met. If admitted, the student will, after a year of successful work in the professional school, be granted the A.B. or B.S. degree by Western State Teachers College, providing all General Degree requirements for the Bachelor's Degree have been satisfied. It will be seen that this shortens by one year the time necessary for obtaining both degrees.

The professional schools and colleges with which Western State Teachers College has combined curricula reserve the right to refuse admission for certain reasons. Because of this, Western State Teachers College cannot guarantee that a student successfully completing combined curricula will be admitted to the professional school of his choice. If the student contemplates entering some college or university other than those with whom combined curricula have been arranged, he should procure a catalog of the institution he plans to attend, to assist the advisers in mapping out his course. A minimum of two years in residence including the junior year is required for the Bachelor's Degree in the combined curricula. Combined curricula have been arranged with the Law School, the School of Forestry, and the School of Dentistry of the University of Michigan. There are also combined curricula with the College of Medicine, Wayne University, and the Detroit College of Law.

A minimum of two years in residence is required for the Bachelor's Degree in the combined curricula.
BUSINESS ADMINISTRATION

Because of the fact that the School of Business Administration of the University of Michigan is a graduate school, students in Western State Teachers College who plan to enroll later in the University School of Business Administration are advised to take four years of work at Western State Teachers College and to secure either the degree of Bachelor of Arts or the degree of Bachelor of Science. Except under certain conditions, a bachelor's degree is prerequisite to entrance in the School of Business Administration of the University of Michigan. A bachelor's degree from Western State Teachers College fulfills the entrance requirements but "admission on condition" is imposed upon those who do not present a minimum of twelve semester hours in economics. For a broad foundation in Pre-Business Administration, wise selection from the following courses is suggested.

First Year

Rhetoric 106 A, B .................................................. 6 semester hours
Trigonometry and College Algebra 103 A, College Algebra
and Analytic Geometry 103 B .................................. 10 semester hours
or
College Algebra and Analytic Geometry 104 A, B .......... 8 semester hours
General Biology 100 A, B ......................................... 8 semester hours
or
General Chemistry 100 A, B or 101 A, B .................. 8 semester hours
Description of Industry (Economics) 125 ..................... 3 semester hours
History 105 A, B or 108 A, B, or 109 A, B ............... 6 or 8 semester hours
Fundamentals of Speech 105 A, B ............................ 5 semester hours
French or German or Spanish 100 A, B or 102 A, B .... 8 semester hours

Second Year

English (selected in the field of literature) ................. 2 to 8 semester hours
Principles of Economics 220 A, B ............................. 6 semester hours
Mathematics 200, or 205 A, B, or 211, or 227, or 228 .. 2 to 9 semester hours
Accounting (Commerce) 210 A, B .............................. 6 semester hours
General Psychology 200 ........................................... 3 semester hours
American Government 230 A, B ............................... 6 semester hours
Sociology 241, 242 ................................................. 6 semester hours
French or German or Spanish 100 A, B or 102 A, B .... 8 semester hours

Third and Fourth Years

I. Essential courses listed above which the student desires but has been unable to fit into his program during his first two years of college.

II. Additional selections from:

1. Advanced courses in economics.
2. Advanced courses in rhetoric and literature.
3. Advanced courses in speech.
4. Advanced courses in science and mathematics.
5. Economic history and economic geography.
6. Other electives.

Note.—1. A course in library methods is required.
2. Women are required to take ten class hours of physical education, including one individual sport and one team sport. Men are required to take ten class hours of physical education. (A class hour is to be interpreted to mean one hour of class work for one semester.)
DENTISTRY
(Combined Curriculum in Letters and Dentistry)

First Year
Rhetoric 106 A, B ........................................ 6 semester hours
General Biology 100 A, B ............................... 8 semester hours
Elective (see notes below) .............................. 16 semester hours

Second Year
General Chemistry 100 A, B or 101 A, B ............... 8 semester hours
Physics 203 A, B .............................................. 10 semester hours
Elective ...................................................... 12 semester hours

Third Year
Organic Chemistry 306 A, B .............................. 10 semester hours
Elective ...................................................... 20 semester hours

Note.—1. A course in library methods is required.
   2. Women are required to take two semesters of physical education. Men are required to take a minimum of six class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)
   3. If 1/4 unit of plane trigonometry is not presented by a student, the deficiency must be made up (Trigonometry 100 C, 3 semester hours college credit,) before the study of physics is begun in the second year.
   4. In the selection of electives the student should plan to meet the general degree requirements in Groups I, II, III, and IV.. See page 46.
ENGINEERING

First Year

Rhetoric 106 A, B ........................................ 6 semester hours
Trigonometry and College Algebra 103 A, College Algebra
    and Analytic Geometry 103 B .......................... 10 semester hours
or
College Algebra and Analytic Geometry 104 A, B ........... 8 semester hours
General Chemistry 100 A, B, or 101 A, B ................... 8 semester hours
Fundamentals of Speech 105 A ................................ 3 semester hours
Descriptive Geometry 222 .................................... 3 semester hours
Mechanical and Machine Drawing 221 ....................... 3 semester hours

Second Year

Calculus 205 A, B ........................................... 8 semester hours
Physics 203 A, B ............................................. 10 semester hours
Principles of Economics 220 A, B ............................ 6 semester hours
Labor Problems 325 A, B ..................................... 4 semester hours
Elective ......................................................... 2 semester hours

Note.—1. A course in library methods is required.
2. A minimum of six class hours of physical education is required. (A class
    hour is to be interpreted to mean one hour of class work for one semester.)
FORESTRY
(Combined Curriculum in Letters and Forestry)

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Rhetoric 106 A, B</td>
<td>6 semester hours</td>
</tr>
<tr>
<td>General Biology 100 A, B</td>
<td>8 semester hours</td>
</tr>
<tr>
<td>Trigonometry and College Algebra 103 A, B or College Algebra and Analytic Geometry 104 A, B</td>
<td>8-10 semester hours</td>
</tr>
<tr>
<td>General Mechanical Drawing 120</td>
<td>2 semester hours</td>
</tr>
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<td>Electives to total</td>
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Second Year

<table>
<thead>
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<th>Course</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>General Chemistry 100 A, B or General Chemistry 101A, B</td>
<td>8 semester hours</td>
</tr>
<tr>
<td>Botany 221 A, B</td>
<td>8 semester hours</td>
</tr>
<tr>
<td>Principles of Economics 220 A, B</td>
<td>6 semester hours</td>
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<tr>
<td>Electives</td>
<td>8 semester hours</td>
</tr>
<tr>
<td>from Physics; Botany 222; Speech 105 A, B; Sociology 241, 242</td>
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Third Year

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>General Geology 230</td>
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</tr>
<tr>
<td>Surveying 210</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Electives</td>
<td>24 semester hours</td>
</tr>
<tr>
<td>from American Government 230 A, B; Geology 330 A, B; Organic Chemistry 306 A, B; Zoology 242; Botany 335; Geography 312 or 325</td>
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</tbody>
</table>

Note.—1. A course in library methods is required.
2. Women are required to take two semesters of physical education. Men are required to take a minimum of eight class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)
3. If ½ unit of plane trigonometry is not presented by a student, the deficiency must be made up (Trigonometry 100 C, 3 semester hours college credit) before the study of physics is begun in the second year.
4. Electives should be so selected that the requirements of Groups I and III are met. The required work meets the requirements of Group II.
5. In the selection of electives the student should plan to meet the general degree requirements in Groups I, II, III, and IV. See page 46.
JOURNALISM

First Year

Rhetoric 106 A, B ................................................. 6 semester hours
General Biology 100 A, B ........................................... 8 semester hours
or
General Chemistry 100 A, B ....................................... 8 semester hours
United States History 201 A, B .................................... 6 semester hours
French, German, or Spanish 100 A, B .......................... 8 semester hours

Second Year

Chief American Poets 121 or American Prose 122 ........... 3 semester hours
General Psychology 200 ............................................. 3 semester hours
Principles of Sociology 241 ; Modern Social Problems 242 ... 6 semester hours
American Government 230 A, B .................................... 6 semester hours
Principles of Economics 220 A, B .................................. 6 semester hours
Economic History of the United States 312 ..................... 3 semester hours
Electives ................................................................... 3 semester hours

Note.—1. A course in library methods is required.
2. Women are required to take two semesters of physical education. Men are required to take a minimum of six class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)
3. Since journalists are using the typewriter constantly, it is of great advantage to the students to acquire facility in typing. It is strongly recommended that the student who is not already a proficient typist should take a course in typewriting.
LAW
(Combined Curriculum in Letters and Law)

University of Michigan Law School
Detroit College of Law

First Year

Rhetoric 106 A, B ........................................ 6 semester hours
Trigonometry and College Algebra 103 A, College Algebra
and Analytic Geometry 103 B ................................ 10 semester hours
or
General Chemistry 100 A, B ................................ 8 semester hours
or
College Algebra and Analytic Geometry 104 A, B ....... 8 semester hours
or
Introduction to Physical Science 105 A, B .............. 6 semester hours
or
General Biology 100 A, B .................................. 8 semester hours
English History 109 A, B .................................... 6 semester hours
Latin, French, German, or Spanish 100 A, B ........... 8 semester hours
(Latin preferred.)

Second Year

English Literature 107 A, B .................................. 6 semester hours
or
Shakespeare 214 A, B ...................................... 6 semester hours
United States History 201 A, B .............................. 6 semester hours
Principles of Economics 220 A, B ............................ 6 semester hours
Accounting 210 A, B ........................................ 6 semester hours
General Psychology 200 (University of Michigan only) 3 semester hours

Third Year

American Government 230 A, B .............................. 6 semester hours
Principles of Sociology 241 and Modern Social Problems 242 6 semester hours
Public Finance 320 ........................................... 3 semester hours
Electives to total .......................................... 90 semester hours
from Speech 105 A, B; Money and Credit 221 A, B;
Language or Literature, or Laboratory Science.

Note.—1. A course in library methods is required.
2. Women are required to take two semesters of physical education. Men are
required to take a minimum of eight class hours. (A class hour is to be interpreted
to mean one hour of class work for one semester.)
3. An average scholarship of two honor points is required by the University
of Michigan Law School.
4. The above requirements are those of the University of Michigan Law School.
Those of the Detroit College of Law are the same except that for Psychology 200
in the third year, Accounting 210 A, B (6 semester hours) is substituted.
The Medical School requires 90 semester hours of pre-medical work of college level preceded by graduation from an approved high school. An average scholarship of one and three-quarters honor points is required. The college pre-medical requirements must include the following:

- English: 6 semester hours
- Chemistry: 14 semester hours
- Physics: 8 semester hours
- Biology: 8 semester hours
- French or German: 12-16 semester hours
- Electives to total: 90 semester hours
Wayne University College of Medicine  
(Combined Curriculum in Letters and Medicine)

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106 A, B</td>
<td>6 semester</td>
</tr>
<tr>
<td>General Biology 100 A, B</td>
<td>8 semester</td>
</tr>
<tr>
<td>Chemistry 100 A, B or 101 A, B</td>
<td>8 semester</td>
</tr>
<tr>
<td>French or German</td>
<td>8 semester</td>
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</tbody>
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### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature 107 A, B</td>
<td>6 semester</td>
</tr>
<tr>
<td>Physics 203 A, B</td>
<td>10 semester</td>
</tr>
<tr>
<td>Chemistry 201</td>
<td>5 semester</td>
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<tr>
<td>French or German</td>
<td>8 semester</td>
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</tbody>
</table>

### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Analysis 202</td>
<td>5 semester</td>
</tr>
<tr>
<td>Organic Chemistry 306 A, B</td>
<td>10 semester</td>
</tr>
<tr>
<td>Principles of Economics 220 A, B</td>
<td>6 semester</td>
</tr>
<tr>
<td>Principles of Sociology 241</td>
<td>3 semester</td>
</tr>
<tr>
<td>Psychology 200</td>
<td>3 semester</td>
</tr>
<tr>
<td>Anatomy 211 A</td>
<td>4 semester</td>
</tr>
<tr>
<td>Advanced Rhetoric 323</td>
<td>2 semester</td>
</tr>
</tbody>
</table>

Note.—1. A course in library methods is required.  
2. Women are required to take two semesters of physical education. Men are required to take a minimum of eight class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)  
3. Application for admission to the College of Medicine should be made by the middle of the school year preceding the year in which the student intends to enter the College of Medicine.  
4. Credit in trigonometry must be presented before the student may begin the study of physics.
SOCIAL WORK

*First Year

Rhetoric 106 A, B ......................................................... 6 semester hours
General Biology 100 A, B ................................................. 8 semester hours
Modern Europe 108 A, B (unless the student plans to take United States history in the sophomore year) ........ 6 semester hours

Second Year

Principles of Sociology 241 ............................................. 3 semester hours
Social Psychology 243 .................................................. 2 semester hours
General Psychology 200 ................................................ 3 semester hours
Principles of Economics 220 A, B .................................... 6 semester hours
United States History 201 A, B (unless the student has taken the history suggested for the freshman year) 6 semester hours

Third Year

Advanced Rhetoric 323 .................................................. 2 semester hours
Any 2 or 3 of the following advanced sociology courses:
  Modern Social Problems 242 ....................................... 3 semester hours
  The Family 341 ....................................................... 3 semester hours
  Criminology 342 ..................................................... 3 semester hours
  Mental Deficiency 332 .............................................. 2 semester hours
  Mental Hygiene 335 A, B .......................................... 4 semester hours
  American Government 230 A, B ................................... 6 semester hours

Fourth Year

Any 1 or 2 of the following (to complete 4 required courses in advanced sociology):
  Rural Sociology 245' ............................................... 2 semester hours
  Urban Sociology 340 ................................................ 2 semester hours
  Population 343 ....................................................... 3 semester hours
  Principles of Social Work 348 .................................... 4 semester hours
  Social Work Practice 349 ......................................... 3 semester hours
  Psycho-Educational Problems 309 ............................... 2 semester hours

*Professional training for social work is today largely restricted to the graduate level by the leading schools of social work. This pre-professional curriculum permits from 49 to 53 hours of electives, only recommended courses being indicated in the above outline. Therefore students pursuing it should plan to complete a curriculum conforming to the degree requirements. Social science should be the field of major sequences, while a minor sequence may be chosen from any field of special interest to the student. If a certificate in teaching is also desired, courses must be selected so that the requirements in some one of the certificate curricula are fulfilled.

Note.—A course in library methods is required.
Courses in agriculture are planned to serve three and possibly four groups of students enrolled in the college. Students in one of these groups are preparing to teach either in one-teacher rural schools or in consolidated rural schools with elementary grades in which the pupils come from rural homes. The teacher in such a position should be well informed about the environment and livelihood of people in a rural district.

A second group of students are those who enroll in a pre-professional curriculum with the intention of finishing their work in a college of agriculture, forestry, or veterinary science, to which their credits may be transferred.

A third group consists of those who are preparing to teach courses in agriculture and science, and perhaps shop courses, in consolidated rural high schools or agricultural schools.

Still other students, in whatever curriculum enrolled, who wish to know more about the general field of agriculture as an important national industry, may constitute a fourth group. Enough credits can be earned in agriculture and science to establish a major in these fields. Combinations of agriculture and manual arts, or agriculture and geography, are other desirable teacher-preparation courses.

Special effort has been made to fit courses into the rural education curriculum, and combinations have been arranged to fit the needs of small high schools. Those preparing to teach courses in agriculture in secondary schools should choose Animal Husbandry 106, 107, 108; Soils 201; Farm Crops 202; Horticulture 203. Rural School Agriculture 105 is planned to assist elementary rural teachers to better understand agricultural problems in connection with their school work in districts where farming is the main source of income. A well stocked, fertile, college demonstration farm provides opportunity for first-hand observation and for participation in actual farm experiences.

201. Soils. 3 semester hours. Mr. Corbus.

The soils course offered in the summer session will cover the work given in the regular college year, but will include more actual field work on the college farm. The making of soil maps of the farm indicating grades, profiles, fertility, and acidity reactions will be part of the work done in the field. Observations of representative soil types for southwestern Michigan will also be made during the summer.

ART

106. Art Structure. 3 semester hours. Miss Stevenson.

This course is especially arranged to help the student to direct art activities in the grades. The work includes lettering, design, color theory, drawing, cut-paper problems, and holiday projects, together with methods of presenting problems and developing a greater appreciation of art among children.

107. Illustrative Handwork. 3 semester hours. Mr. Hefner.

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

*Note.—For information regarding the significance of course numbers and credit for courses see pages 33 and 34.
110. Industrial Art. 2 semester hours. Mr. Hefner.
Problems in handwork naturally evolving from a study of how the world provides itself with food, clothing, shelter, and utensils; of how it puts itself on record; and of its modes of transportation.

208. Art Composition. 3 semester hours. Prerequisite: Art Structure 106, Elementary Design 106. Miss Paden.
A study of composing within a given space figures, landscapes, flowers, birds, and animals, emphasizing unity, spacing, distribution of dark and light; study of tone relationship, and color harmony. Mediums used are show-card paints, charcoal, pen and ink, and linoleum cuts. Christmas cards for the annual sale are designed in this class.

310. Painting. 2 semester hours. Prerequisite: Art Structure 106, Elementary Design 105, Art Composition 208 or consent of the instructor. Miss Paden.
Painting of still life and landscape, in the studio and outdoors. Oil or water color is used. The course involves the study of composition, color value, and technique.

BIOLOGY

LESLIE A. KENOYER
LAVERNE ARGABRIGHT
WALLACE BORGMAN

THEODOSIA H. HADLEY
ROY E. JOYCE
MERRILL R. WISEMAN

GENERAL COURSES

100A. General Biology. 4 semester hours. Mr. Joyce.
A study of the general principles of life, illustrated by physiological experiments and by the study of unicellular forms and of the various groups of invertebrate animals.

100B. General Biology. 4 semester hours. Mr. Wiseman.
A continuation of 100A, covering the vertebrate animals, the higher plants, evolution, ecology, and genetics.

306. Human Biology. 3 semester hours. Prerequisite: General Biology 100A, B. Dr. Kenoyer.
The study of the principles of inheritance and their application to man; the biological bases of social problems; possibilities of social improvement through their application.

ANATOMY, PHYSIOLOGY, AND SANITARY SCIENCE

112. Hygiene. 2 semester hours. Desirable antecedents: General Biology 100A, B. Mr. Wiseman.
This course deals with the factors of both personal and social hygiene, with especial emphasis upon the causes of ill-health and disease and their control and prevention.

211A. Anatomy. 4 semester hours. Prerequisite: General Biology 100A, B. Dr. Borgman.
This course endeavors to give the student a comprehensive knowledge of the human body through the study of the human skeleton and the dissection of the cat.
BOTANY

222S. Local Flora. 2 semester hours. Dr. Kenoyer.
A course in the recognition of native and cultivated plants, featuring field studies, the use of manuals, and the preparation of a herbarium.

NATURE STUDY

231A. Nature Study. 4 semester hours. Miss Arabright, Miss Hadley.
The aim of this course is to develop the ability to interpret natural phenomena with scientific accuracy through the study of the plants and animals of the student's immediate environment, to develop an understanding of some of the laws of nature, and to help the student to enjoy and appreciate the beauties of nature. The course includes the study of wayside and garden flowers, resident birds, pond life, insect life, rocks and minerals.

234. Bird Study. 2 semester hours. Miss Hadley.
This course undertakes to develop knowledge and appreciation of the birds, through study of their plumage, song, flight, migration, and nesting habits, their relation to environment, and their importance to man. The student learns to identify a minimum of fifty birds in the field and one hundred in the laboratory. Use is made of the Kellogg Bird Sanctuary, Kleinstueck Reserve, and Wolf Lake.

235. Field Course in Conservation. 1 semester hour. June 17–June 23, 1940, between the close of the second semester and the opening of the summer session. Miss Argabright, Miss Hadley, Mr. Paquin, Mr. Martin, and Dr. Smith.
The aim of this course is to develop an appreciation of the need of conserving our natural resources, and will consist of lectures and field trips in botany, forestry, geology, and zoology. The course will be given at Pigeon River State Forest—a 77,000 acre forest of pines and hardwoods, rich in geologic formations, trees, flowers, forest animals, bird life, and fish—located twenty miles northeast of Gaylord, Michigan. Field note-books will be kept and materials will be gathered for school collections. Students should provide themselves with clothing suitable for field trips, walking shoes, sweater or coat, and bird or field glasses. Baggage for each person will be limited to one suitcase. The cost of the course is $20.00. This fee covers transportation in the school bus from Kalamazoo to camp and return and the expenses of five days in camp, including board, bed, bedding, and towels. The class will be limited to thirty members. For further information, address Mr. John C. Hoekje, Director of Extension, Western State Teachers College, Kalamazoo, Michigan.

CHEMISTRY

Gerald Osborn

Students preparing to teach chemistry in high schools must have as a minimum in chemistry General Chemistry 100A, B or General Chemistry 101A, B or 100A. S. and 100B. S. Through arrangements with the Department of Physics, a major in physical science may be made by taking 15 semester hours of chemistry and 10 semester hours of physics. A minor in chemistry consists of 15 semester hours and may not be made by combining chemistry and physics.

100A. S. General Chemistry. 4 semester hours. Prerequisite: one year of high school algebra. Mr. Boynton.
This course is the same as General Chemistry 100A. Classroom, 3 periods a week of 3 hours each; laboratory, 12 hours a week.
201. **Qualitative Analysis.** 5 semester hours. Prerequisite: General Chemistry 100A, B or 101A, B. Dr. Osborn.

The work includes the detection of both basic and acidic radicals. Classroom, 2 periods a week of 3 hours each; laboratory, 24 hours per week.

202. **Quantitative Analysis.** 5 semester hours. Prerequisite: Qualitative Analysis 201 and a knowledge of quadratic equations and of common logarithms. Mr. Boynton.

This course includes the theory and practice of volumetric, and gravimetric analysis and of gravimetric separations. Classroom, 2 periods a week of 3 hours each; laboratory, a minimum of 24 hours per week.

2068. **Chemistry and the Modern World.** 2 semester hours. Dr. Osborn.

Some knowledge of chemistry is indispensable to the understanding of the world today. This course is designed for those students who have never studied chemistry and who do not wish to devote a year to the course, yet who desire to gain an insight into the role that chemistry plays in our everyday life. Considerable use will be made of the lecture-demonstration method. Classroom, 3 periods of 3 hours per week; no laboratory.

Note.—This course may not be counted toward fulfillment of a minimum requirement in Group II.

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**COMMERCE**

EUGENE D. PENNELL  

GEORGE A. KIRBY

Students whose needs are not met by these courses in commerce should consult with either of the instructors at the earliest possible date.

100A. **Shorthand and Typewriting (Beginning).** 4 semester hours. Mr. Kirby.

This course is planned for those who have had no instruction in shorthand or typewriting and who desire training in the elementary theory and practice of Gregg shorthand and of touch typewriting. The Anniversary Edition of the Gregg Manual will be used as the text in shorthand and as much of it will be covered as time will permit. The major portion of the class period will be devoted to shorthand. Instruction in typewriting will be supplemented by individual practice outside of class. Both shorthand and typewriting must be taken together for credit, although either may be taken separately without credit.

Note.—No college credit is given for this course until 100B has been completed. See regular catalog for specific information.

210A. **Accounting.** 3 semester hours. Mr. Pennell.

No previous study of bookkeeping or accounting is necessary to understand the work of this course. It is planned for beginning students who desire to get an understanding of the elementary principles of the double-entry system of account keeping. A study of common business reports, the gathering and classification of the information upon which these reports are based, and the influence of business transactions upon proprietorship are some of the materials included in the course.

311. **Cost Accounting.** 3 semester hours. Prerequisite: Accounting 210A, B. Mr. Pennell.

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

330. Retail Selling and Store Service. 3 semester hours. Mr. Kirby.
Consideration of the need for a better distribution of business students among the job possibilities open to them; the function of the course in public secondary education; a study of the field of retail organization and the requirements for employment; program making, methods of instruction, and materials for study; cooperative plans and the place of the coordinator; relative importance of attractive personality, general education, and specific skills; an evaluation of the various plans in operation in different school systems of the country; status of Federal legislation for the distributive occupations.

EDUCATION

GEORGE H. HILLIARD
IRA M. ALLEN
JANE A. BLACKBURN
LOFTON V. BURGE
HOMER L. J. CARTER

ELMER H. WILDS

GEORGE H. HILLIARD
IRA M. ALLEN
JANE A. BLACKBURN
LOFTON V. BURGE
HOMER L. J. CARTER

Courses in the Department of Education are designed primarily to meet the professional needs of the student preparing to teach. Certain regulations are set up which affect all students.

Students in all provisional-certificate curricula are required to take Principles of Teaching 240 or 251.

All students pursuing a curriculum for a provisional certificate and a degree are required to take as a minimum 20 semester hours of courses in education. The courses in education are distributed as follows: Educational Psychology 250; Principles of Teaching 240 or 251; Foundations of Modern Education 353—a total of 7 semester hours, the remaining 13 semester hours being elective. The specific curricula, however, usually prescribe that this remaining requirement is to be met with one course in special methods (such as the Teaching of Algebra 303T for students majoring in mathematics) and one course involving a survey of the student's field of education (such as Later Elementary Education 312 for students preparing to teach in the elementary school).

Additional or more specific requirements in courses in education are stated in the various special curricula outlines presented on pages 56 to 72 of this bulletin.

Elective courses are available in education in the following fields: early-elementary education, later-elementary education, secondary education, special education, theory and principles of education, educational measurements, administration and supervision, rural education, and health education. Certain special-methods courses giving education credit are available in other departments of the institution.

Students are not encouraged to specialize in the field of education. The department takes the position that, except in the case of very mature students who have had experience in teaching, specialization in the field of education should be reserved for graduate study. Students should feel free to take such electives in education as will give them better professional preparation for teaching and serve their individual interests. Specialization in undergraduate study, however, should as a general rule be confined to the school-subject fields, such as history, mathematics, commerce, and industrial arts.
Students who plan to pursue courses in sociology, and who are interested in social service in connection with such agencies as Y. M. C. A., State Hospital, Civic League, and Visiting Teacher, or who wish to qualify for scholarships in social service work, should confer with one of the following: Mr. Carter, Dr. Kercher.

100T. Teaching of Handwriting. 2 semester hours. Miss Shimmel.
This course aims to prepare students to teach handwriting. It includes a study of the history of handwriting and of the principles of education, the objectives in the teaching of handwriting, and the materials and methods of instruction, including blackboard writing and lettering. The student is given practice in the measurement of handwriting, in the diagnosing of handwriting difficulties, and in determining the most beneficial remedial work. The student is also given sufficient directed practice to enable him to write with a quality and rate essential to the effective teaching of handwriting.

145. Curriculum. 3 semester hours. Miss Evans.
For description of course see Department of Rural Education, page 105.

208. Stories for Childhood. 2 semester hours. Prerequisite: Fundamentals of Speech 105A, B. Miss Blackburn.
A study of stories and poems suitable to childhood. Classroom practice in story telling.

212. Psychology of Reading. 3 semester hours. Prerequisite: General Psychology 200. Miss Blackburn, Dr. Burge.
A summary of the results of the scientific studies made in the field of reading, with suggestions as to the bearing of these studies upon the materials and methods of teaching.

240. Principles of Teaching. 2 semester hours. Miss Evans.
For description of course see Department of Rural Education, page 105.

250. Educational Psychology. 3 semester hours. Prerequisite: General Psychology 200. Dr. Allen.
An application of the principles of psychology to education. Such topics as original nature, feeling and emotion, motivation, adjustment, mental hygiene, and various aspects of learning constitute the first half of the course. The second part deals with individual differences, their nature, detection, and treatment. The course covers information of a practical nature about marking and promotion, new type tests, interpretation of test results, manifestation of capacity, ability and performance, evaluation of teaching procedures, and the description of aptitudes, interests, and personality.

251. Principles of Teaching. 2 semester hours. Prerequisite: General Psychology 200. Educational Psychology 250. Miss Shimmel.
This course involves the discovery and application of the more significant principles of the teaching process. Among the topics to be considered are the nature of the teaching profession, the objectives of education, materials affecting learning, lesson planning, the general principles of teaching, the special methods of teaching technique, and the methods of organizing the teaching period.

285. Health Education. 2 semester hours. Miss Crane.
In this course the fundamental scientific principles of healthful living are developed through a study of school health problems. An effort is made to advance healthful living on the part of the students, and to make prospective teachers aware of modern methods and materials useful in helping school children solve their health problems.
305A. Early Elementary Education. (Experience Curriculum). 3 semester hours. Prerequisite: Early Elementary Education 200, General Psychology 200. Miss Blackburn.
A study of criteria for the educative process. Students will work with large centers of interest in connection with curriculum practices in early-elementary grades.

309. Nursery School Education. 1 semester hour. Open only to seniors. Miss Blackburn.
This course will acquaint students with the history and present-day status of the nursery-school movement. Consideration will be given to the organization, equipment, and curriculum of the various types of existing nursery schools. A study will be made of the nature of the pre-school child and of the materials and environment necessary to promote correct growth.

309. Psycho-Educational Problems. 2 semester hours. Prerequisite: Abnormal Psychology 305, Mental Tests 307, or consent of the instructor. Mr. Carter, Mrs. Roekle.
For description of course see Department of Psychology, page 105.

312. Later Elementary Education. 3 semester hours. Prerequisite: General Psychology 200, Educational Psychology 250, Principles of Teaching 240 or 251. Miss Mason.
A study of the characteristics and needs of pupils in the later-elementary grades and of the materials and methods of instruction.

320. Principles of Secondary Education. 3 semester hours. Prerequisite: General Psychology 200, Educational Psychology 250, Principles of Teaching 240 or 251. Dr. Allen.
A study of the principles determining the aims and functions of the modern high school at both the junior and the senior levels, the criteria available for the evaluation of the various high-school subjects, and the techniques most effective in carrying on the different phases of the high-school teacher's work.

325S. Consumer Education. 2 semester hours. Mr. Bigelow, Dr. Hilliard, and others.
A course for in-service teachers, dealing with the aims, philosophy, scope, materials, methods, teaching devices, and place in the curriculum of the education of intelligent consumers.

335A. Mental Hygiene. 2 semester hours. Mr. Carter.
A course in the mental hygiene of childhood. Topics considered are: adjustment and maladjustment in the home and school; failure and its consequences; mental examination of children; sex development and instruction; discipline under modern conditions; the conditioning and reconditioning of emotional responses; and the genetic development of personality.

336. Character Education. 2 semester hours. Mr. Cooper.
Character outcomes of education are emphasized in this course. The theories of character education are considered, the objectives of character education are studied and catalogued, and a bibliography of references to methods and materials is collected. Consideration of the individual and capacity, ability and performance, evaluation of teaching procedures, and the description of aptitudes, interests, and personality.

338. Audio-Visual Education. 2 semester hours. Mr. Pellett.
Some attention will be given to the historical approach as well as to the philosophy of audio-visual education. Special emphasis will be given to types of audio-visual aids, technical processes, necessary educational procedures, and the administration of audio-visual instruction. Some time will be devoted to the principles and the methods of research in the field.
345 or 346. **Rural Education.** (Seminar). 2 semester hours. Dr. Robinson.
For description of course see Department of Rural Education, page 106.

353. **Foundations of Modern Education.** 2 semester hours. Prerequisite:
General Psychology 200, Educational Psychology 250, Principles of
Teaching 240 or 251. Dr. Wilds.
This course, prescribed by the State Board of Education in all degree cur-
ricula leading to a teacher's certificate, acquaints the prospective teacher with
the historical and philosophical backgrounds of the institution in which he is
to work, in order to prepare for intelligent participation in the interpretation
of modern educational issues and the solution of present-day educational
problems. The aims, types, content, agencies, organization, and methods of
education are studied from their origins down to the present time, in order
to provide a sound basis for the understanding, interpretation, and evalua-
tion of the current theories and practices in the public school system of
Michigan.

354. **Adult Education.** 1 semester hour. Miss Steele.
The course considers the history and philosophy of adult education, the
nature of the people who are to benefit by the program of adult education,
the psychology of adult learning, materials, and methods.

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**ENGLISH**

**Rhetoric**

The first two semesters of rhetoric are planned to aid the student in devel-
oping greater facility in the use of language in common human experiences:
thinking, talking, reading, and writing.

106A. **Rhetoric.** 3 semester hours. Miss Walker.
In this first half of the course the procedure has to do specifically with
the ordinary uses of the mother-tongue and with such mechanics as the stu-
dent will have occasion to practice in his college work. The principles of
English grammar and punctuation are reviewed in their application to read-
ing, speaking, and writing. This is done by means of practice exercises, by
reading and the discussion of reading, by the writing and revision of themes.
Some attention is given to the mechanics of the outline, the methods of indi-
cating footnotes, and the making of a bibliography. One expository paper of
considerable length is generally undertaken.

106B. **Rhetoric.** 3 semester hours. Miss Loutzenhiser.
In this second half of the course, the general forms of discourse are intro-
duced with particular attention to description and narration. Some attention
is given to figures of speech and to those traits of style that give character
to writing. English prosody in its more elementary aspects is considered in
connection with the study of a small group of poems. Usually some master-
piece of English prose is studied in detail as an example of narrative writing.

323. **Advanced Rhetoric.** 2 semester hours. Mr. Foley, Miss Nobbs, Mr.
Slusser, Miss Van Horn.
In this course some attention is given to the historical background and
method of development of the language. Such subjects as point of view,
fashion in language, euphemism, poetic imagery, and shifting meanings of
words are studied, with a view to illuminating much that lies back of literary expression, and to sharpening and vivifying the student's appreciation of literature. It is taken for granted that those who enroll in the course have had considerable work in English or in foreign language.

LITERATURE

122. American Prose. 3 semester hours. Mr. Slusser.
The work of this course consists of wide reading in the prose of Irving, Emerson, Hawthorne, Melville, Thoreau, and Mark Twain. This is supplemented by individual study of other prose writers as recent as Henry James and William Dean Howells.

203. Literature for Children. 3 semester hours. Miss Cleveland.
This course aims to give a general survey of the field of literature suited to the needs and tastes of children, to get at the general principles which underlie the selection of literature for children under any given conditions, to organize and give new meaning to the mass of literature already read, and to add largely to its content by further reading.

207A. S. Representative English Poetry. 3 semester hours. Miss Van Horn.
The aim of this course is to help the student become more familiar with representative poets of England and the relation of each to the period and movement in which he worked. Selections are read and discussed in class.

219. The Short Story. 2 semester hours. Mr. Foley.
This course traces the development of the short story in England, France, and America, with an account of the various types and its general technique. The required reading will serve to acquaint the student with the best short stories and the method of teaching such material. Themes and reports are required.

226B. Masterpieces. 2 semester hours. Miss Loutzenhiser.
A somewhat intensive study of literary masterpieces selected from the whole field of English literature: Sartor Resartus, The Ring and the Book, Pride and Prejudice.

313. The Contemporary Novel. 2 semester hours. Dr. Brown.
A study of the tendencies in English and American prose fiction since 1898, together with wide reading from the chief novelists of the period. Book reviews and a long report will be required.

317. The English Epic. 3 semester hours. Dr. Brown.
A study of the general characteristics of the epic. The class makes a careful study of Paradise Lost. Selections are read from other epics for comparative study.

322. American Literature. 3 semester hours. Miss Nobbs.
This course is intended primarily for juniors and seniors who have had no other courses in American literature and who desire more intimate acquaintance with the subject. The work consists of lectures, discussions, and as wide reading as the time permits.

TEACHING

300T. Teaching of English. 2 semester hours. Miss Walker.
The aim of the course is to give the prospective teacher the best educational information relative to the content and teaching of various phases of English in the junior- and senior-high school. Students should plan to take the course before enrolling for practice teaching in English.
Introductory Geography, either 105A, B or 305, must precede all other courses except Michigan 306 and Conservation of Natural Resources 312. Course 305 should be substituted for 105A, B by two groups of students: (1) those who do not begin the study of geography until the junior year and yet desire to complete a minor in the field and (2) upper classmen who are interested in electing a few courses in geography as a part of their general cultural training. There is no required sequence in the courses in regional geography.

Teaching of Geography 300T may not be included in the 24 semester hours required in a major nor in the 15 semester hours required in a minor. A student will not receive departmental recommendation for directed teaching or for a teaching position in geography who has not successfully completed this course. It should be elected by all students in the Later Elementary curriculum.

A major in geography consists of 24 semester hours, including Field Geography 340, Weather and Climate 325, and either General Geology 230 or Dynamic Geology 330A. Students majoring in geography are advised to elect Economics 220A, B and modern American and European history and to acquire the ability to read German or French. A minor in geography consists of 15 semester hours, including Field Geography 340. All major and minor students are required to elect Teaching of Geography 300T.

A major in earth science consists of Geology 330A, B, and six courses in geography.

206. United States and Canada. 3 semester hours. Prerequisite: Introductory Geography 105A, B or 305. Dr. Berry.
A study of the United States and Canada by geographic regions.

207. Europe. 3 semester hours. Prerequisite: Introductory Geography 105A, B, or 305. Miss Logan.
The course proposes to point out the functions of the various natural conditions, such as climate, topography, minerals, and relative location in the economic, political, and social developments in the various regions of Europe.

208. South America. 3 semester hours. Prerequisite: Introductory Geography 105A, B or 305. Miss Harrison.
The relationship between the combination of natural environmental conditions existing in each of the major geographic regions of the continent and the economic activities carried on therein. The place of South America in world trade.

300T. Teaching of Geography. 3 semester hours. Prerequisite: Introductory Geography 105A, B or 305. Desirable antecedent: Principles of Teaching. Miss Logan.
Objectives in the teaching of geography, evaluation and technique of visual aids, organization and presentation of textual materials, geographic tests.

305. Introductory Geography for Juniors and Seniors. 3 semester hours.
Not open to students who have received credit for Introductory Geography 105A or 105B. Dr. Straw.
An introductory course designed for upper classmen who are electing their first course in geography.
315. Geographic Background of World Problems. 2 semester hours. Pre-requisite: an interest in world affairs, at least one year of college history, and Introductory Geography 105A, B or 305. Miss Harrison.

The particular topics discussed in tracing relationships of current international and national problems to natural environmental conditions will necessarily vary with the trend of events. The study will include problems relating to the Far East, conflicting interests in the Mediterranean, the U. S. S. R., European colonies in Africa, and Hispano-America.

325. Weather and Climate. 2 semester hours. Prerequisite: Introductory Geography 105A, B or 305. Dr. Straw.

A detailed analysis of temperature, pressure, wind, precipitation, clouds, and humidity made with reference to the forecasting of weather changes, to the climates of the different parts of the United States and of the world, and to the effects on transportation, agriculture, and city life.

340. Field Geography. 3 semester hours. Prerequisite: Introductory Geography 105A, B, or 305. Dr. Berry.

An intensive study is made of various type areas within the Kalamazoo vicinity with the purpose of observing how agriculture, industrial development, transportation, commercial organization, and the urban pattern have made adjustment to these areas. The course is based primarily upon field work and affords training in observing geographical facts, field note-taking, and detailed mapping of areas studied. Required of students who desire recommendation to positions in the field of geography.

HOME ECONOMICS

CORA WALKER SMITH

MARY A. MOORE

LUCILE DUNN

218. Food for the Family. 2 semester hours. Elective for non-majors. Miss Moore.

Problems in the buying of foods and in the planning, preparing, and serving of family meals.


A study of nutrition in relation to the health of the individual and of family groups; adequate nutrition on reduced food budgets; relation of individual to community nutrition problems.

306. Clothing Modeling. 2 semester hours. Elective for majors. Prerequisite: Clothing Clinic and Textiles 103, Clothing 205, Costume Design 209. Mrs. Smith.

This course is intended to give advanced students an opportunity to design in material on a dress form, thereby developing more skill in fitting. Emphasis is placed on the relation of texture of material to design of dress. Besides modeling of several garments in practice material on the dress form, a cotton and a silk dress will be modeled and finished.

324. Home Management Practice. 3 semester hours. Prerequisite: Home Management 322. Miss Dunn.

Students live together in family-size groups in a house where opportunity is provided for practice in the composite duties of homemaking. The house is managed on three economic levels of income, and students participate in social activities of a family group suited to each status of living.
326. Child Development. 3 semester hours. Prerequisite: Nutrition 211 or 219, or consent of instructor. Mrs. Smith.

This course is planned to meet the needs of home-economics students who will be required to teach child care and training in high schools. Through discussion and observation an effort will be made to develop some understanding of the needs of the child as to food, clothing, care, his physical and emotional development, and his relationship to other children and to adults. Attention will also be given to the importance of desirable physical surroundings in the home and the relation of the home to the physical development and behavior of the child.

393. Consumer Buying. 2 semester hours. Prerequisite: Economics of Consumption 223. Mr. Bigelow or Miss Dunn.

A study of the consumer-education movement: sources of information for the consumer; laws affecting the consumer; the labelling, grading, and standardization of consumer goods; the theory of buying; and an analysis of factors involved in prices.
given to jointer and surfacer grinding, band-saw filing, brazing, and circular-saw filing. Types of furniture construction are worked out through a series of fundamental problems.

212. Electrical Construction. 2 semester hours.
An introductory course in the design and construction of electrical equipment; a study of light and power applications, maintenance and repair of household appliances.

METAL COURSES

130A. General Metal. 3 semester hours.
A course presenting craft methods in handling and shaping metals in a series of unit activities. Processes in coppersmithing, metal spinning, hard and soft soldering, brazing, forging, welding, polishing, buffing, and electroplating are demonstrated and applied in making and assembling a variety of projects.

130B. General Metal. 3 semester hours.
A course in sheet-metal working; hand and machine processes in burring, seaming, turning, wiring, crimping, beading, and soldering are demonstrated in the construction of a variety of projects.

PRINTING COURSES

140A. Printing. 3 semester hours. Mr. Pullin.
This course is for beginners and is intended to acquaint the student with the various tools and materials of a print shop and to teach him the fundamentals of plain type composition. Simple jobs are carried through the various stages from composition to make-ready and press work. Practical work is given in setting straight composition.

140B. Printing. 3 semester hours. Prerequisite: Printing 140A. Mr. Pullin.
This course emphasizes proportion, balance, and the study of type faces. Practical work is given in the composition of more complicated printed matter which involves rule work, borders, and ornaments. Practical work is given in make-ready and presswork.

141B. Printing. 2 semester hours. Prerequisite: Printing 140A, B. Mr. Pullin.
Advanced work in the complete designing and producing of printed matter, with a study of plates, papers, and inks. Advanced imposition and press work are also included.

PROFESSIONAL COURSES

300T. Shop Organization. 1 semester hour. Mr. Sherwood.
This course includes the organization of models, outlines, and various teaching aids, as well as modern tool and equipment arrangements for school shops.

301T. Teaching of Industrial Arts. 3 semester hours. Mr. Sherwood.
This course aims to combine the student's previous educational contacts and practical experiences with the best modern school practices in the teaching of industrial arts. It includes observation studies and individual research problems.
302T. Teaching of Safety Education. 2 semester hours.
A course to develop ability to drive safely, to prepare for the individual adjustments necessary to changes that occur under modern traffic conditions, and to develop an appreciation of the responsibility of all citizens for bringing about greater safety. This course is based on materials and procedures developed by traffic and highway specialists for presentation in high schools. Laboratory hours for driver instruction to be arranged.

LANGUAGES

EUNICE E. KRAFT  MARION TAMIN  MATHILDE STECKELBERG

FRENCH

100A. Elementary French. 4 semester hours. Miss Tamin.
The rudiments of French grammar. Pronunciation and ear training are stressed. No credit for the work of this term will be given until the year's work is completed.

100B. Elementary French. 4 semester hours. Miss Tamin.
A continuation of 100A for those students who have had the first term.

202S. Reading from Modern French Novels and Stories. 2 semester hours. Miss Tamin.
This course is intended for those who have had two years of college French or its equivalent. Students having less prerequisite may consult the instructor for adjusting of work and credit. The course consists of readings, resumes, and discussions from the various points of view of language, ideas, and French life.

GERMAN

100A. Elementary German. 4 semester hours. Miss Steckelberg.
The work of this course includes the study of the elements of German grammar, oral work, and the reading of simple German. To capable students an opportunity of finishing the year's work by correspondence is offered.

102As. Intermediate German. 2 semester hours. Miss Steckelberg.
The work of this course covers half of the first semester of the second year of German and is also adapted to meet the needs of students who wish two hours of credit for German 100B. It includes a review of grammar, the reading of simple modern German texts, composition based upon them, and the study of songs and poems.

LATIN*

105S. Latin Literature. 3 semester hours. Miss Kraft.
Selections from Seneca, Tacitus, Suetonius, and other representative Latin authors will be read. Duplication of material already familiar to members of the class will be avoided.

*Note.—Students whose needs are not met by these Latin courses should consult with the instructor.
205S. Latin Literature in English. 2 semester hours. Miss Kraft.

No knowledge of the Latin language is required for this course. Selections from representative authors will be read in English translations. Those desiring to apply this credit on a major or minor in Latin may make arrangements to read the works in the original. The development of Roman literature will be studied with special emphasis upon the masterpieces and their contribution to the thought of today.

LIBRARY

ANNA L. FRENCH

A course of nine lessons on the use of the library. Required of all freshmen.

306. School Library Administration. 3 semester hours. Miss Cleveland.
The third unit of a course for teacher-librarians: the organization of a school library.

MATHMATICS

JOHN P. EVERETT
HUGH M. ACKLEY
CHARLES H. BUTLER
GROVER C. BARTOO
HAROLD BLAIR

Courses in the Department of Mathematics are designed to meet the needs of students presenting three types of preparation in the high school. A freshman electing work in mathematics for the first time should be careful to select from courses 100A, 103A, and 104A the one best adapted to the amount of high-school mathematics for which he has credit.

The department offers four sequences leading to calculus. Sequence A is designed for students who present trigonometry as part of their high-school preparation. Sequence B is designed for students who present one and a half years of algebra, but no trigonometry, as part of their preparation. Sequences C and D are for students who have completed but one year of algebra in the high school; sequence D, the one regularly pursued by such students, requires two years to reach calculus; for exceptional cases, in which students having but one year of high-school algebra desire to enter calculus in the second year of their college course, sequence C is offered; this requires the student to make up deficiencies in his high-school course by taking two courses (115S and 116S) in the summer session following his freshman year. Note that the four sequences are mutually exclusive.

Elementary Sequences in Mathematics

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*Solid Euclidean Geometry 100B may be taken in combination with course 100A or course 100C, either the first or the second semester.
For students who have studied calculus, a main array is offered consisting of the following courses: Solid Analytic Geometry 323, Theory of Equations 322, Differential Equations 321, Theoretical Mechanics 325.

During the regular academic year one or more of these courses will be offered each semester at nine o'clock.

For all students, including those not majoring in mathematics, there is offered by the department a group of subjects consisting of the following courses: Mathematics of Finance 227, Mathematics of Insurance 228, Introduction to Statistics 211, College Geometry 230. During the regular academic year one or more of these courses will be offered each semester at eleven o'clock.

Opportunity is offered for more varied work in mathematics, but the courses should be chosen with some regard for the particular interests and objectives of the student. Members of the department will be glad to confer with students concerning the arrangement of their courses.

Attention is called to Mathematics of Buying and Investment 200, which is being offered experimentally to and for students of limited mathematical attainment.

Students expecting to teach mathematics are advised to elect the professional courses in the teaching of mathematics best suited to their particular requirements. It should be noted, however, that adequate appreciation of, and acquaintance with, subject matter is the first and inevitable step in the acquisition of professional skill in teaching. Professional preparation for teaching mathematics demands both academic accomplishment and training in proficiency of method, but in general the relative importance of these two types of education is in the order in which they are mentioned here.

A major in mathematics comprises not less than eight semester hours of work completed subsequent to a year's course in calculus and elected with the approval of the departmental adviser.

A minor in mathematics comprises not less than eight semester hours of work completed subsequent to any one of courses 103B, 104B, or 116S and elected with the approval of the departmental adviser.

Students desiring to do directed teaching in mathematics must have completed a major or a minor in this subject and have included in this preparation at least one of the following courses: Teaching of Algebra 308T, Teaching of Geometry 309T. History of Mathematics 315A, B is also recommended. Applications for directed teaching in mathematics must be approved by the chairman of this department. Solid Euclidean geometry is a prerequisite to directed teaching in either algebra or geometry.

100A. Elementary Algebra. 3 semester hours. Prerequisite: one year of high-school algebra and one year of high-school geometry. Mr. Bartoo.

Designed for students who present for admission only one year of algebra. For such students it should precede all other college courses in mathematics.

100C. Plane Trigonometry. 3 semester hours. Prerequisite: Elementary Algebra 100A or a year and a half of high-school algebra, and at least one year of Euclidean geometry. Mr. Ackley.

Trigonometric ratios, identities and equations, inverse functions, theory and use of logarithms, circular measure of angles, solution of triangles.

101T. Arithmetic. 3 semester hours. Mr. Blair.

Lectures and discussions on the history and teaching of the subject, with assigned reading. Extended treatment of typical problems of applied arithmetic. This course gives credit in education.
115S. **College Algebra.** 3 semester hours. Prerequisite: one and one-half years of high-school algebra and one or one and one-half years of high-school geometry, or the equivalent. Mr. Ackley.

A review of exponents, radicals, and quadratic equations, including systems of quadratic equations, progressions, the binomial theorem, complex numbers; theory of equations, including Horner's method, determinants, permutations and combinations.

116S. **Analytic Geometry.** 3 semester hours. Prerequisite: trigonometry and college algebra. Dr. Butler.

Analytic geometry of the straight line, circle, and conic sections; change of axes; properties of conics involving tangents, diameters, and asymptotes.

200. **Mathematics of Buying and Investment.** 2 or 3 semester hours. Prerequisites: high-school algebra and geometry. Dr. Everett.

Designed to give the individual actual concrete appreciation of the relation of cash and time payments to his own business or budgetary problems, and to afford students with a limited background of mathematics an appreciation of ways in which understanding of the relations of the individual to organized society is promoted by mathematics. Methods of financing installment purchases as commonly encountered are studied and their actual cost to the consumer is investigated. The student is introduced to tables of interest, annuities, and other readily available means of assistance in dealing with business practices. The amount of credit earned in the course will be determined by the extent to which the student participates in the investigation of illustrative exercises outside of the class hour.

201S. **Field Work in Mathematics.** 2 semester hours. Prerequisite: high-school algebra and geometry. Dr. Butler.

Designed to provide first hand acquaintance with both theoretical and practical aspects of the use of elementary mathematical instruments, this course will include studies in the nature and use of the angle mirror, alidade, hypsometer and clinometer, plane table, vernier, level, sextant, simple surveying instruments, and the slide rule. Attention will be given the construction, adaptation, and use of simple and inexpensive home-made instruments as well as the use of commercial equipment. In addition to classroom discussions the work will include field measurement, both by direct and indirect methods, scale drawing, plane table surveying, elementary mapping (level and contour), methods of approximating areas, methods of enlarging or reducing maps and drawings, and the use of approximate data and standard numbers. While planned primarily for teachers, the course is of general interest, and is especially useful to those engaged in scouting and club work.

211. **Introduction to Statistics.** 2 semester hours. Prerequisite: one year of college mathematics. Dr. Everett.

The object of this course is to give the student a knowledge of logical principles and of methods of procedure underlying statistical analysis. The topics discussed will include measures of central tendency, of dispersion, and of relationship.

230. **College Geometry.** 2 semester hours. Prerequisite: one year of college mathematics. Mr. Ackley, Mr. Bartoo.

Students electing this course will not be required to take Teaching of Geometry 309T as a prerequisite to directed teaching in geometry. While this course is designed primarily for those who plan to teach high-school mathematics, it will be of interest to anyone desiring to apply Euclidean methods to many interesting problems beyond the scope of a high-school text. The course consists of the study of such topics as geometric constructions, properties of the triangle, harmonic ranges and pencils, circle of Apollonius, inversions, poles and polars, and orthogonal and co-axial circles.
104. Early Elementary Music. 3 semester hours. Miss Doty.
This course gives a singing knowledge of syllables in all major and minor keys, study of song material for first three grades, treatment of monotones, experience in presentation and teaching of rote songs, and introduction of notation.

107. Later Elementary Music. 3 semester hours. Mrs. Britton.
Material suitable for upper grades, method of introducing part singing, and experience in unison and part singing in all major and minor keys.

109S. Music Appreciation for Rural Schools. 2 semester hours. Mrs. Britton.
Stresses beauty through music, as developed by means of a phonograph and records; correlation with other school subjects; and, in general, rhythmic, melodic, and harmonic development.

125S. Summer School Choir. 1 semester hour. Rehearsals twice a week. Mr. Maybee.
A summer school choir will be organized open to all students having had choral experience. Material will be used that will be sung in the following spring at the High School Music Festivals.

132S. Orchestra. 1 semester hour. Rehearsals twice a week. Mr. Amos.
An orchestra will be organized open to all students having had orchestral experience. The organization will appear at various functions during the summer session.

209A. Harmony. 4 semester hours. Prerequisite: Fundamentals of Music 105A, B, and at least the ability to play hymns. Mr. Henderson.
The 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 required.

212A. History of Music. 4 semester hours. Prerequisite: Fundamentals of Music 105A, B. Mr. Maybee.
The aim of this course is to acquaint the student with the development of music from its earliest primitive inception through the numberless stages of growth of melody, rhythm, and harmony, down to the time of Brahms. The development of the symphony, opera, oratorio, and various other musical forms is worked out with the aid of piano, voice, and victrola, bringing within the hearing of the students various interpretations of the master works.

212B. Music Appreciation. 4 semester hours. Prerequisite: one of the following: Fundamentals of Music 105A, B, Early Elementary Music 104, Later Elementary Music 107, Rural School Music 109. Mrs. Britton.
A study of the masterpieces is made, and appreciation work in preparation for teaching children is definitely worked out.

216B. Voice Culture. 2 semester hours. Mr. Maybee.
The work in this course is designed to further the development of the first year's work. The class is divided into sections with the idea of having voices of similar character and quality work together for more intensive and individual study. Suggestions are made to individuals before the class so that all may have the advantage of the work. Songs are taught to the groups and eventually sung by the individual.
302T. Music Education (instrumental). 2 semester hours. Prerequisite: Fundamentals of band and orchestra instruments. Mr. Amos.

Class instruction such as is used in the grades and the high schools for the development of band and orchestra is stressed. Materials will be studied which will best serve organizations in the lower grades and the high school.

320A. Advanced Harmony and Musical Analysis. 3 semester hours' credit per semester. Prerequisite: Harmony 209A, B. Mr. Henderson.

Use of modern chords, chromatic alteration, suspensions and modal harmony, followed by chords and form analysis in the work of the classic, romantic, and modern composers.

PHYSICAL EDUCATION FOR MEN

JUDSON A. HYAMES  
MITCHELL J. GARY  
HERBERT W. READ  
JOHN W. GILL  
FRANK C. HOUSEHOLDER

Intramural tournaments, covering such activities as tennis and golf, will be held during the summer, and also a soft ball league playing a regular schedule from 3:00 to 5:00. Mr. Hyames.

Tennis instruction will be given as requested. Mr. Householder.

207. Camping and Scouting. 3 semester hours. Mr. Read.

Managing and planning of summer camps, including such topics as housing, sanitation, commissary, program, activities; administration of canoeing, hiking, swimming, and various other camp interests.

History, aims, and principles of the Boy-Scout movement. Methods of the patrol and troop are studied. Students are given the opportunity of practical experience in the various phases of scouting and woodcraft. Particular emphasis is placed on the value of the scout program in supplementing the influences of the home, church, and school life of the adolescent boy. Those completing the course satisfactorily are awarded the standard leader's diploma, issued by the Boy Scouts of America.

208. Fundamentals and Technique of Football. 2 semester hours. Mr. Gary.

Fundamentals of football coaching, with special emphasis on catching, punting, kicking, blocking, interference, tackling, principles of line and backfield work, the most approved manner of playing the various positions. Building and formations of plays, generalship, signal systems, and scouting. Some problems of the coach. Study of the rules.

209. Fundamentals and Technique of Basketball. 2 semester hours. Mr. Read.


210. Fundamentals and Technique of Baseball. 2 semester hours. Mr. Gill.

Theory and practice in base running, fielding, batting, and pitching; detailed study of each position; offensive and defensive team play; officiating; scoring; study of rules.

211. Fundamentals and Technique of Track and Field. 2 semester hours. Mr. Gary.

The best accepted forms of starting, hurdling, distance running, pole vaulting, discus and javelin throwing, sprinting. Study of physical condition
affecting speed, endurance, and fatigue. The selection and preparation of contestants for the different track and field events. Managing and officiating of games and meets. Study of rules. Practice on the track.

302T. Organization and Administration of Physical Education. 3 semester hours. Mr. Hyames.

The planning of physical-education programs for city, village, and rural schools; the organization of health lessons, games, tests, meets, tournaments, and seasons of play; principles of supervision; construction and equipment of buildings, grounds, swimming pools, athletic fields, stadia. This course gives credit in education.

320. Playground and Community Recreation. 3 semester hours. Mr. Gill.

Nature and function of play; age periods, and adaptation of activities; social environment; playground development, construction, management, and supervision. Practice in class instruction in games, story plays, handwork, and other physical activities. A survey of recreational material, athletic and field meets. Laboratory work with training-school children required.

PHYSICAL EDUCATION FOR WOMEN

ISABEL CRANE DOBIS

A. HUSSEY

MARION A. SPALDING

PHYSICAL EDUCATION Courses

99. Social Dancing.


110. Swimming. 1 class hour. Miss Hussey.

113. Tennis. 1 class hour. Miss Hussey.

118. Archery. 1 class hour. Miss Spalding.

120. Badminton. 1 class hour. Miss Hussey.

236S. Camp Fire and Scouting. 1 semester hour. Miss Spalding.

The organization and administration of Camp Fire and Girl Scout Troops, with a study of suitable activities for the yearly program.

333. Recreational Activities. 1 semester hour. Miss Crane.

Experience in organizing and conducting programs of games and recreational activities of a social nature for various age groups.

334S. Public School Physical Education. Miss Spalding.

A survey of the needs and interests of children as to physical education and presentation of suitable activities. This course may be substituted for Physical Education courses 233, 330, 331, or 332 which appear in the catalog.
A major in physics consists of 24 semester-hours. By arrangement with the Department of Chemistry, a major in physical science may be made by taking 8 semester-hours of chemistry and 16 semester-hours of physics. A minor in physics consists of 16 semester-hours and may not be made by combining physics and chemistry. A year of college mathematics should precede Mechanics, Sound, and Heat 203A and Electricity and Light 203B.

105A. An Introduction to Physical Science. 3 semester hours. Dr. Hornbeck.
This course is designed as a science course in general education, and is not intended for the student who desires to pursue the subject of physics required in engineering, medicine, and dentistry, and the teaching of physics. Credit in this course may be used to satisfy entrance deficiency in physics. This course is open to students who have had high-school physics as well as to those who have had no previous course in this field.

203A. Mechanics, Sound, and Heat. 5 semester hours. Prerequisite: high-school physics or Introduction to Physical Science 105A, B, and trigonometry. Dr. Rood.
A general course in mechanics of solids and fluids, together with a study of heat and sound. Demonstrations, lectures, and recitations, with the solution of many problems.
Note.—Either 203A or 203B will be offered in response to the demand. Students desiring either of these courses should consult Dr. Rood upon arrival on the campus.

203B. Electricity and Light. 5 semester hours. Prerequisite 203A. Dr. Rood.
Same general plan of presentation as in 203A.

210. Astronomy. 3 semester hours. High-school physics is a highly desirable antecedent. Dr. Hornbeck.
A non-mathematical course in descriptive astronomy, which will serve as an aid to students in general science and to others who may desire an understanding of the elements of the subject. Open to students of all courses.

220. Photography. 3 semester hours. Dr. Rood.
The aim of this course is to help the student answer a multitude of questions which arise in photography. The work will be divided between lecture-demonstrations, and laboratory work by the student. To enroll in this course students should get permission from the instructor.
Note.—This course may not be counted toward fulfillment of a minimum requirement in Group II.

PSYCHOLOGY

Theodore S. Henry          Olga Schalm Roekle          Homer L. J. Carter

General Psychology 200 (or its equivalent) is required in all curricula leading to a provisional certificate, and may be elected in all others. Abnormal Psychology 305, elective in other curricula, is required in the Special Education curriculum. Psycho-Educational Problems 309 offers an approach to the field of clinical psychology.

200. General Psychology. 3 semester hours. Dr. Henry.
A survey course serving as the scientific basis for subsequent courses in education, as well as an introduction to the field of psychology itself.
Note.—This course may not be counted toward fulfillment of a minimum requirement in Group II.
305. Abnormal Psychology. 2 semester hours. Prerequisite: General Psychology 200. Dr. Henry.
A discussion of the causes, nature, and forms of mental abnormality.
Note.—This course may not be counted toward fulfillment of a minimum requirement in Group II.

309. Psycho-Educational Problems. 2 semester hours. Prerequisite: Abnormal Psychology 305, Mental Tests 307, or consent of the instructor. Mr. Carter, Mrs. Roekle.
Two one-hour periods each week, including staff conference. Clinical studies of pupils presenting psycho-educational problems, such as behavior difficulties; deficiencies in reading, educational and social maladjustment. Work of the course involves individual case studies, home visits, interviewing, conferences, laboratory and clinical procedure. Theory and practice of the case study, including case history, and physical, psychological, and educational examinations, as well as interpretation and treatment, will be considered. Detailed work of the course is carried out under the direction of the Psycho-Educational Clinic.
Note.—1. A student may elect this course a second time. Repetition does not involve repetition of content but additional practice in procedure.
2. This course may not be counted toward fulfillment of a minimum requirement in Group II.
vincial and class distinctions to the inclusive social unity. Illustrations are taken from and applications are made to small-town, village, and country life.

Note.—Rural Education 340 will be offered in the summer session, 1941.

340. Child Growth and Development. 4 semester hours. Dr. Amis, Miss Carpenter, Miss Lubke, and others. Open to a limited number of students. Application for admission must be made to the Director of the Department of Rural Education in advance of enrollment day.

This course is a modification of one by the same title given during two previous summer sessions in cooperation with the W. K. Kellogg Foundation. Provision will be made for half days of intensive, supervised observation in ungraded rooms, on the campus, approaching one-teacher rural school conditions, supplemented by extensive discussion, conferences, lectures, and reading assignments. The course will be an integrated unit concentrating on the problems of child growth and development with special emphasis on those phases influenced or affected in the educational progress by those conditions peculiar to the rural environment. Each student will be required to carry also another closely related course to be chosen in conference with the Director of the Department.

345 or 346. Rural Education. (Seminar). 2 semester hours. Prerequisite: consent of instructor. Dr. Robinson.

This is a seminar course for advanced students who are interested in keeping abreast of current progress in rural education. The best material in print on rural life and education will be read and discussed. A study is made of problems relating specifically to administration, teaching, the curriculum, supervision of all types of rural schools, and the preliminary and in-service preparation of teachers. Research by individual members of the class may be on minor problems or on a major problem.

SOCIAL SCIENCES

FLOYD W. MOORE
HOWARD F. BIGELOW
GEORGE O. COMFORT
LEONARD C. KERCHER
JAMES O. KNIAUSS

NANCY E. SCOTT
RUSSELL H. SEIBERT
CHARLES R. STARRING
W. VALDO WEBER
OTTO YNTEMA

ECONOMICS

220A. Principles of Economics. 3 semester hours. Mr. Moore.

A study of the fundamental principles of economics and their application to some of the more important of our economic problems. Special emphasis is placed on the laws of price, the fundamental principles involved in production, and the principles underlying our monetary and banking systems. A few problems, such as those presented by the business cycle, inter-regional trade, business organization, and marketing, are frequently included.

Note.—Principles of Economics 220 A and B form a single course, which is prerequisite to advanced work in the field. A student planning to take only a single semester's work in economics should consult with the instructor before electing Principles of Economics 220A.

220B. Principles of Economics. 3 semester hours. Prerequisite: Principles of Economics 220A. Mr. Bigelow.

Primary emphasis is placed upon the principles involved in what is technically known as distribution of wealth. The list of problems studied includes railroad regulation, the control of industrial monopolies, risk bearing, insurance, speculation, public finance, taxation, employment relations, and proposed reforms of our economic system.
223. Economics of Consumption. 3 semester hours. Mr. Bigelow.

A study of the present-day problems of the consumer. It helps to establish rational standards of expenditures, based on a careful analysis of human wants and on a consideration of the consumer's available income and of the existing standards of living. Careful analysis is made of the marketing system, investment, insurance, the recent development of installment buying, and the wise use of credit by the consumer.

Note.—It is suggested that this course follow Principles of Economics 220A, B as a year's sequence for students preparing to teach social science in junior high school.

330. History of Economic Thought. 2 semester hours. Prerequisite: not less than 12 semester hours in economics. Mr. Moore.

The course aims to give the student a historical background for modern economic thinking. Beginning with the leaders of ancient economic thought, the main currents of such thinking are brought down through feudalism, mercantilism, the physiocrats, Adam Smith's influence, the English classical school, socialistic tendencies and the controversial theories of the present experimental era.

HISTORY

105B. Development of European Civilization, 27 B. C.—1500 A. D. 3 semester hours. Dr. Scott.

Augustus and the Augustan age; success, peace, and prosperity of the Roman empire; rise of Stoicism and Christianity; forces of decay and attempts to arrest them; Diocletian and Constantine; barbarian invasions; the Frankish empire and Charlemagne; monasticism; Justinian and the Byzantine empire; Mohammedans; Norsemen; the feudal age; the Christian church; the crusades; rise of towns and commerce; rise of France and England.

108A. Modern Europe, 1500-1815. 3 semester hours. Dr. Seibert.

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; the world-wide colonial conflict between France and Great Britain; social and political ideas of the eighteenth century; the French Revolution; and the era of Napoleon.

108B. Modern Europe, 1815 to the present time. 3 semester hours. Mr. Starring.

The reactionary period after 1815; the industrial revolution; the liberal and national movements of the nineteenth century; the Near-Eastern question; the expansion of Europe in Asia and Africa; international relations; the World War; the problems of reconstruction.

201A. United States History to 1860. 3 semester hours. Dr. Comfort.

This course begins with the European background of American history, traces the origin and growth of the colonies, considers their relations to the mother country, gives special attention to the causes and course of the Revolution and to the beginnings of state and national government. A study is made of the first seventy-five years of national existence, showing the country's territorial, social, political, and economic changes.

201B. United States History, 1860 to the present time. 3 semester hours. Dr. Comfort.

The course of the Civil War and its results are discussed. The development of the nation from an agricultural country to an industrial world power is studied, together with the simultaneous social, cultural, and political changes.
300T. Teaching of the Social Studies. 2 semester hours. Prerequisite: nine hours credit distributed between two social sciences. Mr. Yntema.

This course is intended for students in the later-elementary and the junior- and senior-high-school groups. It deals with the nature, aims, content, organization, presentation, and testing of the social studies. Attention is given to the evaluation of texts, the planning of lessons, the selection and gradation of collateral reading, and the correlation of the social studies with the other branches of the curriculum and with the various activities of the school.

306A. United States History, 1877-1901. 2 semester hours. Prerequisite: six hours of history. It is desirable that the student shall have had Economics 220A, B, and Political Science, 230 A, B. Mr. Starring.

The course deals with the problems and politics of an era of rapid economic expansion. It is conducted as a pro-seminar. An effort is made to use some of the more available sources and to compare and weigh divergent historical interpretations.

307. Latin American History. 2 semester hours. Dr. Knauss.

A survey of the history of the Latin American countries. Particular attention is given to the political, the economic, and the social institutions and problems of Latin America.

309. Europe Since the World War. 3 semester hours. Dr. Scott.

A study of post-war reconstruction; the problems growing out of the peace treaties, reparations, war-debts, revisionism; successive changes in Italy, Russia, and Germany; the Spanish War; political aspects of the economic tension.

Note.—Courses 308, 309 represent a consecutive year's work in recent European history for juniors and seniors. Each unit, however, may be taken separately. A general knowledge of European history, such as may be gained from 108A, B, or 109A, B, is necessary for an effective understanding of the material studied in these courses.

313. History of Michigan. 3 semester hours. Prerequisite: United States History 201A, B. Dr. Knauss.

A course designed to show the development of the contemporary political, social, and economic status of Michigan. The relation of the history of the state to that of the nation is stressed.

315. Downfall of the Old Regime to 1792. 2 semester hours. Dr. Seibert.

A study of the life and thought of the eighteenth century, with special emphasis upon France; the causes of the French Revolution; belated efforts at reform; and the overthrow of the French Monarchy.

POLITICAL SCIENCE

230A. American Government. 3 semester hours. Dr. Weber.

This course covers the historical and legal bases, organization, powers and regulation of the various units of government, citizenship rights, structure and workings of legislative bodies.

331. Municipal Government. 2 semester hours. Prerequisite: American Government 230A, B or consent of instructor. Dr. Weber.

Attention is focused on the problem of city government, growth of cities, types of city organization, municipal functions and finances, administrative personnel, public utilities, and public conveniences.
334. Survey of American Government. 2 semester hours. Dr. Comfort.
This course covers our national, state, and local governments and is intended
for those who do not find time for the more extensive study in American
Government 230A, B.

SOCIOMETRY

240. Rural Sociology. 3 semester hours. First semester. Dr. Amis, Dr.
Robinson.
For description of course see Department of Rural Education, page 105.

241. Principles of Sociology. 3 semester hours. Dr. Kercher.
A study of man's social nature and of the social world in which he lives.
The biological, social, and cultural factors underlying the development of
human personality are considered. Chief emphasis, however, is placed upon
an analysis of various forms and processes of group association, including
such topics as the forms of collective behavior, the structure and functions
of community organization, the nature of social interaction, and the character
of social change.

242. Modern Social Problems. 3 semester hours. Prerequisite: Principles
of Sociology 241.
A general survey of some of the major social problems now confronting
American society, such as family disorganization, physical and mental ill
health, economic insecurity, juvenile delinquency and crime, population
changes, and industrial hazards. Special consideration is given to the cul-
tural background and the social significance of these problems as well as to
the various public and private proposals for their alleviation.

340. Urban Sociology. 2 semester hours. Prerequisite: Principles
of Sociology 241.
A study of urban society. Its rise and development is traced. The eco-
logical patterns of the city are studied with special reference to their influence
on the development of personality and their effect on social relationships. The
character and function of social organization in the modern urban community
is analyzed, and the problems of social control and social planning are con-
sidered.

344. History of Social Thought. 2 semester hours. Prerequisite: Prin-
ciples of Sociology 241. Dr. Kercher.
A critical survey of the social thinking of outstanding students of society,
from Plato to those of modern social science. The development of social
theory is stressed, and an endeavor is made to appraise the contributions of
various individual thinkers and of different schools of thought.

SPEECH

Laura V. Shaw
Dorothy M. Eccles

Carroll P. Lahman
Charles VanRiper

105A. Fundamentals of Speech. 3 semester hours. Miss Eccles, Mr. Lahman.
The basic course for all work in the department. A study and application
of the fundamental principles underlying the use of the voice and the body
for effective communication. Credit will be given for this course alone, but
it is strongly urged that A and B be taken as a unit.
Note.—This course may be counted toward fulfillment of a minimum requirement in
Group I.
105B. **Fundamentals of Speech.** 2 semester hours. Prerequisite: Fundamentals of Speech 105A. Miss Eccles.

Further study of principles, with additional opportunity for individual practice. Students interested in speech are advised to elect both A and B the first year.

Note.—This course may be counted toward fulfillment of a minimum requirement in Group I.

210. **Interpretive Reading.** 3 semester hours. Prerequisite: Fundamentals of Speech 105A, B. Miss Shaw.

Analysis and oral interpretation of the more simple types of prose and poetry.

Note.—This course may be counted toward fulfillment of a minimum requirement in Group I.

215. **Acting.** 3 semester hours. Prerequisite: Fundamentals of Speech 105A, B, Interpretive Reading 210, or the consent of the instructor. Miss Shaw.

Improvisation and practical work on the stage. Through class discussion and criticism from the instructor, the student acquires an understanding of the basic principles of the art of acting.

225. **Argumentation and Debate.** 3 semester hours. Prerequisite: Fundamentals of Speech 105A, B or consent of the instructor. Mr. Lahman.

A thorough study of the principles of argumentation and frequent practice in debating current public questions. Attention is also given to the problems of coaching and judging debates. Students planning to participate in intercollegiate debate are advised, so far as possible, to elect this course first.

320. **Play Production.** 3 semester hours. Prerequisite: Fundamentals of Speech 105A, B, Interpretive Reading 210, Acting 215, and the consent of the instructor. Miss Shaw.

Methods of staging plays, including stage settings, costumes, and makeup. Plays are presented by the class. Each student directs at least one play.

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**TRAINING DEPARTMENT**

**DIRECTED TEACHING**

The Campus Training School is open in the summer session from 9:00 A. M. to 12:00 M. Courses in observation and directed teaching are offered.

Directed teaching assignments are reserved for students who have not been in residence during the other terms, and for those who can complete the work for a certificate. Since the number of such opportunities is limited, application should be made to the Director of the Training School well in advance of the summer-session enrollment day.

Pupil enrollment is by application. Children of students attending the summer session are among those accepted, but reservations must be made in advance. The work is designed to furnish profitable experience for the children, rather than to provide opportunity for the making up of grades by those who have failed of promotion.

One ungraded room in the Training School, under the guidance of a trained teacher in this field, will be open to a limited number of children of the first six grades. An opportunity will be afforded in this room for teachers to observe effective practices and procedures which are adaptable to the school of more than one grade.

Students enroll for teaching at the Training School office on enrollment day. At this time assignment is made to a definite grade and supervisor.
Critic meetings with the supervisors are held Mondays, Tuesdays, Thursdays, and Fridays, 7:30-8:30 A. M. All who enroll for teaching must reserve the hours from 8:00 to 12:00.

Students enrolled for directed teaching are advised not to take extra studies the same term.

Students may not enroll for more than 3 semester hours of directed teaching in the summer session.

**Directed Teaching 371S, 372S.** 3 semester hours each. Prerequisite: General Psychology 200, Educational Psychology 250A, B, Principles of Teaching 240 or 251, adequate academic and professional training in the subject or subjects to be taught, and one-fourth as many honor points as semester hours of credit earned. Dr. Burge, grade and special supervisors.

This work includes the teaching of classes in the training school, the observation of lessons taught by the supervisors, the study and measurement of children as individuals and in groups, and meetings with the supervisors of directed teaching and with the Director of the Training School.

Students are urged to become as familiar as possible with the spirit and general workings of the training school.

**375S. Theory and Observation.** 2 semester hours. Prerequisite: maturity and teaching experience. Dr. Burge, grade and special supervisors.

A course in observation and discussion designed to keep teachers of experience in touch with the best present-day practice. Demonstration rooms are conducted, one each in primary, intermediate, and upper grades. The aim is to present progressive methods of education under modern conditions.
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