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EIGHTY-FIFTH ANNUAL CATALOG

OF THE

Michigan State Normal College

FOR 1938-1939

INCLUDING

ANNOUNCEMENTS FOR 1939-1940

YPSILANTI, MICHIGAN
1939

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Michigan State Normal College

YPSILANTI

STATE BOARD OF EDUCATION

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HON. WYNAND WICHERS Vice-President
HON. EUGENE B. ELLIOTT Secretary
HON. FRANK CODY

Regular meeting of the Board, last Friday of each month.

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

HON. EUGENE B. ELLIOTT

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Michigan State Normal College
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Central State Teachers College
WEBSTER H. PEARCE
Northern State Teachers College
PAUL V. SANGREN
Western State Teachers College

Regular meetings: last Friday of October, November, December.
January, February, April and May.

College Calendar

1939-1940

SUMMER SESSION 1939

June 26, Monday Registration for Summer Session
June 27, Tuesday Recitations begin
August 4, Friday Summer Session closes

FIRST SEMESTER

Sept. 25, 26, 27, Mon., Tues., Wed. Freshman Days and Registration
September 26, Tuesday Registration of Students previously
entered and transfers from other institutions
September 27, Wednesday, forenoon Registration of Freshmen
September 27, Wednesday, afternoon Registration concluded
September 28, Thursday Recitations begin
Nov. 30, Dec. 1, Thursday, Friday Thanksgiving recess
December 15, Friday Holiday vacation begins
January 3, Wednesday Classes resume
February 9, Friday First Semester closes

SECOND SEMESTER

February 12, Monday Registration for Second Semester
February 13, Tuesday Recitations begin
April 5, Friday Spring vacation begins
April 15, Monday Classes resume
June 14, Friday Second Semester closes
June 15, Saturday Alumni Day
June 16, Sunday Baccalaureate
June 17, Monday Commencement

College Calendar

1940-1941

SUMMER SESSION 1940

June 24, Monday.....Registration for Summer Session
June 25, Tuesday.....Recitations begin
August 2, Friday.....Summer Session closes

FIRST SEMESTER

Sept. 30, Oct. 1, 2, Mon., Tues., Wed.....Freshman Days and
Registration
October 1, Tuesday.....Registration of Students previously
entered and transfers from other institutions
October 2, Wednesday, forenoon.....Registration of Freshmen
October 2, Wednesday, afternoon.....Registration concluded
October 3, Thursday.....Recitations begin
November 28, 29, Thursday, Friday.....Thanksgiving recess
December 20, Friday.....Holiday vacation begins
January 6, Monday.....Classes resume
February 14, Friday.....First Semester closes

SECOND SEMESTER

February 17, Monday.....Registration for Second Semester
February 18, Tuesday.....Recitations begin
April 11, Friday.....Spring vacation begins
April 21, Monday.....Classes resume
June 20, Friday.....Second Semester closes
June 21, Saturday.....Alumni Day
June 22, Sunday.....Baccalaureate
June 23, Monday.....Commencement

Faculty

ADMINISTRATIVE OFFICERS

JOHN M. MUNSON, Ph. B., M.Ed. PRESIDENT

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burg; Munich; Geneva; Paris; London; Montpellier

J. STUART LATHERS SPEECH
A.B., A.M., Michigan; Michigan

FREDERICK ALEXANDER MUSIC
Director of Conservatory of Music; A.B., Michigan; Michigan

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B.S., A.M., Michigan; Ph.D., Berlin

BERT W. PEET CHEMISTRY
B.S., Michigan State College; M.S., Michigan; Michigan;
Columbia

HORACE Z. WILBER EDUCATION, PHILOSOPHY
Director of Extension Education; Director of Summer Ses-
sion; A.B., Michigan State Normal College; A.B., A.M., Mich-
igan; Michigan

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B.S., M.S., Ph.D., Michigan

*Deceased, September, 1938

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B.S., M.S., Ph.D., Michigan
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mal College; LL.D., Alma

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A.B., Michigan State Normal College; A.M., Columbia; stu-
dent, Alliance Francaise, Paris; Berlin
- *CLYDE E. FOSTER MUSIC
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Nelson Burritt, New York
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*Deceased, November, 1938

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gan.
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- *LILLIAN A. ASHBY MUSIC
B.Mus. (Hon.), Adrian College Conservatory; B.S., A.M., Co-
lumbia; Columbia
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Ph.B., Chicago; Wooster College; M.S., Chicago
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B.S., A.M., Columbia

LOUIS A. GOLCZYNSKI	BIOLOGICAL AND GENERAL SCIENCE
A.B., Michigan State Normal College; M.S., Michigan; Michigan	
MILDRED CRAWFORD	MATHEMATICS
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B.S., Michigan State Normal College; Michigan	
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Graduate, Michigan State Normal College	
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RUSSELL COSPER	ENGLISH-FRENCH
A.B., Western State Teachers College; A.M., Michigan	

*Also a teacher on College Faculty

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A.B., Michigan; Chicago; North Carolina; A.M., Columbia;
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- MARY MARGARET GOTTS MATHEMATICS
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Faculty of Lincoln Consolidated School

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Michigan
- FAITH E. KIDDOO HOME ECONOMICS
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A.B., Iowa State Teachers College; A.M., Columbia
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ALICE J. BEAL	PHYSICAL EDUCATION
B.S., Michigan State Normal College; M.S., Michigan; Columbia	
IDA K. BRINK	THIRD GRADE
A.M., Iowa; California	
GLADYS E. KIRSHBAUM	FOURTH GRADE
A.B., Central State Teachers College; A.M., Michigan	
MARY R. MARTIN	SECOND AND THIRD GRADES
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M. BERNECE TOMPKINS	SIXTH GRADE
A.B., Michigan; A.M., Columbia	

NEWELL ASHE HART AGRICULTURE-BIOLOGY
B.S., Michigan State College; Michigan State College; Wayne

Special Education

(Welch Hall)

- *CHARLES M. ELLIOTT DIRECTOR
B.Pd., A.B., Michigan State Normal College; A.M., Columbia
- *GERTRUDE M. FLINT ORTHOPEDIC CLASS
B.S., Detroit Teachers College; A.M., Columbia; Chicago
- *GERTRUDE ROSER SPECIAL ROOM
B.S., Detroit Teachers College; A.M., Columbia
- *MABEL LUCIEN BENTLEY OPEN-WINDOW ROOM
B.S., Michigan State Normal College; A.M., Michigan; Wisconsin
- *LETHE McLAIN OLDS SPECIAL ROOM
Graduate, Grand Rapids Kindergarten Training School; student, Michigan State Normal College; Teachers College, Columbia
- *DOROTHY BACHMAN SPECIAL ROOM
Graduate, Michigan State Normal College; B.S., Michigan State Normal College; Columbia
- *BERNICE RINGMAN PHYSIOTHERAPIST
Graduate, Sydsvenska Gymnastic Institute, Lund, Sweden; B.P.E., American College of Physical Education, Chicago; Harvard Medical School; Michigan

Faculty of Affiliated City Schools

- E. H. CHAPELLE SUP'T OF SCHOOLS, YPSILANTI
A.M., Michigan
- EDITH E. ADAMS KINDERGARTEN, WOODRUFF SCHOOL
Graduate, Michigan State Normal College; National Kindergarten College, Chicago; Lucy Wheelock's Kindergarten Training School, Boston; M.Ed. (Hon.) Michigan State Normal College
- CYNTHIA RUGGLES FOURTH GRADE, WOODRUFF SCHOOL
B.S., A.M., Columbia; Michigan
- FLOYD L. SMITH SIXTH GRADE, WOODRUFF SCHOOL
A.B., Michigan State Normal College; A.M., Michigan

*Also a teacher on the College Faculty

HAZEL DAVIS THIRD GRADE, WOODRUFF SCHOOL
Ph.B., Chicago; A.M., Columbia

Faculty of Affiliated Rural Schools

NEVA ANDREWS CARPENTER SCHOOL
B.S., Michigan State Normal College; A.M., Michigan

WINIFRED M. LANTZ SPENCER SCHOOL
B.S., Michigan State Normal College; Michigan

MELVINA B. ANTHONY SPENCER SCHOOL
Graduate, Michigan State Normal College

LIBRARY STAFF

ELSIE V. ANDREWS LIBRARIAN
A.B., Michigan State Normal College; Library School, Illinois; A.M., Michigan

LIZZIE TRABILCOX CIRCULATION
A.B., Michigan; Library School, Michigan

FREDERICK B. CLEVERINGA PERIODICAL, BINDING
B.S., Michigan State Normal College; Library School, Michigan; A.B., Michigan

MARTHA ROSENTERETER CATALOGING
A.B., Michigan State Normal College; Library School, New York Public Library; A.M., Michigan

WANDA CRAWFORD BATES ELEMENTARY DEPARTMENT LIBRARY
A.B., Michigan State Normal College; A.M., Michigan

KATHERINE G. HARRIS REFERENCE
A.B., Vassar; A.B.L.S., Library School, Michigan

NANCY I. ATKINSON ASSISTANT, CATALOGING
A.B., Michigan; A.B.L.S., Library School, Michigan

ALBERT FEY ASSISTANT, CIRCULATION
A.B., Michigan State Normal College; Library School, Michigan

*Also a teacher on the College Faculty

GENERAL ADMINISTRATIVE OFFICES

Office of the Dean of Administration

J. MILTON HOVER, A.B., B.S., M.S.	Dean
CHRISTINA M. MACDONALD	Office Manager

Office of the Registrar

CLEMENS P. STEIMLE, A.B.	Registrar
BESSIE WRIGHT	Assistant Registrar
GERTRUDE LETTER	Recorder

General Office

AGNES MORSE	Personnel Secretary
HELEN MCCALLA	Financial Secretary
LYLETH TURNBULL	Stenographer-clerk
BLANCH WALTERS KRESS	Stenographer-clerk
HELEN FULLMER SCHARP	Stenographer-clerk
EDITH JOHN WALKER, B.S.	Secretary-Stenographer
HAZEL ROOT	Assistant Recorder
MILDRED HUFF BAKER, B.S.	Stenographer-clerk
LYDIA BECKER	Clerk

Office of the Dean of Women

LYDIA I. JONES, A.M.	Dean of Women
FANNIE E. BEAL, A.M.	Assistant Dean of Women
FLORENCE L. LYMAN, A.M.	Assistant to the Dean of Women
EVA LINDSAY PARKER	Secretary-stenographer

Office of the Dean of Men

JAMES M. BROWN, B.S.	Dean of Men
FRANCES J. SAYLES	Stenographer-clerk

Placement Bureau

MARGARET E. WISE	Director of Placements
MARJORIE DOTY BASSETT	Secretary-stenographer
FRANCES J. SAYLES	Stenographer-clerk

Laboratory Schools

HARVEY LEONARD TURNER, Ph.D.	Director of Laboratory Schools
DELPHINE VARNEY THOMAS, B.S.	Secretary-stenographer

Extension Department

HORACE Z. WILBER, A.M.	Director
MIRIAM O. BARTON, A.B., A. M.	Assistant Director
ERMA MEGGISON JOSLYN	Bookkeeper
GERALDINE TABER	Stenographer

Roosevelt School

BEN H. VANDEN BELT, A.B., A.M.	Principal
DELPHINE VARNEY THOMAS, B.S.	Secretary-stenographer

Departments of Home Economics and Special Education

ETHEL E. TAYLOR.	Secretary-stenographer
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Lincoln Consolidated School

HENRY A. TAPE, A.M., Ph.D.	Principal
HELEN NAUMES WEBSTER	Secretary-stenographer

Charles McKenny Hall

WILLIAM H. BROWNRIGG, A.M.	Manager
LOIS K. BOWEN	Assistant Manager
EVELYN GAGNON	Secretary-stenographer

Health Cottage

GLENADINE C. SNOW, B.S., M.D.	Director
MATILDA W. ROBINSON	Head Nurse
MAYME HIPPLE	Assistant Nurse

THE ALUMNI ASSOCIATION

(Incorporated 1926)

Officers

President	J. MILTON HOVER
Vice President	ALBERT A. RIDDERING
Secretary	HORACE Z. WILBER
Treasurer	CLEMENS P. STEIMLE

Directors

JOHN M. MUNSON, '03	Ex Officio
MRS. DESSALEE R. DUDLEY, '00	Term Expires June, 1939
J. MILTON HOVER, '08	Term Expires June, 1939
KATHERINE C. SWEITZER, '17	Term Expires June, 1939
LESLIE A. BUTLER, '00	Term Expires June, 1940
ALLEN F. SHERZER	Term Expires June, 1940
ROBERT E. BARBER, '92	Term Expires June, 1941
HORACE Z. WILBER, '02	Term Expires June, 1941
ALBERT A. RIDDERING, '10	Term Expires June, 1941

STUDENT AID CORPORATION

(Incorporated 1928)

Officers and Directors

J. M. HOVER, President	Term Expires January, 1942
LYDIA I. JONES, Vice President	Term Expires January, 1941
F. R. GORTON, Secretary-treasurer	Term Expires January, 1944
D. L. QUIRK, JR.	Term Expires January, 1940
J. S. LATHERS	Term Expires January, 1943

Standing Committees

The President is a member of each committee.

In each case the name of the Chairman appears first.

ASSEMBLIES—Lathers, Alexander, Brown, Eppler, Gorton, Jones, Sanders, Stowe

BOARD IN CONTROL OF ATHLETICS—Hover, Brundage, Loesell, McCulloch, Steimle, Willoughby

CO-OPERATIVE HOUSING—Beal (Fannie), Goddard, Jones, Phelps (Jessie), Steimle

CLASSIFICATION AND ENROLLMENT—Hover, Alexander, Elliott, Fagerstrom, Garrison, Lord, McCulloch, Steimle, Turner, Willoughby

COMMENCEMENT—Wilber, Brown, Erikson, Jones, Sill, Olds, Rankin, Steimle

CURRICULUM—Munson, Hover, Bauch, Ford, Garrison, McCulloch, Sanders, Steimle, Turner

GRADUATE COUNCIL—Sanders, Elliott, Garrison, Gorton, Hover

GRADUATION—Ford, Elliott, Bauch, Fagerstrom, Garrison, Steimle, Turner

HEALTH COTTAGE—Dr. Snow, Jones, Phelps (Jessie), Samson

HONORARY DEGREE—Gorton, Andrews, Butler, Sanders

IRREGULAR PROGRAM—Whitehouse, Beal (Fannie), Brown, Rankin, Snow

LIBRARY—Alexander, Andrews, Binns, Edson, Goddard, Hagle, Jefferson

NORMAL COLLEGE NEWS—Erikson, Loesell, M. Magoon, Smith (H.L.)

ORGANIZATIONS AND ACTIVITIES—Wilber, Garrison, Gorton, Lathers, Olds, Rankin, Sabourin, Smith (Ella), Snow, Stinson, Dean of Men, Dean of Women

PLACEMENT—Miss Wise, with heads of departments as advisory members

REPRESENTATIVES ON AURORA BOARD—McKay, Gill, Harris, Stowe

REPRESENTATIVES ON FORENSIC BOARD—McKay

SOCIAL LIFE—Olds, Aitchison, Ashby, Barnhill, Hagle, Kelly, Vosler, Lindegren, Loesell, Lyman, Meston, Snow, Wilber, Dean of Men, Dean of Women

Michigan State Normal College

LOCATION

Michigan State Normal College is located at Ypsilanti, Michigan, on the main line of the Michigan Central Railroad, over which it is readily accessible from all points on the various divisions of that system. Bus lines pass through the college campus giving communication every hour with Detroit, Ann Arbor, Jackson, and intermediate points, and make connections with the various roads entering those cities. Almost three million people, sixty per cent of Michigan's total population, live within fifty miles of Ypsilanti.

HISTORY

The Michigan State Normal College, (originally Michigan State Normal School) was created by an act of the Legislature in the spring of 1849, located in the fall of the same year at Ypsilanti by the State Board of Education, and in the fall of 1852, the first building having been completed, the school was opened. It was the first state normal school in Michigan, the first west of the Alleghenies, and the sixth in the United States.

The Legislature defined the purpose of the school to be: "the instruction of persons, both male and female, in the art of teaching and in all the various branches that pertain to a good common school education. Also to give instruction in the mechanic arts, and in the arts of husbandry and agricultural chemistry; in the fundamental laws of the United States, and in what regards the rights and duties of citizens."

The provisions regarding agricultural education, it seems, were never attempted. Instead the State in 1855 founded the Agricultural School at Lansing and this institution, operating under the State Board of Education until 1861, took over the functions at first prescribed for the school at Ypsilanti, and has since been under the control of the State Board of Agriculture.

With the growth of the state the public school system enlarged in scope and the functions of the Normal School enlarged with it. The purpose of the institution was re-stated, therefore, by the Legislature in 1889: "The purpose of the Normal School 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."

The Legislature of 1897 authorized the State Board of Education to designate the school (in the courses leading to life certificates and degrees) as Michigan State Normal College and in 1899 made the latter its legal name.

SCOPE OF INSTRUCTION

An examination of the curricula, details of which are given in this catalog, will show that the college offers courses in preparation for all types of public school service. It gives preparation for supervisory and administrative positions and for the teaching of the various subjects offered in the high school and elementary school.

The Michigan State Normal College has been designated by the State Board of Education to be the one of the four Teachers Colleges to prepare teachers of home economics in accordance with the provisions of the Smith-Hughes act. It is also the school designated to give paramount instruction in that special education which deals with certain types of handicapped children.

STUDENT LIFE

Administrative Ideals

The college looks upon the education of youth as a co-operative enterprise in which students and teachers mutually engage. Knowledge cannot be passed on from one to another but is rather something to be acquired through individual effort. The business of the teacher is to stimulate, direct and co-operate with the students in their individual endeavor to acquire that something which we call education, consequently there should be understanding and cordial relations between teachers and students.

The college also believes that in their social life students should be allowed the largest possible freedom and initiative, but that in this field as in the field of studies there should be co-operation between faculty and students. The college has found through years of experience that students respond whole-heartedly to this ideal of co-operation.

The college authorities appreciate the solicitude which parents feel when they send their sons and daughters away to school, and they also appreciate the great responsibility which a college assumes in the care and training of the young men and women who come to it. No subject is given more serious consideration by the faculty of the Normal College than the physical and moral welfare of its students.

Freshman Days, September 24-26, 1939

Members of the incoming freshman class are required to be present during the period known as Freshman Days. At this time each freshman is given a great deal of individual attention and the best possible start in a college career. Talks on the curricula open to students and on various phases of college life are given by administrative officers and other members of the faculty. "Campus Sisters" and "Fellowship Group of the Men's Union" acquaint students with college traditions and offer a program of social

activities which prevent home-sickness and establish those friendly relations which are characteristic of the College.

Dean of Women

The Dean of Women and her assistants take a direct interest in all matters pertaining to the college life of women students, and in personal emergencies on which they need friendly advice.

Dean of Men

The activities of the men students of this campus are guided by the Dean of Men who always takes a personal interest in solving their many problems.

Health Service

The Health Service of the college is under the direction of the Head of the Health Education Department and a staff of assistants.

All students are given a physical examination each year and advice is given as to the proper procedure to overcome handicaps. A follow-up system keeps the Health Service in touch with students who need especially to build up and safeguard their physical health.

Students who are reported ill are visited in their rooms by the college nurses and where the occasion demands are moved to the Health Residence for special care. There is a small daily fee charged to students who are in Health Residence more than one week in the school year. If the case is serious and a special nurse is required the student bears the expense.

An eye clinic is held weekly at Health Residence under the direction of a specialist. The clinic has proved a very great help to many students.

LIVING ACCOMMODATIONS

Dormitories for Women

The Julia Anne King Residence Hall and the Bertha Goodison Residence Hall together accommodate four hundred women. These halls, which are in close proximity to the library and class rooms, provide students with a reasonably priced, attractively furnished, and well governed residence where they will enjoy the influence of a cultured home and a program of worthwhile activities.

Each suite consists of two rooms, bedroom and study, and each is planned for two occupants. Furniture and arrangements are designed for the convenience of students. Telephones serve all study rooms. Students provide their own bed linens, blankets, bed covers and towels.

The charge for living in a dormitory is \$144.00 per semester, payable in two installments of \$72.00. A required deposit of \$1.00 for key is refunded for the return of the key at the close of the year.

An application form is obtained through the Office of the Dean of Women. An advance deposit of \$5.00, payable to the Michigan State Normal College in the form of a draft or money order, must be paid by each student when application for reservation of a room is made. This payment will be refunded at the end of the college year, less any damage to the room and furniture. If an applicant for whom a room has been reserved finds it necessary to cancel her reservation, the deposit fee is refunded only if notice is received before September 1. The College reserves all rights concerning the assignment or reassignment of rooms or the termination of their occupancy.

Students may secure rooms in the dormitories at the opening of the second semester, provided there are vacancies.

A bulletin containing full details may be had from the Dean of Women on request.

Rooming Houses for Women

The Dean of Women will furnish a list of rooms. *Students who are not in dormitories are required to live in approved rooming houses.* Women students do not room in houses where there are men lodgers, either single or married. All rooming houses are provided with single beds. Women students furnish their own towels, bed linen, and blankets. Some rooms are rented with the privilege of light housekeeping.

Students may move during the semester only by permission of the Dean of Women. If a woman student wishes to move at the end of the semester, arrangements must be made with both the Dean of Women and the householder twenty-one days before the end of the semester. Half of the rent is paid during winter and spring vacations unless the student is withdrawing from college.

Social Regulations

The social regulations which the women students are expected to observe will be found in "*Information for Women Students and Householders.*"

Rooming Houses for Men

All men students of the college live in private homes that are on the approved list. A list of these approved rooming houses may be obtained from the Dean of Men, and any student coming to the college for the first time should obtain one of these lists before securing his room for the school year.

Students may move during the semester only by permission of the Dean of Men. If a student wishes to move at the end of the semester, arrangements must be made with both the Dean of

Men and the householder twenty-one days before the end of the semester. Half of the rent is paid during the winter and spring vacations unless the student is withdrawing from college.

Board for Men and Women

The Cafeteria in Charles McKenny Hall serves college students. There are lunch rooms and restaurants near the campus.

Self-Help for Men and Women

Employment for students is handled through the office of the Dean of Men and of 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. Students are urged not to come to the College unless they have at the time of entering enough money for the expenses of the first semester. Opportunities for self-support naturally increase as a student progresses through college.

Loan Funds

It is the policy of the Michigan State Normal College to assist every capable student who desires an education. The various loan funds are under the supervision of the Board of Directors of the Student Aid Corporation. For further information refer to the section in the last part of this catalog describing the funds.

Placement Bureau

The College maintains a Placement Service which aims:

1. To enable school authorities in search of teachers to make appropriate selection among the graduating classes and alumni of the college.

2. To assist students and alumni to secure suitable positions.

The Placement Bureau has complete and accurate information concerning all persons registered with it. It seeks to do full justice to candidates and school authorities alike. School authorities are invited to visit Ypsilanti, see the students at work, and make selections of teachers after a personal interview. All letters of inquiry will receive careful attention.

Fees

Regular Semester of Eighteen Weeks**

	Residents of Michigan	Non-residents*
Tuition	\$15.00	\$30.00
Other fees	18.50	18.50
Total	\$33.50	\$48.50

Summer Session of Six Weeks

	Residents of Michigan	Non-residents*
Tuition	\$6.00	\$10.00
Other fees	8.00	8.00
Total	\$14.00	\$18.00

LATE REGISTRATION FEE—\$2.00. A late registration fee is charged those students who, for any cause, do not complete registration within the hours, and on the day officially set apart for such registration. Registration is not complete until the fees are paid.

REFUNDS: No refund of tuition or fees will be made after the second week of the semester or summer session.

GRADUATION FEES:

Graduation Fee (may include diploma and certificate)	\$3.00
Provisional certificate	\$3.00
Stated Limited Certificate	\$2.00

Estimate of Expenses

An estimate of expenses for one semester is as follows:

Board, 18 weeks	\$81.00	to	\$90.00
Room	45.00	to	54.00
Laundry	7.50	to	12.50
Books and stationery	12.00	to	15.00
Registration and other fees	33.50	to	48.50
Total	\$179.00		\$220.00

**Students carrying irregular program will pay tuition as follows: One, two or three semester hours \$3.00; four, five or six semester hours \$6.00; seven, eight or nine semester hours \$9.00; more than nine semester hours \$15.00. In determining tuition charge, non-credit courses such as physical training and handwriting shall be regarded as the equivalent of two semester hours. In each case the local fee for the semester shall be added.

*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 Normal 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 Normal College.

The residence of minors shall follow that of the legal guardian.

The residence of wives shall follow that of the husband.

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 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.

ADMISSION TO MICHIGAN STATE NORMAL COLLEGE

Admission on Certificate

A graduate of a four-year high school, accredited by the University of Michigan, will be admitted to Michigan State Normal College, provided he is recommended* by the principal of the high school, and 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 from the five groups of subjects listed 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, which must include 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 Group.

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 Group.

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 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 Group.

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

Physics 1 unit

Zoology 1 unit

Chemistry 1 unit

Biology (Botany $\frac{1}{2}$ unit

Botany 1 unit

and Zoology $\frac{1}{2}$ unit) 1 unit

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

1. Physics may not be counted in both Groups C and D.

If biology is counted in these sequences neither Botany nor Zoology can be counted.

E. Social Studies Group.

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.

Ancient History 1 unit

²European History 1, 1½ unit, or 2 units

³American History ½ or 1 unit

³American Government ½ unit

³Economics ½ unit

The remaining units, required to make up the necessary fifteen units, are entirely elective from among the subjects listed above and from 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 immediately 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 descriptions.

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 examinations will be provided only in the subjects listed in the five groups.

Entrance Examinations

Applicants for admission who are not entitled to enter on certificate and who wish to take the entrance examinations should make definite arrangements with the Registrar at least one month in advance of the dates set for the examinations. Entrance examinations will be held July 12, 13, 14 and September 13, 14, 15.

2. English History may be included under European History.
3. Half units in the social studies are acceptable as part of a sequence only if taken in the 11th or 12th grade.

Admission with Advanced Credit

Students from other normal schools, colleges or universities who desire to transfer their credits to the Michigan State Normal College must submit properly certified standings. These standings, when indicating work of a rank equal to that of this institution, entitle the student to advanced credit.

Applications for advanced credit must be presented upon entrance or before and include the following:

(1) An official transcript from the institution or institutions previously attended showing courses pursued, the credits in semester or term hours, and final grades;

(2) In case the official transcript mentioned above does not include high school credits, an official transcript by the high school or other secondary school from which the applicant has graduated.

Note:—Credits once adjusted and settled will be reopened only for exceptional reasons. No student, having once enrolled at Michigan State Normal College, may receive credit here for work done elsewhere, subsequently, in extension or by correspondence unless he shall have been given written permission by this institution in advance to take such work.

STANDARDS AND POLICIES

The College Year

The college year is divided into two semesters of eighteen weeks each and a summer session of six weeks. Students may enroll at the opening of any semester or session. The calendar is printed at the beginning of this catalog.

Credits*

The unit of work and of credit is the "semester hour." A semester hour is the credit granted in a course reciting once a week for eighteen weeks.

Grades**

The grades used by the College with their corresponding values in points are as follows:

Grade	Significance	Honor Points per semester hour
A	Exceptionally high order	3
B	Distinctly above the average	2
C	Average	1
D	Below average	0
E	Unsatisfactory	
I	Incomplete	
W	Withdrawal	

*Credits earned by correspondence or extension study are not accorded honor points.

Credits earned here on the "term hour" basis are converted into "semester hours" by multiplying by 5/8.

**The following regulations govern examinations:

- I. No student may receive credit in any course who has not taken the final examination in that course.
- II. The student will take the examination with his own class and at the hour indicated on the schedule.
- III. Should illness or other valid cause (during the examination period) prevent the student from taking an examination, the following procedure is provided:
 - (a) The student will report the facts at once to the Registrar who will inform the instructor concerned.
 - (b) On notification from the Registrar the instructor will assign the student the grade X, indicating "no final examination" and will so report it on the class roster transmitted to the Registrar at the close of the semester.
 - (c) If the student desires to remove the grade X, thus acquired, he will apply at once in writing to the Dean of Administration, requesting a special examination and stating fully reasons therefor.
 - (d) If the request is approved the Dean of Administration will arrange with the instructor for a special examination to be given the student during the first month of the next semester.
 - (e) In case the grade X be not removed as outlined above it shall automatically become grade E, denoting failure.
- IV. The student who for any reason does not take the final examination, and who does not proceed as outlined under III above will be assigned the grade E denoting failure.

"Incomplete" applies to work of acceptable quality when the full amount is not done because of illness, necessary absence, or other satisfactory reasons. It is never applied to poor work. An "Incomplete" must be completed within one month after the beginning of the following semester; otherwise, the course will be recorded as of grade E.

The grade of W will be given only when the Dean of Administration issues an official drop slip. If a student withdraws from a class without securing the drop slip, the grade of E will be given.

The grade of E or W can be removed only by repeating the course.

This system of grades went into effect at the beginning of the fall term, 1925. Each hour of credit earned prior to that date is reckoned as of grade C for those purposes for which C average is required.

Scholarship Index

The total number of points acquired divided by the total number of semester hours taken gives the scholarship index (courses repeated will be 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.

When Application for Graduation is Made

A candidate for graduation must make application for graduation not later than the end of the third week of the semester or session during which he expects to be graduated. Application blank may be obtained at the General Office on payment of the graduation fee.

Graduation Without Certificate

The primary function of the Michigan State Normal College is the preparation of teachers for the public schools of Michigan. The State Board of Education, realizing that all students are not fitted by ability and interest for the teaching profession, has made it possible for students to graduate with a degree without a certificate. Students wishing to pursue courses under this arrangement, should refer to the Outlines of Curricula for Students preparing for Vocational and Professional Work other than Teaching, and consult with the advisers named. See Appendix.

Standard Student Load

The regular student load shall be fifteen hours a week; he may take not more than sixteen hours nor less than twelve hours without special permission. During the summer session the regular

student load shall be five hours; he may take not more than six nor less than four without special permission. In computing the standard load required courses in physical training and handwriting are not counted in semester hours.

Irregular Program

Petition for an irregular program must be made in writing. Blanks for this purpose may be obtained in the office of the Dean of Administration.

A. CLASS LOAD

No student may enroll for more than the standard load, or for less, without the approval of the Committee on Irregular Program. No credit will be given for work in excess of the amount so approved.

B. STUDENTS EMPLOYED PART TIME

A student planning to carry work, for remuneration or otherwise, in addition to the school program, must have such arrangement approved by the Committee on Irregular Program before classifying.

Policy Governing Irregular Program

1. No student adjudged physically unfit will be permitted to carry an increased load.
2. No student who has earned less than fifteen semester hours of credit in residence at this institution is eligible to carry more than the standard load.
3. No freshman is permitted to carry more than the standard load.
4. No student whose cumulative scholarship index is less than 1.5 will be eligible to carry more than the standard load. The index for the semester immediately preceding must be at least 2.0.
5. A student who in addition to his school program is employed part time will be required to carry a reduced load in case it is clear that the student's health or the quality of his work demand it.

Dropping Subjects

A student should not classify for full work and expect to drop subjects later, if necessary, to avoid failure. A student, after his program has been approved, is not permitted to drop a subject nor to take up an additional subject without the approval of the Chairman of the Committee on Classification.

Withdrawal by Request

The College exerts every effort to enable the student to make his work a success and expects fullest cooperation to that end.

If after sufficient opportunity it appears that the student can not, or does not, profit by membership in this institution, he will be requested to withdraw.

It is taken for granted that no young man or young woman who is expecting to teach in our public schools will be guilty of unmanly or unwomanly conduct. No personal effort will be spared in assisting students in every possible way, but those who are manifestly lacking in the essentials of good character will be requested, whenever the evidence of their unfitness is complete, to withdraw.

Financial Obligations

A student is eligible for registration or for graduation only after all his financial obligations with the college have been met. Report of grades, transcript of credits, or other statements of record will be withheld should the student be in arrears at the close of any semester.

Assemblies

As a part of the regular school program students will attend assemblies as listed on the schedule of classes and any others which may be called by the Administration. The student will arrange his school program and other employment so that the assembly hours are open. Any student having a program conflicting with the assembly program will confer at once with the Dean of Men or the Dean of Women.

Honors Courses

Honors Courses are offered in several departments to qualified seniors specializing in these departments. The purpose of these courses is to encourage creative interest, subject investigation, and permit overviews of subject matter fields. Students eligible for honors courses should consult with the heads of the departments concerned.

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 Acts 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 of Michigan" (Act 139, P. A. 1850; Act 192, P. A. 1889; Act 51, P. A. 1899).

The public school system, less than a century old, has developed from the meager rudiments which satisfied the frontier settlements to the enlarged and complex organization which attempts to meet the needs of today—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. 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. The Michigan State Teachers Colleges, therefore, 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.

SUBJECT GROUPINGS

The Instructional Departments of the State Teachers Colleges of Michigan are classified in Groups as follows:

Group I.—Language and Literature

Ancient Language and Literature; Modern Language and Literature; English Language and Literature; Certain courses as indicated in the Department of Speech.

Group II.—Science

Astronomy; Anatomy; Botany; Chemistry; Geography; Geology; Mathematics; Physics; Physiology; Hygiene; Psychology; Zoology; Certain courses as indicated in Agriculture.

Group III.—Social Science

History; Political Science; Philosophy; Economics; Sociology.

Group IV.—Education

Education (includes methods courses and practice teaching).

Group V.—Fine Arts

Art; Music.

Group VI.—Practical Arts

Commerce; Home Economics; Industrial Arts.

Group VII.—Physical Education and Health Education

Physical Education; Health Education.

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.

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

- B. The program for the third and fourth years is designed to enable the student

1. 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.

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
English Composition	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 $\frac{2}{3}$ 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 one minor subject of not less than 15 semester hours. Credits in the required English composition 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 completed 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.
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.)

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 the degree of Bachelor of Science instead of Bachelor of Arts.

REQUIREMENTS FOR GRADUATION

Honorary Degree

The honorary degree M.Ed., Master of Education, is conferred on persons who may be selected by the faculty and State Board of Education for this special honor.

Degrees and Certificates

The State Board of Education for the State of Michigan, on recommendation of the President and Faculty of the Michigan State Normal College confers degrees and grants teachers' certificates as follows:

- A. The Degree of *Bachelor of Arts*.
The Degree of *Bachelor of Science*.
- B. The *State Elementary Provisional Certificate*. Qualifies the holder to teach for a period of five years from date of issue in the elementary grades (Kindergarten—8th) in any public school in Michigan. (See Note 1.)
- C. The *State Secondary Provisional Certificate*. Qualifies the holder to teach for a period of five years from date of issue in the secondary grades (7-12) in any public school in Michigan, in subjects or subject fields indicated on the certificate. (See Note 2.)
- D. The *State Limited Certificate*. 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 3.)

Academic and Residence Requirements for Degrees and Certificates

- A. 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 the summer session immediately preceding graduation;
 - d. satisfy the requirements for the provisional certificate. (In certain cases this requirement may be waived.)

- B. For the *State Elementary Provisional Certificate* the candidate shall—
- present credits satisfying a prescribed curriculum aggregating 120 semester hours;
 - have satisfactorily completed in residence at this institution at least 30 semester hours;
 - have been in residence at this institution the semester or the summer session immediately preceding graduation;
 - satisfy the requirements for the Bachelor's Degree.
- C. For the *State Secondary Provisional Certificate* the candidate shall—
- present credits satisfying a prescribed curriculum aggregating 120 semester hours;
 - have satisfactorily completed in residence at this institution at least 30 semester hours;
 - have been in residence at this institution the semester or the summer session immediately preceding graduation;
 - satisfy the requirements for the Bachelor's Degree.
- D. For the *State Limited Certificate* the candidate shall—
- present credits satisfying a prescribed curriculum aggregating 60 semester hours;
 - have satisfactorily completed in residence in this institution 15 semester hours;
 - have been in residence in this institution the semester or the summer session immediately preceding graduation.

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:

- Application must be made to the college within one year following the expiration of the State Elementary Provisional Certificate
- 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 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 10 semester hours of acceptable residence college credit.
- Note 3. 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) Application must be made to the college within one year following the expiration of the State Limited Certificate or the State Limited Renewal Certificate.
 - (b) The candidate must have earned in addition 10 semester hours of acceptable college credit since the date of issue of last certificate held. Not less than 5 semester hours must be earned in residence; not to exceed 3 semester hours may be correspondence credit. All credits so submitted must satisfy the requirements of the curriculum for the State Provisional Certificate.
 - (c) 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.
- Note 4. A candidate presenting credits as a graduate of a Michigan County Normal School and who in addition thereto presents entrance credits satisfying the requirements of this institution shall be granted:
- (a) Toward the Provisional Certificate, 25 semester hours:
 - (b) Toward the State Limited Certificate, 25 semester hours;
- Note 5. Not more than one-fourth of the number of hours necessary for any certificate or degree may be taken in extension or by correspondence or both. Such credit, however, cannot be applied to modify the minimum or final residence requirements.

- Note 6. No teacher's certificate will be granted to any person who is less than eighteen years of age.
- Note 7. 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 REGULATIONS GOVERNING CERTIFICATION

After June 30, 1939, no Life Certificate will be issued. Persons who complete a prescribed four-year curriculum may be granted the Elementary or Secondary Provisional Certificate.

More complete information concerning the several teachers' certificates may be obtained from Bulletin No. 601, Teachers' Certification Code, published by the Superintendent of Public Instruction, Lansing, Michigan.

Curricula

Michigan State Normal College offers curricula embracing four years as listed below, each leading to the Bachelor's Degree and Teacher's Certificate. Details as to the requirements of each curriculum are given in the pages immediately following. Concerning majors and minors the student will consult the heads of the respective departments. The major should be chosen at the beginning of the second year; minors not later than the beginning of the third year. The adviser in charge of each curriculum will otherwise guide the student in his enrollment and each semester will approve his classification.

1. For Teachers in Early Elementary Grades.
2. For Teachers in Later Elementary Grades.
3. For Teachers in Junior High School.
4. For Teachers in Senior High School.
5. For Administrators and Supervisors of Schools.
6. For Teachers of Fine Arts.
7. For Teachers of Industrial Arts.
8. For Teachers of Home Economics.
9. For Teachers of Music.
10. For Teachers of Physical Education.
11. For Teachers of Special Classes.
12. For Administrators and Supervisors of Schools, Rural Communities.
13. For Teachers of Commercial Subjects.

This institution also offers the following two-year curriculum:

14. For Teachers of Elementary Grades in Rural Communities.

CURRICULUM FOR EARLY ELEMENTARY TEACHERS**Kindergarten, Grades 1, 2, and 3**

Advisers, Mr. Garrison, Miss Skinner, Miss Barnes.

		Semester Hours
Group I	Language and Literature	12
	207 Literature for the Elementary Grades	3
	Electives	9
Group II	Science	13
	351A Teaching of Arithmetic	2
	100, 201 Elementary Science	5
	301 Psychology	3
	321 Child Psychology	3
Group III	Social Science	12
	110, or 113 Political Science	2
	Electives	10
Group IV	Education	20
	315, 316, 303 Education	7
	323 History of Modern Education, or	
	340 Educational Tests and Measurements	2
	310 The Teaching of Reading	3
	*Teaching	8
Group V	Fine Arts	10
	101, 200, Art	5
	104, 220 Music	5
Group VI	Practical Arts	5
	253, 254 Industrial Arts	5
Group VII	Physical Education and Health	2
	201 Health Education in Elementary Grades	2
	Physical Training, 15 semester hours in-	
	cluding W107 and W109.	
Additional Required Work	.....	10
	121, 122 Rhetoric	6
	121 Public Speaking	2
	241 Speech Correction	2
	Handwriting, 2 semester hours	
Electives	.....	36
Total	.....	120

*Students preparing for work in kindergarten teach 10 semester hours, 5 in kindergarten and 5 in the grades.

The student will complete as a minimum: a major (may be a group major) subject of 24 semester hours, and two minors, 15 semester hours each; or four minors, 15 semester hours each. The equivalent of two minors must be in subjects or subject fields taught in the elementary grades. Group majors are indicated in Appendix.

All courses specified on this curriculum may be counted to satisfy major, minor, and group requirements.

CURRICULUM FOR LATER ELEMENTARY TEACHERS

Grades 4, 5, and 6

Advisers, Mr. Lord, Miss Wilson.

		Semester Hours
Group I	Language and Literature	12
	207 Literature for the Elementary Grades	3
	Electives	9
Group II	Science	21
	121, 205, 206 Geography	9
	220 Statistical Method in Education	2
	351B Teaching of Arithmetic	2
	100, 202 Elementary Science	5
	301 Psychology	3
Group III	Social Science	12
	282 Teaching of History	3
	History	4
	110, or 113 Political Science	2
	Electives	3
Group IV	Education	23
	302 Educational Psychology	3
	316 Public Education in Michigan	2
	303 Principles of Teaching	3
	323 History of Modern Education	2
	340 Educational Tests and Measurements	2
	311 Teaching of Reading	3
	Teaching	8
Group V	Fine Arts	7
	101, 200 Art	5
	104 Elements of Music	2
Group VI	Practical Arts	5
	253, 254 Industrial Arts	5
Group VII	Physical Education and Health	2
	201 Health Education in Elementary Grades ..	2
	Physical Training, 15 semester hours includ- ing W107 and W109.	
Additional Required Work	.....	8
	121, 122 Rhetoric	6
	121 Public Speaking	2
	Handwriting, 2 semester hours.	
Electives	.....	30
Total	.....	120

The student will complete as a minimum: a major (may be a group major) subject of 24 semester hours, and two minors, 15 semester hours each; or four minors, 15 semester hours each. The equivalent of two minors must be in subjects or subject fields taught in the elementary grades. Group majors are indicated in Appendix.

All courses specified on this curriculum may be counted to satisfy major, minor, and group requirements.

CURRICULUM FOR TEACHERS IN JUNIOR HIGH SCHOOL

Adviser, Miss Field.

	Semester Hours
Group I Language and Literature	12
Group II Science	12
301 Psychology	3
Related electives in one science	9
Group III Social Science	12
110, or 113 Political Science	2
Electives	10
Group IV Education	22
302 Educational Psychology	3
316 Public Education in Michigan	2
323 History of Modern Education	2
336 Junnor High School Education	2
340 Educational Tests and Measurements	2
303 Principles of Teaching	3
Teaching	8
Group VII Physical Education and Health	2
201 Health Education in Elementary Grades	2
Physical Training, 15 semester hours	
Additional Required Work	8
121, 122 Rhetoric	6
121 Public Speaking	2
Handwriting, 2 semester hours	
Electives	52
Total	120

The student will complete as a minimum: a major subject of 24 semester hours, a minor cognate subject of 15 semester hours, and a second minor of 15 semester hours in subject fields which the student expects to teach.

CURRICULUM FOR TEACHERS IN SENIOR HIGH SCHOOL

Advisers, Mr. Fagerstrom, Miss Carey, Mr. Smith, Mr. Erikson.

	Semester Hours
Group I Language and Literature	12
Group II Science	12
301 Psychology	3
Electives	9
Group III Social Science	12
110, or 113 Political Science	2
Electives	10
Group IV Education	22
302 Educational Psychology	3
316 Public Education in Michigan	2
309 History of Educ. in the United States, or	
323 History of Modern Education	2
435 Extra-Curricular Activities in H. S.	2
340 Educational Tests and Measurements	2
303 Principles of Teaching	3
Teaching	8
Group VII Physical Education and Health	
Physical Training, 15 semester hours	
Additional required work	8
121, 122 Rhetoric	6
121 Public Speaking	2
Handwriting, 2 semester hours	
Electives	54
Total	120

The student will complete as a minimum: a major subject of 24 semester hours, a minor cognate subject of 15 semester hours, and a second minor of 15 semester hours in subject fields which the student expects to teach.

CURRICULUM FOR ADMINISTRATORS AND SUPERVISORS OF SCHOOLS

Adviser, Mr. Butler.

	Semester Hours
Group I Language and Literature	12
Group II Science	12
301 Psychology	3
444 Mental Tests and Measurements	2
220 Statistical Method in Education	2
Electives	5
Group III Social Science	12
110, or 113 Political Science	2
354 Juvenile Delinquency	3
Electives	7
Group IV Education	27
302 Educational Psychology	3
303 Principles of Teaching	3
316 Public Education in Michigan	2
323 History of Modern Education	2
340 Educational Tests and Measurements	2
410 Problems of Supervision, or	
434 Elementary Curriculum	2
418 School Administration	3
431 Organization and Admin. of H. S., or	
432 Organization and Admin. of Elem. School ...	2
Teaching	8
Group VII Physical Education and Health	
Physical Training, 15 semester hours	
Additional required work	8
121, 122 Rhetoric	6
121 Public Speaking	2
Handwriting, 2 semester hours	
Electives	49
Total	120

The student will complete as a minimum: a major subject of 24 semester hours, a minor cognate subject of 15 semester hours, and a second minor of 15 semester hours in subject fields which the student expects to teach.

CURRICULUM FOR TEACHERS OF FINE ARTS

Advisors, Miss Strafer, Mr. Gill

		Semester Hours
Group I	Language and Literature	12
Group II	Science	12
	301 Psychology	3
	Electives	9
Group III	Social Science	12
	110, or 113 Political Science	2
	Electives	10
Group IV	Education	18
	302, 303 Education	6
	323 History of Modern Education	2
	316 Public Education in Michigan	2
	Teaching	8
Group V	Fine Arts	40
	101s, 103, 106, 109, 111 Fine Arts	14
	201, 202 Life Sketching	6
	210 Sculpture	3
	212 History of Architecture	2
	213 History of Painting	3
	216 The Teaching of Drawing	3
	401 Art Composition	3
	Electives	6
Group VI	Practical Arts	6
	127 General Mechanical Drawing	3
	112 Household Mech.	3
Group VII	Physical Education and Health Physical Training, 15 semester hours	
Additional Required Work		8
	121, 122 Rhetoric	6
	121 Public Speaking	2
	Handwriting, 2 semester hours	
Electives		12
Total		120

The student will complete as a minimum: a major in Fine Arts as listed above, a minor subject of 15 semester hours, and a second minor of 15 semester hours in subject fields which the student expects to teach.

CURRICULUM FOR TEACHERS OF INDUSTRIAL ARTS

Advisers, Mr. Willoughby, Miss Morrison.

	Semester Hours
Group I Language and Literature	12
Group II Science	12
301 Psychology	3
Electives	9
Group III Social Science	12
110, or 113 Political Science	2
Electives	10
Group IV Education	18
302, 303, 323 Education	8
316 Public Education in Michigan	2
Teaching	8
Group VI Practical Arts	39
160, 112, 127, 115 Ind. Arts	10
*113 Elem. Prac. Electricity	2
101 Elem. Woodwork, Sketching	2
128 Architectural Drawing	3
*216 General Metalwork	3
*230 Machine Drawing	3
204 General Woodwork	2
*214 Practical Electricity	3
205 Printing	2
*305 Advanced General Woodshop	2
361 Content, Organization and Supervision	2
152 Arts and Crafts	3
218 Practical Mechanics	2
Group VII Physical Education and Health Physical Training, 15 semester hours	
Additional Required Work	8
121, 122 Rhetoric	6
121 Public Speaking	2
Handwriting, 2 semester hours	
Electives	19
Total	120

*Note: Women students specializing in Industrial Arts will take instead: 151, 253, 254, and 101 Fine Arts.

The student will complete as a minimum: a major in Industrial Arts as listed above, a minor subject of 15 semester hours, and a second minor of 15 semester hours in subject fields which the student expects to teach.

CURRICULUM FOR TEACHERS OF HOME ECONOMICS

Adviser, Miss Bauch.

	Semester Hours
Group I Language and Literature	12
Group II Science	21
212 Microbiology	3
131, 132, 220, 251, Chemistry	10
317 Household Physics	3
301 Psychology	3
101 Principles of Physiology	2
Group III Social Science	12
220 Elements of Economics	3
110, or 113 Political Science	2
204 Sociology	3
Electives	4
Group IV Education	15
302, 303, 316 Education	8
371 Methods of Teaching Home Economics	2
Teaching	5
Group V Fine Arts	6
221, 207 Fine Arts	6
Group VI Practical Arts	38
111, 201, 211, 302, 311 Foods	12
112, 212, 351, 352, 353 Clothing	13
202 Home Nursing and Child Care	3
301 Econ. Problems of Consumer	2
402 Home Management House	5
474 Voc. Education in Home Econ.	3
Group VII Physical Education and Health Physical Training, 15 semester hours	
Additional Required Work	8
121, 122 Rhetoric	6
121 Public Speaking	2
Handwriting, 2 semester hours	
Electives	8
Total	120

The student will complete as a minimum: a major in Home Economics as listed above, a minor subject of 15 semester hours, and a second minor of 15 semester hours in subject fields which the student expects to teach.

CURRICULUM FOR TEACHERS OF MUSIC

Advisers, Mr. Alexander, Mr. Fossenkemper, Miss Ashby.

		Semester Hours
Group I	Language and Literature	12
Group II	Science	12
	301 Psychology	3
	Electives	9
Group III	Social Science	12
	110, or 113 Political Science	2
	Electives	10
Group IV	Education	16
	302, 303, 316 Education	8
	Teaching	8
Group V	Fine Arts	40
	*101, *102 Elements of Music	5
	153, 154 History and Literature of Music	8
	141, 142 Harmony	8
	*232 Voice Culture	2
	241 Counterpoint	2
	*230 Early Elem. and Inter. Music Educ.	3
	*231 Junior and Senior High School Music Education	3
	413 Orchestration	3
	*312 Music Supervision and Materials	2
	*325 Music Appreciation	2
	*450 Applied Music	2
Group VII	Physical Education and Health Physical Training, 15 semester hours	
Additional Required Work		8
	121, 122 Rhetoric	6
	121 Public Speaking	2
	Handwriting, 2 semester hours	
Electives		20
Total		120

*Note: Specialists in instrumental music including those on the Orchestra and Band Curriculum take the following courses instead of those starred above: 247 (women), 249 (men), 248, 310, 352, 414, 451; any four of the five following courses—452, 453, 454, 455, 456; one elective, Teaching Music, and the teaching of one academic minor.

The student will complete as a minimum: a major in Music as listed above, a minor subject of 15 semester hours, and a second minor of 15 semester hours in subject fields which the student expects to teach.

CURRICULUM FOR TEACHERS OF PHYSICAL EDUCATION

Advisers, Mr. McCulloch, Miss Boughner

		Semester Hours
Group I	Language and Literature	12
Group II	Science	25
	221 Anatomy and Physiology	5
	211 General Bacteriology	3
	131 Inorganic Chemistry	3
	220 Elementary Organic Chemistry	2
	123 Physics for Students of Physical Educ.	3
	432 Physiology of Nutrition	2
	301 Psychology	3
	201 General Zoology	4
Group III	Social Science	12
	110, or 113 Political Science	2
	Electives	10
Group IV	Education	18
	302, 303, 316 Education	8
	Teaching	10
Group VII	Physical Education and Health	27
	102 Personal Health	2
	332 Health Examinations	2
	351 Health Work in Schools	3
	251 Methods and Materials in Phys. Educ.	3
	311 Theory and Philosophy of Play	2
	320 First Aid, Athletic Training and Physio- therapy	2
	412 Organization of Physical Educ.	2
	414 History and Literature of Physical Educ.	2
	203 Kinesiology	2
	323 Individual Gymnastics	2
	331 Physiology of Exercise	3
	*Electives	2
Additional Required Work		8
	121, 122 Rhetoric	6
	121 Public Speaking	2
	Handwriting, 2 semester hours	
Electives		18
Total		120

*415 (women) 221, 222 (men) Physical Education.

The student will complete as a minimum: a major in Physical Education as listed above, a minor subject of 15 semester hours, and a second minor of 15 semester hours in subject fields which the student expects to teach.

CURRICULA FOR TEACHERS OF SPECIAL EDUCATION

(Outlined below are the general requirements for teachers of Special Education. For majors in Special Education see Page 62.)

Adviser, Mr. Elliott.

		Semester Hours
Group I	Language and Literature	12
	207 Literature for Elementary Grades.....	3
	Electives	9
Group II	Science	23
	121 Principles of Human Geography	4
	100 Fundamentals in Elementary Science.....	2
	103 Gardening	2
	121 Biology, 221 Botany, or 222 Zoology	4
	221 Anatomy and Physiology	5
	301 Genetics	3
	301 Psychology	3
Group III	Social Science	13
	110, or 113 Political Science	2
	200, 203 Sociology	5
	350, 354 Special Education	6
Group IV	Education	15
	302, 303, 316, 340 Education	10
	*Regular grade teaching	5
	Special Education	15
	306 Mental Hygiene	2
	351 Education of Exceptional Children	3
	355 Individual Intelligence Testing	2
	356 Mechanics of Voice, Vision and Hearing....	5
	241 Speech Correction	3
Group V	Fine Arts	5
	104 Elements of Music	2
	101 Elementary Art	3
Group VI	Practical Arts	8
	112, 151, 152 Industrial Arts	8
Group VII	Physical Education and Health.....	2
	201 Health Education for Elementary Grades..	2
	Physical Training, 15 semester hours	
Additional Required Work	.....	8
	121, 122 Rhetoric	6
	121 Public Speaking	2
	Handwriting, 2 semester hours	
**Electives	.....	19
Total	.....	120

*Students teach as follows: normal children 5 semester hours, exceptional children 5 semester hours.

**To complete majors, students are expected to elect courses as indicated on the following page.

CURRICULA FOR TEACHERS OF SPECIAL EDUCATION

(Continued)

Students are expected to select their electives as follows in order to complete a major in Special Education. See Page 61 for general requirements.

	Semester Hours
A. <i>The Deaf and Hard of Hearing</i>	
380 Principles of Teaching Deaf and Hard of Hearing Children	2
393 Jena Materials and Method	2
Teaching	5
B. <i>The Blind and Partially Sighted</i>	
367 Education of Children with Impaired Vision	2
Teaching	5
C. <i>The Mentally Deficient</i>	
358 Methods of Teaching Slow-Learning Children	2
Teaching	5
D. <i>Crippled Children</i>	
211 General Bacteriology	3
374 Physical Reconstruction of Crippled Children	2
373 Therapeutic Care of Crippled Children	2
204 Food and Nutrition	2
369 Methods Teaching Crippled Children	2
Teaching	5
E. <i>Children of Low Vitality</i>	
204 Food and Nutrition	2
357 Education of Children of Low Vitality	2
374 Physical Reconstruction of Crippled Children	2
Teaching	5
F. <i>Speech-Reading for Adults</i>	
387 Speech-Reading I	3
388 Speech-Reading II	3
389 Speech-Reading III	2
390 Speech-Reading IV	2
396 Principles of Teaching Speech-Reading	3
Teaching	5
G. <i>Children with Speech Defects</i>	
201 Phonetics	2
242 Speech Correction	2
Teaching	5
H. <i>Children with Personality and Behavior Problems</i>	
Teaching	5
Consult adviser for electives	

The student will complete as a minimum: a major subject of 24 semester hours, a minor cognate subject of 15 semester hours, and a second minor of 15 semester hours in subject fields which the student expects to teach.

CURRICULUM FOR ADMINISTRATORS AND SUPERVISORS OF SCHOOLS, RURAL COMMUNITIES

Advisers, Mr. Turner, Miss Smith.

		Semester Hours
Group I	Language and Literature	12
	207 Literature for the Elem. Grades.....	3
	Electives	9
Group II	Science	14
	101 Gen. Agr., 101 Elem. Sci. for Rural Schools	5
	301 Psychology	3
	121 Principles of Human Geography.....	4
	220 Statistical Method in Education.....	2
Group III	Social Science	12
	210 Rural Sociology, 228 Rural Economics.....	4
	110, or 113 Political Science.....	2
	Electives	6
Group IV	Education	31
	302, 303, 316 Education	8
	340 Educational Tests and Measurements.....	2
	390 Modern Trends in Rural Education.....	2
	394 Community Relations	2
	395 Rural Principalship	2
	376 The Technique of Supervision.....	2
	379 Rural School Curriculum	3
	323 History of Modern Education.....	2
	Teaching	8
Group V	Fine Arts	5
	101 Elementary Art, 104 Elements of Music....	5
Group VI	Practical Arts	3
	112 Household Mechanics	3
Group VII	Physical Education and Health	2
	252 Health Education for Rural Schools.....	2
	Physical Training, 15 semester hours	
Additional Required Work.....		8
	121, 122 Rhetoric	6
	121 Public Speaking	2
	Handwriting, 2 semester hours	
Electives		33
Total		120

The student will complete as a minimum: a major subject of 24 semester hours, a minor cognate subject of 15 semester hours, and a second minor of 15 semester hours in subject fields which the student expects to teach.

CURRICULUM FOR TEACHERS OF COMMERCIAL SUBJECTS

Adviser, Mr. Springman.

		Semester Hours
Group I	Language and Literature	12
Group II	Science	13
	301 Psychology	3
	208 Mathematics of Commerce	3
	220 Statistical Method in Education	2
	209 Geography of Commerce	3
	Elective	2
Group III	Social Science	13
	110, or 113 Political Science	2
	220, 221 Elements of Economics	6
	222 Money and Banking	3
	260 Economic History of the United States	2
Group IV	Education	20
	302 Educational Psychology	3
	303 Principles of Teaching	3
	316 Public Education in Michigan	2
	305 Methods of Teaching Commercial Subjects	4
	Teaching	8
Group V	Fine Arts	5
	101 Elementary Art	3
	103 Commercial Design	2
Group VI	Practical Arts	36
	127 General Mechanical Drawing	3
	205 Business English	2
	*102 Elementary Accounting	3
	201 Advanced Accounting	3
	202 Advanced Accounting	3
	*101 Beginning Typing	2
	*103 Beginning Shorthand	3
	203 Stenography	3
	204 Secretarial Procedures	3
	303 Business Law	3
	304 Business Law	3
	301 Salesmanship and Advertising	3
	302 Office Machine Practice	2
Group VII	Physical Education and Health	
	Physical Training, 15 semester hours	
Additional Required Work	.....	8
	121, 122 Rhetoric	6
	121 Public Speaking	2
	Handwriting, 2 semester hours	
Electives	.....	13
Total	.....	120

*Note: Students who have had courses starred above may substitute an equivalent amount of free elective work.

The student will complete as a minimum: a major in Commercial Subjects as listed above, a minor cognate subject of 15 semester hours, and a second minor of 15 semester hours in subject fields which the student expects to teach.

STATE LIMITED CERTIFICATE CURRICULUM**General Elementary or Rural**

Advisers, Mr. Turner, Miss Smith.

	Semester Hours
Group I Language and Literature	3
207 Literature for Elementary Grades.....	3
Group II Science	12
101 General Agriculture	3
101 Elementary Science for Rural Schools	2
251 Teaching of Arithmetic	3
121 Principles of Human Geography.....	4
Group III Social Science	8
American History	4
210 Rural Sociology	2
110, or 113 Political Science	2
Group IV Education	13
312 The Teaching of Reading	3
175 School Management, Course of Study.....	2
303 Principles of Teaching	3
Teaching	5
Group V Fine Arts	5
101 Elementary Art	3
104 Elements of Music	2
Group VII Physical Education and Health	2
252 Health Education	2
Physical Training, 6 semester hours	
W104 or Ms 206 and electives.	
Additional Required Work.....	8
121, 122 Rhetoric	6
121 Public Speaking	2
Handwriting, 2 semester hours.	
Electives Groups I, II, III	9
Total	60

Departments of Instruction

The Instructional Departments of Michigan State Normal College are classified in groups as indicated below. Details concerning each are given in the pages immediately following and in the order in which they are here listed.

- Group I Language and Literature
 English, Speech (certain courses), French, German,
 Spanish, Latin, Greek
- Group II Science and Mathematics
 Natural Sciences, Chemistry, Geography, Physics
 and Astronomy, Mathematics
- Group III Social Sciences
 History, Political Science, Economics, Sociology
- Group IV Education
 Education, Special Education, Laboratory Schools
- Group V Fine Arts
 Art, Music
- Group VI Practical Arts
 Industrial Arts, Home Economics, Commerce
- Group VII Physical Education and Health
 Health Education, Physical Education.

ENGLISH

PROFESSOR GERALD D. SANDERS
 PROFESSOR BLANCHE F. EMERY
 PROFESSOR CHARLES FREDERICK HARROLD
 ASSOCIATE PROFESSOR ESTABROOK RANKIN
 ASSOCIATE PROFESSOR ELISABETH CAREY
 ASSOCIATE PROFESSOR FLORENCE ECKERT
 ASSOCIATE PROFESSOR M. ESTHER BALLEW
 ASSOCIATE PROFESSOR MARIAN W. MAGOON
 ASSISTANT PROFESSOR GRACE COOPER
 ASSISTANT PROFESSOR MAUD HAGLE
 ASSISTANT PROFESSOR RUTH A. BARNES
 ASSISTANT PROFESSOR H. WILLARD RENINGER
 INSTRUCTOR ALLEN L. MISEREZ
 INSTRUCTOR WALLACE H. MAGOON
 INSTRUCTOR GRACE H. AITCHISON

Major and Minor

Required courses for a Major in English:

- *107 Introduction to Poetry 3 sem hr
- *108 Introduction to Prose 3 sem hr
- *210 Shakespeare 3 sem hr
- *(207, 208, 308) Elect one appropriate to curriculum. 3 sem hr

Twelve semester hours of electives (students on the Junior and Senior High School curricula must choose their required electives from the following courses: English 302, 314, 315, 316, 317, 318, 319, 404, 405, 407. Students on other curricula may choose from any of the courses in literature.)

Required courses for a Minor in English:

The courses starred in the list above and three semester hours of literature.

Except as any may be required on a specific curriculum, the following courses are not counted in Group I of the degree requirements: 201, 207, 208, 212, 302, 308.

Composition and Language

121 *Rhetoric*. 3 sem hr
(Formerly 111, 112 Rhetoric)

A course in the fundamental skills of reading and writing, including a study of grammar, sentence structure, punctuation, and organization of simple material; the reading and analysis of short prose selections; frequent papers; conferences.

First semester RANKIN, CAREY, ECKERT, BALLEW, M. W. MAGOON,
COOPER, HAGLE, RENINGER, MISEREZ, W. H. MAGOON.

8-9

Sec a MWF Welch 204
Sec b MWF Welch 211
Sec c MWF Welch 212
Sec d MWF Pierce 35

10-11

Sec a MWF Pierce 37
Sec b MWF Welch 212
Sec c MWF Welch 1
Sec d MWF Welch 204

1-2

Sec a MWF Welch 204
Sec b MWF Welch 212
Sec c MWF Pierce 38A
Sec d MWF Pierce 37

3-4

Sec a MWF Welch 211
Sec b MWF Welch 204
Sec c MWF Pierce 37
Sec d MWF Welch 212

122 *Rhetoric*. 3 sem hr
(Formerly 112, 113 Rhetoric)

A study of the forms of discourse with emphasis upon the organization of long papers; the use of the library, note-taking, compilation from sources; the analysis of models with a view to effective use of material, diction, and style; weekly papers; conferences. Prerequisite: 121 Rhetoric

Second semester RANKIN, CAREY, ECKERT, BALLEW, M. W. MAGOON,
COOPER, HAGLE, RENINGER, MISEREZ, W. H. MAGOON.

The hours and sections are the same as for 121 Rhetoric

201 *Advanced Composition*. 2 sem hr

An advanced course in writing, designed for those who show special aptitude in composition. The student is permitted to choose the form of writing in which he requires practice, and he will be given individual attention and help in his work. Prerequisite: a year of composition.

First semester M. W. MAGOON

TuTh 2-3 Welch 204

215 *Journalism*. 3 sem hr

(Formerly 212, 213 Journalism)

A study of the elements of journalism, with practice in the writing of news and feature articles and editorials. The course is recommended for those who expect to help direct high school newspapers. Prerequisite: a year of composition.

Second semester M. W. MAGOON

MWF 3-4 Pierce 38A

9-10

Sec a MWF Welch 204
Sec b MWF Welch 211
Sec c MWF Welch 212
Sec d MWF Pierce 35

11-12

Sec a MWF Pierce 37
Sec b MWF Welch 212
Sec c MWF Welch 1
Sec d MWF Welch 211

2-3

Sec a MWF Welch 211
Sec b MWF Welch 212
Sec c MWF Pierce 37
Sec d MWF Welch 204

302 *English Grammar*. 2 sem hr

A study of English syntax and inflections with emphasis on the historical development of grammar. The course is especially designed for those who expect to teach grammar in the public schools, but it will benefit those who expect to do graduate work in language or in Old English or Middle English literature. Prerequisite: a year of composition.

First semester M. W. MAGOON.

TuTh 1-2 Welch 204

Teaching of Literature

(Credit will be given for but one course in this group.)

207 *Literature for the Elementary Grades*. 3 sem hr

A study of prose, poetry, and illustrated books for the child in the elementary grades; extensive experience under guidance in using library collections; practice in compiling units of reading matter for children; a survey of sources of books for use in schools.

Each semester EMERY, BARNES

First Semester

Sec 1 MWF 8-9 Welch 207

Sec 2 MWF 1-2 Welch 207

Sec 3 MWF 2-3 Welch 207

Second Semester

Sec 1 MWF 8-9 Welch 207

Sec 2 MWF 9-10 Welch 207

Sec 3 MWF 11-12 Welch 207

Sec 4 MWF 1-2 Welch 207

Sec 5 MWF 2-3 Pierce 35

Sec 6 MWF 3-4 Welch 207

208 *Junior High School Literature*. 3 sem hr

An extensive study of the various types of literature suitable for the seventh, eighth, and ninth grades; readings from approved reading lists; practice in judging the worth of materials, together with demonstrations and guidance in presenting this material to children. Prerequisites: three courses in literature.

Second semester BARNES

MWF 2-3 Welch 207

308 *Senior High School Literature*. 3 sem hr

A critical examination of texts and of the types of organization used in the high school grades; an intensive study of one example of each literary type; practice in developing units; a survey of libraries and library sources.

Each semester EMERY

First Semester

MWF 9-10 Welch 207

Second Semester

MWF 1-2 Welch 208

Literature

107 *Introduction to Poetry.* 3 sem hr

A study of the form and content of various types of poetry. The primary purpose of the course is to help the student learn to read poetry correctly and appreciatively, and to establish critical standards for determining the quality of a poem. American poetry is used as a basis for the course.

Each semester SANDERS, EMERY, HARROLD, ECKERT, BALLEW, M. W. MAGOON, HAGLE, BARNES

First Semester

Sec 1 MWF 8-9 Welch 208

Sec 2 MWF 9-10 Pierce 37

Sec 3 MWF 9-10 Welch 208

Sec 4 MWF 10-11 Welch 211

Sec 5 MWF 10-11 Welch 207

Sec 6 MWF 11-12 Welch 207

Sec 7 MWF 1-2 Welch 208

Sec 8 MWF 1-2 Welch 211

Sec 9 MWF 2-3 Pierce 35

Sec 10 MWF 2-3 Welch 209

Sec 11 MWF 3-4 Welch 207

Second Semester

Sec 1 MWF 1-2 Welch 209

Sec 2 MWF 2-3 Welch 208

108 *Introduction to Prose.* 3 sem hr

A study of the form and content of various types of prose—the short story, the essay, biography, addresses, letters—with a view to helping the student establish critical standards for judging good prose. American prose is used as a basis for the course. Prerequisite: 107 *Introduction to Poetry*.

Each semester HARROLD, RANKIN, BALLEW, ECKERT, M. W. MAGOON, BARNES, COOPER, HAGLE, MISEREZ

First Semester

Sec 1 MWF 11-12 Welch 204

Sec 2 MWF 2-3 Welch 1

Second Semester

Sec 1 MWF 8-9 Welch 208

Sec 2 MWF 8-9 Pierce 37

Sec 3 MWF 9-10 Pierce 37

Sec 4 MWF 9-10 Welch 208

Sec 5 MWF 10-11 Welch 211

Sec 6 MWF 10-11 Welch 207

Sec 7 MWF 11-12 Welch 204

Sec 8 MWF 1-2 Welch 211

Sec 9 MWF 2-3 Welch 209

Sec 10 MWF 2-3 Welch 1

Sec 11 MWF 3-4 Welch 1

209 *The Nineteenth Century Novel.* 2 sem hr

A study of the work of representative English novelists from Jane Austen to George Meredith. Prerequisite: 108 *Introduction to Prose*.

Each semester RENINGER, AITCHISON

First Semester

TuTh 1-2 Welch 208

Second Semester

TuTh 9-10 Welch 208

210 *Shakespeare.* 3 sem hr

An intensive study of five of the principal tragedies, with supplementary study of a Shakespeare handbook. Prerequisite: two courses in literature.

Each semester SANDERS, HARROLD, BALLEW, MISEREZ

First Semester

- Sec 1 MWF 8-9 Pierce 37
 Sec 2 MWF 9-10 Welch 209
 Sec 3 MWF 10-11 Welch 208
 Sec 4 MWF 11-12 Welch 209
 Sec 5 MWF 1-2 Welch 209
 Sec 6 MWF 2-3 Welch 208

- Sec 7 MWF 3-4 Welch 208
 Sec 8 MWF 3-4 Welch 1

Second Semester

- Sec 1 MWF 9-10 Welch 209
 Sec 2 MWF 11-12 Welch 209
 Sec 3 MWF 3-4 Welch 208

251 *The Bible as Literature.* 2 sem hr

A study of the literature of the Old and New Testaments. Prerequisites: two courses in literature.

Each semester AITCHISON

TuTh 8-9 Welch 208

305 *Shakespearean Comedy.* 2 sem hr

A study of the principal comedies. Prerequisites: three courses in literature.

Second semester BALLEW

TuTh 9-10 Welch 209

314 *Old English.* 3 sem hr

A study of the language and literature of the Anglo-Saxon period. Prerequisites: three courses in literature.

First semester CAREY

MWF 3-4 Welch 209

315 *The Age of Chaucer.* 3 sem hr

A study of the *Canterbury Tales*, with collateral readings of other of Chaucer's works; Chaucer's contemporaries; the writers of the fifteenth century; the medieval drama. Prerequisites: three courses in literature.

Second semester CAREY

MWF 3-4 Welch 209

316 *English Literature, 1500-1600.* 3 sem hr

A study of prose, poetry, and drama of the Renaissance: Thomas More and the Oxford group; the beginnings of criticism; the Italian influence; the Sonneteers and minor poets; the University Wits; Spenser. Prerequisites: three courses in literature.

First semester SANDERS.

MWF 11-12 Welch 208

317 *English Literature, 1600-1660.* 3 sem hr

A study of English literature from the beginning of the Century to the Restoration: Donne; Jonson; Bacon; Minor Cavalier and Puritan poets; Burton, Browne, Taylor, and other prose writers; the major dramatists; Milton. Prerequisites: three courses in literature.

Second semester SANDERS

MWF 11-12 Welch 208

318 *English Literature, 1660-1744.* 3 sem hr

A study of English literature from the Restoration to the death of Pope: Dryden, Swift, Pope, Addison, Steele, the lesser poets and prose writers, and the chief dramatists of the period. Prerequisites: three courses in literature.

First semester HARROLD

MWF 8-9 Welch 209

319 *English Literature, 1744-1798.* 3 sem hr

A study of English literature from the death of Pope to the publication of the *Lyrical Ballads*: Thomson, Gray, Collins, Johnson, Goldsmith, Cowper, Burns, Blake, and the lesser writers of the period in prose, poetry, and drama. Prerequisites: three courses in literature.

Second semester HARROLD

MWF 8-9 Welch 209

401 *Modern Poetry.* 2 sem hr

A study of the chief contemporary poets of England and America. Prerequisites: three courses in literature.

First semester BALLEW

TuTh 9-10 Welch 209

403 *Contemporary Drama.* 2 sem hr

A study of the chief modern dramatists from Ibsen to the present. Prerequisites: three courses in literature.

Second semester RENINGER

TuTh 2-3 Welch 208

404 *English Literature, 1798-1832.* 3 sem hr

A study of the chief writers of the English romantic movement: Wordsworth, Coleridge, Lamb, De Quincey, Hazlitt, Byron, Shelley, Keats. Prerequisites: four courses in literature.

First semester HARROLD

MWF 10-11 Welch 209

405 *Victorian Poetry.* 3 sem hr

A study of Tennyson, Browning, the Pre-Raphaelites, and the minor poets of the Victorian period. Prerequisites: four courses in literature.

Second semester SANDERS

MWF 10-11 Welch 208

407 *Victorian Prose.* 3 sem hr

A study of the chief prose writers of the Victorian period: Macaulay, Carlyle, Newman, Ruskin, Arnold, Pater, Huxley, Stevenson. Prerequisites: four courses in literature.

Second semester HARROLD

MWF 10-11 Welch 209

416 *The Modern Novel*. 2 sem hr

A study of representative works by such English and American novelists as Thomas Hardy, Henry James, Conrad, Galsworthy, Frank Norris, Maugham, Sinclair Lewis, and others. Prerequisites: four courses in literature.

Each semester RENINGER

First Semester

TuTh 2-3 Welch 208

Second Semester

TuTh 1-2 Welch 208

SPEECH

PROFESSOR J. STUART LATHERS
 PROFESSOR FREDERICK B. MCKAY
 ASSOCIATE PROFESSOR MARION FRANKLIN STOWE
 ASSOCIATE PROFESSOR LOUISA EDSON
 ASSISTANT PROFESSOR HARRY T. WOOD

Minor in Speech

Required courses for a Minor in Speech :

- 102 Interpretative Reading 3 sem hr
- 135 Play Production 3 sem hr
- 156 Public Speaking 3 sem hr
- 261 Argumentation and Debate 3 sem hr
- Electives 3 sem hr

Courses

Only courses 211, 212, and 214 count in Group I and 201 in Group II

102 *Interpretative Reading*. 3 sem hr

This course is designed to enable the student to develop poise and ease before an audience and a clear, agreeable and forceful voice. It deals with fundamental problems in the oral interpretation of literature and numerous illustrative selections in the study of these problems. Definite platform work in interpretation is begun and selections are prepared for presentation before the class. Prerequisite: 121 Public Speaking.

Each semester STOWE
MWF 10-11 Pierce 305

103 *Interpretative Reading*. 2 sem hr

In this course both phases of the work started in Speech 102 are continued with more varied and difficult problems. Through extensive reading the students familiarize themselves with the works of certain authors. This reading serves as a background for intensive study and individual presentation of selections. Material from the drama is also prepared for platform presentation. Prerequisite: 102 Interpretative Reading.

Each semester STOWE
TuTh 11-12 Pierce, Little Theater

121 *Public Speaking*. 2 sem hr
(Formerly 111, 112, 113 Public Speaking)

A course dealing with the fundamental problems of public speech including the organization and expression of one's own thought and the interpretation of the thought of others from the printed page.

Each semester LATHERS, MCKAY, STOWE, WOOD, EDSON

8-9	9-10
Sec 1 TuTh Pierce 305	Sec 3 TuTh Pierce 305
Sec 2 TuTh Pierce 303	Sec 4 TuTh Pierce 304
11-12	Sec 5 TuTh Pierce 303
Sec 6 TuTh Pierce 305	1-2
Sec 7 TuTh Pierce 304	Sec 9 TuTh Pierce 305
Sec 8 TuTh Pierce 303	Sec 10 TuTh Pierce 304
2-3	Sec 11 TuTh Pierce 303
Sec 12 TuTh Pierce 305	3-4
Sec 13 TuTh Pierce 304	Sec 15 TuTh Pierce 305
Sec 14 TuTh Pierce Little Theater	Sec 16 TuTh Pierce 304

131 *Story Telling.* 2 sem hr

The aim of this course is to acquaint the student with the various types of stories—fables, folk-tales, myths, hero-stories and the like, and to choose those which are suited to the needs of the different grades. The emphasis is placed on the expression side and after a discussion of the principles which underlie the art of story-telling, as much practice as possible is given to the actual telling of the story.

First semester EDSON
MWF 2-3 Pierce 303

135 *Play Production.* 3 sem hr

A study of the problems involved in staging plays in the high school. Specifically it deals with the selection of suitable plays, the principles governing staging, make-up and costuming with an examination of modern theories regarding stage scenery and settings. The class will have opportunity to apply these principles in actual presentation of parts on a suitable stage and if casts can be made up from the class a public program of short plays will be presented.

First semester STOWE
MWF 11-12 Pierce, Little Theater

156 *Public Speaking.* 3 sem hr

The purpose of this course is to aid the student in the development of ability in public speaking, fitting one to appear before an audience and present his ideas clearly and forcibly. Fewer speeches are made than in the preceding courses and more attention given to organization and effectiveness. It is of special value to those who may have charge of similar work in high school either as teachers of English or in the position of superintendent or principal. Prerequisites: 121 Public Speaking or an equivalent amount of work.

Each semester LATHERS, MCKAY

First Semester

MWF 11-12 Pierce 304

Second Semester

MWF 9-10 Pierce 305

201 *Phonetics (Group II)*. 2 sem hr

In approximately one-half of the course, the facilities of the natural science laboratory are utilized to acquaint the student with the anatomy of speech—the skeletal framework and the tissues involved in breathing, voice production and speaking, and with their physiological functioning. The second half is devoted to a study of the formation and classification of English sounds, the historical development of English pronunciations and the problem of standards in isolated and communicating pronouncing. Open to juniors and seniors.

First semester MCKAY

TuTh 8-9 Pierce 304

211 *Critical Readings. (Group I)*. 3 sem hr

An advanced course in reading intended for teachers engaged in high school English or for students who are doing special work in English or Speech. It consists of a study of the aesthetic and rhetorical principles of style as related to the vocal interpretation of great literature. The work will be based upon the study of selections from English and American masterpieces in prose and verse. Open to juniors and seniors.

Not offered 1939-40

212 *Readings in Victorian Poetry. (Group I)*. 3 sem hr

A study and oral interpretation of the poetry of the Victorian period. Review of the intellectual, artistic and political movements of the period and their relation to the poetry. Special attention is given to the interpretation of Browning and Tennyson. Not open to freshmen. Prerequisite: 102 Interpretative Reading or equivalent.

First semester STOWE

MWF 2-3 Pierce, Little Theater

213 *Recital Reading*. 3 sem hr

This course is intended for students who have had considerable work in reading and public speaking or English. The work is designed to aid students in the presentation of readings of some length and difficulty in fiction, poetry and drama. Students should consult the instructor before electing this course. Prerequisites: 102, 103 Interpretative Reading, or their equivalent. Not open to freshmen.

Second semester STOWE

MWF 2-3 Pierce, Little Theater

214 *Shakespearean Reading (Group I)*. 3 sem hr

Study of the principles of dramatic structure, plots and characters of Shakespearean drama as they bear upon the vocal expression of the selections. Studies will be made of passages from Macbeth, Julius Caesar, Merchant of Venice, and Mid-summer Night's Dream. Prerequisite: 102 Interpretative Reading, or its equivalent. Not open to freshmen.

First semester LATHERS

MWF 9-10 Pierce 305

221 *Auditorium and Classroom Dramatics for Early Elementary Grades.* 3 sem hr

This course is designed to show how the teacher may select material from history, literature, art and music and use it in dramatic forms of pageantry, festivals and plays; also to show how these may be produced effectively in the average classroom or assembly hall.

Second semester EDSON

MWF 10-11 Pierce, Little Theater

232 *Play Production.* 3 sem hr

A continuation of the work in Speech 135 involving more advanced problems. Further attention is given to acting and the working out of problems in the presentation of some of the longer plays is attempted. Students should consult the instructor before electing this course. Prerequisite: 135 Play Production. Not open to freshmen.

Second semester STOWE

MWF 11-12 Pierce, Little Theater

233 *Dramatic Direction.* 1 sem hr

The purpose of this course is to aid those who find themselves without preparation for directing the school play or smaller plays for auditorium or other exercises. The course will deal with choosing and directing a play and such problems of stage-craft as scenery, lighting, balance, costume and make-up. The work will consist of lectures, assigned readings and laboratory work in specific problems of stage-craft. Not open to those who have had 135, or 232 Play Production.

Summer session STOWE

241 *Speech Correction.* 3 sem hr

This course is offered to meet the demand for teachers who can intelligently diagnose and treat the less serious cases of defective speech in children. An investigation is made of the mechanism and use of the voice. This is followed by a study of the symptoms and causes of speech defects, such as, lipping, negligent speech, nasality and harshness of voice. The course is supplemented by opportunities for actual clinical experience. Not open to freshmen.

Each semester WOOD.

First Semester

Sec 1 MWF 10-11 Pierce 304

Sec 2 MWF 1-2 Pierce 304

Second Semester

MWF 1-2 Pierce 305

242 *Speech Correction.* 2 sem hr

A continuation of Speech 241 involving more intensive study of the various speech disorders, emphasizing especially stuttering. The course consists of lectures and assigned readings and a study of methods and devices, together with opportunities for observation of corrective work as carried on by experienced teach-

ers. Following the course, students may elect to do part of their practice teaching in this field. Prerequisite: 241 Speech Correction.

Second semester wood

TuTh 2-3 Pierce 303

261 *Argumentation and Debate.* 3 sem hr

The course opens with a study of the principles of argumentation. This is followed by platform debates with special attention given to the logical and effective arrangement of arguments and an easy forceful delivery. This course commends itself to those who wish to learn the art of logical thinking upon one's feet and particularly to all who may have to supervise literary or debating societies in high schools, or direct the work of debating teams. Prerequisite: 121 Public Speaking, or an equivalent amount of work. Not open to freshmen.

Second semester wood

MWF 10-11 Pierce 304

266 *Contest Debating.* 2 sem hr

Intended for the college debating groups and the college orators. Meetings of these groups are arranged each week by the instructors in public speaking. Two semester hours credit will be extended only to those who do excellent work throughout the season on the college debating teams or as college orators, and who take it as a part of the established class load. Prerequisites: 261 Argumentation and Debate, for debaters, 156 Public Speaking, for orators. Open to juniors and seniors.

Second semester MCKAY

TuTh 3-4 Pierce 303

271 *Forum Discussion.* 3 sem hr

A course enabling students to gain experience in the field of forum meetings and community discussion groups. It represents a definite attempt to promote leadership in connection with public questions, through the agency of platform speaking. A review and application of the developmental point of view is followed by programs in which the student prepares upon assigned public questions. In the latter half of the course forum procedure is regularly followed and speakers expect to defend their facts and viewpoints against questions and counter opinions from the floor. Prerequisite: 121 Public Speaking or an equivalent amount of work. Open to juniors and seniors.

Second semester MCKAY

MWF 11-12 Pierce 304

MODERN LANGUAGES AND LITERATURE

PROFESSOR RICHARD CLYDE FORD
 ASSOCIATE PROFESSOR JOHANNA SABOURIN
 ASSISTANT PROFESSOR DOYNE WOLFE

FRENCH

Major and Minor

Required courses for a Major in French:

- *221 French 4 sem hr
- *222 French 4 sem hr
- *321 French 4 sem hr
- *322 French 4 sem hr
- 421 French 4 sem hr
- 422 French 4 sem hr

The courses here listed meet the minimum requirement only. It is highly desirable that students specializing in French carry their work beyond the minimum.

Required courses for a Minor in French:

The courses starred above constitute a Minor in French.

Courses recommended to students specializing in French: 111 Modern Language, 205 Geography of Europe.

GENERAL COURSES—

110 *Modern European Literature (1, 2, 3)*. 2 sem hr

Three courses: 1 *Russia*, 2 *Scandinavia and Central Europe*, 3 *France, Spain, or Germany*.

These courses which are altogether in English are open to students of all departments. The courses are frequently varied in order and arrangement, but one may be expected from the department each year, usually in the summer session.

MODERN LANGUAGE TEACHERS COURSE—

111 *Modern Language*. 4 sem hr

A course devoted to the history, theory and pedagogy of modern language teaching. Review of phonetics. Not counted in Group I of the degree requirements.

Second semester SABOURIN
 MTuThF 3-4 Lib 207

FIRST YEAR.—For Beginners.

121, 122 *French*. 4 sem hr each
(Formerly 101, 102, 103 French)

A beginning course in the language, running throughout the year. It aims to lay the foundation for good pronunciation and for a thorough knowledge of the principles of grammar and colloquial expression. Special reading matter of some two hundred pages.

Each semester SABOURIN, WOLFE

Sec 1 MWThF 10-11 Lib 208

Sec 2 MTuThF 2-3 Lib 207

SECOND YEAR:

221, 222 *French*. 4 sem hr each
(Formerly 201, 202, 203 French)

These courses constitute a year's work in French. Specific work in grammar, composition, and conversation. It introduces the student to French literature. Representative selections from modern authors are used.

Each semester FORD, CASE.

First semester

Sec 1 MTuThF 9-10 Lib 208

Sec 2 MTuThF 2-3 Lib 209

Second Semester

MTuThF 2-3 Lib 209

321, 322 *French*. 4 sem hr each
(Formerly 301, 302, 303 French)

The work of this year is devoted to nineteenth century literature, centering around Hugo, Balzac, Dumas, and a few typical late writers. The work will include a review of grammar, a supplementary drill in composition, and practice in spoken French.

Each semester FORD

MTuThF 9-10 Lib 207

JUNIOR AND SENIOR COURSES—

421, 422 *French*. 4 sem hr each
(Formerly 401, 402, 403 French)

The year's work is planned to give the student a systematic review of French literature. The main periods, especially the seventeenth, eighteenth, and nineteenth centuries, with their great writers are carefully outlined and studied. The literary currents setting in the subsequent centuries are followed up.

Each semester FORD.

MWThF 10-11 Lib 209

431, 432 or 441, 442 *French*. 4 sem hr each
(Formerly 501, 502, 503 or 601, 602, 603 French)

The work of the year beginning with 431, alternates with that of the year beginning with 441 and is usually a seminary course. Students are encouraged to "wander and feel at home" in the contemporary literature of France.

Each semester FORD

MWThF 10-11 Lib 209

GERMAN**Minor**

Required courses for a Minor in German:

- 221 German 4 sem hr
 222 German 4 sem hr
 321 German 4 sem hr
 322 German 4 sem hr

Courses recommended to students specializing in German: 111 Modern Language, 205 Geography of Europe.

FIRST YEAR.—For Beginners.

121, 122 *German*. 4 sem hr each
 (Formerly 101, 102, 103 German)

This is a course for beginners in the language and runs throughout the year. The work of this year is intended to give the student a good pronunciation and make him acquainted with the elements of the grammar and colloquial expression.

Each semester SABOURIN

First Semester

Sec 1 MTuThF 9-10 Lib 209

Sec 2 MTuThF 3-4 Lib 209

Second Semester

MTuThF 9-10 Lib 209

SECOND YEAR:

221 *German*. 4 sem hr
 (Formerly 201, 202 German)

A thorough review of grammar. Written and oral composition. Specific emphasis on conversation.

First semester SABOURIN

MWThF 11-12 Lib 209

222 *German*. 4 sem hr
 (Formerly 202, 203 German)

This course aims to develop literary appreciation and *Sprachgefühl*. Representative modern writers such as Thoma, Mann, Storm, Schnitzler are studied.

Second semester SABOURIN

MWThF 11-12 Lib 209

JUNIOR AND SENIOR COURSES—

321, 322 *German*. 4 sem hr each
 (Formerly 301, 302, 303 German)

The work of this year stresses nineteenth century literature, prose, dramas, and poetry. Representative selections from authors such as Frenssen, Sudermann, Hauptmann are studied.

Each semester FORD

First Semester

MTuThF 3-4 Lib 207

Second Semester

MTuThF 3-4 Lib 209

421 *German*. 4 sem hr

(Formerly 401, 402 German)

This course offers a survey of German literature from Luther to Lessing.

Alternates with 321

422 *German*. 4 sem hr

(Formerly 402, 403 German)

The classic period. Schiller and Goethe.

Alternates with 322.

The department is ready to offer other advanced courses as demand arises.

SPANISH

Minor

Required Courses for a Minor in Spanish:

221 Spanish 4 sem hr

222 Spanish 4 sem hr

321 Spanish 4 sem hr

322 Spanish 4 sem hr

Courses recommended to students specializing in Spanish: 111 Modern Language, 205 Geography of Europe.

FIRST YEAR.—*For Beginners.*

121, 122 *Spanish*. 4 sem hr each

(Formerly 101, 102, 103 Spanish)

A beginning course in the language, running throughout the year. Particular attention is paid to pronunciation and the elementary principles of grammar. About 200 pages of reading material are covered during the year.

Each semester WOLFE

MTuThF 2-3 Lib 208

120 *Spanish Life and Customs*. 4 sem hr

A course intended to explain Spain to the present-day student. Lectures and reading. Open to all as a general elective.

Summer session WOLFE

SECOND YEAR:

221, 222 *Spanish*. 4 sem hr each

(Formerly 201, 202, 203 Spanish)

Second year for students who have completed 121, 122 Spanish or their equivalent. The course also provides for a thorough review of grammar with composition and reading from modern Spanish and Spanish-American literature.

Each semester WOLFE

MTuThF 1-2 Lib 208

JUNIOR AND SENIOR COURSES—

321, 322 *Spanish*. 4 sem hr each

(Formerly 301 Spanish Novel, 302 Modern Spanish Drama, 303 Introduction to the Golden Age of Spanish Literature). The work of this year is devoted to the rise and development of the novel in Spain. It also includes a review of grammar, composition, and conversational practice.

Each semester WOLFE

MWThF 11-12 Lib 208

421 *Spanish*. 4 sem hr

(Formerly 401, 402 Spanish)

This semester deals with the literature of Spanish America.

Offered only on sufficient demand WOLFE

422 *Spanish*. 4 sem hr

(Formerly 402, 403 Spanish)

A study of the Spanish drama and its development in the modern period. In 421 and 422 Spanish, one day a week is devoted to advanced grammar and composition.

Offered only on sufficient demand WOLFE

ANCIENT LANGUAGES AND LITERATURE

**PROFESSOR ORLAND O. NORRIS
ASSOCIATE PROFESSOR CLARA JANET ALLISON
ASSISTANT PROFESSOR L. LUCRETIA CASE

LATIN

Major and Minor

Required courses for a major in Latin :

- *152 Latin Selections and Roman Literature 4 sem hr
- *219 Latin Writing 2 sem hr
- *321 Foundation Studies for Latin Teachers 3 sem hr
- 322 Cicero 3 sem hr
- 323 Virgil 2 sem hr

Ten semester hours beyond 142 not including courses given in English.

Required courses for a minor in Latin: Courses starred in the list above and six semester hours in translation beyond, not including courses given in English, constitute a minor in Latin.

The courses here listed meet the minimum requirements only. It is highly desirable that students specializing in Latin carry their work beyond the minimum.

This department is organized to meet the needs not only of those who plan to teach Latin, but also of those who wish to broaden their cultural background or to lay a stronger foundation for professional work in science, in political life, in law, or in medicine.

Courses given in English are open to all students interested, including those who have had no Latin. Of these courses, 234 Latin is especially designed to give an appreciation of the richness of diction possessed by the English language and to provide teachers with a better background for the teaching of words. 222, 326, 328 Latin and 431 Greek are of particular value to students of history and literature.

All courses count in Group I for degree requirements. 326 and 328 Latin also count in Group III. 200 Greek Art and 201 Mythology count only as free electives.

**Deceased.

131 *Beginners' Latin*. 4 sem hr
(Formerly 101, 102 *Beginners' Latin*)

This course, with 132 Latin, covers the elementary work regularly included in the first two to three semesters of high school Latin.

First semester CASE
MTuThF 1-2 Pierce 34

132 *Beginners' Latin*. 4 sem hr
(Formerly 102, 103 *Beginners' Latin*)
For description see 131 *Beginners' Latin*.
Prerequisite: 131 *Beginners' Latin*.

Second semester CASE
MTuThF 1-2 Pierce 34

141 *Cicero and Latin Composition*. 4 sem hr
(Formerly 107, 108 *Cicero, Latin Composition and Virgil*)
Courses 141 and 142 comprise the work of the third and fourth year Latin classes in secondary schools. Course 141 includes a rapid review of the elementary principles of Latin grammar, exercises in Latin composition, and the reading of three orations of Cicero.

First semester CASE
MWThF 11-12 Pierce 34

142 *Virgil's Aeneid*. 4 sem hr
(Formerly 108 *Cicero, Latin Composition and Virgil*, and 109 *Virgil's Aeneid*)

Translation and interpretation of selections with emphasis on ancient life and Roman ideals as reflected in the poem.

Second semester CASE
MWThF 11-12 Pierce 34

151 *Livy and Latin Composition*. 3 sem hr
(Formerly 113 *Livy and Latin Composition*)

The first book of *Livy's Roman History*, covering the period of the kings constitutes the work of the semester. Emphasis is placed upon *Livy's* purpose in writing a history of Rome and upon his narrative as source material; attention is drawn to the behavior and character of the Romans of this period as presented by *Livy*. Latin forms and syntax are studied through brief paragraphs for English to Latin translation.

First semester ALLISON
MWF 9-10 Pierce 34

152 *Latin Selections and Roman Literature*. 4 sem hr
(Formerly 115 *Latin Selections and Roman Literature*)

This course is planned to give the student an acquaintance with the different types of Roman literature and the development of these from the early period through the Golden Age and the following two centuries. The different phases are illustrated by the reading of selections from authors of each period.

Second semester ALLISON
MTuThF 9-10 Pierce 35

231 *Horace, Epistles and Odes.* 2 sem hr

(Formerly 217 Horace, Epistles and Odes)

The Epistles are read and the first book of the Odes. Especial attention is given to the Latin adaptation of Greek lyric meters as employed by Horace in his Odes. The better known odes are memorized.

First semester CASE

TuTh 2-3 Pierce 34

232 *Latin Comedy—Plautus and Terence.* 2 sem hr

(Formerly 218 Latin Comedy—Plautus and Terence)

This course is designed to give the modern student an understanding and appreciation of Roman comedy and of the plays of Plautus and Terence. One or more plays are read from each of these writers and comparisons made. The course includes, as a background for reading, lectures on the development of Roman comedy and its dependence upon Greek models, also on the form and characteristic features of the Greek and Roman theatre.

Second semester CASE

TuTh 2-3 Pierce 34

219 *Latin Writing.* 2 sem hr

This course is open to such only as have had at least three years of the language. It is designed to meet the needs of those who look forward to teaching Latin, and combines drill in the translation of connected English into idiomatic Latin with a thorough review of syntax.

First semester ALLISON

TuTh 3-4 Pierce 35

220 *Latin Translation.* 3 sem hr

This is a course in translation. A classical Latin writer such as Cicero, Horace, or Pliny will be read, the choice of the author depending on the needs of individual students.

Summer session

222 *Latin Literature in English.* 3 sem hr

The aim of this course is to acquaint the student with the history and content of Latin literature through the medium of English translations. No knowledge of Latin is required.

First semester CASE

MWF 8-9 Pierce 34

234 *Word Study.* 2 sem hr

This course is designed as a means to the enlargement of vocabulary and to a more discriminating use of words. It is open to all interested in the use or study of words, and does not demand previous training in Latin.

Second semester ALLISON

TuTh 3-4 Pierce 35

321, 322, 323. *These courses are primarily for the purpose of providing a thorough background for the teaching of the Latin authors regularly read in a four year high school course.*

321 *Foundation Studies for Latin Teachers.* 3 sem hr
(Formerly 301 Caesar and 221 Foundation Studies for Latin Teachers)

The work of this course is divided between: A study of the political situation at Rome in Caesar's time, of the leading episodes of the Gallic campaigns interpreted in the light of present day standards of behavior; lectures on the origin of speech and of writing, types and families of language, the place of Latin in the Indo-European family and its relation to other branches of that family, the history of the Latin language from 240 B.C. to 700 A.D., ancient manuscripts and textual criticism; discussion of fundamental objectives in the study of Latin and methods for obtaining these based upon readings in current periodicals.

First semester ALLISON

MWF 1-2 Pierce 35

322 *Cicero, his life, works, and influence.* 3 sem hr

(Formerly 302 Cicero, his life, works and influence.)

This course is planned to give the teacher of Latin a real acquaintance with the man Cicero, with the character of his writings, and their influence upon the literature and philosophy of succeeding ages. The work will include a study of Cicero's early life and education, personality and character, friendships, political beliefs and acts, contents and style of writing. This study will be based upon the reading of selected portions of Cicero's works, collateral readings in English, lectures and discussions.

Second semester ALLISON

MWF 2-3 Pierce 35

323 *Virgil.* 2 sem hr

(Formerly 303 Virgil)

This course includes the study of the following subjects: the life and character of Virgil; the Augustan Age; the nature of epic poetry; the sources of the Aeneid; the prosody of the Aeneid; the story of the Aeneid; Virgil as a literary artist; the influence of Virgil on his own and subsequent times.

First semester CASE

TuTh 8-9 Pierce 34

324 *Selections from Cicero's Philosophy.* 2 sem hr

(Formerly 114 Cicero's De Amicitia and De Senectute)

Selections will include portions of the De Senectute, the De Amicitia and the De Officiis with a careful study of the principles laid down by Cicero as a basis for comparison with modern attitudes and problems. Students who have had 114 Cicero's De Amicitia and De Senectute may not elect this course.

Second semester ALLISON

TuTh 2-3 Pierce 35

325 *Pliny, Letters.* 2 sem hr

This course is recommended not only to students specializing in Latin but to any student able to read Latin who is interested in learning that modern society has in its attitudes and manners much in common with the Roman of twenty centuries ago. In Pliny's letters he will constantly find opportunities for comparison, and a "modernity" of tone that is enlightening and surprising.

First semester ALLISON

TuTh 2-3 Pierce 35

326 *Roman Political Institutions.* 2 sem hr

This course should be taken by all who are specializing in Latin and History and is accepted in partial fulfillment of the history requirement on the degree curriculum. It should be preceded or accompanied by a course in Roman history.

This course appears in the History Department as 326 History.

Not offered in 1939-40 CASE

328 *Roman Backgrounds.* 3 sem hr

The course aims to present the social, cultural, and political aspects of the Roman world which have so greatly influenced our Western civilization. A knowledge of the Latin language is not required. This course counts as an elective in Group III.

Second semester CASE

MWF 8-9 Pierce 35

423 *Latin Writing.* 2 sem hr

This is an advanced course and presupposes a credit in 219 Latin Writing. While the latter has most to do with matters of syntax, the former is devoted to a study of style and diction.

Offered only on sufficient demand ALLISON

428 *Tacitus, Germania and Agricola.* 2 sem hr

This is an advanced course open to degree students only.

Offered only on sufficient demand. ALLISON.

GREEK**Minor**

Required courses for a Minor in Greek :

- 221 Elementary Greek 4 sem hr
 222 Xenophon's Anabasis and Greek Composition 4 sem hr
 321 Selections from Xenophon, Plato, and Homer 4 sem hr
 322 Homer's Odyssey and Herodotus 4 sem hr

A knowledge of Greek is of great value in many fields of learning. To the teacher of Latin it is indispensable because of the close linguistic relation between Greek and Latin and because Latin literature is based upon Greek literature and Roman life combined with Greek life to produce the Greco-Roman civilization. So, for the specialist in ancient history, Greek is a necessity, since his works of reference are often in Greek or are full of Greek quotations. To the scientist also Greek is of great value, as a large proportion of scientific terms are of Greek origin. Even a single year of Greek will unlock doors in many branches of knowledge.

221 *Elementary Greek.* 4 sem hr

(Formerly 201 Elementary Greek)

This course covers the elementary work in form and simple syntax necessary for the reading of Xenophon's Anabasis in the second semester.

First semester even years ALLISON

MWThF 10-11 Pierce 35

222 *Xenophon's Anabasis and Greek Composition.* 4 sem hr

(Formerly 202 Elementary Greek and 203 Xenophon's Anabasis and Greek Composition)

This is a reading and translation course chiefly. Four books of the Anabasis relating to the expedition of the Ten Thousand Greeks into Persia, the purposes of the expedition, its defeat and the vicissitudes of its retreat are covered. Study of Greek forms and syntax is continued by simple passages for English to Greek translation.

Second semester odd years ALLISON

MWThF 10-11 Pierce 35

321 *Selections from Xenophon, Plato and Homer.* 4 sem hr

(Formerly 304 Selections from Xenophon and Plato)

Xenophon's Symposium and selections from Plato embodying the outstanding principles of Socrates are read with translation and discussion of content in relation to present day beliefs. Two books of the Iliad with a study of Greek hexameter verse and this epic. Homeric peculiarities of form and syntax receive attention.

First semester odd years ALLISON

MWThF 10-11 Pierce 35

322 *Homer's Odyssey and Herodotus.* 4 sem hr
(Formerly 305 Homer's Odyssey and 306 Selections from the History of Herodotus)

The work of this semester covers four books of the Odyssey. Greek life as depicted by Homer is noted and compared with that of later centuries and of modern times. Book I of Herodotus' History. Herodotus' style and method of writing history are discussed in relation to the modern point of view.

Second semester even years ALLISON
MWThF 10-11 Pierce 35

431 *Greek Drama in English.* 3 sem hr

This is a course intended to present by direct study of English translations the essential features of the classical backgrounds of modern drama, especially tragedy. The course will include a study of the dramatic possibilities in the local legends that furnished the materials of Greek tragedy, and the progress of literary skill with which dramatic possibilities were realized in structure and technique. Further there will be given an historical sketch of the Greek drama and theatre; the Roman drama and theatre; and the transmission of the Greek and Roman dramatic traditions down to their arrival in England.

Offered only on sufficient demand. ALLISON

Greek Art

200 *Greek Art and Archacology for Beginners.* 2 sem hr

This course is open not only to classical and art students but also to students on the general curricula. The work is popular in character and aims to give, in a simple manner, such information in ancient art and architecture as every intelligent teacher should have. The course will be given by lectures and illustrated by pictures and slides.

Offered only on sufficient demand. CASE

Mythology

201 *Mythology.* 3 sem hr

(Formerly 101 Mythology)

Who would not like to know the old Greek myths and religious beliefs, and how they originated and developed? The course in Mythology is open not only to students of the Latin department, but is especially designed to acquaint the non-classical student with the general field of classical mythology and the psychology underlying it. The poet's and artist's selection and use of the classic myths are made the basis of selection for study. Attention is given to the interpretation of mythological allusions in literature, and some 700 mounted pictures are displayed illustrating the artists' use of the myths.

Second semester CASE

MWF 2-3 Pierce 34

NATURAL SCIENCES

PROFESSOR J. MILTON HOVER
PROFESSOR JESSIE PHELPS PROFESSOR MARY A. GODDARD
PROFESSOR J. R. HICKMAN
PROFESSOR CLARENCE M. LOESELL
ASSISTANT PROFESSOR MARTHA BEST
ASSISTANT PROFESSOR MARTHA E. CURTIS
ASSISTANT PROFESSOR MYRON T. STURGEON

Major and Minor

Required Courses for a Major in Natural Science:

- *221 General Botany 4 sem hr
- *222 General Zoology 4 sem hr
- *300 The Human Body 3 sem hr
- Electives in Natural Science 13 sem hr

Required courses for a minor in biology:

The courses starred in the list above and five semester hours of electives in natural science constitute a minor in biology. The electives are to be chosen in consultation with the departmental adviser.

Students on the Physical Education Curriculum may present the following courses to satisfy a minor:

- 222 General Zoology 4 sem hr
- 211 General Bacteriology 3 sem hr
- 221 Anatomy and Physiology 5 sem hr
- 432 Physiology of Nutrition 2 sem hr
- Electives in Natural Science 2 sem hr

A student selecting a major and two minors in the three science departments, Natural Science, Physics, and Chemistry, should be prepared to teach the sciences usually offered in high school.

AGRICULTURE

Minor

Required Courses for a Minor in Agriculture:

- 201 Soils 2 sem hr
- 202 Farm Crops 2 sem hr
- 203 Animal Husbandry 2 sem hr
- 301 Horticulture 2 sem hr
- Electives in Natural Science 7 sem hr

Courses

All courses in Agriculture count in Group II except 103, which is counted in Group II on the Early and the Later Elementary Curricula only.

101 *General Agriculture.* 3 sem hr

The motive of this course is "the farm as a home." It deals with the more personal economic, social and aesthetic features of farm life. Topics considered are the farm house and its conveniences, the planning and planting of the home grounds, the organization of the farmstead for economy and convenience, and the control of plant and animal pests. Special emphasis is placed upon the study of those intensive aspects of agriculture vital to the farm as a home, viz.; poultry, the garden and the farm orchard. Rural health as affected by environmental conditions on the farm is also considered.

Each semester HOVER, LOESELL

First semester

- Sec 1 MWF 9-10 Sc B F
- Sec 2 MWF 10-11 Sc B F
- Sec 3 MWF 2-3 Sc B F

Second semester

- Sec 1 MWF 10-11 Sc B F
- Sec 2 MWF 2-3 Sc B F

102 *General Agriculture.* 3 sem hr

(Formerly 102 Soils, Crops, and Livestock)

This is a companion course to 101 Agriculture. It deals with the fundamental principles of soil management and conservation, and of crop and livestock production. The problems of land uses and government services for agriculture are studied. Also the student is made familiar with those governmental services and materials available to the rural teachers.

Second semester HOVER, LOESELL
MWF 9-10 Sc B F

103 *Gardening.* 2 sem hr

The object of this course is to give teachers such knowledge of school and home gardening as will be of greatest value in educational work. It will consist of a special study of the types and

culture of both our new and common vegetable crops. Each student will be assigned a plot of ground 12 feet by 30 feet, in which thirty vegetable types will be grown. The planting, cultivation, succession cropping, and control of insect pests by spraying will constitute a large portion of the laboratory work.

Second semester LOESELL

TuTh 1-2 Sc B F

201 *Soils*. 2 sem hr

The object of this course is to give the student a knowledge of the nature, origin, composition, and management of the soil. It should be taken by all students who wish to specialize along any line of agricultural work.

First semester odd years LOESELL

TuTh 8-10 Sc B F

202 *Farm Crops*. 2 sem hr

In the study of farm crops the student will become familiar with the botanical nature, uses, distribution, types, culture, harvesting, and methods of improvement of our common grain, forage, fibre, and root crops.

First semester even years LOESELL

TuTh 8-10 Sc B F

203 *Animal Husbandry*. 2 sem hr

This course is designed to give the student a knowledge of the principles and methods involved in feeding, breeding, judging and management of livestock. On account of their local importance the dairy and poultry industries will receive special emphasis.

Second semester odd years LOESELL

TuTh 8-10 Sc B F

301 *Horticulture*. 2 sem hr

In the study of horticulture, emphasis will be placed on our common orchard and small fruit crops. The topics emphasized will be varieties, culture, propagation, pruning, care of fruit, and control of diseases by spraying. The student will secure practice in pruning, spraying, cultivation and propagation in one of the plots in the Practice Orchard.

Second semester even years LOESELL

TuTh 8-10 Sc B F

BOTANY

221 *General Botany*. 4 sem hr

(Formerly 203 Non-vascular Plants and 204 Vascular Plants)

This course surveys the plant kingdom from the lowest to the highest forms. Typical life histories are studied. Also, much attention is given to those structures and functions peculiar to plants. Prerequisite: 101 Principles of Biology or high school biology.

Each semester GODDARD, BEST

First semester

Sec 1 MTuThF 8-10 Sc B H

Sec 2 MWThF 10-12 Sc B H

Second semester

MTuThF 8-10 Sc B H

202 *Systematic Botany*. 4 sem hr

This course is a study in the identification and classification of flowering plants. Stress is laid on families of greatest importance. Much field work is done on the campus, in nearby woods, and occasionally in more remote localities. Prerequisite: 221 General Botany or its equivalent.

Second semester BEST

MWThF 10-12 Sc B H

205 *Plant Physiology*. 4 sem hr

This course is a study of plant functions as gleaned from the literature of experimental studies of plants under controlled conditions. Class work is amply supplemented by laboratory and greenhouse exercises, most of which are done by the students themselves. Prerequisites: 221 General Botany and general chemistry.

Second semester GODDARD

MWThF 10-12 Sc B G

207 *Ornamental Plants*. 2 sem hr

This is a general culture course aiming to acquaint the student with our garden flowers, our ornamental shrubs and our trees. It deals with their identification and culture, their use in landscaping, and with methods of propagation and pruning. The campus furnishes a wealth of material for study and much time is spent in the field. Visits are made to gardens in Ypsilanti and neighboring towns. Prerequisite: 100 Fundamentals in Elementary Science.

Each semester GODDARD

TuTh 1-3 Sc B H

211 *General Bacteriology*. 3 sem hr

This course is a study of the conditions of existence of bacteria, preparation of cultures, sterilization and disinfection, micro-organisms in relation to disease, common diagnostic methods, and the prevention of disease including the use of antisera and vaccines.

The course is designed for physical education and special education students, but is open to all students except those who have 212 Microbiology. Desirable prerequisites: High school biology and general chemistry.

Each semester BEST

Sec 1 MWF 9-10 Sc B G

Sec 2 MWF 2-3 Sc B G

Sec 3 MWF 3-4 Sc B H

212 *Microbiology*. 3 sem hr

This is a study of representative types of bacteria, yeast, and molds in relationship to higher life, especially man. Emphasis is placed on the part of micro-organisms in food, production and food preservation, methods of sterilization and disinfection, and the bacteria of the air and water. The course is designed for home economics students but is open to all students except those who are required to take 211 General Bacteriology. Desirable prerequisites: High school biology and general chemistry.

First semester BEST

MWF 10-12 Sc B G

GEOLOGY

221 *Physical Geology*. 4 sem hr

(Formerly 201 Minerals and Rocks and 202 Dynamic Geology)

This course is a study of the physical agencies that have determined the shape and character of the earth's surface and that are still at work in modifying it. The topics studied include: minerals and rocks, rock weathering, geologic work of running water, glaciers, and wind; geologic role of the sea and lakes, volcanoes, earthquakes, earth structures, and mountains. There are lectures, laboratory exercises, and field work.

First semester STURGEON

Lecture MTuThF 1-2 Sc B C Laboratory TuTh 2-3 Sc B C

222 *Historical Geology*. 4 sem hr

(Formerly 202 Dynamic Geology and 205 Historical Geology)

Historical geology is a study of the evolution of the earth and its plant and animal inhabitants. Such study leads to a better understanding of the present earth features and is essential for an understanding of the existing plant and animal groups, their relationships and life histories. There are lectures, laboratory exercises, and field work. Prerequisite: 221 Physical Geology.

Second semester STURGEON

Lecture MTuThF 1-2 Sc B C Laboratory TuTh 2-3 Sc B C

GENERAL BIOLOGY

121 *Principles of Biology.* 4 sem hr

(Formerly 101 Plant Biology and 101 Animal Biology)

This is an introductory course dealing with living organisms. It consists of a presentation of the biological principles common to both plants and animals as well as a general survey of the two kingdoms. Considerable emphasis is also placed upon the methods and techniques by which scientific knowledge is obtained. This course should not be elected by persons who have had high school biology.

Each semester PHELPS

MTuThF 8-10 Sc B K

301 *Genetics.* 3 sem hr

"Genetics is the science which undertakes to account for the resemblances and the differences which are exhibited among organisms related by descent." (Babcock and Clausen) This course seeks to present such facts and principles from the fields of variation, cytology, animal breeding and embryology as will enable the student to interpret ordinary hereditary phenomena in both plants and animals. Applications of these principles to the human race are constantly made. This course is not open to freshmen or sophomores. Prerequisite: 121 Principles of Biology or equivalent.

First semester HOVER, HICKMAN

MWF 9-10 Sc B L

305 *Organic Evolution.* 2 sem hr

This course deals with two questions. First, "Is Evolution a rational hypothesis?" Second, "What may have been the causal factors in evolution?" Answers to these questions are sought definitely in facts, as manifested in geological history, comparative anatomy, embryological development, natural classification, geographical distribution and experimental breeding. Prerequisites: 221 General Botany and 222 General Zoology.

First semester even years HICKMAN

TuTh 8-9 Sc B L

306 *Anthropology.* 2 sem hr

The origin of the human race, its antiquity, classification and distribution over the earth will make up the body of the course. The growth of the various cultures, especially those in the New World, the progress toward civilization and the light which race history sheds upon the nature of modern man will be considered. Not open to freshmen or sophomores. Prerequisite: 222 General Zoology.

First semester odd years HICKMAN

TuTh 8-9 Sc B L

401 *Methods in Biology*. 2 sem hr

The aim of the course is to give the students the technical knowledge and training required for the preparation of materials for high school courses in Biology, and for Biological investigations. The student is introduced to microscopic technique, methods of collecting and caring for materials, recording of data by notes, photography, rearing cultures, making of charts, and skeletons, projection apparatus, the structure and use of microscope, sources of laboratory supplies and equipment and many other topics. Prerequisites: 121 Principles of Biology or high school biology.

First semester HICKMAN

TuTh 1-3 Sc B M

ELEMENTARY SCIENCE**Minor**

Required Courses for a Minor in Elementary Science:

- { 100 Fundamentals in Elementary Science 2 sem hr
- { or 101 Elementary Science for Rural Schools
- { 201 Elementary Science for Primary Grades 3 sem hr
- { or 202 Elementary Science for Intermediate Grades
- 103 Gardening 2 sem hr
- 207 Ornamental Plants 2 sem hr
- 325 Ornithology 2 sem hr

Four semester hours of electives in natural science.

Courses

Except as any may be specifically required on Early Elementary, Later Elementary, or State Limited Certificate curricula, the following elementary science courses are not counted in Group II:

100 *Fundamentals in Elementary Science*. 2 sem hr

This course is an elementary academic course intended to furnish a background for those subjects commonly designated as "Elementary Science and Nature Study." The topics treated will be drawn from the ordinary branches of science, and selected on the basis of their suitability to the elementary grades.

Each semester CURTIS

Sec 1 TuTh 9-10 Sc B A

Sec 2 TuTh 1-2 Sc B A

Sec 3 TuTh 2-3 Sc B A

Sec 4 TuTh 3-4 Sc B A

101 *Elementary Science for Rural Schools*. 2 sem hr

A special course planned for those preparing to teach in rural schools. A selected list of topics will be presented especially applicable to the country environment and presented in the most

practical manner possible. Short field trips, laboratory exercises and classroom demonstration will feature the course. Among the topics treated will be birds, trees, seed distribution, bees, ants, silk moth, minerals, rocks, soils, erosion, weather, oxidation, along with the principles of natural and artificial selection.

Each semester LOESELL

Sec 1 TuTh 11-12 Sc B A

Sec 2 TuTh 2-3 Sc B F

201 *Elementary Science for Primary Grades.* 3 sem hr

A methods course for those who expect to teach in the primary grades or who expect to supervise such teaching. The work consists of methods of organization and presentation of science problems to primary children, of directing such activities as would arise and of collecting and caring for live material. Students should not take this course during the same season in which they take 100 or 101 Elementary Science. Prerequisite: 100 or 101 Elementary Science.

Each semester CURTIS

Sec 1 MWF 9-10 Sc B A

Sec 2 MWF 2-3 Sc B A

202 *Elementary Science for Intermediate Grades.* 3 sem hr

This is the companion course to the preceding, but is intended for those who are planning to teach in the intermediate grades. An attempt is made to prepare the student to organize the problems, collect the materials and direct the activities of the elementary science. Methods of presentation of simple experiments to intermediate children and of conducting field trips, will be demonstrated. Students should not take this course during the same season in which they take 100 or 101 Elementary Science. Prerequisite: 100 or 101 Elementary Science.

Each semester CURTIS

Sec 1 MWF 9-10 Sc B A

Sec 2 MWF 2-3 Sc B A

205 *Applied Elementary Science.* 2 sem hr

A course to enable teachers of all grades to understand better the biological problems of a community and to show how such problems may best be solved. The relation of insects, birds and other animals to man and the ways of controlling harmful forms and of encouraging useful ones will be made prominent in this course. Offered only on sufficient demand LOESELL

206 *Elementary Science for Teachers in Service.* 2 sem hr

This course aims to acquaint teachers with the most significant and understandable physical facts in the grade child's environment. The subject matter includes units on weather, the solar system, minerals and rocks, changes in the earth's surface, electricity and magnetism.

Taught only in summer and by extension CURTIS

HUMAN PHYSIOLOGY AND ANATOMY**101 *Principles of Physiology.* 2 sem hr**

This course deals in an elementary way with principles of human physiology. It is designed especially for those who are unable to meet the requirements of the more advanced courses in physiology, but who are interested in securing a knowledge of bodily functions. There are illustrated lectures, required reading, and frequent quizzes. It is open to all students without prerequisites. It will count as a free elective in Group II, but not as an elective on a Natural Science major or minor.

First semester PHELPS

TuTh 2-3 Sc B K

102 *Personal and Social Hygiene.* 3 sem hr

(Formerly 102 Personal Hygiene)

This course deals with the factors of both personal and social hygiene with special emphasis upon the causes of ill-health and disease, their control and prevention. It will count as a free elective in Group II, but not as an elective on a Natural Science major or minor. Prerequisite: 101 Principles of Physiology.

Second semester PHELPS

MWF 1-2 Sc B K

221 *Anatomy and Physiology.* 5 sem hr

(Formerly 201 and 202 Anatomy and Physiology)

This is a textbook course, supplemented by lectures and demonstrations, on the structure and functions of the bones, joints and muscles and the organs of digestion, respiration and excretion.

First semester BOUGHNER, RYNEARSON

Girls MTuWThF 8-9 Gym 12 Boys MTuWThF 1-2 Gym 12

203 *Biology of Reproduction.* 2 sem hr

This course is a resume of the methods of reproduction of typical representative animals and plants of the evolutionary series, together with a consideration of the biologic principles and social significance of human reproduction. Prerequisite: 222 General Zoology.

First semester PHELPS

TuTh 3-4 Sc B K

300 *The Human Body.* 3 sem hr

This is a textbook course in human physiology and hygiene. This course is required of all students majoring or minoring in Natural Science but may be elected by other students who have had the necessary preparation. Prerequisites: 221 General Botany and 222 General Zoology.

Each semester PHELPS

MWF 2-3 Sc B K

301 *Anatomy and Physiology of the Nervous System.* 2 sem hr
This is a laboratory and textbook course. The study of the gross and microscopic structures of nervous system of mammals is made, including the sense organs and the innervation of the organs of response. Typical reflex pathways are traced. Prerequisite: 222 General Zoology.

Second semester PHELPS

TuTh 2-3 Sc B K

432 *Physiology of Nutrition.* 2 sem hr

This course is a study of the processes of digestion, metabolism and the fundamentals of diet. A textbook is used, supplemented by lectures, assigned readings and studies of the personal diet of students. Prerequisites: 131 Inorganic Chemistry and 220 Elementary Organic Chemistry.

Each semester PROUSE

First semester

MW 10-11 Pierce 36

Second semester

MTh 10-11 Gym 12

ZOOLOGY

222 *General Zoology.* 4 sem hr

(Formerly 102 Invertebrate Zoology and 103 Vertebrate Zoology)
A general survey of the groups of invertebrate and vertebrate animals is made according to the evolutionary sequence. Emphasis is placed upon the classification and structures; however, time is devoted to such aspects as physiology, life-histories, habits, distribution, and economic relations. Prerequisite: 121 Principles of Biology or high school biology.

Each semester HICKMAN, STURGEON

First semester

Sec 1 MTuThF 8-10 Sc B M

Sec 2 MWThF 10-12 Sc B M

Second semester

Sec 1 MTuThF 8-10 Sc B M

Sec 2 MWThF 10-12 Sc B M

Sec 3 MTuThF 1-3 Sc B M

203 *Animal Embryology.* 3 sem hr

This is a course that gives an introduction to the fundamental facts and principles of the reproduction and development of animals. The laboratory work deals largely with the organogeny of the chick with demonstrations and study of other forms. Some attention is given to embryological laboratory methods. Prerequisite: 222 General Zoology.

First semester even years HICKMAN

MWF 10-12 Sc B K

206 *Comparative Anatomy of Vertebrates.* 3 sem hr

The course deals with the comparative anatomy and evolution of the various vertebrate organs. The classification of vertebrates in relation to their evolution is also discussed. The laboratory

work consists in the dissection of vertebrate types, including fish, amphibian, reptile, bird, and mammal. Prerequisite: 222 General Zoology.

First semester odd years HICKMAN.
MWF 10-12 Sc B K

321 *Entomology*. 4 sem hr
(Formerly 201 Entomology)

Here we study insects, their interesting behavior and life-histories and their great economic and educational importance. Most of the work will be done through field and laboratory studies. Prerequisite: 222 General Zoology or equivalent.

Second semester HICKMAN
MWThF 10-12 Sc B L

322 *Fishes*. 2 sem hr
(Formerly 402 Fishes)

Fishes and associated aquatic organisms are studied. We deal principally with their classification, food, enemies, breeding habits, habitats, and their relation to man. Species of the Great Lakes region are used for identification of specimens. Prerequisite: 222 General Zoology.

First semester even years HICKMAN
TuTh 3-4 Sc B M

325 *Ornithology*. 2 sem hr
(Formerly 200 Ornithology)

The primary purpose of this course is the identification of common Michigan birds to meet the needs of elementary science and biology teachers. Adequate attention is also given to the anatomy and physiology, classification, origin, distribution, migration, nesting, food, enemies, economic importance, and conservation of birds. There are lectures, laboratory exercises, and field trips. Prerequisite: 121 Principles of Biology or equivalent.

Second semester STURGEON
TuTh 8-10 Sc B C

326 *Mammalogy*. 2 sem hr
(Formerly 202 Mammalogy)

An attempt is made to acquaint students with the common wild mammals of northeastern North America, and to some degree with the mammals of the world. Behavior, life-histories, and importance of mammals to man, fundamentals of mammalian anatomy, physiology and evolution are subjects treated. Prospective teachers of zoological subjects will find the course useful and also those who study medicine or go into agriculture. Prerequisite: 222 General Zoology.

First semester odd years HICKMAN
TuTh 3-4 Sc B M

CHEMISTRY

PROFESSOR B. W. PEET

PROFESSOR PERRY S. BRUNDAGE

ASSISTANT PROFESSOR GERALD OSBORN

ASSISTANT PROFESSOR JOHN A. SELLERS

Major and Minor

Required Courses for a Major in Chemistry :

- *131 Inorganic Chemistry 3 sem hr
- *132 Inorganic Chemistry 3 sem hr
- 261 Qualitative Analysis 4 sem hr
- 371 Organic Chemistry 4 sem hr
- 361 Quantitative Analysis 4 sem hr
- 472 Teaching of Chemistry 2 sem hr

Electives, four semester hours, additional as approved by the Department adviser.

220 and 251 Chemistry may be substituted for 371 Chemistry with the approval of the Head of the Department.

Required Courses for a Minor in Chemistry :

The courses starred in the list above with electives, nine semester hours, additional as approved by the Department adviser constitute a minor in Chemistry.

A student selecting a major and two minors in the three science departments, Chemistry, Physics, and Natural Science, should be prepared to teach the science courses usually offered in high school.

Note: Students without high school chemistry should take in place of courses 131 and 132, courses 121 and 122.

Courses

121 *General Chemistry*. 4 sem hr
(Formerly 101a, 101b General Chemistry)

Students electing 121 are expected to elect 122 the following semester. It is a beginner's course in chemistry and is recommended to those who have not had a very good training in high school chemistry.

A college course in the study of the history, occurrence, preparation, properties and uses of the most important non-metals, with their principal compounds and the elementary principles underlying chemistry. Lectures, illustrated by experiments, textbooks, and laboratory work. The laboratory hours are to be arranged with the classifier or instructor. This course is elective to those that have not had high-school chemistry.

First semester OSBORN

Lectures:

Sec 1 MWThF 10-11 Sc B 14 Sec 2 MWThF 2-3 Sc B 14

Laboratory:

Sec 1 TuWTh 11-12 Sc B 18 Sec 3 MWF 12-1 Sc B 18
 Sec 2 MWF 11-12 Sc B 18 Sec 4 MWF 1-2 Sc B 18

122 *General Chemistry*. 4 sem hr

(Formerly 101b, 101c General Chemistry)

This course is a continuation of 121 General Chemistry. The study of the common non-metals is completed and some time is given to organic chemistry and the common metals.

Prerequisite: 121 General Chemistry.

Second semester OSBORN

Lectures:

Sec 1 MWThF 10-11 Sc B 14 Sec 2 MWThF 2-3 Sc B 14

Laboratory:

Sec 1 TuWTh 11-12 Sc B 18 Sec 3 MWF 12-1 Sc B 18
 Sec 2 MWF 11-12 Sc B 18 Sec 4 MWF 1-2 Sc B 18

131 *Inorganic Chemistry*. 3 sem hr

(Formerly 101 General and Inorganic Chemistry)

This course is elective to those that have had one year of high school chemistry with laboratory work in an accredited school. If a student is not well prepared in high school chemistry, he should take 121. This is a foundation course and must precede all other courses except 121, 122, and 201 Chemistry. The laboratory hours are to be arranged with the classifier or instructor.

First semester PEET, BRUNDAGE, SELLERS, OSBORN

Lectures:

Sec 1 MWF 8-9 Sc B 14 Sec 4 MWF 1-2 Sc B 14
 Sec 2 MWF 9-10 Sc B 14 Sec 5 MWF 3-4 Sc B 14
 Sec 3 MTuTh 11-12 Sc B 14

Laboratory:

Sec 1 TuTh 8-9 Sc B 18 Sec 5 TuTh 12-1 Sc B 18
 Sec 2 TuTh 9-10 Sc B 18 Sec 6 TuTh 1-2 Sc B 18
 Sec 3 MTh 10-11 Sc B 18 Sec 7 TuTh 2-3 Sc B 18
 Sec 4 WF 10-11 Sc B 18 Sec 8 TuTh 3-4 Sc B 18

132 *Inorganic Chemistry*. 3 sem hr

(Formerly 102 General and Inorganic Chemistry)

This is a continuation of 131 Chemistry. It includes a study of the halogen family, oxidation and reduction, nitrogen, sulphur, carbon, and their principal compounds. A short time is given to the principal metals. The theory and fundamental principles of chemistry are emphasized in both 131 and 132 Chemistry. Prerequisite: 131 Inorganic Chemistry.

Second semester SELLERS, OSBORN

Lectures:

Sec 1 MWF 8-9 Sc B 14 Sec 3 MWF 3-4 Sc B 14
 Sec 2 MWF 11-12 Sc B 14

Laboratory:

Sec 1 TuTh 8-9 Sc B 18

Sec 4 TuTh 12-1 Sc B 18

Sec 2 TuTh 9-10 Sc B 18

Sec 5 TuTh 2-3 Sc B 18

Sec 3 MTh 10-11 Sc B 18

Sec 6 TuTh 3-4 Sc B 18

133 *Elements of Organic Chemistry.* 2 sem hr

This is an elective for students who do not wish to do any further work in chemistry, but want an elementary practical knowledge of organic chemistry. A required course for Physical Education majors who do not expect to do more work in chemistry. It deals with applications of chemistry to problems of sanitation, health, nutrition, and physiology. If one wishes to minor in chemistry, or to prepare for advanced chemistry, he should take 132 and 220 or 371 Chemistry instead of this course. Prerequisite: 131 Chemistry or 121 and 122 Chemistry.

Second semester SELLERS

TuTh 1-2 Sc B 14

201 *Every-day Chemistry.* 2 sem hr

This course is designed especially for those students whose major interests lie elsewhere than in chemistry. The purpose of the course is cultural giving the general fundamental principles of chemistry without going into too much detail or theory. No previous chemistry is required and there is no laboratory work. It is largely a lecture-demonstration course accompanied by text-book and reference reading. It deals with practical things of daily life, chemistry in the industries, in the home and in the garden. Not to be taken for credit by students who have had high school or college chemistry.

First semester PEET

WF 9-10 Sc B 14

220 *Elementary Organic Chemistry.* 2 sem hr

A required course for Home Economic majors and elective to non-specializing students who have had a year of college general chemistry. Applications of organic chemistry to sanitation, health, nutrition, and physiology are stressed. Prerequisites: 131 and 132 Inorganic Chemistry or equivalent.

First semester BRUNDAGE

TuTh 9-10 Sc B 14

241 *Applied Chemistry.* 2 sem hr

This course deals with the practical applications of chemistry in the home and community, sanitation, heating and ventilation, purification of water, textiles, cleaning, disinfectants, foods, adulteration of foods, food laws, beverages and dietaries. Prerequisites: 121 General Chemistry, 201 Every-day Chemistry, or high school chemistry.

This is offered only as a correspondence course.

251 *Physiological Chemistry*. 2 sem hr

An elementary study of food digestion, assimilation and distribution; glandular secretions, metabolism and waste products. Course 341 will supply desirable laboratory work. Prerequisite: 220 Elementary Organic Chemistry or 371 Organic Chemistry.

Second semester PEET, BRUNDAGE

TuTh 9-10 Sc B 14

261 *Qualitative Analysis*. 4 sem hr

(Formerly 211, 212 Qualitative Analysis)

Two hours of lecture and recitation on theory of solution, ionization, equilibrium, and oxidation and reduction. Six hours of laboratory practice in separation and identification of metals and acid radicals and the solving of unknowns. Prerequisites: 131 and 132 Inorganic Chemistry or equivalent.

Each semester SELLERS

*First semester**Lectures:*

Sec 1 TuTh 8-9 Sc B 14

Sec 2 TuTh 2-3 Sc B 14

Laboratory:

Sec 1 MWF 8-10 Sc B 18

Sec 2 MWF 2-4 Sc B 18

*Second semester**Lecture:*

TuTh 2-3 Sc B 14

Laboratory:

MWF 2-4 Sc B 18

341 *Food Analysis*. 3 sem hr

A laboratory course in the analysis of typical foods as milk and other dairy products, fats and oils, sugars, cereals, fruits and vegetables. A desirable course to accompany 251 Chemistry. Prerequisite: A knowledge of organic chemistry.

Second semester BRUNDAGE

Lecture:

Tu 8-9 Sc B A

Laboratory:

MWF 8-10 Sc B 18

361 *Quantitative Analysis*. 4 sem hr

(Formerly 351 and 352 Quantitative Analysis)

This course includes the theory and practice of gravimetric and volumetric analysis and gravimetric separations. It teaches accurate analysis and how to prepare standard solutions. It is required of Chemistry majors and is a recommended elective for Chemistry minors and pre-professional students.

Second semester PEET

Lectures:

Sec 1 Tu 8-10 Th 8-9 Sc B 14

Sec 2 Tu 2-4 Th 3-4 Sc B 14

Laboratory:

Sec 1 MWF 8-10 Sc B 18 Sec 2 MWF 2-4 Sc B 18

371 Organic Chemistry. 4 sem hr

(Formerly 221 and 321 Organic Chemistry)

A lecture and laboratory course for students specializing in science and those preparing for dentistry or medicine. Prerequisites: 131 and 132 Inorganic Chemistry, and 261 Qualitative Analysis. First semester BRUNDAGE, OSBORN

Lecture:

TuWTh 11-12 Sc B F

Laboratory:

Sec 1 MF 10-12 Sc B 18 Sec 2 MF 12-2 Sc B 18

372 Organic Chemistry. 4 sem hr

(Formerly 321 and 331 Organic Chemistry)

A continuation of course 371 Organic Chemistry and with it constituting the customary year of foundation work in organic chemistry. Prerequisite: 371 Organic Chemistry.

Second semester BRUNDAGE, OSBORN

Lecture:

TuWTh 11-12 Sc B F

Laboratory:

Sec 1 MF 10-12 Sc B 18 Sec 2 MF 12-2 Sc B 18

461 Physical Chemistry. 3 sem hr

The work includes a study of the fundamentals of chemistry, the laws and theories that relate to the behavior of gases, liquids and solids, molecular weight determinations, properties of solutions. thermo-chemistry, chemical equilibrium, colloids, periodic law and atomic structure. This course is particularly valuable for those who expect to teach physics and chemistry. Prerequisites: 131 and 132 Inorganic Chemistry, 261 Qualitative Analysis, 371 Organic Chemistry, and college physics.

Second semester OSBORN

MWF 1-2 Sc B 14

471 History of Chemistry. 2 sem hr

The story of the development of chemistry from the beginning up to the present time helps to give one a broad general view of science. A study of the way great men have solved problems is a great assistance in solving our own. Included in this course is a study of chemical literature and methods of locating information. All students specializing in chemistry should take this course. Prerequisites: Two years of college chemistry.

First semester PEET

MTh 10-11 Sc B A

472 The Teaching of Chemistry. 2 sem hr

This course consists of a study of problems involved in the teaching of chemistry, especially in the high school. The development of chemistry teaching, its aims and objectives, the selection

and organization of subject matter, and the methods to be followed in classroom and laboratory are given consideration. Some time is given to the planning and equipment of laboratories and the making of solutions.

First semester PEET

WF 10-11 Sc B A

GEOGRAPHY

PROFESSOR MARK JEFFERSON
PROFESSOR ELLA M. WILSON
ASSISTANT PROFESSOR MARGARET SILL

Major and Minor

Required Courses for a Major in Geography :

- *121 Principles of Human Geography 4 sem hr
 - *205 Geography of Europe 3 sem hr
 - *206 Applied Geography 2 sem hr
 - 209 Geography of Commerce 3 sem hr
 - 321 Geography of Latin America 3 sem hr
- Nine semester hours of electives selected as follows: Two continental courses from 203, 318, 320; one national course from 307, 313; one special course from 302, or 303.

Required Courses for a Minor in Geography :

The courses starred in the list above and six semester hours of electives selected from the 200 and 300 courses constitute a Minor in Geography. Pre-professional and High School students may substitute 209 Geography for 206 Geography.

Courses

121 *Principles of Human Geography*. 4 sem hr
(Formerly 101 Principles of Geography and 201 Geography of the United States)

Required of all students as prerequisite for all courses in geography except 209 geography. The course affords students (1) drill on simple maps and diagrams; (2) study of the distribution in the world of men, cities, countries, continents and cultures, of the nature and distribution of the chief physical and climatic regions of the world and their relation to human distributions, together with daily observation of the passing weather; and (3) opportunity to apply some of these distributions and relationships to the United States.

Each semester JEFFERSON, WILSON, SILL

First semester

Sec 1 MWThF 8-9 Pierce 21	Sec 5 MWThF 11-12 Pierce 7
Sec 2 MWThF 9-10 Pierce 7	Sec 6 MWThF 1-2 Pierce 7
Sec 3 MWThF 10-11 Pierce 21	Sec 7 MWThF 2-3 Pierce 21
Sec 4 MWThF 11-12 Pierce 21	

Second semester

Sec 1 MWThF 9-10 Pierce 21	Sec 3 MWThF 2-3 Pierce 7
Sec 2 MWThF 11-12 Pierce 7	

203 *Geography of Asia.* 3 sem hr

How has the geography of distinctively oriental countries like India, China and Japan been affected by their contacts with western civilization? How much has British imposed culture affected India? Is there a New China? Why does Japan lead in Asia? Prerequisite: 121 Principles of Human Geography.

Each semester WILSON

MWF 10-11 Pierce 7

205 *Geography of Europe.* 3 sem hr

A study of culture, power, commerce and physical habitat of the chief European nations, with comparisons between them. The course is required in Later Elementary. Prerequisite: 121 Principles of Human Geography.

Each semester JEFFERSON, SILL

First semester

MWF 1-2 Pierce 21

Second semester

Sec 1 MWF 11-12 Pierce 21

Sec 2 MWF 2-3 Pierce 21

206 *Applied Geography.* 2 sem hr

This course is planned for all students who expect to teach geography and is required for the Later Elementary Curriculum. Methods and materials used in teaching geography are evaluated. Each student organizes a unit of work suitable for the grade he is preparing to teach. Prerequisite: 121 Principles of Human Geography.

Second semester WILSON

TuTh 9-10 Pierce 7

209 *Geography of Commerce.* 3 sem hr

(Formerly 108 and 208 Geography)

This course deals with the distribution of important raw materials of industry, with their methods of transportation, and their chief manufacturing and marketing centers. It pays particular attention to the physical and economic factors involved as well as the statistical record of production and trade.

Each semester SILL

First semester

Sec 1 MWF 9-10 Pierce 21

Sec 2 MWF 2-3 Pierce 7

Second semester

Sec 1 MWF 8-9 Pierce 21

Sec 2 MWF 1-2 Pierce 7

302 *Physiography of the Lands.* 2 sem hr

A study of the nature and origins of the features of the earth's surface. Textbook, topographic maps, models and pictures. Prerequisite: 121 Principles of Human Geography.

Second semester odd years JEFFERSON

TuTh 2-3 Pierce 21

303 *Field Geography.* 2 sem hr

A course in physiography for students who are able to do some walking. Others should be content with 302 Geography. More than half of the exercises are conducted in open air. This is most important work for all who wish to teach geography well, since it deals with geography itself, not descriptions of it. It is the real laboratory work of geography. Open only to approved students. Prerequisite: 121 Principles of Human Geography.

Second semester even years JEFFERSON

TuTh 2-4 Pierce 21

307 *Geography of the British Isles.* 2 sem hr

This course is designed for juniors and seniors who wish to study intensively a highly developed commercial and industrial region. Much attention is given to the distribution of people, their occupations, their cultural and natural backgrounds, and their world relationships. Prerequisites: 121 Principles of Human Geography and 205 Geography of Europe.

Second semester WILSON

MW 9-10 Pierce 7

313 *Geography of Michigan.* 2 sem hr

Where do the people of Michigan live, how many are there and what are they like? To what extent do they farm, manufacture, or entertain visitors seeking health or recreation as a means of living? How far do their character and occupations result from the soil of Michigan, how far from national inheritances? Prerequisite: 121 Principles of Human Geography.

Each semester JEFFERSON

TuTh 1-2 Pierce 21

318 *Geography of Australia.* 2 sem hr

A study of the interaction of environment and industry in Australia and Netherlands East Indies. This involves the study of such industries as grazing, agriculture, mining, manufacturing. Particular attention will be given to the study of Australia's climate and political policies as hindrances to a greater population density. Prerequisite: 121 Principles of Human Geography.

Second semester SILL

TuTh 8-9 Pierce 21

320 *Geography of Africa.* 2 sem hr

What is the geographic significance of Africa to Europe? What changes have taken place in the form of exploitation, the type of agriculture, the system of transportation, and the areas of settlement by Europeans? Prerequisite: 121 Principles of Human Geography.

First semester SILL

TuTh 9-10 Pierce 21

321 *Geography of Latin America*. 3 sem hr
(Formerly 204 Geography of Latin America and 319 Geography of Caribbean Lands)

Where do the people live in the countries south of the United States? How did they come to be there? How many of them are there and what are they like? What do they produce? What do they consume? How do they get about? These are the questions the course attempts to answer.

Especial attention is paid to Chile, the Argentine and southern Brazil as the most important Latin American countries. Prerequisite: 121 Principles of Human Geography.

Second semester JEFFERSON

MWF 1-2 Pierce 21

PHYSICS AND ASTRONOMY

PROFESSOR FREDERICK R. GORTON

PROFESSOR HARRY L. SMITH

ASSISTANT PROFESSOR WILLIAM F. WILCOX

PHYSICS

Major and Minor

Required Courses for a Major in Physics:

- *221 Mechanics, Heat and Sound 4 sem hr
- *222 Light and Electricity 4 sem hr
- 322 Electrical Measurements 4 sem hr
- 325 Methods in Science Teaching 2 sem hr
- 422 Modern Physics 2 sem hr
- 423 Mechanics of Solids 2 sem hr
- 425 Sound 2 sem hr
- 426 Heat 2 sem hr
- 427 Light 2 sem hr

Required Courses for a Minor in Physics:

The courses starred in the list above and electives, seven semester hours, selected from the list above and approved by the head of the department constitute a minor in Physics.

A student selecting a major and two minors in the three science departments, Physics, Chemistry, and Natural Science, should be prepared to teach the science courses usually offered in high school.

Courses

121 *Mechanics, Heat and Sound.* 4 sem hr

(Formerly 101 Mechanics and 102 Sound, Heat and Light)

An elementary course for students who have had no high school physics. Fundamental physical laws in the mechanics of liquids, gases, and solids, and in the subject of heat and sound, are studied and applied to everyday living. Four recitations and two one-hour laboratory periods per week are required. A working knowledge of algebra and geometry are desired.

First semester WILCOX

Lectures:

Sec 1 MTuThF 1-2 Sc B 6

Sec 2 MTuWF 2-3 Sc B 6

Laboratory:

Sec 1 MTuWTh 1-2 Sc B 11

Sec 3 MTuWTh 3-4 Sc B 11

Sec 2 MTuWTh 2-3 Sc B 11

122 *Light and Electricity*. 4 sem hr

(Formerly 102 Sound, Heat and Light and 103 Magnetism and Electricity)

As in the preceding course, emphasis is placed on the practical side of the subject. The fundamental principles of light, magnetism and electricity are studied and demonstrated. Electrical phenomena are explained in terms of the electron theory as far as possible. Four recitations and two one-hour laboratory periods per week. Prerequisite: 121 Mechanics, Heat and Sound. Second semester WILCOX

Lectures:

Sec 1 MTuThF 1-2 Sc B 6 Sec 2 MTuWF 2-3 Sc B 6

Laboratory:

Sec 1 MTuWTh 1-2 Sc B 11 Sec 3 MTuWTh 3-4 Sc B 11
Sec 2 MTuWTh 2-3 Sc B 11

123 *Physics for Students of Physical Education*. 3 sem hr

This course is offered especially for students who are specializing in Physical Education. It includes selected portions from all the divisions of physics which have a bearing on the student's specialization. The aim of the course is three-fold: namely, to aid the student in his understanding of the mechanism of the body, the mechanics of the various athletic games, and the action and operation of apparatus which he may have to use. Prerequisite: one year of high school physics.

First semester SMITH

MWF 1-2 Sc B 1

221 *Mechanics, Heat and Sound*. 4 sem hr

(Formerly 205 Mechanics and Sound and 206 Heat and Light)

This is a demonstrative study of physics in advance of the usual high school course. It is more mathematical and introduces additional problems and applications. The course is not to be taken by freshmen. Four recitations and one two-hour laboratory period per week are required. Prerequisites: One year of high school physics, 103 Trigonometry and 104 Higher Algebra I.

First semester GORTON

Lectures:

Sec.1 MTuWF 9-10 Sc B 6 Sec 2 MWThF 11-12 Sc B 6

Laboratory:

Sec 1 M 1-3 Sc B 4 Sec 2 MTuWTh 3-5 Sc B 4

222 *Light and Electricity*. 4 sem hr

(Formerly 206 Heat and Light and 207 Electricity and Magnetism)

This course follows 221 described above. It is a lecture and demonstrative course leading to the many practical applications of physics to optical and electrical devices of the present day. Four recitations and one two-hour laboratory period per week are required. Prerequisite: 221 Mechanics, Heat and Sound.

Second semester GORTON

Lectures:

Sec 1 MTuWF 9-10 Sc B 6

Sec 2 MWThF 11-12 Sc B 6

Laboratory:

Sec 1 M 1-3 Sc B 4

Sec 2 MTuWTh 3-5 Sc B 4

208 *General Physical Science.* 3 sem hr

This course is designed for those who are preparing for elementary teaching and for others who would not otherwise have any acquaintance with the wide range of physical science. The course is non-mathematical and is presented with many experimental demonstrations. The work of the semester will draw from the entire field of physical science including astronomy, chemistry and physics.

Second semester and Summer session SMITH, WILCOX

Second semester:

MWF 1-2 Sc B 1

213 *Photography and its Applications.* 2 sem hr

(Formerly Physics 212s)

A course in the theory and practice of photography. The physical and chemical laws involved in photography will be emphasized. The practical work will include outdoor and indoor photography, developing, printing, copying, lantern slide making, enlarging, and photomicrography. This course is designed for students of the natural and physical sciences and presumes some knowledge of physics and chemistry. Dark room facilities limit the size of the class to ten students. It is not open to freshmen.

First semester SMITH

TuTh 1-3 Sc B 1 and 11

220 *Problems in Physics.* 2 sem hr

This course is designed to supplement 221 and 222 Physics and should be taken by all pre-engineering students. The work emphasizes the technique of problem solving involved in many practical applications of physics. The course is open to all students of college physics.

Second semester SMITH

TuTh 9-10 Sc B 1

317 *Household Physics.* 3 sem hr

This course is designed especially for students of home economics and deals exclusively with those parts of physics which directly apply to operations and devices about the home. The subjects of heat and electricity receive most attention.

Second semester SMITH

Lecture:

MTuW 11-12 Sc B 6

Laboratory:

MW 10-11 Sc B 11

322 Electrical Measurements. 4 sem hr

(Formerly 313, 314 Electrical Measurements)

This is an intermediate course in electricity. The classroom work covers the fundamental principles involved in measuring electric and magnetic quantities. In the laboratory the student acquires experience in the use of high grade electrical apparatus. The experiments include studies of galvanometers, Wheatstone bridges of various forms, potentiometers and standard cells, vacuum tubes, magnetic measurements, and methods of measuring capacitance and inductance. Prerequisites: 221 Mechanics, Heat and Sound and 222 Light and Electricity.

First semester SMITH

Lecture:

MWF 9-10 Sc B 1

Laboratory:

TuTh 8-10 Sc B 4

325 Methods in Science Teaching. 2 sem hr

The early part of the course is devoted to a study of classroom technique and methods of presentation of the subject matter of junior and senior high school science. Later the student is given opportunity for actual practice in the preparation and presentation of demonstrations illustrating scientific facts and principles. Numerous references are made to current articles which deal with the problems of the science teacher. Students majoring or minoring in any of the sciences are eligible to this course.

Second semester and summer session WILCOX

Second semester

TuTh 11-12 Sc B 1

422 Modern Physics. 2 sem hr

In this course some of the more recent discoveries in the field of physics are discussed, especially those bearing on the nature of light and matter. Some of the most important topics considered are: The discovery of the electron; measurement of the electronic charge; radioactivity; atomic nuclei; the photoelectric effect; x-rays and their relation to crystal structure; x-ray and optical spectra. Prerequisites: 221 Mechanics, Heat and Sound and 222 Light and Electricity.

Second semester SMITH

MW 9-10 Sc B 1

423 Mechanics of Solids. 2 sem hr

This is an intermediate course in the mechanics of solids designed for those specializing in physics and mathematics. Some of the topics considered are: Statics and conditions of equilibrium; various types of motion, Newton's laws of motion; moments of inertia; and center of mass. Prerequisites: 221 Mechanics, Heat and Sound and 222 Light and Electricity and calculus.

First semester odd years SMITH

MW 10-11 Sc B 1

425 *Sound.* 2 sem hr

In this course a detailed study of wave motion is made with the emphasis on sound waves. Other topics considered are: Reflection, refraction, and interference of sound waves; vibrating strings and air columns, musical sounds, and speech and hearing. Prerequisites: 221 Mechanics, Heat and Sound and 222 Light and Electricity.

Second semester even years SMITH

TuTh 1-2 Sc B 1

426 *Heat.* 2 sem hr

In this course the fundamental principles of heat are studied. Some of the topics considered are: Temperature, expansion, specific heat, change of state, elementary kinetic theory, and the absolute scale of temperature. Prerequisites: 221 Mechanics, Heat and Sound and 222 Light and Electricity.

First semester even years SMITH

MW 10-11 Sc B 1

427 *Light.* 2 sem hr

(Formerly 415 Light)

This course includes a study of both geometrical and physical optics. Some time is devoted to experimental work. Some of the topics considered are: Methods for determining the velocity of light, reflection, refraction, lenses and optical instruments; spectroscopes and spectra; interference and polarization. Prerequisites: 221 Mechanics, Heat and Sound and 222 Light and Electricity.

Second semester odd years SMITH

TuTh 1-2 Sc B 1

ASTRONOMY

201 *The Solar System.* 2 sem hr

(Formerly part of 201 General Astronomy)

A non-mathematical course addressed to the large popular interest in the subject. The course contains a great deal of material of use not only to teachers of science, but to the teacher of the grades. Evening work upon planet and moon observation with the telescope and tracing out some of the principal constellations is a feature of the course. Use is made of the ten-inch Mellish refracting telescope and the eight-inch reflector which has been constructed in the department.

First semester, summer session GORTON, SMITH, WILCOX

TuTh 2-3 Sc B 1

202 *The Stellar System.* 2 sem hr

(Formerly part of 201 General Astronomy)

This course in astronomy begins with a brief consideration of the solar system although course 201 is not a prerequisite. Its field is that of the known universe beyond the sun and planets, and

the study deals with our knowledge of stars, comets, nebulae, etc., as habitants of the Milky Way and other galaxies.

Second semester and Summer session GORTON, SMITH, WILCOX

Second semester

TuTh 2-3 Sc B 1

302 *Instrumental Astronomy.* 2 sem hr

A continuation of the work of the preceding course together with a more extensive use of the ten-inch equatorial telescope. The winter constellations afford a wealth of the most interesting material for observational work. The course also offers work with the sextant in the determination of latitude and longitude and with the transit instrument in determining time by automatic registration on the recording chronograph.

First semester GORTON.

WF 2-3 Sc B 1

MATHEMATICS

PROFESSOR THEODORE LINDQUIST

PROFESSOR JOHN F. BARNHILL

ASSOCIATE PROFESSOR CARL M. ERIKSON

Major and Minor

Required Courses for a Major in Mathematics:

- *103 Trigonometry 2 sem hr
- *105 Higher Algebra II 3 sem hr
- *202 Analytic Geometry 4 sem hr
- 221 Differential Calculus 4 sem hr
- 222 Integral Calculus 4 sem hr

Seven semester hours of electives suggested by the Department adviser.

Required Courses for a Minor in Mathematics:

The courses starred in the list above and 6 sem hr additional suggested by the Department adviser.

Courses

100 *Solid Geometry*. 3 sem hr.

This course includes a study of lines, planes and angles in space, and the solids; polyhedrons, cylinders, cones and spheres. Prerequisites: plane geometry and one and one-half years of high school algebra.

First semester ERIKSON.

MWF 10-11 Pierce 3

251 *The Teaching of Arithmetic*. 3 sem hr.

(Formerly 101 Mathematics)

This course reviews the fundamental principles of arithmetic and at the same time presents the most approved methods of teaching the same. The course is developed primarily for students classifying under the State Limited Certificate Curriculum.

Each semester LINDQUIST

MWF 1-2 Pierce 2

351A *The Teaching of Arithmetic*. 2 sem hr.

(Formerly 101a Mathematics)

This course reviews the fundamental principles of arithmetic and at the same time presents the most approved methods of teaching the subject in the early elementary grades. It is the required course of the Early Elementary Curriculum.

Each semester BARNHILL

TuTh 11-12 Pierce 2

351B *The Teaching of Arithmetic*. 2 sem hr

(Formerly 101b Mathematics)

This course is the same as 351A except that the methods aspect of the subject is presented for the later elementary grades. It is the required course for the Later Elementary Curriculum.

Second semester BARNHILL

TuTh 2-3 Pierce 3

103 *Trigonometry*. 2 sem hr

This is an elementary course in plane trigonometry. Prerequisites: one and one-half years of high school algebra and one year of plane geometry.

Each semester LINDQUIST, BARNHILL, ERIKSON

First semester

Sec 1 TuTh 9-10 Pierce 2

Sec 2 TuTh 3-4 Pierce 2

Second semester

TuTh 9-10 Pierce 2

104 *Higher Algebra I*. 3 sem hr

This is a review of elementary algebra, and a comprehensive study of the ideas of a function, the graph and quadratic equations. Prerequisites: one year of high school algebra and one year of plane geometry. No credit is given to a student who has had one and one-half years of high school algebra.

Each semester BARNHILL

First Semester

Sec 1 MWF 11-12 Pierce 2

Sec 2 MWF 3-4 Pierce 2

Second Semester

MWF 11-12 Pierce 2

105 *Higher Algebra II*. 3 sem hr

An advanced college course, including additional work on the theory of the equation. Prerequisite: 104 Higher Algebra I or one and one-half years of high school algebra, and one year of plane geometry.

Each semester LINDQUIST, BARNHILL, ERIKSON

First semester

Sec 1 MWF 9-10 Pierce 2

Sec 2 MWF 11-12 Pierce 3

Second semester

Sec 1 MWF 8-9 Pierce 2

Sec 2 MWF 11-12 Pierce 3

106 *Industrial Mathematics*. 2 sem hr

(Formerly 306 Mathematics)

This course includes mathematical operations and their employment in computation from technical formulas with actual commercial and industrial data, problems from business, industry, science and the shop. The slide rule is used as a tool for estimating and checking results. Prerequisites: 103 Trigonometry, 104 Higher Algebra I.

Taught only on sufficient demand BARNHILL

202 *Analytic Geometry.* 4 sem hr

This is a beginning course in plane analytic geometry. Prerequisites: 103 Trigonometry, 105 Higher Algebra II.

Second semester BARNHILL, ERIKSON

Sec 1 MWThF 10-11 Pierce 3

Sec 2 MTuThF 1-2 Pierce 3

206 *Surveying.* 3 sem hr

The course embraces the fundamental use of transit and level. Exercises include linear measurements, angle measurements, extending straight lines, differential and profile leveling, a simple transverse survey, the fundamentals of computing and the keeping of neat accurate notes. Prerequisites: 103 Trigonometry, 105 Higher Algebra II.

Second semester BARNHILL

MWF 2-4 Pierce 3

208 *Mathematics of Commerce.* 3 sem hr

(Formerly 208 The Mathematical Theory of Investment)

This course comprises a study of the most approved forms of business computations; slide rule; notes and interest; various forms of investments as building and loan associations, annuities, and bonds; and other related topics.

Second semester LINDQUIST

MWF 9-10 Pierce 2

209 *The Teaching of Elementary Mathematics.* 2 sem hr

This course is devoted mainly to the teaching of arithmetic. The following topics are considered: the aim of arithmetic teaching; the history of methods in arithmetic; the results of scientific studies in problems in the teaching of arithmetic; the theory and use of various tests and measurements in arithmetic; the course of study; methods of presenting various topics. Prerequisites: 251 The Teaching of Arithmetic or teaching experience.

Summer session LINDQUIST

210 *The Teaching of Junior High School Mathematics.* 2 sem hr

This course is a study of the present day movement in mathematics in the junior high school. Among the matters considered are the subject matter to be included, arrangement of subject matter, introduction of the new topics, appeals and best methods of presentation of subject matter to children of junior high school age. Prerequisites: 103 Trigonometry, 105 Higher Algebra II.

Not offered 1939-40.

211 *Insurance.* 3 sem hr

This is an elementary course dealing with life insurance and its historical development. The nature of life insurance and the basic principles underlying it, the uses of life insurance, the fundamental principles underlying rate making, the legal phases of life

insurance are among the topics discussed. Fire insurance, casualty insurance are discussed if time permits. Prerequisites: 103 Trigonometry, 105 Higher Algebra II.

First semester odd years ERIKSON
MWF 9-10 Pierce 3

214 *Theory of Equations*. 2 sem hr
(Formerly 205 Mathematics)

This course includes the theory of equations, determinants and related topics. Prerequisites: 103 Trigonometry, 105 Higher Algebra II.

Second semester ERIKSON
TuTh 1-2 Pierce 2

215 *Solid Analytic Geometry*. 2 sem hr
(Formerly 301 Mathematics)

This is an introductory course dealing with lines, planes, surfaces, general equations of the second degree and properties of quadrics. Prerequisite: 202 Analytic Geometry.

First semester BARNHILL
TuTh 2-3 Pierce 3

220 *Statistical Method in Education*. 2 sem hr
(Formerly 401 Mathematics)

This course gives the student practical skill in the use of statistics as now commonly employed in school work—instruction, supervision and administration. The student is given much practice in handling data relating to everyday school room problems. A knowledge of high school algebra is desirable but not required.

Each semester ERIKSON

First semester
TuTh 1-2 Pierce 2

Second semester
TuTh 9-10 Pierce 3

221 *Differential Calculus*. 4 sem hr

(Formerly 203 Differential Calculus and 204 Differential and Integral Calculus)

Time is devoted to the development of laws of differentiation and their application to numerous problems. Prerequisite: 202 Analytic Geometry.

First semester LINDQUIST, ERIKSON
Sec 1 MWThF 10-11 Pierce 2
Sec 2 MTuThF 2-3 Pierce 2

222 *Integral Calculus*. 4 sem hr

(Formerly 204 Differential and Integral Calculus and 205 Integral Calculus)

Time is devoted to integration and its many varied applications. Prerequisite: 221 Differential Calculus.

Second semester LINDQUIST, ERIKSON
Sec 1 MWThF 10-11 Pierce 2
Sec 2 MtuThF 2-3 Pierce 2

300 *College Geometry.* 2 sem hr

(Formerly 102 Mathematics)

In this course geometry is studied from an advanced point of view and is distinctly college work. Special attention is paid to the difficulties confronting the teacher of geometry. Prerequisites: 103 Trigonometry, 105 Higher Algebra II.

First semester even years BARNHILL

TuTh 1-2 Pierce 3

302 *Differential Equations.* 3 sem hr

This course includes solutions of different types of ordinary differential equations and their applications. It is of particular value to students expecting to carry on graduate work in either mathematics or the physical sciences. Prerequisite: 222 Integral Calculus.

First semester LINDQUIST

MWF 8-9 Pierce 2

305 *Teaching of Algebra.* 2 sem hr

This is a course for students selecting mathematics as a major or a minor. It includes modern methods of presentation and recent literature on the teaching of algebra. Prerequisites: 103 Trigonometry, 105 Higher Algebra II.

First semester odd years BARNHILL

TuTh 1-2 Pierce 3

313 *Descriptive Geometry.* 3 sem hr

(Formerly 213 Mathematics)

Various methods of representing three dimensional objects by plane figures are given. Emphasis is placed on orthographic projections and geometrical theory. Prerequisites: 103 Trigonometry, 105 Higher Algebra II. 100 Solid Geometry and 202 Analytic Geometry are also desirable.

Not offered 1939-40.

400 *History of Mathematics.* 3 sem hr

(Formerly 201 Mathematics)

This course is designed to show the student how the subjects he is to teach have developed. Students have access to the large collection of books in the library. Prerequisite: A considerable number of courses leading to a major or minor in mathematics.

First semester even years ERIKSON

MWF 9-10 Pierce 3.

HISTORY AND SOCIAL SCIENCES

PROFESSOR PAUL E. HUBBELL
 PROFESSOR SIMON E. FAGERSTROM
 PROFESSOR MEHRAN K. THOMSON
 ASSOCIATE PROFESSOR ANNA W. FIELD
 ASSOCIATE PROFESSOR LLOYD E. DEVOL
 ASSOCIATE PROFESSOR EGBERT R. ISBELL
 ASSISTANT PROFESSOR EDGAR W. WAUGH
 ASSISTANT PROFESSOR ELIZABETH WARREN
 INSTRUCTOR ANTHONY ENGELSMAN
 INSTRUCTOR HOWARD BLACKENBURG

HISTORY

Major and Minor

Required Courses for a Major in History :

- *121 American History to 1850 4 sem hr
- *122 American History, 1850 to Present 4 sem hr
- 231 Modern Europe, 1500-1815 4 sem hr
- 232 Modern Europe, 1815 to Present 4 sem hr
- 281 The Teaching of History 3 sem hr

Five semester hours of electives in history.

Required Course for a Minor in History :

The courses starred in the list above and 7 sem hr of electives constitute a Minor in History.

American History

121 *American History to 1850.* 4 sem hr
 (Formerly 101 American History to 1789 and 102 American History 1789-1865)

A study of United States history from the period of exploration to the Compromise of 1850. The planting of the English colonies, with their institutions and national elements; the rivalry between the English and the French for the possession of North America; the dispute of the English colonies with the mother country and their achievement of independence; the drafting of the Constitution and the launching of the new government; the tariff controversy, internal improvement and attempted nullification; a new democracy during the Jacksonian era; and the increasing tension over slavery are the principal topics of the course. Each semester FAGERSTROM, FIELD, WARREN, BLACKENBURG

First Semester

- Sec 1 MTuWF 8-9 Pierce 49
 Sec 2 MWThF 8-9 Pierce 40
 Sec 3 MWThF 9-10 Pierce 40
 Sec 4 MWThF 10-11 Pierce 40
 Sec 5 MWThF 10-11 Pierce 49
 Sec 6 MWThF 11-12 Pierce 49
 Sec 7 MTuThF 1-2 Pierce 49

- Sec 8 MTuWF 1-2 Pierce 40
 Sec 9 MTuWF 2-3 Pierce 40
 Sec 10 MTuWF 2-3 Pierce 9
 Sec 11 MTuWF 3-4 Pierce 40

Second Semester

- Sec 1 MTuWF 9-10 Pierce 49
 Sec 2 MTuWF 2-3 Pierce 49

122 *American History, 1850 to Present.* 4 sem hr

(Formerly 102 American History 1789-1865 and 103 American History 1865-Present)

A study of United States history from the compromise of 1850 to the present time. The chain of events leading to the Civil War and the war itself; reconstruction with its problems; industrial, commercial, and agricultural expansion; beginning of federal control of business; the Roosevelt nationalism and the Wilson liberalism; the United States in the World War; the "Coolidge prosperity;" and the New Deal are the principal topics of the course.

East semester FAGERSTROM, FIELD, WARREN, BLACKENBURG

First Semester

- Sec 1 MTuWF 9-10 Pierce 49
 Sec 2 MTuWF 2-3 Pierce 49

- Sec 4 MWThF 10-11 Pierce 49

- Sec 5 MWThF 11-12 Pierce 49

- Sec 6 MTuThF 1-2 Pierce 49

Second Semester

- Sec 1 MTuWF 8-9 Pierce 49
 Sec 2 MWThF 8-9 Pierce 36
 Sec 3 MWThF 9-10 Pierce 36

- Sec 7 MTuWF 1-2 Pierce 40

- Sec 8 MTuThF 2-3 Pierce 40

- Sec 9 MTuWF 2-3 Pierce 9

- Sec 10 MTuThF 3-4 Pierce 40

201 *Political Parties in United States.* 3 sem hr

An historical study of the political parties, their origins, platforms, tactics. The parties which receive chief emphasis are the Federalist; the Republican (later Democratic); the Whig; the Republican. Such third or minor parties as the Greenback-Labor; the Progressive, and the Socialist receive brief attention. Prerequisite: Eight semester hours of American history.

First semester FAGERSTROM

MWF 2-3 Pierce 47

260 *Economic History of the United States.* 2 sem hr

A study of the economic development of the United States; how we have grown in wealth and prosperity. The growth of present day agriculture from the colonial beginnings, while we were also becoming a great manufacturing and trading people; progress in transportation from the Indian trail to the modern railway; and from the tiny sailing ships to the present oil burning steamer; money and banking systems. Labor systems and problems, individualism and government control or operation. American history from the economic side, how the people have obtained a living.

Each semester DEVOL

First Semester

WF 10-11 Pierce 54

Second Semester

WF 10-11 Pierce 21

261 *Foreign Relations of the United States.* 3 sem hr
(Formerly History of American Diplomacy)

A general survey of the foreign relations of the United States from the Revolution to the present. Special emphasis is placed on the problem of neutrality during the French Revolution; the Monroe Doctrine and its later development; the diplomacy of expansion; the Civil War period; problems of imperialism growing out of the Spanish-American war especially in the Caribbean; "open door" and integrity of China; the World War relations; the Washington naval conference. Prerequisite: Eight semester hours of American history.

First semester WARREN, ISBELL

MWF 3-4 Pierce 49

262 *Immigration and Americanization.* 2 sem hr

A history of immigration into the United States with some consideration of methods of Americanization. The greater part of the course is taken up with the coming of the races to America. The European and American causes of these migrations, the racial traits and past experiences of the people who came and their reactions to American environment will be considered. The history of American policy toward immigration will be traced.

Not offered 1939-40

263 *History of the West.* 3 sem hr

A study of westward movement 1600-1890, provisions of Northwest Ordinance; lure of cheap land; banking and speculation; internal improvements; immigration; Santa Fé and Oregon Trails; Mormon trek; California and Forty-Niners; railroads; displacing of Indians; the cattle kingdom; wheat farming; incidentally exploits and contributions of Boone, Clark, Burr, Benton, Houston, Frémont, Douglas, McCormick, Custer.

Second semester WARREN

MWF 3-4 Pierce 49

301 *Problems in Recent American History.* 2 sem hr

An intensive study of some recent and current problems, both national and international in character: "War debts"; the post-war tariffs; foreign trade; the plight of the farmer, and government aid; federal banking acts; the automobile and good roads; the decline of the railroads; the era of prohibition; industrial organization; unemployment. Prerequisite: Eight semester hours of American history.

Second semester FAGERSTROM

TuTh 2-3 Pierce 47

455 *The History of States Rights.* 2 sem hr
(Formerly 255 History)

The course is conducted after the seminar method. Each student will select a topic for investigation and study, with weekly reports to the class as work progresses. Each student will write a thesis on his chosen topic which will be presented to the class.

The course is open to juniors and seniors who have completed ten to twelve semester hours in United States history.
Not offered 1939-40

457 *The Constitution of the United States.* 2 sem hr
(Formerly 257 History)

A seminar in the drafting, the ratification, and the establishment of the Constitution. One important aim is to give a few students some training in the use of source materials in history. The data used are in the main original sources. The topics for special study are: The Constitutional Convention; the struggle over ratification; the debate over Hamilton's financial policy; the dispute over Jay's treaty. Open to juniors and seniors who have had three or more courses in United States history.

Second semester FAGERSTROM
WF 10-11 Pierce 47

Ancient and Medieval History

131 *History of Greece and Rome.* 3 sem hr

(Formerly 110 History of Greece and 115 History of Rome)

This includes a short study of the civilization and history of Egypt, Babylonia, and Persia; Greek life and society; Athens in the time of Pericles and the conquests and empire of Alexander the Great; the rise of the Plebeian class and the expansion of Rome; the contest with Carthage; the Conquest of the Mediterranean world; the Roman Empire under the Caesars, and the Literature and society until Marcus Aurelius' day.

First semester HUBBELL

Sec 1 MWF 10-11 Pierce 47 Sec 2 MWF 3-4 Pierce 48

120 *Medieval Europe.* 3 sem hr

The decline of Roman society and government, the rise of Christianity, conditions in the third century and barbarian kingdoms founded on the Empire's ruins; Charlemagne and the papacy, the feudal system, the Crusades, and the Renaissance; commerce, national kingdoms, culture and discoveries which closed the Middle Ages in the time of Columbus and DeGama will be studied.

Each semester HUBBELL

First Semester

MWF 2-3 Pierce 48

Second Semester

Sec 1 MWF 10-11 Pierce 48

Sec 2 MWF 3-4 Pierce 48

326 *Roman Political Institutions.* 2 sem hr

(Formerly 216 History)

This course should be taken by all who are specializing in Latin and history and is accepted in partial fulfillment of the history requirement on the degree curriculum. It should be preceded or accompanied by a course in Roman history.

Offered only on sufficient demand CASE

Modern History

231 *Modern Europe, 1500-1815.* 4 sem hr
(Formerly 230 Modern Europe 1500-1789 and 241 Modern Europe 1789-1900)

Emphasis is on the commercial revolution, political growth of the European nations, the Renaissance and the Reformation and exhaustive religious wars; the balance of power, treaties of peace, Gustavus Adolphus, Cromwell, and Louis XIV's absolutism, the decline of Spain, English and Dutch colonization, the rise of Russia and Prussia, revolutionary ideas, the great French revolution, the amazing era of Napoleonic Europe and the Congress of Vienna.

Each semester HUBBELL, ISBELL

First Semester

Sec 1 MWThF 11-12 Pierce 40

Sec 2 MTuThF 1-2 Pierce 36

Second Semester

Sec 1 MWThF 9-10 Pierce 48

Sec 2 MTuThF 3-4 Pierce 54

232 *Modern Europe, 1815 to 1919.* 4 sem hr
(Formerly 241 Modern Europe 1789-1900 and 245 Europe Since 1900)

Beginning with the Congress of Vienna the course deals with the revolutions of 1830 and 1848, political developments in Western Europe, the unification of Italy and Germany and the international rivalries. The causes of the war are discussed, colonies, commerce, and alliances, and the great events of the war, to be followed by a study of American neutrality and participation, the society established by the post-war treaties of 1919, Russia, Italy, and the decline of the League of Nations are also taken into consideration.

Each semester HUBBELL, ISBELL

First Semester

MWThF 9-10 Pierce 36

Second Semester

Sec 1 MWThF 11-12 Pierce 40

Sec 2 MTuThF 1-2 Pierce 5

246 *The Near East.* 3 sem hr

The main events in Turkey, Greece, Bulgaria and the Orient during the last two centuries will be studied in connection with the rise of new national states in the Near East. The racial, religious and political problems that challenged statesmen like Venizelos, Stambulovsky and Kemal Pasha will be contrasted with the interests of great European powers. The gradual partition of the Ottoman Empire and the development of the peoples around the Eastern Mediterranean will receive attention.

Second semester odd years HUBBELL

MWF 2-3 Pierce 48

249 *The Far East.* 3 sem hr

A survey of China, Japan, Korea, Siberia, and the Philippine Islands. The following topics are considered: Culture and religion, the influence of European merchants and missionaries,

the establishment of spheres of interest, the development of nationalism, and problems of the Pacific.

Second semester even years HUBBELL

MWF 2-3 Pierce 48

343 *European Statesmen and their Policies, 1848-1900.* 2 sem hr
(Formerly 243 History)

The influence of Metternich, Talleyrand, Stein and Canning on European politics; Cavour's part in Italian unification; Bismarck and German unity; Thiers and French recovery after 1870; Disraeli and the Congress of Berlin; Crispi and Italy's gains by The Triple Alliance; Austria-Hungary and the Bosnian question; Bismarck's reinsurance treaty with Russia; Salisbury and the Helgoland Treaty; Delcassé and the Fashoda Crisis. Open to juniors and seniors who have had two or more courses in Modern European history.

Second semester HUBBELL

TuTh 2-3 Pierce 48

348 *Europe Since 1919.* 2 sem hr

Emphasis is placed on tracing the consequences of the World War. Hence, in addition to the chronological narrative, special attention will be given to the resulting economic conditions, effects of the several clauses of the Versailles Treaty, and the activities of the League of Nations.

First semester ISBELL

TuTh 8-9 Pierce 54

440 *French Revolution and Napoleon, 1774-1815.* 2 sem hr
(Formerly 240 History)

The background of the French Revolution: The Society of the old régime under Louis XVI, the philosophy of Voltaire and Rousseau. The work of the National Assembly, the fall of the Monarchy, religious and financial policies of the first French republic, the triumph of the Jacobins and "the red terror"; the failure of the Directory, the entrance of Bonaparte, the achievements of Napoleon as Consul and Emperor in France, Italy and Germany, the Continental System and the British blockade, the Charter of 1814, the final downfall of Napoleon and the consequent restoration embodied in the Vienna treaties are the leading topics for study.

First semester HUBBELL

TuTh 2-3 Pierce 36

England and the British Empire

207 *British Empire.* 2 sem hr

A survey course dealing primarily with India, Canada, Australasia, South Africa, Egypt, and Ireland. It will include such topics as the era of exploration, implications of mercantilism,

political structure, and problems arising from the spirit of nationalism. Emphasis will be placed on the modern empire.

First semester ISBELL
TuTh 2-3 Pierce 47

211 *England to 1689.* 3 sem hr
(Formerly 101 English History)

While attention is given to social, economic, religious, and intellectual movements, emphasis is placed on the origin and development of political institutions. Topics include the manors, gilds, towns, local markets, foreign commerce, universities, the Anglican Church; the sheriff, the Justice of the Peace, the jury, Magna Carta, Parliament, the king's writs and development of the common law, the King's Council and emergence therefrom of the great central courts—Exchequer, King's Bench, Common Pleas, and Chancery.

First semester ISBELL
MWF 9-10 Pierce 47

212 *England 1689 to Present.* 3 sem hr
(Formerly 102 English History)

A continuation of 211 History, with similar emphasis. Topics include the 17th century Puritans, Wesleyan movement, Oxford movement; civil war and interregnum; industrial, agricultural, and commercial revolutions; Chartism, influence of the French Revolution, the Irish problem, Corn Laws, organized labor, education, foreign relations; shift of sovereignty from King to House of Lords and from House of Lords to House of Commons; political parties; and cabinet.

Second semester ISBELL
MWF 9-10 Pierce 40

Teaching of History

281 *The Teaching of History.* 3 sem hr

Designed for teachers in junior and senior high schools. An understanding of the nature of the subjects included in Social Science in the public schools; acquaintance with, and ability to evaluate the materials of social studies, particularly of history, including graphic representation of data; and a study of selected problems peculiar to the teaching of history and other social studies are the objectives of the course. Prerequisite: sixteen semester hours of college history.

Each semester FIELD

First Semester
MWF 11-12 Pierce 48

Second Semester
MWF 11-12 Pierce 47

282 *Teaching of History in the Later Elementary Grades.* 3 sem hr

(Formerly 182 History)

This course deals with the problems of history (or social studies) teaching in the public schools; the purpose of such teaching, the materials best adapted to secure the desired results, and various methods of using such materials in the classroom.

Second semester FIELD

MWF 10-11 Pierce 40

SOCIOLOGY

Minor

Required Courses for a Minor in Sociology:

- 200 Principles of Sociology 3 sem hr
- 201 Principles of Social Organization 3 sem hr
- 202 Social Pathology 3 sem hr
- 207 The History of Social Thought 3 sem hr
- 209 Methods in Sociological Research 3 sem hr

No courses in Sociology open to Freshmen.

Courses

200 *Principles of Sociology.* 3 sem hr

Sociology 200 is required of all students who take more than one course in sociology.

This course deals with the fundamental facts of human relationship, and is prerequisite to advance courses in sociology. Instead of ready-made principles the aim is to furnish the technique by which the student may discover and formulate sociological principles for himself. Special emphasis is placed on the springs of human action; the drives and motives of individuals and groups. Textbook, lectures, oral and written recitations, discussions, reports.

Each semester THOMSON

First Semester

Sec 1 MWF 8-9 Pierce 54

Sec 2 MWF 1-2 Pierce 54

Second Semester

MWF 8-9 Pierce 54

201 *Principles of Social Organization.* 3 sem hr

A study of the important laws of social organizations: An historical development of human institutions; the origin and antiquity of man, the general nature of ancestral man; the physiographic factors in social life, climatic selection and stimulation, the influences of geographical conditions on the spread of culture; the biological factors of social life, variation and heredity; interaction of individual and group; the evolution of material culture, basic elements in economic life, the rise of modern industrialism; myth, magic, religion and science.* Textbook, lectures, reports.

Second semester THOMSON

MWF 9-10 Pierce 9

202 *Social Pathology*. 3 sem hr

Extent, nature, and causation of such important problems as desertion and non-support, the unadjustments of old age, poverty, irregular work, business depressions, women in industry, child labor, industrial accidents, disasters, broken health, the blind and deaf, nervous and mental diseases, mental deficiency, alcoholism and drug addiction; the remaking of personality, social reorganization, and the building up of personal and social morale. Textbook, lectures, discussion, reports. Prerequisite: 200 Principles of Sociology or 201 Principles of Social Organization.

First semester THOMSON

MWF 9-10 Pierce 54

203 *Problems of Child Welfare*. 2 sem hr

Reviews the various aspects of the child welfare movement dealing with the conservation of life, health and physique, training and education, child labor, juvenile delinquency, and problems of dependent children; discusses the organized efforts against sickness and death during the first year of life, against inadequate play facilities, against too early entry into industry, against violence, neglect and exposure, and against other conditions making for the child's insecurity and delinquency. Textbook, lectures, discussion, reports.

Second semester even years THOMSON

TuTh 9-10 Pierce 9

204 *Marriage and the Family Relationship*. 3 sem hr

Basis of the family in biology, psychology, economics, law, religion, and convention; historical development of the monogamous marriage; the significance of the family to society in disciplining and socializing the individual and in fixing his major attitudes which determine his social adjustments; development of kinship and marriage forms; contemporary problems such as divorce, eugenics, and social hygiene. Textbook, lectures, assigned readings, discussion, reports.

Second semester THOMSON

MTuTh 11-12 Pierce 54

205 *Social Progress*. 2 sem hr

A survey of the theories and criteria of progress; critical review of the various attempts to set up the necessary conditions of human improvement and advance; the population basis, geographical and cultural stratification, race contacts, amalgamation and integration, recapitulation; social craftsmanship; civilization, cultivation, socialization; agents of diffusion, communication, migration, revolution; social stereotypes; guidance of social change; some goals of effort. Prerequisite: 200 Principles of Sociology or 201 Principles of Social Organization.

First semester THOMSON

TuTh 9-10 Pierce 54

206 *Criminology*. 3 sem hr

A study of crime as a social problem: The history and theory of punishment; modern penal institutions such as capital punishment, the prison system, prison labor, prison administration, jails, workhouses, and houses of correction, juvenile reformatories, women's reformatories, the parole and indeterminate sentence; the machinery of justice including the police, the courts, pardons, and probation. Textbook, lectures, discussion, reports.

First semester odd years THOMSON

MWF 11-12 Pierce 54

207 *The History of Social Thought*. 3 sem hr

A survey and discussion of the important contributions to sociology made by such thinkers as Plato, Aristotle, the Hebrew Prophets, the Early Christians, Malthus, Darwin, Comte, Buckle, Adam Smith, Herbert Spencer, and the contemporary sociologists in connection with the so-called schools of sociology such as the mechanistic school, the geographical school, the bio-organic school, the demographic school, the psychological school, and the psycho-sociological school. Prerequisites: two courses in sociology.

First semester even years THOMSON

MWF 11-12 Pierce 54

208 *Sociological Basis of Ethics*. 2 sem hr

Considers critically to what extent the facts of man's social life can be made the source and basis of solutions for the theoretical and practical problems of our contemporary morality. It considers such matters as the natural science view of life; some of the advantages and implications of such a view; the relation of human and institutional nature to morality; social and individual will, social and individual values; the new conception of freedom; intelligible imperatives; the rational good. Prerequisites: two courses in sociology.

Second semester odd years THOMSON

TuTh 9-10 Pierce 9

209 *Methods in Sociological Research*. 3 sem hr

Deals with social statistics and the making of social science studies; the scientific attitude, social activities, conditioning factors, variation, analysis, sources of data, standards of measurement, sampling, source material, schedules, grouping, tabulation, use of scales, graphic presentation, probability and error, correlation. An essential part of the course is an actual social project carried on according to the principles set forth and making practical use of the methods of social statistics. Prerequisites: two courses in sociology and, preferably, 220 Statistical Method in Education.

Second semester THOMSON

MWF 1-2 Pierce 47

210 *Rural Sociology*. 2 sem hr

The social situation in rural America is much more complex than in pioneer times. Specialization in farming, the consolidated school, the community church, farm economic and social organizations, the effect of good roads, automotive power, scientific methods, and international trade make rural social life a subject of gripping interest. Textbook, field work, and readings.

Each semester SMITH

First Semester

TuTh 8-9 Pierce 39

Second Semester

Sec 1 TuTh 2-3 Pierce 39

Sec 2 TuTh 3-4 Pierce 39

POLITICAL SCIENCE**Minor**

Required Courses for a Minor in Political Science :

110 National Government in the United States 2 sem hr

113 State and Local Government 2 sem hr

Eleven semester hours of electives in political science.

Courses110 *National Government in the United States*. 2 sem hr

This course consists primarily of a study of the machinery and functions of the national government in the United States. Emphasis is given to the following: the origin and development of our political institutions; the changing relation of the nation and the state; political parties and national elections; the increasing responsibilities of the office of President; the structure, powers and methods of Congress; problems associated with the modern lobby; the structure and functions of the national judiciary. The course satisfies the political science requirement on all curricula. Prerequisites: high school courses in American history and government.

Each semester WAUGH, ENGELSMAN

First Semester

Sec 1 TuTh 9-10 Pierce 9

Sec 2 MW 9-10 Pierce 9

Sec 3 WF 10-11 Pierce 9

Sec 4 MTh 10-11 Pierce 9

Sec 5 TuTh 1-2 Pierce 9

Sec 6 TuTh 2-3 Pierce 54

Second Semester

Sec 1 TuTh 9-10 Pierce 54

Sec 2 MW 9-10 Pierce 54

Sec 3 WF 10-11 Pierce 54

Sec 4 MTh 10-11 Pierce 54

Sec 5 TuTh 1-2 Pierce 54

Sec 6 TuTh 2-3 Pierce 54

113 *State and Local Government*. 2 sem hr

(Formerly 213 Social Science)

A study of state government with special emphasis given to the government of Michigan. This course should be especially valuable for teachers of social science in senior and junior high

schools. A textbook is used but time will be given to current problems, and students are encouraged to form their own judgments on proposed changes. This course satisfies the political science requirement on all curricula.

Each semester ENGELSMAN

First Semester

- Sec 1 MW 8-9 Pierce 9
 Sec 2 TuTh 8-9 Pierce 9
 Sec 3 MTh 11-12 Pierce 36
 Sec 4 WF 11-12 Pierce 36
 Sec 5 MW 1-2 Pierce 9

Second Semester

- Sec 1 MW 8-9 Pierce 40
 Sec 2 TuTh 8-9 Pierce 40
 Sec 3 TuTh 11-12 Pierce 36
 Sec 4 WF 11-12 Pierce 36
 Sec 5 MW 1-2 Pierce 9

211 *Comparative Government.* 3 sem hr

English and French governments are given the major emphasis in this course. Additional study is devoted to Italian, German, and Swiss governments. Important points of similarity and difference among the various governments are stressed. Particular emphasis is given to a comparison of our own government with those of Europe. Prerequisite: 110 National Government in the United States.

First semester ENGELSMAN

MWF 10-11 Pierce 48

212 *International Organization.* 3 sem hr

This course will take up a study of the relations of governments to each other; the character and growing importance of such relations, economic and social as well as political; the development of a body of international law to guide governments and their nationals in dealings with each other in peace and war; attempts at international organization and efforts to secure better feeling between different countries with regard both to the people and governments; the organization of our own government for carrying on its foreign relations. Particular emphasis is given to the League of Nations, the Permanent Court of International Justice and the International Labor Organization. Prerequisite: 110 National Government in the United States.

First semester WAUGH

MWF 1-2 Pierce 47

216 *Municipal Government.* 3 sem hr

A study of the development of municipal organization; the present forms of city government; the problems of self-government and of the relation to the state; the multiplication of municipal functions involving the expenditure of immense sums of money, and determining the well-being of the people. Prerequisite: 110 National Government in the United States or 113 State and Local Government.

Second semester ENGELSMAN

MWF 10-11 Pierce 36

217 *Political Theories.* 3 sem hr

A study is made of the views of some of the great writers on Political Philosophy from ancient times up to about the middle of the nineteenth century; the ideas of these philosophers regarding the origin, nature and functions of the state. The philosophers whose views receive the major emphasis are the following: Plato, Aristotle, Polybius, St. Thomas Aquinas, Dante, Marsiglio, Machiavelli, Calvin, Bodin, Hooker, Grotius, Milton, Hobbes, Harrington, Locke, Montesquieu, Rousseau, Paine and Bentham. Prerequisite: 110 National Government in the United States.

Second semester WAUGH

MWF 1-2 Pierce 48

218 *Contemporary Problems in Political Science.* 3 sem hr

The purpose of this course is to introduce the student to a number of problems of current interest in the field of politics, American national politics particularly. Among the problems considered are the following: The student's place in the political life of the nation; developments in the relation of the legislature and the executive; the fundamental purposes of a legislative body; the proposition of regionalism; the development of administrative legislation and administrative justice; the basis and current operation of judicial review of legislation; political consequences of economic nationalism; the meaning of democracy and how to help make a success of it. Prerequisite: 110 National Government in the United States.

Each semester WAUGH

First Semester

MWF 11-12 Pierce 47

Second Semester

MWF 11-12 Pierce 48

ECONOMICS

Minor

Required courses for a Minor in Economics:

220 Elements of Economics 3 sem hr

221 Elements of Economics 3 sem hr

Nine semester hours of electives in Economics which may include 260 Economic History of the United States.

No courses in Economics are open to freshmen.

Courses

220 *Elements of Economics.* 3 sem hr

This course constitutes the first half of a study of general economics. Descriptive and analytical work is combined, with emphasis on basic concepts and principles. Among the topics studied are: production, income and wealth; the nature and functions

of money; economic inter-dependence; forms of business organization; accounting concepts; the determination of prices and the significance of prices.

Each semester DEVOL

First Semester

Sec 1 MWF 9-10 Pierce 48

Sec 2 MWF 1-2 Pierce 48

Second Semester

MWF 1-2 Pierce 36

221 *Elements of Economics.* 3 sem hr

This course is a continuation of 220 Elements of Economics. Major portions of the subject matter of this course are: outline of the money and banking system of the United States; the purchasing power of money; international trade; business cycles and problems of economic stability; forces underlying the distribution of income; summary of some major aspects of economic principles. Prerequisite: 220 Elements of Economics.

Each semester DEVOL

First Semester

MWF 2-3 Pierce 54

Second Semester

MWF 9-10 Pierce 47

222 *Money and Banking.* 3 sem hr

This course deals with the relation of money and credit to the processes of production and exchange of goods and services. A brief sketch of American monetary and banking history is included. Our present currency and banking system is studied, with attention given to contemporary problems, especially the relation of money and credit to the problem of economic stability. Prerequisites: 220 and 221 Elements of Economics.

Each semester DEVOL

MWF 8-9 Pierce 48

224 *Labor Problems.* 2 sem hr

Some current problems of workers and employers are studied in this course. Special subjects of study are: industrial insecurity; industrial incentives and labor turnover; supply and demand factors in the labor market; collective bargaining; types and policies of labor organizations and employer organizations; recent legislation relating to labor, including programs of Social Security. Prerequisites: 220 and 221 Elements of Economics. Second semester DEVOL

TuTh 9-10 Pierce 47

226 *Public Utilities.* 2 sem hr

The economic functions and significance of public carriers and other public utilities are dealt with in this course. Peculiarities which tend to make these businesses "naturally monopolistic" are pointed out. The outlines of regulatory policies which have been adopted are studied, with some attention to the special problems involved in applying these policies. Prerequisite: 220 Elements of Economics.

First semester DEVOL

TuTh 9-10 Pierce 48

227 *Problems in Economic Theory.* 2 sem hr

In this course a more thorough study is made of certain selected portions of economic theory than is possible in the introductory courses. Prerequisites: 220 and 221 Elements of Economics.

Taught only on sufficient demand DEVOL

229 *Taxation and Public Finance.* 3 sem hr

In this course concrete approach to problems of public expenditure and revenue raising is made by study of the budget of a selected local unit of government, noting the services rendered by this government and the ways by which money is raised for carrying on these services. Later the major sources of revenue and the major classes of expenditure of the state government and of the national government are studied. Attention is given to the economic effects of various kinds of taxes, and to problems relating to the use of public credit. Prerequisites: 220 and 221 Elements of Economics.

Second semester DEVOL

MWF 2-3 Pierce 36

228 *Rural Economics.* 2 sem hr

This course is devoted primarily to a consideration of the population and area of the various countries of the world as they affect world trade and exportation of American agricultural products. The trend of population from rural to urban life, the growth of industrial centers and the decline of the number of people engaged in agricultural pursuits, and the resulting effect of rural life are also considered. Opportunity is given the student to present facts and statistics obtained from the U. S. Census, in the various graphic forms.

First semester LOESELL

TuTh 1-2 Sc B F

230 *Rural Economics.* 2 sem hr

In this course the magnitude of American agriculture from the standpoint of capital invested and acres involved, farm values, farm tenure, value of crops and livestock products, co-operatives, farm conveniences, corporation farming and business analysis of farms will be considered.

Taught only on sufficient demand, and by extension LOESELL

EDUCATION

Under the general term Education are the divisions of Education, Rural Education, Philosophy and Psychology.

Education

PROFESSOR NOBLE LEE GARRISON

PROFESSOR HORACE Z. WILBER

*PROFESSOR ORLAND O. NORRIS

PROFESSOR HARVEY L. TURNER

PROFESSOR LESLIE A. BUTLER

PROFESSOR H. A. TAPE

ASSOCIATE PROFESSOR FRANK WHITEHOUSE

ASSOCIATE PROFESSOR ELLA M. SMITH

ASSOCIATE PROFESSOR GRACE M. SKINNER

ASSOCIATE PROFESSOR FRANCIS E. LORD

ASSOCIATE PROFESSOR BEN H. VANDEN BELT

INSTRUCTOR EVERETT L. MARSHALL

Educational Psychology

302 *Educational Psychology*. 3 sem hr
(Formerly 102 and 202 Education)

This course applies the general psychological principles to learning and to the development of personality. The laws of learning, conditions of learning, efficient learning; improving study habits, measuring the nature of the learner and his improvement in school subjects and in other aspects of personal development are stressed. Prerequisite: 301 Psychology.

Each semester GARRISON, WHITEHOUSE, MARSHALL, SMITH

First Semester

Sec 1 MWF 8-9 Pierce 6

Sec 2 MWF 9-10 Pierce 38A

Sec 3 MWF 10-11 Pierce 38A

Sec 4 MWF 2-3 Pierce 36

Sec 5 MWF 3-4 Pierce

Second Semester

Sec 1 MWF 9-10 Pierce 38A

Sec 2 MWF 10-11 Pierce 38A

Sec 3 MWF 2-3 Pierce 39

Sec 4 MWF 3-4 Pierce 6

Sec 5 MWF 9-10 Pierce 39

Sec 6 MWF 10-11 Pierce 39

322 *The Psychology of the Elementary School Subjects*. 3 sem hr
(Formerly 222 Education)

This course is designed for those who desire to apply the principles of psychology and the data derived from psychological and pedagogical experiments to the subjects taught in the elementary school. Special attention is given to evaluating the methods used in teaching reading, spelling, arithmetic, grammar, composition, and penmanship. Prerequisites: 301 Psychology, 302 Educational Psychology.

Not offered in 1939-40

*Deceased.

446 *Advanced Educational Psychology*. 2 sem hr

This course is designed to supplement and intensify educational psychology by involving both a broader and more detailed application of the facts of psychology to the problems of learning in the schools. These problems involve both the elementary school and the high school. The most important experimental studies of the learning process are examined and discussed. Individual and class experiments in learning are performed. Prerequisite: 302 Educational Psychology.

Not given in 1939-40.

Principles of Education

303 *Principles of Teaching*. 3 sem hr

(Formerly 203 Education)

This course is to be taken in the semester immediately preceding teaching. It is to prepare the student specifically for practice teaching in the training school and deals with the application of the principles of psychology and teaching to the actual work of the school. The basic factors in diagnosing, planning, teaching and in maintaining favorable working conditions in teaching will be considered. Prerequisite: 302 Educational Psychology or 321 Child Psychology.

Each semester GARRISON, BUTLER, SMITH

First Semester

Sec 1	MWF	9-10	Pierce	6	(elementary)
Sec 2	MWF	9-10	Pierce	39	(rural)
Sec 3	MWF	10-11	Pierce	6	(high school)
Sec 4	MWF	1-2	Pierce	39	(rural)
Sec 5	MWF	2-3	Pierce	6	(elementary)
Sec 6	MWF	2-3	Pierce	5	(high school)
Sec 7	MWF	2-3	Pierce	39	(rural)

Second Semester

Sec 1	MWF	9-10	Pierce	6	(elementary)
Sec 2	MWF	10-11	Pierce	6	(high school)
Sec 3	MWF	1-2	Pierce	39	(rural)
Sec 4	MWF	2-3	Pierce	6	(elementary)
Sec 5	MWF	2-3	Pierce	5	(high school)

310 *The Teaching of Reading (Early Elementary)*. 3 sem hr
(Formerly 121 Speech)

This course is a preparation for teaching reading in the primary grades. In addition to the text, lectures and assigned readings are given. Consideration is given to recognition of words, sentences and phonics, eye movement, inner speech, lip movement, rate and comprehension, and the relative value of oral and silent reading. The sources of reading material and its relation to the child's tastes and activities are studied and opportunity is given to observe lessons taught by experienced teachers. This course

is not to be taken by students who have had 311 or 312 Education. Prerequisite: 302 Educational Psychology, or 321 Child Psychology.

Each semester EDSON.
MWF 9-10 Pierce 303

311 *The Teaching of Reading (Later Elementary)*. 3 sem hr
(Formerly 122 Speech)

This course covers problems and methods of teaching reading in the grades above the primary. Attention is given to the functions of oral and silent reading and their relative values to plans for content silent reading and training silent reading lessons and for oral reading and appreciation lessons, and to a study of the type of material suitable for each of these purposes. A study is made of the means of developing speed and comprehension and of the ground that should be covered in these grades. This course is not to be taken by students who have had 310 or 312 Education.

Prerequisite: 302 Educational Psychology.

First semester EDSON
MWF 1-2 Pierce 303

312 *The Teaching of Reading (Rural)*. 3 sem hr
(Formerly 123 Speech)

This course is designed to give the most fundamental knowledge about methods, objectives, and reading materials suitable for all reading levels found in the rural schools. The course includes about four observations of the reading activities in the campus training schools and in the College rural schools. Not to be taken by students who have had 310 or 311 Education.

Each semester EDSON.

First Semester
MWF 2-3 Pierce 303

Second Semester
Sec 1 MWF 1-2 Pierce 303
Sec 2 MWF 2-3 Pierce 303

315 *Early Elementary Curriculum*. 2 sem hr
(Formerly 109 and 215 Education)

This course is an intensive study of the curriculum and methods of procedure of the kindergarten-primary grades. It includes: a review of the characteristics and interests of small children; a detailed study of the aims, content and procedures of the self-directed period, home and community life; language, writing, handwork, plays and games: a survey of large units of work for each grade. Prerequisites: 301 Psychology and 321 Child Psychology.

Each semester SKINNER

First Semester
TuTh 9-10 Pierce 6

Second Semester
Sec 1 TuTh 11-12 Pierce 5
Sec 2 TuTh 1-2 Pierce 6

344 *Visual-Auditory Aids in Education.* 2 sem hr

This is a lecture-laboratory course dealing with visual and auditory aids in teaching. It will consider still and motion picture photography; the making and use of slides; operating cameras, stereoscopes, lanterns and motion picture projectors; and the selection, organization and care of materials and equipment. Open to advanced students and experienced teachers. Prerequisite: 303 Principles of Teaching.

Summer session

414 *Improving Reading in Higher Grades.* 2 sem hr

This advanced course in reading instruction will deal with recent trends and achievements in the teaching of reading in the upper grades. It will seek to prepare teachers for diagnostic and remedial work, as well as for the developing of interest, and the controlling of reading experiences. Lectures, readings, reports, and demonstrations in the laboratory schools. Prerequisite: 310, 311 or 312 Teaching of Reading.

Summer session

415 *Directed Observation.* 2 sem hr

This course is intended primarily for teachers of experience who feel the need of a knowledge of recent developments in teaching in the elementary school. Through assigned readings and class discussions the latest ideas regarding objectives and methods of teaching the social studies, elementary science, language, arts, and reading will be determined. These will be supplemented by observation of classes as taught in the laboratory school and by discussions of the teaching observed. The course is not a substitute for practice teaching, but may be counted as a free elective in education. Prerequisites: 303 Principles of Teaching, and teaching experience.

Summer session TURNER, VANDENBELT

History of Education

323 *History of Modern Education.* 2 sem hr

(Formerly 308 History of Education During Modern Times, and 320 Philosophy of Education)

This is a study of the historical background of modern times and of the great social movements that have affected educational thought and endeavor. The work of individual educators is noted as typifying ideals and movements and as furnishing the basis of present-day theory and practices.

Each semester WILBER

TuTh 9-10 Pierce 5

309 *History of Education in the United States.* 2 sem hr

(Formerly 206 Education)

American education is rooted in the life of the American people and nation. This course is intended to consider the major purposes of American education as they have evolved through our

history. Attention is given to social change and its influence upon aims, curriculum, and methods of the school. Major emphasis is put on the objectives of present-day practices.

Each semester LORD, GARRISON

Sec 1 TuTh 9-10 Pierce 6 Sec 2 TuTh 2-3 Pierce 6

Tests, Measurements and Research

340 *Educational Tests and Measurements*. 2 sem hr

This course deals with the objective measurement of classroom products. The purposes of the course are to prepare students for the discriminating selection, precise administration, adequate interpretation and effective classroom use of standardized and informal educational tests and test results. Emphasis is placed upon adequate diagnoses as the necessary bases of remedial teaching and of skillful educational guidance. Each student applies the principles of test making by preparing an informal test for classroom use. Prerequisite: 302 Educational Psychology or 321 Child Psychology.

Each semester WHITEHOUSE, LORD, MARSHALL

First Semester

Sec 1 TuTh 8-9 Pierce 38A

Sec 2 TuTh 1-2 Pierce 5

Second Semester

Sec 1 TuTh 8-9 Pierce 38A

Sec 2 TuTh 1-2 Pierce 38A

440 *Research*. 2 sem hr

This course is designed for those who by interest and ability in problem solving in any field of education have shown that they are capable of original work. It is an introduction to essential procedures of research. Each student selects a problem, experiments, and presents his results in written form. Prerequisites: 302 Educational Psychology, 340 Educational Tests and Measurements, and 220 Statistical Method in Education.

Not offered in 1939-40 WHITEHOUSE

Statistical Methods in Education (see 220 Mathematics)

Individual Intelligence Testing (see 355 Special Education)

Mental Tests and Measurements (see 444 Psychology)

Administration and Supervision

316 *Public Education in Michigan*. 2 sem hr

(Formerly 216 Education)

A study of the development, organization, administration and support of the public school system of Michigan. This course, prescribed by the State Board of Education in all curricula leading to a teacher's certificate, acquaints the teacher with the institution in which he is to work. The following topics are emphasized: the constitutional and legal basis of public education and the function of the teacher in it; educational goals and objectives; the Michigan system of education, its development, control, and organization into elementary, secondary and higher divisions;

administrative units, state, county, township, city, etc.; financial support, state and local; essentials of school law; auxiliary educational organizations—Parent-Teacher Associations, Michigan Advisory Commission on Education, Michigan Education Association, National Education Association.

Each semester WILBER, BUTLER

First Semester

Sec 1 TuTh 8-9 Pierce 5

Sec 2 MW 9-10 Pierce 5

Sec 3 TuTh 2-3 Pierce 5

Sec 4 TuTh 3-4 Pierce 6

Second Semester

Sec 1 TuTh 8-9 Pierce 5

Sec 2 TuTh 8-9 Pierce 6

Sec 3 MW 9-10 Pierce 5

Sec 4 TuTh 2-3 Pierce 5

331 *Adult Education.* 2 sem hr

This course consists of a survey of the field of adult education and of present day activities in that field. Consideration is given to experiments now being carried on through agencies such as public night schools, the Y. M. C. A., Parent-Teacher Associations, C.C.C. camps, Freshman Colleges, the F. E. R. A. and college extension departments. A study is made of the organization and administration of such work and of the methods employed in instruction.

Summer session TAPE

336 *Junior High School Education.* 2 sem hr

This course is designed to introduce the prospective teacher to the problems of the junior high school. A brief survey of the forces creating this school is made. A thorough study of the characteristics of early adolescence introduces the course. Guidance, curricula, courses of study and methods are studied only as they apply particularly to this phase of secondary education. Prerequisite: 302 Educational Psychology.

Second semester VANDENBELT

TuTh 11-12 Pierce 39

337 *Educational Sociology.* 2 sem hr

This course presents the development of some of the principles of social psychology, and the adaptation of these principles to educational theory and practice. Particular emphasis is placed upon group and community activities through which the individual is educated. Readings, reports, discussions are required.

Not offered in 1939-40.

410 *Problems of Supervision and Self-Supervision.* 2 sem hr

This course deals with supervision as a means of achieving teacher growth through self-improvement either under guidance of a supervisor or alone. It is adapted to the training of supervisors, principals, and of teachers interested in self-improvement through diagnostic and remedial work. Guiding principles and standards for judging instruction are developed and applied to modern teaching practice. This course is open to experienced

teachers and advanced students. Prerequisites: 303 Principles of Teaching, and teaching experience.

Second semester BUTLER

TuTh 11-12 Pierce 6

418 *School Administration*. 3 sem hr
(Formerly 218 Education)

This course will emphasize in a general and sympathetic way, for persons planning to enter administration, generally accepted principles of school administration. The legislative, executive and appraisal functions as they relate to organization and management will be stressed. The activities comprising the work of the superintendent will be studied from the standpoint of instruction, supervision, child accounting, personnel management, finance, research, public relations, records and reports. Prerequisites: 302 Educational Psychology, 303 Principles of Teaching.

First semester BUTLER

MWF 11-12 Pierce 6

431 *Organization and Administration of the High School*. 2 sem hr
(Formerly 231 Education)

This course deals with the functions of the high school, its development and its place in modern education. It will include an analytical study of the principal and the principalship; qualifications; duties and responsibilities of principals; organization of the principalship for effective management; personnel administration of teachers and pupils; schedule making; registration of pupils; making a program of studies; improvement of teachers in service; marking systems; records and reports; direction and supervision of extra-curricular activities; organization and administration of instruction; and leadership in the school community. Prerequisites: 302 Educational Psychology, 303 Principles of Teaching.

Not offered in 1939-1940 BUTLER

432 *Organization and Administration of Elementary Schools*.
2 sem hr

This course gives thorough consideration to the principles and practices of the elementary school principalship. It deals with the organization and administration of the school in general and of the following related units: classification and promotion of pupils, the curricular and extra-curricular work, special groups and subjects, classroom teaching, pupil progress, teacher improvement, school plant and equipment, personnel problems and professional leadership. Prerequisites: 302 Educational Psychology and 303 Principles of Teaching.

Second semester BUTLER

TuTh 9-10 Pierce 4A

434 *The Elementary Curriculum and its Making.* 2 sem hr
(Formerly 334 Education)

This will be a survey of the curriculum for the kindergarten and first six grades, with a view to determining the best guiding principles in making or revising a course of study. These principles will then be applied in working out complete units of the elementary curriculum by a critical study and adoption from some of the best courses in such fields. Open to advanced students only. Prerequisite: 302 Educational Psychology.

Second semester GARRISON

Not offered 1934-40

435 *Extra-Curricular Activities in High School.* 2 sem hr

Practically every teacher in high school must now supervise some extra-curricular activity. This course is designed to meet this demand for those on the Senior High School Curriculum. The class is conducted in such a way as to give practical experience in organizing and working in a student council. Every phase of extra-curricular activity is studied.

Each semester VANDENBELT

MW 11-12 Pierce 5

436 *The Modern High School Curriculum.* 2 sem hr

This course will deal with recent trends and developments in junior and senior high school curricula and with the main factors underlying the reorganization program for secondary education. Resulting curricular changes will be noted and typical curricula studied and evaluated. The work will be individualized so as to permit students to work on any curricular problems with which they are concerned. Prerequisites: 302 Educational Psychology, 303 Principles of Teaching.

First semester WHITEHOUSE

TuTh 9-10 Pierce 3SA

460 *The Elementary School Curriculum Work Shop.* 3 sem hr

This course permits the student to do intensive work in actual problems which confront him in his own school and to work out curricular units in subject fields as desired. Class limited to thirty students. Prerequisites: 302 Educational Psychology, 303 Principles of Teaching, and teaching experience.

Summer session.

470 *The Rural School Curriculum Work Shop.* 3 sem hr

This course permits the student to do intensive work in actual problems which confront him in his own school and to work out curricular units in subject fields as desired. Class limited to thirty students. Prerequisites: 302 Educational Psychology, 303 Principles of Teaching, and teaching experience.

Summer session.

Psychology

301 *Psychology*. 3 sem hr (Formerly 101 and 201 Education)

This course is an introductory course serving as a scientific basis for subsequent courses in education, as well as an introduction to the field of psychology. The course will center about the facts of original nature and their cultural modification—attitudes, habits, learning; and it will give much attention to providing an understanding of sensation, perception, memory, emotion and related subjects. It should be taken the term immediately preceding 302 Educational Psychology or 321 Child Psychology.

Each semester SKINNER, MARSHALL

First Semester

Sec 1 MWF 8-9 Pierce 36
Sec 2 MWF 10-11 Pierce 39
Sec 3 MWF 11-12 Pierce 38A
Sec 4 MWF 2-3 Pierce 3
Sec 5 MWF 3-4 Pierce 5

Second Semester

Sec 1 MWF 8-9 Pierce 39
Sec 2 MWF 9-10 Pierce 34
Sec 3 MWF 11-12 Pierce 5
Sec 4 MWF 2-3 Pierce 38A
Sec 5 MWF 3-4 Pierce 36

321 *Child Psychology*. 3 sem hr (Formerly 221 Education)

This course is designed for students particularly interested in child study. It stresses the child as an individual, his original nature and temperament, as a part of a group and the interaction of biological and societal raw material; the conditioning and reconditioning of behavior tendencies, behavior problems; the individuality and similarity of responses. Personality studies, case records, tests and measurements are investigated. Prerequisite: 301 Psychology.

Each semester SKINNER

First Semester

MWF 9-10

Second Semester

Sec 1 MWF 10-11 Pierce 5
Sec 2 MWF 1-2 Pierce 6

444 *Mental Tests and Measurements*. 2 sem hr

The purposes of this course are to prepare students for the discriminating selection, precise administration, adequate interpretation, and effective class-room use of mental and personality tests and test results. The psychological theories and statistical procedures involved in test construction are treated only in so far as they contribute directly to the purposes mentioned above. The terms "mental" and "personality" refer to tests other than educational tests and tests for specific vocations. See 355 Special Education for Binet Testing.

Second semester WHITEHOUSE

TuTh 9-10 Pierce 38A

449 *Advanced General Psychology.* 2 sem hr

This is the second course in general psychology. The basic structural and functional principles of adult normal behavior are emphasized. Among the topics considered are intelligent behavior, attending, thinking, motivation, emotion, habit formation and their application in various fields of activity. This course is designed for pre-professionals and others desiring a second course in psychology. Prerequisite: 301 Psychology.

Not offered in 1939-40 WHITEHOUSE

450 *The Psychology of Individual Differences.* 2 sem hr

This course discloses in part the genesis and the elaboration of a few common individual differences. In part, it discloses, also, the significance of these differences in the lives of adults and of those under adult guidance. The object of the course is to direct the student in developing knowledge of individual differences helpful in making personal adjustments that are both creative and socially acceptable. Prerequisites: 301 Psychology and 302 Educational Psychology.

Summer session WHITEHOUSE

Mental Hygiene (see 306 Special Education)

Individual Intelligence Testing (see 355 Special Education)

Philosophy

305 *Ethics.* 2 sem hr

This course is a study of the historical development of the principles underlying the social and moral human relations, together with the application to modern institutional life. An elective course for life certificate or degree.

Not offered in 1939-40 WILBER

421 *Introduction to Philosophy.* 3 sem hr

Philosophy may be defined, first, as the reflective effort of man to construct a thought-pattern of the world in which he lives, and of his place in it; and, second, as the art of self-controversy and self-criticism by which such thought-pattern may be both extended and freed from internal contradictions. In this course the student is introduced to the major problems into which this effort has become resolved, and to the general lines of effort along which their solution has been sought.

Not offered in 1939-40 WILBER

422 *History of Ancient Philosophy.* 3 sem hr

This course is a study of Greek philosophy from Thales to Aristotle. The work is based on a textbook, supplemented by lectures, readings, and class discussions. Not open to freshmen.

Not offered in 1939-40 WILBER

424 *History of Modern Philosophy.* 3 sem hr

This course is a study of the doctrine of the modern philosophers from Descartes to Kant, both with regard to their relation to each other and their influence on the modern educators. Not open to freshmen.

Not offered in 1939-40 WILBER

426 *Present Day Philosophy.* 2 sem hr

This course is concerned with a study of philosophical trends from Kant to the present day. Attention is given to the views of the post-Kantian philosophers, and this is followed by a consideration of the late 19th century movements that have resulted in the philosophical views of today.

Not offered in 1939-40 WILBER

GRADUATE COURSES IN EDUCATION**B105-MSNC *Curriculum Construction in Elementary Schools.* 2 sem hr**

This is a seminar course to acquaint the student with the current theories, techniques, and improved practices in developing curricular materials; and to give him practical experience in applying them in building curricular units. Provision will be made for individual students to work on curricular problems bearing on their present school work or specialized interests.

Summer session, second semester GARRISON

Second Semester

Sat 11-1

C107a-MSNC *Psychology of Elementary School Subjects.* 2 sem hr

This is an advanced course in principles of teaching, dealing with current and improved practices in the teaching of reading, language, spelling, and arithmetic. It will involve a study of the basic principles of learning and teaching, survey of experimental studies, and the development of basic principles and procedures to be used in the teaching of these subjects. Textbooks, courses of study and other curricular materials will be examined in connection with these principles and procedures.

Summer session

A125-MSNC *Philosophy of Education.* 2 sem hr

This course consists of a study of the various factors which form the basis of educational theory and practice. The problems arising from present-day life, the points of view resulting from our history and traditions, the new needs made evident by our industrial and political development, and the findings of science are all considered as determining the meaning and purpose of education. An effort is also made to determine the types of method and organization required in the educational process and to evaluate the various methods in use today.

First Semester

Sat 9-11

B151-MSNC *Elementary School Administration.* 2 sem hr

This course will deal with the problems of the principal and assistant principal of an elementary school. It is designed particularly for those interested in directing or cooperating in solving these problems of organization and administration. In addition to the general requirements of the course, individual students will be expected to make an intensive study of some problem related to their own work or special interests as a term paper or report.

Summer session

C175-MSNC *Psychology of Child Development.* 2 sem hr

The growth and development of the child from birth to maturity will be covered in this course. The mental phase of development will stress the factors which have been credited with influencing mental growth. Physical growth and development will be approached with the idea of integrating them with mental and social development. The physical development aspect will also include a study of those factors influencing development, and growth curves will be studied with a direct attempt being made to indicate limitations in interpreting the same.

Summer session

A202-MSNC *History of Education During Modern Times.* 3 sem hr

This course is concerned with the great social movements of modern times that have been reflected in educational thought and practice. The work of individual educators is noted and the resulting effects upon educational organization and method are traced.

Second semester

MWF 9-10

C225a-MSNC *Seminar in Elementary Education.* 2 sem hr

The purpose of this course is two-fold. First, it is to provide opportunities for the student to do intensive research on some practical problem related to his school work. Second, it is to provide experience in utilizing theories and practices of educational research related to: use of the library, preparation of bibliography, statistical treatment of educational data, use of the scientific method in solving problems, and the writing of a thesis. Prerequisites: State certificate and bachelor's degree. Hours to be arranged.

First semester GARRISON, LORD

C225b-MSNC *Seminar in Elementary Education.* 2 sem hr

This is a continuation of C225a, primarily devoted to practical research and seminar discussions. Hours to be arranged.

Second semester GARRISON, LORD

B251-MSNC *Supervising Instruction in Elementary Schools.* 2 sem hr

This course will deal with the practical work of classroom visitation and the evaluation and improvement of teaching observed. Attention will also be given to other important means of supervision through which instruction is improved such as curricular work, research and experimentation, professional study, and teachers' meetings. In addition, it will offer experienced teachers, supervising principals, and supervisors guidance in developing programs of supervision and in planning for their cooperative administration.

Summer session.

B252-MSNC *Elementary School Administration.* 2 sem hr

This course will deal with the problems of the principal and assistant principal of an elementary school. It is designed particularly for those interested in directing or cooperating in solving these problems of organization and administration. In addition to the general requirements of the course, individual students will be expected to make an intensive study of some problem related to their own work or special interests, as a term paper or report.

First semester

TuTh 9-10

RURAL EDUCATION

PROFESSOR H. L. TURNER

PROFESSOR H. A. TAPE

ASSOCIATE PROFESSOR ELLA SMITH

The Division of Rural Education gives preparation for the following lines of service to rural schools:

- 1 Teaching in one-teacher schools.
- 2 Teaching in consolidated and village schools.
- 3 Serving as principal or superintendent of consolidated and village schools.
- 4 Supervision of instruction in rural schools.
- 5 County normal school instruction.
- 6 Superintending of county school systems.

Courses

175 *School Management and Course of Study.* 2 sem hr

This course is a study of principles of organization and management with special application to small rural schools. Bulletins published by the Department of Public Instruction are studied to acquaint the student with recommendations of the department concerning organization and management and to supplement the subject matter of the course of study.

Each semester SMITH

First Semester

Sec 1 TuTh 1-2 Pierce 39

Sec 2 TuTh 2-3 Pierce 39

Second Semester

TuTh 1-2 Pierce 39

376 *The Technique of Supervision.* 2 sem hr

(Formerly 276 Education)

The purpose of this course is to train leaders in the supervisory phases of teacher-training as it is carried on by the critic teacher in a county normal or by a supervisor of teachers in service. The course will be devoted to such problems as lesson planning, demonstrating types of lessons, and the criticism of instruction. Actual demonstrations will be conducted by members of the class such as would be expected of a critic teacher or a supervisor. This course is required of students preparing for positions of rural leadership.

Not offered in 1939-40 TURNER

379 *Rural School Curriculum.* 3 sem hr

(Formerly 279 Education)

The purpose of this course is to acquaint the students with the best current thought relating to the content of the elementary school curriculum. Opportunity will be offered to examine modern textbooks in the elementary school subjects. Standards for judging textbooks will be developed. Considerable attention will be

given to the men who are leading the thought today in curriculum making and the ideas for which they stand. Special attention will be given to the Michigan Curriculum Program for elementary schools. Not open to freshmen.

Summer session TURNER

390 *Modern Trends in Rural Education.* 2 sem hr

The purpose of this course is to acquaint the student with current thought and practice and to indicate apparent trends toward better rural schools along the three definite lines of organization, finance, and instruction. Consolidation, county-wide planning, county unit, sources and distribution of funds, local budgeting, supervision, curriculum re-organization, and the improvement of rural teachers in service are among the topics considered. Freshmen and inexperienced teachers are not admitted to this course. Offered only on sufficient demand TURNER

394 *Community Relations.* 2 sem hr

The organization and administration of the PTA forms the nucleus of this course. Intensive study of the purposes and program together with dramatization of type programs of the PTA constitute an essential part of the course. Other community organizations and relations of the school to the community are considered also.

Summer session TURNER, TAPE

395 *Rural Principalship.* 2 sem hr

This course considers the administrative, instructional and community relationships of the principal or superintendent of the small town, village and consolidated school of from three to ten teachers. An attempt is made to give a job analysis of the many functions of this type position and to suggest organization of these duties of the busy principal or superintendent for efficiency.

Summer session TURNER, TAPE

SPECIAL EDUCATION

PROFESSOR CHARLES M. ELLIOTT

MRS. GERTRUDE FLINT

MISS GERTRUDE ROSER

MRS. DOROTHY BACHMAN

MISS ANN BUNGER

MRS. LETHE OLDS

MISS BERNICE RINGMAN

MRS. MABEL L. BENTLEY

MISS ORA M. SWARTWOOD

Major and Minor

Required Courses for a Major in Special Education:

See Curricula for Teachers of Special Education:

Required courses for a Minor in Special Education:

350 Mental Deficiency 3 sem hr

351 Education of Exceptional Children 3 sem hr

354 Juvenile Delinquency 3 sem hr

355 Individual Intelligence Testing 2 sem hr

Four semester hours to be determined by the head of the department.

The purpose of this department is to train teachers for the following types:

- A. THE DEAF AND HARD OF HEARING
- B. THE BLIND AND PARTIALLY SIGHTED
- C. THE MENTALLY DEFICIENT
- D. CRIPPLED CHILDREN
- E. CHILDREN OF LOW VITALITY
- F. SPEECH-READING FOR ADULTS
- G. CHILDREN WITH SPEECH DEFECTS
- H. CHILDREN WITH PERSONALITY AND BEHAVIOR PROBLEMS

These curricula lead to the degree of Bachelor of Science and the provisional certificate. Beginning students who wish to specialize in Special Education should follow the outline closely. Students entering the department with advanced credits should confer with the head of the department before registering.

350 Mental Deficiency and 354 Juvenile Delinquency count as Social Science Courses in Group III.

Courses 350, 351 and 354 are recommended for all teachers, principals and superintendents who wish a general understanding of the field of Special Education.

Affiliations

In order to give students specializing in Special Education as thorough an acquaintance with their problems as possible, visits for observation and study will be made to the special schools and classes of Detroit and to the following state institutions:

- The Wayne County Training School at Northville
- The Michigan Home and Training School at Lapeer
- The State School for the Deaf at Flint
- The State School for the Blind at Lansing
- The Boys' Vocational School at Lansing
- The Girls' Vocational School at Adrian
- The Michigan Hospital School at Ann Arbor
- The Ford Republic at Farmington
- The Institute of Human Relations, U of M.
- The Ypsilanti State Hospital
- The Michigan Child Guidance Institute

Courses

306 *Mental Hygiene.* 2 sem hr

This course aims to account for the normal behavior of man and his emotional reactions. It deals with those factors, the knowledge of which enables a person to understand himself and others. It should aid the teacher and parent in solving disciplinary problems and be of direct help in the adjustment of students to their college life. Therefore it may serve as a positive factor in reducing failure, both in the classroom and outside. Not open to freshmen.

First semester ELLIOTT

TuTh 9-10 Welch 1

350 *Mental Deficiency.* 3 sem hr

This course deals with the nature and causes of mental deficiency; physical and mental characteristics of mental defectives; different types and the possibility of development; psychology of backward and defective children in relation to their training and instruction and the social control of the mentally deficient. Opportunity will be given for observation and clinical study of sub-normal children. Not open to freshmen.

Each semester ELLIOTT

MWF 9-10 Welch 1

351 *Education of Exceptional Children.* 3 sem hr

A consideration of the administrative problems connected with the education of the non-typical child—the blind, the deaf, the crippled, speech defectives, incorrigibles, subnormals, supernormals and children of low vitality. Principles and methods of differentiation by means of which the schools may be enabled to meet the needs of every child will be discussed. This course is of special value to principals and superintendents, as well as to teachers of Special Education.

Not open to Freshmen.

Each semester LORD

MWF 10-11 Welch 1

354 *Juvenile Delinquency.* 3 sem hr

A study of relation of mentality and other factors to conduct in children of school age; insubordination, incorrigibility, truancy, and juvenile crime considered from the standpoint of their relation to environmental influences, emotional instability, mental conflicts, and suppressed experiences. Case studies of children presenting conduct problems will be made.

Not open to Freshmen.

Second semester ELLIOTT

MWF 10-11 Welch 203

355 *Individual Intelligence Testing.* 2 sem hr

The course will cover the leading individual tests of intelligence level. The purpose is to give the student a practical working knowledge of the language and performance scales, by text, discussion, demonstration, and actual experience, to the end that he may rate the intelligence level of the various classes of children found in the public schools. Aside from Special Education majors, admission to this class is by permission of the director only.

Each semester LORD

TuTh 10-12 Pierce 38A

356 *Mechanics of Voice, Vision and Hearing.* 5 sem hr

(Formerly 311 Principles of Seeing & Hearing, 366 Sight Saving, 384 Mechanics of the Ear and Acoustic Training, 371 Elements of Speech, and part of 201 Phonetics.)

This course is concerned with intensive studies in four related fields: (a) a study of the anatomy of speech, the skeletal framework and the tissues involved in breathing, mechanics of voice and speaking and their physiological function; (b) the principles of physics of sound and light as applied to hearing and seeing; (c) a study of the anatomy and hygiene of the eye and the common eye diseases and defects; (d) a study of the structure and physiology of the ear, the process of hearing and the causes of deafness. Each of the four divisions of the course will occupy about one-fourth of the semester and will be handled by specialists in the respective fields.

Second semester MCKAY, SMITH, OLDS, BACHMAN

MTuWThF 8-9

357 *Education of Children of Low Vitality.* 2 sem hr
(Formerly 357 The Fresh Air Class)

Administration, educational methods and problems of open window classes. Historical background of open window classes, selection of pupils, health and nutritional programs, principles of recreation, mental hygiene for physically handicapped children, methods of case study with recommendations for readjustment. Study of curricula and individual workbooks especially adapted for work with children of lowered vitality.

Each semester BENTLEY

TuTh 8-9 Welch 110

358 *Methods of Teaching Slow-Learning Children.* 2 sem hr
(Formerly 358 Methods of Teaching Exceptional Children)

The aims of this course are:

To review the subject matter taught the exceptional child, together with the latest development along each line;

To study pertinent schoolroom problems;

To study individual children and their development in a socialized schoolroom;

Through the use of formal and informal tests, to study ways and means of diagnosing and remedying special defects.

Each semester ROSER

TuTh 2-3 WELCH 104

Note: Courses 363 and 364 listed below are given at the Michigan School for the Blind at Lansing during the summer session only. The courses give residence credit at the Michigan State Normal College.

363 *Education of the Blind.* 2 sem hr

This course is designed to give the student a knowledge of the field of education for the blind. It includes a consideration of types and characteristics of the blind in the United States and European countries, a survey of the work for the blind, provisions for the teaching of children with seriously defective sight, as well as of the deaf-blind and the adult blind. Attention is also given to the various types of schools for the blind and to associations and organizations for their relief, occupation and placement.

364 *Methods of Teaching the Blind.* 2 sem hr

This course consists of instruction in Braille and in pencil writing. Consideration is also given to the following topics: Preschool education for the blind, kindergarten training, methods of teaching the elementary school subjects, and the teaching of Braille to adults. A demonstration class will be held in connection with this course.

367 *Education of Children with Impaired Vision.* 2 sem hr
(Formerly 367 Sight Saving Teaching Methods)

This course is designed for students interested in teaching and supervision of sight saving classes and for those already in the field who desire further training. It will also be of interest to the regular grade teacher concerned with general problems of sight conservation, to those expecting to undertake supervision of special classes, and to school superintendents and principals who are interested in common problems of sight conservation or who are contemplating establishing sight saving classes in their school systems. The course will include problems of organizing and administration of sight saving classes and the adaptation of the regular curriculum and methods to the needs of children with serious eye defects. Consideration is given to the relative advantages and disadvantages of the cooperative as compared with the segregated type of class organization.

Each semester OLDS
TuTh 8-9 Welch 107

369 *Methods of Teaching Crippled Children.* 2 sem hr

The purpose of this course is to familiarize the student with units of work designed to meet the education and psychological needs of the crippled child. Emphasis will be placed upon the presentation and adaptation of teaching materials, the ways and means of providing for individual differences. This includes a study of the individual in the light of his particular disability.

Each semester FLINT
TuTh 3-4 Welch 106

372 *The Teaching of Speech.* 3 sem hr

This course will include special methods to insure smoothness and ease in the speech of the deaf child. Work in drawing speech diagrams, phonetic marking, syllabification, fluency, rhythm, accent and emphasis will be given. The principles of connected speech will be emphasized in this course.

Summer session.

373 *Therapeutic Care of Crippled Children.* 2 sem hr

This course will include a discussion of state and national agencies dealing with crippled children, methods of finding and diagnosis, causes of crippling, methods of treatment and prevention and classification of types. Consideration will be given to cardiac cases since these children are often found in orthopedic classes. Class discussions, special lectures, visits to clinics, camps and convalescent homes for crippled children.

First semester RINGMAN
TuTh 8-9 Welch 1

374 *Physical Reconstruction of Crippled Children.* 2 sem hr
(Formerly 374 Physical Reconstruction)

A study of means of rehabilitation of crippled children, stressing the principles of physiotherapy and occupational therapy; special equipment and special services; camping, plays, games and leisure time activities and means of safeguarding the child both in and out of school. Field trips as indicated in 373 Special Education.

Second semester RINGMAN
TuTh 8-9 Welch 109

378 *Techniques in the Use of Hearing Aids.* 3 sem hr

Introduction of hearing aids now in use in schools for the deaf; study of the mechanics of such instruments, their service and care; recording devices; recording; creation of hearing vocabulary; expansion of hearing plan, tone quality, rhythm through hearing aids; selection of material for the hard of hearing and for the profoundly deaf. Group hearing aids used throughout the course.

Summer session

379 *Fundamentals of Voice Production in the Deaf and Hard of Hearing Child.* 3 sem hr

A course for teachers of the deaf. Improvement of the teacher's own voice as a pattern for student improvement; development of an appreciation for a standard of good voice quality; a study of applied physiology of the organs of phonation and articulation as a basis for vocal diagnosis and voice improvement; the articulated vowel; tactile sense and voice training; diagnosis and corrective measures for faulty phonation in the deaf and hard of hearing designed to approach more nearly the creation and imitation of normal voice quality in normal speech. Text: Assigned reading in "Mechanism of the Larynx" by Negus.

Summer session.

380 *Principles of Teaching Deaf and Hard of Hearing Children.* 2 sem hr

(Formerly 380 Methods of Teaching Deaf and Hard of Hearing Children)

A thorough study of the formation and development of elementary English sounds. Mastery of the Northampton vowel and consonant charts; special emphasis is placed upon the training of the student's ear for the recognition and detection of the numerous defects which occur in the speech of children. Attention is given to sentence building and language construction, both oral and written forms, to rhythm, sense training and speech reading.

Each semester BACHMAN
TuTh 2-3 Welch 105

381 *Advanced Course in Creation of Voice in the Deaf Child.*

3 sem hr

An advance course dealing with the diagnosis and correction of voice and speech problems. Attention is given to the application of the principles established in 379 *Fundamentals of Voice Production in the Deaf and Hard of Hearing Child*. Study is made of the theory of overlaid function of speech and the application of the theory to normalizing of speech for the deaf. Card system of diagnosis is employed. Training in diagnosis is given through tactile methods and ear training. Individual voice and speech correction is given through imitation using a microphone and ear-phone set-up. Prerequisite: 379 *Fundamentals of Voice Production in the Deaf and Hard of Hearing Child*.

Summer session. Not offered in 1939.

382 *Phonation and Speech Correction Problems of the Deaf.*

3 sem hr

A study of common voice and speech defects found in deaf and hard of hearing children. Investigation of diagnostic and corrective methods as presented by a modern speech correction textbook. Special adaptation of these techniques to the field for the deaf. Clinic.

Summer session

385 *Essentials of Language Development.* 3 sem hr

This course traces the development of language from the first simple vocabulary to complex sentence structure. A study is made of the principles by which the child who cannot hear is given a visual image of sentence structure corresponding to the auditory image possessed by the normal child. Mental development is stressed and attention given to all phases of language possible in primary grades, thus preparing for the use of textbooks.

Summer session

399 *Straight Language.* 3 sem hr

The course is concerned with a study of the structure of the English language as a basis for the teaching of language to deaf children. Special attention is given to the needs of the child who has reached the period of rapid language acquisition. Connected language as expressed in smooth, natural English is emphasized. The Straight Language Key is utilized to provide the child with a means of correcting his own mistakes.

Summer session

Training Courses for Teachers of Speech-Reading

Deafened students applying for the training courses for teachers of speech-reading will follow the curriculum as outlined by the adviser. In all cases arrangement for these courses is through conference.

Students with normal hearing preparing to teach deaf and hard-of-hearing children will take courses 393 and 397.

393 *Jena Materials and Method. Introductory Course.* 2 sem hr
This course is a discussion of the theory of the Jena Method of Speech-Reading. Study is made of foundation procedures, the development and handling of exercises, and the individual differences in students of speech-reading. Assignment is made for daily observation of either 387 Speech-Reading I or the children's class. Notebook reports are required for both theory and observation hours.

Each semester BUNGER
TuTh 9-10 Welch 109

396 *Principles of Teaching Speech-Reading.* 3 sem hr
Discussion of methods used in the teaching of speech-reading in the United States, with a survey paper to summarize the points of view represented. A resume of the principles of the Jena Method, in connection with the case studies made in Course 395 Teaching of Adults. A written report based on a visit to a League for the Hard-of-hearing.

First semester BUNGER
MWF 3-4 Welch 109

Speech-Reading

These courses are open to hard-of-hearing adults who have normal command of speech and language. The objective is the acquiring of skill in speech-reading, the ability to understand spoken language in spite of impaired hearing. Adults of all ages may enroll as special students. The courses carry credit for students pursuing a regular college curriculum. The work is made practical for both educational and rehabilitation purposes.

The method of instruction is that of the *Ypsilanti Adaptation and Extension of the Jena Method of Speech-Reading.*

387 *Speech-Reading I.* 3 sem hr

A careful development of rhythmical syllable exercises, synchronous drills and grammatical form exercises. Emphasis is placed on imitation and rhythm as aids in developing speech-reading ability. Discussion and conversation are directed toward the forming of the right foundation habits for subsequent study and practice of speech-reading.

Each semester BUNGER
MWF 10-11 Welch 109

388 *Speech-Reading II.* 3 sem hr

This course stresses student participation in the leading of all drills for simultaneous speaking. The spoken drills are followed by practice in silent accompaniment or subconscious imitation as different members of the group speak. The material for this course includes a review of the syllable drills, more advanced sentence work, simple stories, and an introduction to topical discussions of timely subjects. May be elected with 387.

Each semester SWARTWOOD
MWF 11-12 Welch 109

389 *Speech-Reading III.* 2 sem hr

The material for practice shows advancement to longer talks, current news items, exchange of opinions and experiences, biographical sketches, travel talks, and topics of interest to individual members of the class. The routine procedure of the foundation courses is used only as a means to help the speech-reader overcome what difficulties he encounters in following the subject in hand. The aim is for silent understanding rather than oral accompaniment. Prerequisites: *Speech-Reading I and II.* Each semester BUNGER
TuTh 1-2 Welch 109

390 *Speech-Reading IV.* 2 sem hr

This course is individualized to meet the difficulties and interests of the class. The aim is to make the classroom practice as nearly as possible typical of the contacts of daily life. Material includes discussion of hobbies, the filling out of personality questionnaires, conversation as conducted in social groups, and the creation of hypothetical situations such as the interviewing of a prospective employer or the mapping out of an itinerary for extended travel. Individual help is given when needed. May be taken with *Speech-Reading III.*

First semester SWARTWOOD

TuTh 2-3 Welch 109

GRADUATE COURSES IN SPECIAL EDUCATION

C234 *Advanced Course in Psychology of Special Education.* 2 sem hr

This course is designed for teachers and supervisors of special education. Course will stress the experimental studies dealing with the nature of the mental, social and emotional responses of handicapped children in various learning situations. Consideration will be given to effect of handicaps on motor and ideational learning; on perception, memory and reasoning; on transfer and permanence of learning; on attitudes and emotions. Some attention will be given to the influence of such factors as effects of birth injuries on brain tissue, post-encephalitis, schizophrenia, enuresis, bilingualism, congenital syphilis. Prerequisites: C1 and C103 Special Education.

First semester

C240a and C240b *Seminar in Special Education.* 2 sem hr

These courses are designed for the intensive study of a particular phase of special education. Each student is expected to select an individual topic for study. After making a critical analysis of the available literature dealing with this topic, he will select a phase of the problem which needs further investigation and proceed to make such a study. The summarized data when properly

organized* and written up should constitute a master's thesis.
Prerequisite: C130 Special Education.

First semester LORD

TuTh 3-4 Pierce 39

C260 *Measurement and Diagnosis in Special Education.* 2 sem hr
This course is designed for teachers and supervisors in the field of special education. Emphasis throughout the course will be on the nature and use of tests and instruments of diagnosis employed with children presenting abnormalities in mental capacity, hearing, vision, speech and emotional and social adjustment. The course will involve lectures, reading, reports, practice in the administration of various instruments of measurement and diagnosis and visitation of classes and clinics in the immediate vicinity devoted to the study of various types of disability among children. Prerequisites: C1 and C130 Special Education or equivalent.

First semester LORD

MWF 1-2 Pierce 5

C330 *Specialized Techniques and Practice in Their Application to the Teaching of Exceptional Children.* 6 sem hr

This course is designed to give prospective teachers and supervisors in the field of special education practice in the teaching of children with various types of handicaps. A program of study will be arranged for each student according to his needs for effectively teaching a specific type of handicapped child. Each program may involve special study in physical reconstruction, the anatomy of the eye or ear, juvenile delinquency, psychology and methods of special education. The program of study will be thoroughly integrated and will culminate in a term report involving the results of reading, teaching and special investigation. Prerequisites: Teacher's Certificate, C1 and C130 Special Education or equivalent.

First semester ELLIOTT

MTuWThF 2-3 Pierce 38A

LABORATORY SCHOOLS

HARVEY L. TURNER, Ph.D., Director

CHARLES M. ELLIOTT, A.M., Director of Special Education

BEN H. VANDEN BELT, A.M., Principal Roosevelt Training School

HENRY A. TAPE, Ph.D., Principal Lincoln Consolidated School

ERNEST H. CHAPELLE, A.M., Supt. Ypsilanti Schools

FLOYD L. SMITH, A.M., Principal Woodruff School

NEVA ANDREWS, A.M., Principal Carpenter School

WINIFRED M. LANTZ, B.S., Principal Spencer School

PURPOSE

All of the work done in the laboratory schools has the following purposes: to exemplify the best teaching practices, to serve the best interest of the pupils of the schools, and to prepare teachers for the public schools of Michigan.

Supervising Teachers

The instruction in all elementary schools is done on the basis of grade groups with a supervising teacher in charge of approximately thirty children. Instruction in the junior and senior high schools is done on the departmental basis. Special supervising teachers care for the work in art, music and physical education.

LABORATORY SCHOOL BUILDINGS

Horace H. Rackham School of Special Education

The Horace H. Rackham School of Special Education, housed in a building costing \$250,000 given by the Rackham Foundation, is the first of its kind anywhere. Much study and effort have gone into providing every facility for the comfort and convenience of handicapped children as well as students who are preparing to teach the partially sighted, the deaf and hard of hearing, the crippled, and children with physical and mental handicaps. A dormitory with kitchen and dining room for boarding children from over the state who would not otherwise have the advantages of special instruction, an auditorium, clinics, offices and classrooms specially designed for handicapped children and for the education of teachers to instruct them are features of this unusual provision for special education.

Roosevelt School

Roosevelt is the campus elementary and high school. The building, equipment and grounds were designed especially for meeting all the purposes of an adequate teacher training plant. The school is organized on the six-three-three plan and provides facilities for student teaching from kindergarten through twelfth grade. The kindergarten is located in Welch Hall.

Woodruff School

The Woodruff School is a typical elementary city school including kindergarten and first six grades. It was the first off campus public school to become affiliated with the college for training purposes. It is a regular ward school in the Ypsilanti system and is located within easy walking distance of the campus.

Lincoln Consolidated School

The Lincoln Consolidated School is located six miles south of Ypsilanti and is one of the most excellent illustrations of school consolidation to be found. It serves a farm area of sixty-three square miles and is attended by approximately seven hundred pupils. Its work embraces all grades from kindergarten through twelfth grade and is organized on the six-six plan. Its community owned transportation system of seventeen busses and central fireproof garage; its general and farm mechanics shops; its Smith-Hughes agriculture and home economics units; and its well organized and functioning student and community activities make it one of the most interesting and instructive centers for student teaching.

Rural Laboratory Schools

The Normal College maintains two small rural laboratory schools. The Spencer School is a one-teacher school of six elementary grades three miles east of the city limits. It is housed in a new modern building of beautiful design and excellent equipment. The Carpenter School is a typical one-teacher school of eight grades located three miles west of the campus where opportunity is given for student teaching in this situation so prevalent in rural Michigan.

Student Teacher Conferences

During the period of student teaching there are three types of conferences designed for the assistance of student teachers. During the first term of student teaching the student is expected to attend weekly Student Teacher Assemblies with the Director of Laboratory Schools. These are held on Wednesday afternoons from four to five.

Throughout the student's period of practice he is expected to have group conferences with his supervising teacher once or twice each week. These are held from four to five o'clock on Tuesday and Thursday afternoons unless otherwise scheduled by the supervising teacher.

Individual conferences are held with supervising teachers and with the principals, or director, as needs or desires of student teachers demand.

STUDENT TEACHING

Student teaching provides opportunity for the student to become familiar with a variety of activities always present in every school in addition to the teaching of classes. To avail oneself of these opportunities necessitates the spending of more time in the laboratory school for an equivalent amount of credit than in the classroom of the usual college class. This fact should be taken into account when classifying for student teaching. Detailed outlines of requirements on the various curricula specify the semester hours' credit in student teaching for each curriculum. The following general regulations regarding student teaching should be observed:

1. All assignments for teaching in the laboratory schools and changes in the same are made by the Director.
2. No student will be assigned to practice teaching whose scholarship index is less than 1, below "C" average.
3. No credit in practice teaching will be given for work rated less than "C".
4. To qualify for graduation with a teacher's certificate, the student must attain a grade of not less than "C" in each course taught.
5. No student may earn more than two semester hours' credit in practice teaching during a summer session.
6. No student will be permitted to satisfy the total requirements in student teaching during summer sessions only.
7. If a student is to do eight semester hours of teaching in the elementary grades, a half day for one semester should be scheduled for it.
8. If he is specializing in high school work, he should teach his major subject first.
9. No student teacher will be assigned twice in succession to the same supervising teacher or to the same laboratory school.
10. *Students who are pursuing a four-year curriculum should not begin their student teaching before the second semester of the junior year.*
11. All students should have completed three courses in education before entering upon practice teaching. The third course, which is devoted to principles of teaching, should be taken in the semester immediately preceding the one in which student teaching is begun.
12. Students doing more than four semester hours of student teaching may not carry more than the standard load, fifteen semester hours.
13. All students classifying for student teaching should reserve the hour from 4 to 5 for conferences.

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14. *During the time that the student is doing his teaching in the laboratory schools, he should so arrange his daily schedule that his teaching will take precedence over all other interests and duties.*

NOTE: Persons who have completed satisfactorily one year of preparation in a Michigan County Normal are given credit for 3 semester hours of student teaching. They are required to take such additional units as are specified on the particular curriculum pursued.

FINE ARTS

PROFESSOR BERTHA GOODISON*
 ASSOCIATE PROFESSOR ELINOR STRAFER
 ASSOCIATE PROFESSOR HELEN FINCH SWETE
 INSTRUCTOR ORLO GILL
 INSTRUCTOR LUELLA RAAB MUNDEL

Major and Minor

Required Courses for a Major in Fine Arts:

See Curriculum for Teachers of Fine Arts. For specializing students only.

Required Courses for a Minor in Fine Arts:

- 101 Elementary Art 3 sem hr
- 103 Commercial Design 2 sem hr
- 111 Elementary Design 3 sem hr
- 200 Art Appreciation and Design 2 sem hr
- 201 Life Sketching 3 sem hr
- Electives 2 sem hr

Courses

101 *Elementary Art.* 3 sem hr

A course in drawing and painting open to all students with the purpose of developing an appreciation of form and color and offering to each individual opportunities in creative work. Crayons, water colors, chalk and clay are used.

Each semester STRAFER, SWETE, GILL, MUNDEL

First Semester

- Sec 1 MWF 8-9 Adm 208
- Sec 2 MWF 9-10 Adm 206
- Sec 3 MWF 11-12 Adm 208
- Sec 4 MWF 1-2 Adm 206
- Sec 5 MWF 2-3 Adm 205
- Sec 6 MWF 3-4 Adm 205

Second Semester

- Sec 1 MWF 9-10 Adm 208
- Sec 2 MWF 11-12 Adm 208
- Sec 3 MWF 1-2 Adm 206
- Sec 4 MWF 2-3 Adm 205

101s *Elementary Art.* 3 sem hr

This class is held two hours, three days a week. A course for students who plan to specialize in Fine Arts. The aim is the same as that of 101 with additional opportunity for creative work in order to strengthen native ability and techniques. This course is for students with some art background.

First semester STRAFER, SWETE, GILL

MWF 10-12 Adm 206

*Deceased, October, 1937.

103 *Commercial Design*. 2 sem hr

Lettering and design with emphasis on composition and color as applied to posters, cover designs, book plates, trademarks, and manuscript writing.

Each semester STRAFER, SWETE, GILL, MUNDEL

First Semester

TuTh 2-3 Adm 206

Second Semester

TuTh 9-10 Adm 206

104 *Blackboard Drawing*. 2 sem hr

This is a course in rapid sketching with white and colored chalks. Illustrations are made of various subjects in nature, the social studies, and children's literature.

Second semester MUNDEL

MW 10-11 Adm 200

106-106a *Still-life Drawing and Painting*. 3 sem hr each

This class is held two hours, three days a week. Special attention is given to the arrangement of various objects for the purpose of stimulating the student's perception of form, value, and color. Charcoal, water color, and oils are used. For additional work in this course classify in 106a. Prerequisites: 101 or 101s Elementary Art and 111 Elementary Design.

Second semester STRAFER

MWF 1-3 Adm 209

109 *Color*. 3 sem hr

(Formerly Color Theory and Freehand Drawing)

Designed to give the student an experience in the knowledge and use of color and to develop a sense for its relative proportion and arrangement. It also includes representative painting. This course is for students with some art background.

Second semester SWETE

MWF 10-12 Adm 205

111 *Elementary Design*. 3 sem hr

(Formerly 203 Fine Arts)

This class is held two hours, three days a week. An introductory study of the principles and elements of design as applied to abstract and decorative art. Prerequisite: 101 or 101s Elementary Art.

First semester SWETE

MWF 10-12 Adm 205

200 *Art Appreciation and Design*. 2 sem hr

A general course to introduce the student to the history of sculpture, painting, and architecture, also to acquaint the student with the elements of creative design and color as applied to the home, school, and community. Prerequisite: 101 or 101s Elementary Art.

Each semester STRAFER, GILL, MUNDEL

First Semester

Sec 1 TuTh 9-10 Adm 208

Sec 2 MW 10-11 Adm 208

Second Semester

Sec 1 TuTh 8-9 Adm 208

Sec 2 TuTh 1-2 Adm 206

Sec 3 TuTh 2-3 Adm 208

201-201a and 202 *Life Sketching*. 3 sem hr each

This class is held two hours, three days each week. It consists of individual criticisms of drawings from life in black and white and color. For additional work in this course, classify in 202. Prerequisite: 101 or 101s Elementary Art.

Each semester STRAFER, GILL
MWF 10-12 Adm 207

204 *Advanced Design*. 3 sem hr

This class is held two hours, three days each week and consists of design and its application to numerous crafts such as batik, block printing and the decoration of various types of shapes and surfaces. Prerequisite: 101 or 101s Elementary Art.

Second semester STRAFER
MWF 10-12 Adm 209

221 *Interior Decoration and Design*. 3 sem hr

(Formerly 205 Home Economics Design and 206 Interior Decoration)

A study of the arrangement of furnishings and decoration of numerous types of buildings stressing their structural qualities. A knowledge of the character and selection of furniture, textiles, pictures, lighting and their functions is emphasized. Prerequisite: 101 or 101s Elementary Art.

First semester MUNDEL
MWF 3-4 Adm 208

207 *Costume Design*. 3 sem hr

This course affords the student an opportunity to acquire style and originality in the designing of costumes for various occasions. A knowledge of fabrics and the development of design in line, tone, and color is encouraged.

Second semester MUNDEL
MWF 3-4 Adm 208

208-208a *Outdoor Sketching*. 3 sem hr each

A comprehensive study of color and landscape composition in the open air. Prerequisite: 101 or 101s Elementary Art.

Offered only on sufficient demand STRAFER, SWETE, GILL

210-210a *Sculpture*. 3 sem hr each

The use of clay in a three dimensional representation of nature and the human figure. Special attention is given to creative composition. Prerequisites: 101 or 101s Elementary Art and 201 Life Sketching.

First semester STRAFER
MWF 1-3 Adm 207

211 *History of Furniture and Minor Arts*. 2 sem hr

A course designed for general students and those interested in historic ornament as applied to different styles of furniture and the related arts. The styles of Gothic and Renaissance in Europe;

the early and Empire styles in France; the Jacobean, William and Mary, and Queen Anne in England; and the designers of the Georgian Period, Chippendale, Hepplewhite, and Sheraton are stressed. Early American, Colonial, and modern styles are included.

Offered only on sufficient demand SWETE

212 *History of Architecture.* 2 sem hr
(Formerly History of Art)

A study of the forms and structural principles of buildings. It includes a survey of Egyptian, classical Greek and Roman, Byzantine, Romanesque, Gothic and Renaissance architecture with their historical and economic backgrounds. Special attention is given to the design and construction of modern homes and public buildings.

First semester GILL
TuTh 8-9 Adm 204

213 *History of Painting.* 3 sem hr
(Formerly History of Art)

This course is designed to give the student a survey of the development of painting and sculpture in Europe and America. The course covers the periods beginning with the Early Christian and Byzantine mosaics and frescoes, and continues through the early Italian, Quattrocento and Cinquecento of Italian painting. It also covers the North Countries, and the development of painting in England and America. A notebook of prints illustrating the entire course is required.

Second semester STRAFER
MWF 8-9 Adm 204

216 *The Teaching of Drawing.* 3 sem hr
(Formerly 105 Fine Arts)

This course approaches art from the viewpoint of the teacher and includes the planning of units and courses of study, both general and specific, in relation to early and later elementary curricula. Consideration is given to class problems and to the character and originality of the individual child. Prerequisites: 101s Elementary Art, 103 Commercial Design, 111 Elementary Design and 201 Life Sketching.

First semester SWETE
MWF 9-10 Adm 205

301 *Lettering.* 2 sem hr

The objective of this course is to acquire skill in pen and brush lettering for display cards, posters, signs, and charts.

First semester GILL
TuTh 3-4 Adm 206

302 Advertising Illustration. 3 sem hr

Compositions and lay-outs suitable for advertising are carried out in water color, pen and ink, and crayon. The various processes of reproduction for magazines and newspapers are considered. Prerequisites: 101 or 101s Elementary Art, 103 Commercial Design and 201 Life Sketching.

Offered only on sufficient demand STRAFER, SWETE, GILL

303 Poster Design. 3 sem hr

An advanced course in commercial art. A variety of poster techniques are employed. Prerequisites: 101s Elementary Art, 103 Commercial Design, 111 Elementary Design, and 201 Life Sketching.

Offered only on sufficient demand STRAFER, SWETE, GILL

304 Fashion Drawing. 3 sem hr

This course develops originality, technique, and style in the drawing of costumes for advertising purposes. A knowledge of life drawing is desirable.

Offered only on sufficient demand STRAFER, SWETE.

305-305a Etching. 3 sem hr

The art of etching as a medium of expression is the purpose of this course. Prints are made from copper and zinc plates. Compositions are worked out in dry-point, aquatint, and soft ground etching. The lives and works of famous etchers are studied throughout the course. Prerequisites: 101 or 101s Elementary Art, 201 and 202 Life Sketching.

Offered only on sufficient demand GILL

401 Art Composition. 3 sem hr

This course enables the student to acquire further creative ability and a knowledge of structural values and techniques as applied through the fundamental principles of design and color. Problems in illustrative mural decoration and the stage are introduced. Prerequisite: 101 or 101s Elementary Art.

Second semester SWETE

Not offered 1939-40.

MUSIC

PROFESSOR FREDERICK ALEXANDER
 ASSOCIATE PROFESSOR CARL LINDEGREN
 ASSISTANT PROFESSOR LILLIAN ASHBY
 ASSISTANT PROFESSOR DOROTHY JAMES

MARIUS E. FOSSENKEMPER

MISS MYRA GRATTAN

MRS. CORA V. WORTLEY

D. CHESTER RYAN

THEORY OF MUSIC

101 *Elements of Music.* 3 sem hr

This is a course in theory, ear training and music reading. It includes the study of rhythm and tone problems, major and minor modes, ear training, oral and written dictation, part singing and reading in G, F and C clefs. For specializing students only.

First semester GRATTAN

MWF 9-10 Pease B

102 *Elements of Music.* 2 sem hr

For description of this course see 101 Elements of Music above. Prerequisite: 101 Elements of Music. For specializing students only.

Second semester GRATTAN

MW 9-10 Pease B

104 *Elements of Music.* 2 sem hr

This course is designed to give the grade teacher a singing, music reading and theory experience in the elements of music. It acquaints the students with rhythm and tone problems, and aims to develop skill in music reading and an appreciation of music.

Each semester GRATTAN

Sec 1 TuTh 8-9 Pease B

Sec 3 TuTh 2-3 Pease B

Sec 2 TuTh 9-10 Pease B

141 *Harmony.* 4 sem hr

(Formerly 110 and 111 Harmony)

This course is a study of the construction and use of all triads and primary seventh chords. It includes an intensive drill in four-part writing, harmonic dictation and keyboard harmony.

First semester JAMES

Sec 1 MWThF 10-11 Pease E (Orch. & Band students)

Sec 2 MTuWF 1-2 Pease E (Public School Music students)

142 *Harmony.* 4 sem hr

(Formerly 111 and 112 Harmony)

This course includes a study of secondary seventh chords, simple modulations, four-part writing, harmonic dictation and keyboard harmony. Prerequisite: 141 Harmony.

Second semester JAMES

Sec 1 MWThF 10-11 Pease E (Orch. & Band students)

Sec 2 MTuWF 1-2 Pease E (Public School Music students)

241 *Counterpoint.* 2 sem hr

(Formerly 213 and 214 Counterpoint)

This course is a study of the various species of two and three-part counterpoint, motive development and the principal polyphonic forms. Analysis of typical works and considerable original composition are required. Prerequisite: 142 Harmony.

First semester JAMES

Sec 1 MW 8-9 Pease E (Orch. & Band students)

Sec 2 TuTh 8-9 Pease E (Public School Music students)

310 *Musical Form.* 3 sem hr

The figure, the motive, the phrase, and the sentence are studied as to their construction and use in the conventional musical forms. Classic, romantic and modern works that illustrate the typical forms are analyzed and some original composition is required. Prerequisite: 241 Counterpoint.

Second semester JAMES

MWF 8-9 Pease E

313 *Advanced Harmony.* 2 sem hr

This course deals with the harmonic development of modern composition, beginning with the works of Debussy. The aim is to give students an introduction to the musical thought of the period. It includes analysis and composition. Prerequisite: 142 Harmony.

Second semester JAMES

TuTh 2-3 Pease E

413 *Orchestration.* 3 sem hr

This is a practical work in orchestrating original and other works. Arrangements for various ensembles as well as one score for full orchestra are required. Prerequisite: 241 Counterpoint.

First semester JAMES

MWF 2-3 Pease E

414 *Orchestration.* 3 sem hr

This course is a continuation of 413 Orchestration. Arrangements are made for various combinations of instruments and analysis of representative symphonic works. Prerequisite: 413 Orchestration.

Second semester JAMES

MWF 2-3 Pease E

HISTORY, LITERATURE, APPRECIATION

153 *History and Literature of Music.* 4 sem hr
(Formerly 150 and 151 History and Literature of Music)
This course is an outline of the growth of music and musicians, with a course in library work on musical literatures and allied topics. From Greek Music to Haydn. Prerequisite: a general knowledge of music.

First semester ALEXANDER
MTuThF 11-12 Pease E

154 *History and Literature of Music.* 4 sem hr
(Formerly 151 and 152 History and Literature of Music)
This course is a continuation of 153 History and Literature of Music. From Haydn to the Moderns. Prerequisite: 153 History and Literature of Music.

Second semester ALEXANDER
MTuThF 11-12 Pease E

325 *Music Appreciation.* 2 sem hr
This course consists of choral and instrumental repertory. Prerequisite: a general knowledge of music.

Second semester ALEXANDER
WF 10-11 Pease Stage

MUSIC EDUCATION

220 *Early Elementary Music Education.* (For Non-specializing students.) 3 sem hr
(Formerly Music 120)

This course is a study of music in relation to the interests, characteristics and needs of children in early elementary grades. It includes the following topics: development of a sense of rhythm, care and development of the voice, ear training, presentation of the staff and its notation, music reading, song repertoire, appreciation of beauty in music and instrumental work. Prerequisite: 104 Elements of Music.

Each semester GRATTAN
Sec 1 MWF 8-9 Pease B

Sec 2 MWF 2-3 Pease B

221 *Intermediate Music Education.* (For Non-specializing students.) 3 sem hr
(Formerly Music 121)

This course is a study of music in relation to the interests, characteristics and needs of girls and boys in intermediate grades. It includes the following topics: care and development of the voice; artistic singing of beautiful song literature; development of skill in music reading through study of rhythmic types, tonal patterns, chromatics, minors, part singing; creative work; appreciation of beauty in music; and instrumental work. Prerequisite: 104 Elements of Music.

Second semester GRATTAN
MWF 1-2 Pease B

230 *Early Elementary and Intermediate Music Education.* (For Specializing students.) 3 sem hr

This course is a study of music in relation to the interests, characteristics and needs of children in early elementary and intermediate grades. It includes the following topics: development of a sense of rhythm; care and development of the voice; ear training; presentation of the staff and its notation; artistic singing of beautiful song literature; development of skill in music reading through study of rhythmic types, tonal patterns, chromatics, minors, part-singing; instrumental works; creative work; and appreciation of beauty in music. Prerequisite: 102 Elements of Music.

First semester ASHBY

MWF 9-10 Roosevelt Stage

231 *Junior and Senior High School Music Education.* (For Specializing students.) 3 sem hr

This course is a study of music in relation to the interests, characteristics and needs of girls and boys in junior and senior high school. It includes the following topics: psychology of adolescence in its relation to music; care and development of the voice during adolescence; artistic singing of beautiful song literature; part-singing; instrumental work; creative work; conducting; and appreciation of beauty in melody, harmony and design. Prerequisite: 230 Early Elementary and Intermediate Music Education.

Second semester ASHBY

MWF 9-10 Roosevelt Stage

301-302 *Teaching.* 4 sem hr each

(Formerly Music 201-203)

These courses are required on Public School Music Curriculum.

312 *Music Supervision and Materials.* 2 sem hr

This course is a survey of music in elementary and secondary schools and communities. It includes the following topics: psychology and philosophy of music education; examination and evaluation of varied and abundant materials for music libraries, music classes, for vocal groups and for instrumental ensembles; and problems of administration in music supervision. Prerequisite: 231 Junior and Senior High School Music Education.

Second semester ASHBY

TuTh 9-10 Roosevelt Stage

352 *Instrumental Materials and Methods.* 3 sem hr

This is a general course to acquaint the students with the problems confronting young supervisors of music in the high school today. Practical study of the instruments studied as a minor in the Orchestra and Band Curriculum will be featured through ensemble work with care given to pitch, tone, range, and technique.

The course contains also a study of suitable literatures; essentials in conducting; methods of teaching instrumental classes and private instruction for school pupils.

Second semester FOSSENKEMPER

MWF 10-11 Pease Mezz

401 *Teaching*. 4 sem hr

These courses are required on the Orchestra and Band Curriculum.

FOSSENKEMPER

APPLIED MUSIC

A student on any specializing Music course may by examination attain credits up to two semester hours, in college courses of applied music. The amount of credit given will depend upon the results of such examination.

Vocal Ensemble

130 *Normal Choir*. No credit.

This course is required of all students specializing in music and open to all college students who qualify. It may be elected for one semester only. No absence from rehearsal allowed during the first four weeks of any semester.

Each semester ALEXANDER

TuTh 6:30-7:30 Pease

131 *Class in Artistic Singing. Madrigal Club*. No credit.

This is a study of the interpretation of masterpieces, meeting once a week. It is for advanced pupils only.

Each semester ALEXANDER

M 6:30-7:30 Pease

232 *Voice Culture*. 2 sem hr

(Formerly Music 132a, 132b)

This is a course of lectures on vocal anatomy, breathing and the various phases of singing. Analysis and use of exercises for the development of the voice and elimination of the faults of singing. A limited repertory of old classics and folk songs. It is open to all students and required of all specializing in Public School Music and Singing.

Second semester LINDEGREN

TuTh 8-9 Pease E

Instrumental Ensemble

247 *Instrumental Ensemble*. 2 sem hr

This is a course in chamber music for woodwinds, brass or strings. It is offered during the second semester of each year to women on the Orchestra and Band Curriculum instead of 249 Band. The credit earned each semester is $\frac{1}{2}$ semester hour. Four semesters of work required to earn two semester hours.

Second semester FOSSENKEMPER

MTuThF 1-2 Pease

248 *Orchestra*. 2 sem hr

This course is open to all students in the College, but is required of all students on the Orchestra and Band Curriculum. The credit earned each semester is $\frac{1}{4}$ semester hour. Eight semesters, or four full years, being required for the entire course. No credit is given for less than two semesters of work.

Second semester FOSSENKEMPER

MW 4-6 Pease

249 *Band*. 2 sem hr

This course is open to all men students in the College, but is required of all men on the Orchestra and Band Curriculum. The credit earned each semester is $\frac{1}{4}$ semester hour. Eight semesters, of four full years, being required for the entire course.

Each semester RYAN

Tu 4:00-5:30 Pease

Individual

450 *Applied Music, Singing and Piano*. 2 sem hr

This is a course of private half-hour lessons in singing and piano, and in vocal ensemble given once a week and required on the Public School Music Curriculum. The details of all such private lessons are to be decided during consultation with the Head of the Department of Music. The credit earned each semester is $\frac{1}{4}$ semester hour. At least two years of private lessons are required. No credit is given for less than one year of work.

451 *Applied Music, Major Instrument*. 2 sem hr

This is a course of private half-hour lessons on the major instrument given once a week and required on the Orchestra and Band Curriculum. The credit earned is $\frac{1}{4}$ semester hour or four years of work are required to earn two semester hours. No credit is given for less than one year of work.

Note: Students on the Orchestra and Band Curriculum elect 4 of the Applied Music Courses given below, 452, 453, 454, 455, 456. They are chosen under the guidance of the Head of the Department of Music as minor courses in Applied Music. Each course consists of half-hour private lessons, one per week through two consecutive semesters. The credit earned in each course is $\frac{1}{2}$ semester hour. No credit will be given for less than one year of work.

452 *Applied Music, Piano*. $\frac{1}{2}$ sem hr

This minor instrument may be elected on the Orchestra and Band Curriculum in the fall and must be carried one year. The credit for each semester is $\frac{1}{4}$ semester hour.

453 *Applied Music, Strings*. $\frac{1}{2}$ sem hr

This minor instrument may be elected on the Orchestra and Band Curriculum in the fall and must be carried one year. The credit for each semester is $\frac{1}{4}$ semester hour.

454 *Applied Music, Brass.* $\frac{1}{2}$ sem hr

This minor instrument may be elected on the Orchestra and Band Curriculum in the fall and must be carried one year. The credit for each semester is $\frac{1}{4}$ semester hour.

455 *Applied Music, Woodwinds.* $\frac{1}{2}$ sem hr

This minor instrument may be elected on the Orchestra and Band Curriculum in the fall and must be carried one year. The credit for each semester is $\frac{1}{4}$ semester hour.

456 *Applied Music, Singing.* $\frac{1}{2}$ sem hr

This course may, with the consent of the Head of the Department of Music, be elected instead of any one of the four preceding courses, 452, 453, 454, 455. The credit for each semester is $\frac{1}{4}$ semester hour. No credit will be given for less than one year of work.

CONSERVATORY OF MUSIC

PURPOSE OF THE CONSERVATORY

The Conservatory has three distinct aims: first, to train teachers of public school music; second, to offer opportunity to persons who desire to study voice or an instrument; third, to equip leaders of orchestras, bands, mixed chorus and glee clubs, through general musicianship, through the technique of conducting and through the suggestion of literatures for the various organizations. A great many who are preparing to teach in grade positions or in high school wish to add to their general culture and usefulness by becoming somewhat proficient in music, and to such the conservatory offers exceptional advantages.

AFFILIATION WITH THE COLLEGE

The Conservatory was organized in 1880 by authority of the State Board of Education. In May, 1916, it was reorganized by the State Board under the following motion:

"That the music department be reorganized and known as the Normal College Conservatory of Music; that it shall consist of the Public School Music Department, the purpose of which shall be the education and training of teachers of public school music, and the Vocal and Instrumental Department, for the purpose of offering opportunity to the students of the College who are preparing to teach public school music and to others to pursue the study of voice or of instruments at their own expense; and that

"The administrative head of the Conservatory shall be the Director who shall be nominated by the President of the College and elected by the State Board of Education as well as the other teachers."

FACULTY

FREDERICK ALEXANDER, Director, A. B., University of Michigan.

Piano

MARGUERITE BREAKEY, Michigan State Normal College—B. S. in Music; A. M., University of Michigan. Pupil of Mme. Rosina Lhevinne.

RUTH SKINNER, A. B., Michigan State Normal College.

Voice

CARL LINDEGREN, Pupil of Gustaf Holmquist, Albert Borroff, Theodore Harrison, Dr. Arthur Mees, and Herbert Witherspoon.

ANNIS DEXTER GRAY, Pupil of Herbert Witherspoon.

Violin

EMILY MUTTER ADAMS, Pupil of Jacques Gordon, Concert Master of Chicago Symphony Orchestra; University of Michigan School of Music.

Organ

FREDERICK ALEXANDER, A. B., University of Michigan; Director of Conservatory of Music.

Wood-Wind Instruments

MARIUS E. FOSSENKEMPER, A. B., University of Michigan; Member Detroit Symphony Orchestra; Director Normal College Symphony Orchestra.

Harp

MARY JANCHUK BARTLETT, B.S., Michigan State Normal College

Violoncello

ARLENE SEAMAN.

Brass Instruments

D. CHESTER RYAN, A. B., Michigan State Normal College; A. M., University of Michigan; Director Normal College Band.

Theory

DOROTHY JAMES, Mus. M., (American Conservatory of Music, Chicago); pupil of Adolf Weidig, and Louis Gruenberg.

JOHN CHALLIS, Craftsman in Eighteenth Century keyboard instruments; clavichord, virginals, harpsichord. For four years in the Arnold Dolmetsch studios at Haslemere, England.

Public School Music

LILLIAN A. ASHBY, A. M., B.Pd., Michigan State Normal College; B.Mus. (Hon.), Adrian College, Conservatory; B. S., A. M., Teachers College, Columbia University.

CORA V. WORTLEY, Graduate, Michigan State Normal College.

MYRA GRATTAN, B. S., Michigan State Normal College.

INDIVIDUAL AND CLASS LESSONS

Lesson periods are 30 minutes long. A semester of lessons consists of one lesson per week for 18 weeks.

Singing

Students specializing on any music course may take advantage of the class rate for individual lessons, but only during their freshman year. The class rate is open to any other college student, during any year.

Mr. Lindegren

Individual lessons	\$54.00
Lessons in a class of two pupils	\$37.50 for each pupil

Mrs. Gray

Individual lessons	\$40.50
Lessons in a class of two pupils	\$28.00 for each pupil

Instruments

Piano lessons	\$27.00
Orchestral Instruments, each	\$27.00
Theory	\$36.00
Harp	\$36.00
Organ	\$54.00

All students specializing in music are required to take individual lessons throughout their courses, unless by examination they show excellence that will partly excuse them.

Orchestra and Band Course

Major instrument	\$27.00 per semester
Minor instrument	\$27.00 per semester
Total yearly fee	\$108.00

Public School Music Course

For each semester during first year :

Singing... \$28.00 or \$37.50 per semester, according to teacher

For any semester after first year :

Singing... \$40.50 or \$54.00 per semester, according to teacher

Piano.....\$27.00 any semester in any year

After entering on examination, a student will know whether both piano and singing lessons are required.

INDUSTRIAL ARTS

PROFESSOR GEO. A. WILLOUGHBY
ASSOCIATE PROFESSOR MARY E. HATTAN
ASSISTANT PROFESSOR BELLE MORRISON
DUANE CHAMBERLAIN

Major and Minor

Required Courses for a Major in Industrial Arts:
See Curriculum for Teachers of Industrial Arts. For specializing students only.

Required Courses for a Minor in Industrial Arts:

MEN	WOMEN
101 Elementary Woodwork 2 sem hr	101 Elementary Woodwork 2 sem hr
112 Household Mechanics 3 sem hr	112 Household Mechanics 3 sem hr
127 General Mechanical Drawing 3 sem hr	127 General Mechanical Drawing 3 sem hr
113 Elementary Electricity 2 sem hr	152 Arts and Crafts 3 sem hr
115 Elementary General Metalwork 2 sem hr	160 Introduction to Industrial Arts Education 3 sem hr
160 Introduction to Industrial Arts Education 2 sem hr	Electives 3 sem hr
Electives 2 sem hr	

Courses

Laboratory hour required with each subject.

101 *Elementary Woodwork and Shop Sketching.* 2 sem hr
It is the aim in this course to teach the elementary principles of woodwork correlated with shop sketching. The course includes the development and construction of projects which form a foundation for teaching.

Each semester WILLOUGHBY
TuTh 11-12 Adm 10

112 *Household Mechanics.* 3 sem hr
This course is general in nature covering numerous projects and jobs which involve processes and the application of information most valuable to one in his home or business. Elements of sheet-metal, bench metal, plumbing, electrical and general work are included. This illustrates teaching in a small general shop.

Each semester WILLOUGHBY, CHAMBERLAIN

First Semester
MWF 11-12 Adm 9

Second Semester
MWF 2-3 Adm 9

113 *Elementary Practical Electricity.* 2 sem hr

This course is elementary in nature covering in detail the fundamentals underlying common applications of electricity, electrical repair and maintenance, the construction of simple electrical devices and simple wiring. The teaching of the work as a part of industrial arts is emphasized.

Second semester WILLOUGHBY
MW 3-4 Adm 9

115 *Elementary General Metalwork.* 2 sem hr

It is the aim in this course to acquaint students with the more simple branches of metalwork including sheet-metal, bench metal, simple forging and metal casting. In connection with the shop work information is given relative to the characteristics and uses of various metals and their manufacture.

First semester WILLOUGHBY
MW 3-4 Adm 9

127 *General Mechanical Drawing.* 3 sem hr

This is a general course covering the elements of mechanical drawing including working drawings, lettering, isometric drawing and developments, with special emphasis on content which will serve as a basis in teaching and understanding plans and blueprints.

The content of this course is modified to meet the requirements of pre-engineering students.

Each semester WILLOUGHBY
Sec 1 MWF 9-10 Adm 4

Sec 2 MWF 2-3 Adm 4

128 *Architectural Drawing.* 3 sem hr

An elementary course which deals with the drawing of plans and some details of construction. Emphasis is placed on the reading and making of good plans. Some work is given on elevations.

Second semester WILLOUGHBY
MWF 2-3 Adm 4

151 *Toy Making.* 2 sem hr

This course aims to meet the needs of teachers in kindergarten and primary departments, rural and ungraded schools, and those in charge of exceptional children.

Many of the problems considered would be helpful to leaders of campfire and social groups. Special stress is laid upon the designing, making and finishing of toys.

Second semester HATTON
TuTh 11-12 Welch 7

152 *Arts and Crafts.* 3 sem hr

The chief aim in this course is to enrich general education through activities which are interesting and valuable. The course covers material in bookbinding, basketry, and other forms of work which involve processes and information valuable to those who expect to teach elementary work, special classes or summer camp activities.

Each semester MORRISON

First Semester

MWF 1-2 Adm 8

Second Semester

MWF 3-4 Adm 8

160 *Introduction to Industrial Arts.* 2 sem hr

The chief aim in this course is to give students a clear conception of industrial arts work in its various phases and the part it plays in the general scheme of education so they may proceed with their work more intelligently. Discussions are held on the work now being given in various school systems and possible future developments. The duties of industrial arts teachers are considered and discussions are held on some of the practical problems confronting the industrial arts teacher.

First semester WILLOUGHBY

TuTh 3-4 Adm 4

204 *General Woodwork.* 3 sem hr

(Formerly 104 Industrial Arts)

It is the aim in this course to acquaint students with the different branches of the woodworking industry and to give them some experience in each. It covers a broad range of activities including benchwork, elements of patternmaking, elements of cabinet-making, elements of carpentry, wood-turning and some mill work.

First semester WILLOUGHBY

MWF 11-12 Adm 10

205 *Printing.* 2 sem hr

This is a general course covering the fundamentals of printing including a study of type, type measurements, various cases, leads and slugs, setting type, justification and spacing, pulling proofs, correcting material, care and use of equipment, composing machines, trade terms and allied trades.

Each semester LAPPINEN

TuTh 2-3 Adm 3

206 *Printing.* 2 sem hr

This is a more advanced course in printing for those especially interested in the work and desirous of teaching it. Prerequisite: 205 Printing.

Each semester LAPPINEN

TuTh 2-3 Adm 3

214 *Practical Electricity.* 3 sem hr

(Formerly 114 Industrial Arts)

This is an advanced course intended for those especially interested in practical electricity and those who intend to teach electrical work as a part of general shop or as a special subject. It covers wiring, construction of devices, and considerable material on the construction and repair of motors and generators. Prerequisite: 113 Elementary Practical Electricity.

Second semester WILLOUGHBY

MWF 3-4 Adm 10

216 *General Metalwork.* 3 sem hr

(Formerly 116 Industrial Arts)

This is a continuation of course 115 covering more advanced work and the use of more metalworking equipment. Prerequisite: 115 Elementary General Metalwork.

First semester WILLOUGHBY

MWF 3-4 Adm 10

218 *Practical Mechanics.* 2 sem hr

(Formerly 117 Industrial Arts)

The content of this course is somewhat similar to that in simple mechanics but the material is more advanced and of such a nature that it will form a basis for the teaching of general mechanics or farm mechanics. Prerequisite: 112 Household Mechanics.

Second semester TURNBULL

TuTh 3-4 Lincoln School

230 *Machine Drawing.* 3 sem hr

(Formerly 130 Industrial Arts)

This course deals with the drawing of machine parts and such information as sizes of bolts, kinds of threads and other standards. Sketching, tracing and blueprinting form an important part of the course. Prerequisite: 127 General Mechanical Drawing.

First semester WILLOUGHBY

MWF 2-3 Adm 4

253 *Industrial Arts for Elementary Grades.* 3 sem hr

(Formerly 153 Industrial Arts)

This course is planned primarily for teachers of the elementary grades and for those specializing in Fine and Industrial Arts. It deals with the changes made by man in the forms of materials which provide food, utensils, textiles and clothing. Present day industrial processes as well as their historical development will be emphasized. Construction work will be considered as an art expression and will be adapted to the different grades. Prerequisite: 101 Elementary Art.

Each semester HATTON

First Semester

Sec 1 MWF 8-9 Welch 7

Sec 2 MWF 11-12 Welch 7

Second Semester

Sec 1 MWF 8-9 Welch 7

Sec 2 MWF 10-11 Welch 7

254 *Industrial Arts for Elementary Grades.* 2 sem hr

(Formerly 154 Industrial Arts)

The materials, processes, conditions of production, and the purchase and use of the products of the industries providing shelter and furnishings, records and tools and machines will be studied. The course involves some advance in technique and many of the problems are especially adapted to the intermediate grades. Prerequisite: 101 Elementary Art.

Each semester MORRISON

Sec 1 TuTh 1-2 Adm 8

Sec 2 TuTh 3-4 Adm 8

301 *Art Metal Work*. 2 sem hr

(Formerly 201 Industrial Arts)

Copper, brass and silver will be used in this course. The setting of stones, saw-piercing, repousse, enameling, casting, soldering, and finishing processes will be taught. Useful articles of copper and brass as well as rings, brooches, chains, pendants will be made. Cost of silver and stones must be met by the student.

First semester HATTON

TuTh 8-9 Welch 7

302 *Cement Handicraft*. 2 sem hr

(Formerly 202 Industrial Arts)

Cement, both colored and uncolored, will be used for the construction of tiles, pottery, garden utensils and architectural features. Modeling in clay as a preliminary step is emphasized. The course is designed for teachers and craftsmen interested in the industrial possibilities of cement and especially for schools where the lack of an expensive pottery kiln makes pottery work impractical. Prerequisite: 111 Elementary Design or its equivalent in design courses.

Offered only on sufficient demand MORRISON

305 *Advanced General Woodshop*. 3 sem hr

(Formerly 105 Industrial Arts)

This is a continuation of 204. Prerequisite: 204 General Woodwork.

Second semester WILLOUGHBY

MWF 11-12 Adm 10

331 *Advanced Drafting*. 3 sem hr

(Formerly 131 Industrial Arts)

This is an advanced general course for those especially interested in drafting and those desiring to prepare to teach mechanical drawing as a special subject.

Offered only on sufficient demand WILLOUGHBY

361 *Content, Organization and Supervision*. 2 sem hr

(Formerly 161 Industrial Arts)

This course covers in detail the content of courses in industrial arts, organization of material, planning industrial arts shops, selecting equipment and duties of supervisors.

Second semester WILLOUGHBY

TuTh 3-4 Adm 4

362 *The General Shop*. 2 sem hr

(Formerly 162 Industrial Arts)

This is a class-room course covering the underlying principles, the development and the problems of the organization known as "general shop." It is a practical course for those desiring to teach or supervise general shop work.

Offered only on sufficient demand WILLOUGHBY

HOME ECONOMICS

PROFESSOR ESTELLE BAUCH
 ASSOCIATE PROFESSOR CLARA KELLY
 ASSOCIATE PROFESSOR JANET MYERS
 ASSOCIATE PROFESSOR EULA M. UNDERBRINK
 ASSISTANT PROFESSOR FAITH E. KIDDOO

Michigan State Normal College prepares teachers to qualify under the provisions of the Smith-Hughes and George-Deen Acts. Courses may also be elected by students majoring in other curricula.

Major and Minor

Required Courses for a Major in Home Economics:
 See Curriculum for Teachers in Home Economics.

Required Courses for a Minor in Home Economics:

- 111 Foods 2 sem hr
- 112 Clothing 2 sem hr
- 211 Advanced Foods 3 sem hr
- 212 Advanced Clothing 3 sem hr
- 202 Home Nursing & Child Care 3 sem hr
- 301 Economic Problems of the Consumer 2 sem hr

For students majoring in Home Economics the following courses may satisfy requirements for minors:

- Group II
 - 212 Microbiology 3 sem hr
 - 131 Inorganic Chemistry 3 sem hr
 - 132 Inorganic Chemistry 3 sem hr
 - 220 Elementary Organic Chemistry 2 sem hr
 - 251 Physiological Chemistry 2 sem hr
 - 317 Household Physics 3 sem hr
- Group III
 - 220 Elements of Economics 3 sem hr
 - { 110 National Government in the United States
 - { or 113 State and Local Government 2 sem hr
 - 200 Principles of Sociology 3 sem hr
 - 204 Marriage and the Family Relationship 3 sem hr
 - 4 semester hour Electives in History

Note: The following courses are open to any student in the College: Home Economics 111, 112, 202, 204, 253, 301.

Courses

111 *Foods. 2 sem hr

(Formerly 101 Home Economics)

An introductory course in foods in which a study is made of the composition, selection, and preparation of foods usually included in simple family meals.

Each semester BAUCH

First Semester

TuTh 8-10 Welch 103

Second Semester

MW 8-10 Welch 103

112 Clothing. 2 sem hr

(Formerly 151 Clothing)

An introductory course in clothing which deals with the fundamental problems involved in garment construction and with the selection, care, and repair of clothing.

Each semester KELLY

First Semester

MW 8-10 Welch 202

Second Semester

TuTh 8-10 Welch 202

201 Nutrition. 3 sem hr

This course deals with the nutritive value of foods in relation to the nutritional needs of individuals and groups. Laboratory work includes the arrangement of displays of 100-calorie portions and their costs; a comparison of the mineral and vitamin content of various foods; the preparation and arrangement of ideal and special dietaries. Prerequisites or parallels: 101 Principles of Physiology, 211 Advanced Foods, 251 Physiological Chemistry.

Second semester UNDERBRINK

MWF 10-12 Welch 203

202 Home Nursing and Child Care. 3 sem hr

This course is divided into two units. In one unit a study is made of home care of the sick and convalescent; first aid; control of disease in home and community. In the second unit a study is made of the care, development and training of the infant and the preschool child.

Each semester BAUCH

First Semester

MWF 11-12 Welch 103

Second Semester

MWF 1-2 Welch 103

204 Food and Nutrition. 2 sem hr

This is a course in practical nutrition for the college student. It is a study of food requirements, selection and habits, as applied to adults and children. The course is designed for men and women students not majoring in home economics.

First semester UNDERBRINK

MW 1-2 Welch 203

*Students are required to wear a white uniform when working in the laundry and the food laboratories. This should be purchased under the supervision of the department. Approximate cost \$2.00.

211 *Advanced Foods.* 3 sem hr

(Formerly 102 Home Economics)

This course deals with the more advanced problems connected with the family's food. Laboratory course. Prerequisites: 111 Foods.

Each semester UNDERBRINK

First Semester

MWF 8-10 Welch 203

Second Semester

MWF 1-3 Welch 203

212 *Advanced Clothing.* 3 sem hr

(Formerly 152 Home Economics)

A course designed for students who desire more advanced work in the selection and construction of clothing. Emphasis is given to the alteration and adaptations of patterns and to the fitting of garments. A unit on children's clothing is included. Prerequisite: 112 Clothing.

Each semester KELLY

First Semester

MWF 10-12 Welch 202

Second Semester

MWF 8-10 Welch 202

253 *General Home Economics.* 2 sem hr

This is an intensive course planned to meet the needs of students specializing in early or later elementary or in special education curriculum and for others interested in home making activities for their personal needs. It is composed of three units: foods, house furnishings and management, and clothing. Practical work for each unit is offered through demonstration by the instructor with student participation.

Second Semester KELLY

TuTh 2-3 Welch 202

301 *Economic Problems of the Consumer.* 2 sem hr

(Formerly Marketing)

In this course a study is made of the economic problems of the family in present-day society. Problems studied include family incomes, their source, distribution, and adequacy for desirable standards of living; the use of the income through budgeting and improved standards of buying in order to secure greater satisfactions for the consumer. 220 Elements of Economics is desirable as a prerequisite.

Second Semester BAUCH

TuTh 8-9 Welch 103

302 *Lunchroom Management—Demonstration Cookery.* 2 sem hr

The aim of this course is to summarize and apply the food principles of all preceding food classes. The course consists of two units: one on school lunches and quantity cookery, the other on demonstrations for school and community groups. Prerequisite: 311 Food Buying and Meal Service.

Second semester BAUCH

ThF 10-12 Welch 103

311 *Food Buying and Meal Service.* 2 sem hr
(Formerly 103 Home Economics)

This course includes the planning, preparation and serving of meals adapted to family needs and for special occasions. A study is made of table appointments and types of service. Problems in relation to the purchasing of food supplies are given special attention. Prerequisite: 201 Nutrition

First semester UNDERBRINK

ThF 10-12 Welch 203

351 *Textiles.* 3 sem hr

This course deals with the study and analysis of fabrics used for clothing and household purposes and with factors that influence their wearing qualities and cost. Practical application of this knowledge is made to the buying problems of the consumer. Prerequisites: 132 Inorganic Chemistry, 212 Advanced Clothing.

First semester KELLY

MWF 1-3 Welch 202

352 *Clothing Design.* 3 sem hr
(Formerly 252 Home Economics)

In this course practical application is made of the principles of design to the planning, selecting and constructing of clothing for different types of individuals and occasions. Pattern designing, handling of difficult materials and finishing techniques are stressed. A brief study of historic costume is made from the standpoint of its effect on present day styles. Prerequisites: 351 Textiles, 353 Clothing Economics and Tailoring.

Second semester KELLY

MWF 1-3 Welch 202

353 *Clothing Economics and Tailoring.* 2 sem hr

This course is designed to give the student some knowledge of the economic factors related to clothing. Budgeting the clothing allowance and the buying of clothing are studied. Dressmaking in wool with emphasis on tailored finishes is included. Also the renovation and remodeling of clothes. Prerequisite: 212 Advanced Clothing. Parallel: 351 Textiles.

First semester KELLY

TuTh 1-3 Welch 202

371 *Methods of Teaching Home Economics.* 2 sem hr

In this course a study is made of the present day objectives in home economics teaching; the principles underlying the selection and organization of subject matter; the work being done in various schools as seen through observations; the organization of units of work and the materials for teaching them; the collection, filing and use of illustrative materials. Prerequisites: 303 Principles of Teaching, 302 Lunchroom Management, and 353 Clothing Economics and Tailoring.

First semester BAUCH

MW 10-11 Welch 103

402 *Home Management House.* 5 sem hr
(Formerly 401 Home Management House, and 113 Household Problems)

This course combines the study and application of the composite duties of home-making. These include such problems as the management of time and money: the selection, use, and care of household supplies and equipment: laundry: desirable attitudes and standards for successful family life. Residence in the Ellen Richards House is required during this course.

Each semester UNDERBRINK

MTuWThF 3-4 Ellen Richards House

474 *Vocational Education in Home Economics.* 3 sem hr

This course parallels or precedes the semester of student teaching. A study is made of the growth and development of home economics education; Federal legislation; book and periodic literature; curriculum construction; home project development and management; testing materials; laboratory equipment and its arrangement. Home project experience and visiting are required the summer preceding this course. Prerequisite: 371 Methods of Teaching Home Economics.

First semester BAUCH

MWF 8-9 Welch 103

Note: In addition to the above prescribed courses, students wishing to qualify for vocational certificates should have the following experiences:

1. Personal projects in connection with their college courses in home economics by which to improve their skill, managerial, or personal qualifications.
2. Experience in supervising one or more home projects together with home visits during the period of student teaching.
3. Contact with the summer project program in the State by visits made with the supervising teacher of the community.

COMMERCIAL

PROFESSOR JOHN SPRINGMAN

See Commercial Curriculum for Major in Commercial Subjects.

Courses

101 *Beginning Typewriting.* 2 sem hr

Instruction is given in the learning and mastery of the typewriting keyboard. Skill and accuracy are constantly emphasized. The most recent methods based upon the psychology of learning, are employed in teaching this course.

Each semester

First Semester

MWThF 9-10 Roosevelt 310

Second Semester

Sec 1 MWThF 8-9 Roosevelt
310

Sec 2 MTuThF 3-4 Roosevelt
310

102 *Elementary Accounting.* 3 sem hr

This course emphasizes the elementary principles of accounting. The work is developed from the standpoint of the individual proprietorship. Particular attention is given to the development of debit and credit, the importance and use of business papers, income and expense accounts, the trial balance, financial statements, and the closing of the ledger.

First semester SPRINGMAN

MWF 9-10 Roosevelt 312

103 *Beginning Shorthand.* 3 sem hr

The functional method is used in the teaching of shorthand. The pupil learns the art of shorthand by reading and writing sentences and letters rather than individual words and phrases.

First semester

MWF 8-9 Roosevelt 312

201 *Advanced Accounting.* 3 sem hr

A more advanced study of accounting methods through the partnership form of business. Special column journals, controlling accounts, subsidiary ledgers and their purpose are emphasized. Attention is given to periodic adjustment of accounts, a more intensive study of income statements, balance sheets and their analysis and closing the ledger. Prerequisite: 102 Elementary Accounting or equivalent.

Second semester SPRINGMAN

MWF 9-10 Roosevelt 310

202 *Advanced Accounting*. 3 sem hr

This is an advanced course. It deals with the accounting procedure of the corporation. Business methods and procedure, comparative statements are studied and analyzed. Rural accounting is given attention including depreciation and operating costs. Prerequisite: 201 Advanced Accounting.

Each semester SPRINGMAN
MWF 3-4 Adm 204

203 *Stenography*. 3 sem hr

The aim in this course is to train students to take dictation at a speed required in business, and to transcribe their notes correctly at a reasonable speed. The development of typing skill is an important part of this course. Prerequisites: 101 Beginning Typewriting and 103 Beginning Shorthand or equivalents. Second semester

MWF 10-12 Roosevelt 310

204 *Secretarial Procedures*. 3 sem hr

This course is designed to train students to assume the responsibilities of the more important office positions. This calls for skill in taking dictation and careful arrangement of the material on the written page promptly and accurately. The rendering of social service, and the development of qualities of leadership are an important part of this work. Prerequisite: 203 Stenography.

First semester
MWF 1-3 Roosevelt 312

205 *Business English*. 2 sem hr

This course is designed to develop an understanding of English as used in business. Emphasis is placed on speaking and writing the English of business effectively; correct and forceful sentence structure; correct and pleasing oral expression; attractive set-up and arrangement of the various types of business letters. Each semester

First Semester
TuTh 8-9 Pierce 47

Second Semester
TuTh 9-10 Roosevelt 310

301 *Salesmanship and Advertising*. 3 sem hr

This course emphasizes the basic principles of effective selling in a manner that will result in permanent buyers. The psychology of selling is carefully studied, also the relation of producer and consumer, and the desirability of selling as a vocation. Advertising is employed as an aid to selling. The selection of the material to be advertised, the most effective set-up of this material so that sales will result, and radio advertising are also considered.

Second semester SPRINGMAN
MWF 10-11 Pierce 9

302 Office Machine Practice. 2 sem hr

A study of the machines and appliances most commonly used in offices. This is a skill subject. Methods of instruction will be given to enable teachers to train pupils to become operators of the various machines so that they may use them advantageously when entering upon employment. This class meets for one hour a day for four days a week.

Each semester

First Semester

MWThF 10-11 Pierce 34

Second Semester

MWThF 2-3 Roosevelt 310

303 Business Law. 3 sem hr

This course is organized to give a knowledge and understanding of basic legal principles as applied to ordinary business transactions. It will enable people to guard against the ordinary legal errors. The law of contracts, negotiable paper, sales of personal property, agency, bailments, insurance, partnerships, corporations is stressed. It is essential that teachers of commercial subjects have an understanding of these principles.

First semester SPRINGMAN

MWF 2-3 Roosevelt 312

304 Business Law. 3 sem hr

This course is a continuation of 303 Business Law. Prerequisite: 303 Business Law.

Each semester SPRINGMAN

MWF 8-9 Pierce 7

305 Methods of Teaching Commercial Subjects. 3 sem hr

This is a methods course as applied to the teaching of commercial subjects. The accepted principles of teaching, based upon the laws of learning, are emphasized in developing a plan of procedure for teaching the various commercial subjects.

Each semester SPRINGMAN

First Semester

MWF 10-11 Roosevelt 312

Second Semester

MWF 2-3 Adm 204

HEALTH EDUCATION

PROFESSOR GLENADINE SNOW, M.D.—Director of Student Health Service.

PROFESSOR JESSIE PHELPS, PROFESSOR PAUL B. SAMSON

ASSISTANT PROFESSOR IRENE O. CLARK

INSTRUCTOR CAROLINA SUPE

NURSES MATILDA W. ROBINSON, MAYME HIPPLE

Courses

102 *Personal Health*. 2 sem hr

In this course each student evaluates his own health examination record which is used as a basis for the formation of discriminating health judgments. It includes scientific information concerning the principles that determine the improvement and maintenance of health, and the prevention of disease.

First semester CLARK, PROUSE

Sec 1 TuTh 2-3 Adm 204

Sec 3 TuTh 2-3 Gym 12

Sec 2 MW 2-3 Gym 12

Note—Courses 201 and 252 overlap so much that a student is not permitted to take more than one of them.

201 *Health Education in the Elementary Grades*. 2 sem hr

This course is given for students preparing to teach primary and intermediate grades. Health inspection of school children, survey of environmental conditions, and other methods of determining the health needs of the child are taught. A study is made of the application of educational principles in health instruction. Practice is given in evaluating the newer courses in Health Education.

Each semester CLARK

First semester

Second Semester

Sec 1 MTh 10-11 Adm 204

MW 10-11 Adm 204

Sec 2 WF 10-11 Adm 204

252 *Health Education for Rural Schools*. 2 sem hr

This course presupposes some knowledge of personal hygiene. It includes the evaluation and healthful control of the school environment, as well as the health status of individual children, and the principles and methods of health instruction as applied in a rural school.

Each semester CLARK

First semester

Second semester

TuTh 9-10 Adm 204

Sec 1 MW 9-10 Adm 204

Sec 2 TuTh 9-10 Adm 204

332 Health Examinations. 2 sem hr

This course is designed for those who are interested in the theory and practice of physical examination and diagnosis. The relation of physical activity to the health of the individual is considered. Study of the principles of normal diagnosis is combined with practice of clinical nature, the student assisting in the examination of children and adults, thus gaining under supervision the ability to carry on such activities in the schools.

Each semester SNOW

TuTh 11-12 Adm 204

351 Health Work in the Schools. 3 sem hr

This course is designed for those who may supervise the health education program in a public school system, or those who will cooperate in promoting such a program. Methods of discovering health needs in different communities and possible ways of organizing a program to meet such needs are studied. Recommendations of experts in the health field are considered, together with the principles upon which such opinions are based.

Each semester CLARK

First semester

MWF 2-3 Adm 204

Second semester

MWF 1-2 Adm 204

360 Health Education Applied. 3 sem hr

This course is planned for school nurses and for teachers who have had a year or more of experience. The relation of the teacher and the nurse, with their respective contributions to the health program, is discussed. The value of periodic health examinations is considered and participation in this examination by nurses and teachers is learned by discussion and by actual experience in helping to examine children. The relation of physical and mental health to behavior problems is studied. This course is a preparation for efficient community and school health leadership.

Summer session SNOW

PHYSICAL EDUCATION

PROFESSOR JOSEPH H. McCULLOCH

PROFESSORS: PAUL B. SAMSON, LLOYD W. OLDS, ELTON J.
RYNEARSON

ASSOCIATE PROFESSORS: RUTH BOUGHNER, DONNABEL VOSSLER

ASSISTANT PROFESSOR: IRENE O. CLARK

INSTRUCTORS: CHLOE M. TODD, ARTHUR D. WALKER, LAWRENCE

DUNNING, RAYMOND STITES, GEORGE MARSHALL

ALICE BEAL, LURENE PROUSE, AUGUSTA HARRIS

GERTRUDE EPPLER

MARGARET E. BREWSTER

See Physical Education Curriculum for Major in Physical Education.

The following courses are suggested as desirable electives on the Physical Education Curriculum:

415 Pageantry (women)

221 Theory and Practice of Football and Basketball

222 Theory and Practice of Track and Baseball

Students who have not had high school chemistry should take 121 and 122 General Chemistry. Students who have not had high school physics should take 121 Mechanics, Heat and Sound and 122 Light and Electricity (see curriculum requirements on page 60).

Courses

203 *Kinziology* (Mechanics of Exercise). 2 sem hr

A textbook course in the mechanism of bodily movements. The separate movements of the upper limb, lower limb and trunk are studied first, and then those of the body as a whole, as it is used in gymnastics, games and sports, and the various occupations of life.

Second semester BOUGHNER, RYNEARSON

Sec 1 TuTh 8-9 Gym 12 (women)

Sec 2 TuTh 1-2 Gym 12 (men)

251 *Methods and Materials in Physical Education*. 3 sem hr

A study of the methods and the use of materials used in the teaching of indoor activities. Opportunity is given to do practice teaching and to receive constructive criticism. Observations and reports of the work carried on in the laboratory schools are required.

Each semester VOSSLER, OLDS

First Semester

MWF 11-12 Gym 5 (men)

*Second Semester*Sec 1 MWF 9-10 Gym 2
(women)Sec 2 MWF 11-12 Gym 5
(men)301 *Principles of Physical Education.* 2 sem hr

A course in the fundamental principles of physical education. It includes a discussion of the place of physical education as a part of the educational program and of the relationship of administrators to the problems of interscholastic competition. A study is made of the adaption of physical activities to the different age levels in the elementary, junior and senior high schools. This course is open to those preparing for positions as administrators and high school teachers.

Second semester even years SAMSON

TuTh 11-12 Gym 12

311 *Theory and Philosophy of Play.* 2 sem hr

A course in the philosophy and psychology of play, its history in the race, its development in recent times, and its influence in the education and development of the individual. Study is made of the practical conduct of play as illustrated in the playground, the community center, boys' and girls' clubs, summer camps, and schools.

Each semester MCCULLOCH

TuTh 9-10 Gym 12

320 *First Aid, Athletic Training and Physiotherapy.* 2 sem hr

A course in which the principles of first aid, athletic training and physiotherapy are studied. In addition to lectures, special attention is given to demonstration and practice of massaging, bandaging, taping and therapeutic measures as applied in athletic activities and injuries. Prerequisite: 221 Anatomy and Physiology.

Each semester PROUSE, MARSHALL

First Semester

TuTh 8-9 Briggs FH (men)

*Second Semester*Sec 1 TuTh 8-9 Briggs FH
(men)Sec 2 MW 9-10 Gym 13
(women)323 *Individual Gymnastics.* 2 sem hr

A textbook course supplemented by lectures and demonstrations on the mechanics of physical deformities and their causes. Abnormalities of the spine and feet, and other postural and functional conditions are discussed. Their treatment by active and passive movements is applied in W122 and M122 Restricted Activities.

First semester PROUSE, SAMSON

Sec 1 TuTh 8-9 Gym 13
(men)Sec 2 TuTh 1-2 Gym 12
(women)

331 *Physiology of Exercise.* 3 sem hr

A textbook course, supplemented by lectures and laboratory work on the physiology of muscle, nerve, circulation and respiration, with special relation to the effects of bodily exercise.

Each semester BOUGHNER

Lecture: MWF 1-2 Welch 1

Laboratory: Th 1-2 Welch 1

342 *Boy Scout Leadership.* 2 sem hr

The course covers the history, aims and principles of the Boy Scout movement. Students are given opportunity for practical experience in the various phases of scouting and woodcraft. The course follows the requirements of the Department of Education, National Headquarters Boy Scouts of America. Open to all men students.

Second semester odd years SAMSON

TuTh 11-12 Gym 12

412 *Organization of Physical Education.* 2 sem hr

This course plans courses of physical training to meet the conditions of city and rural schools. Principles of supervision and construction of buildings and playfields is discussed, and inspection of modern equipment and buildings is made.

Each semester MCCULLOCH

MW 9-10 Gym 12

413 *Camping.* 2 sem hr

A study is made of the various kinds of organized camps. The course includes the methods of planning and managing camps, how to choose a camp site, kinds of camp shelters, both permanent and temporary, sanitation, the camp commissary, program, safety provisions, leadership and woodcraft. This course is planned to meet the demand for trained leaders for private and semi-public camps.

Second semester even years SAMSON

WF 11-12 Gym 12

414 *History and Literature of Physical Education.* 2 sem hr

A course of lectures and reference work covering the history of physical education and making a systematic survey of the literature of the subject. Each student is expected to make a rather complete study of a chosen topic.

Each semester SAMSON

TuTh 1-2 Gym 13

415 *Pagcantry.* 2 sem hr

This course is a study of the problems involved in organizing and presenting pageants and similar programs. It deals with the selection or creation of suitable themes, and the principles governing the activities, setting, costuming, musical accompaniment, and other factors involved in such programs. The class receives practical experience by assisting in the production of the College Spring Festival.

Second semester VOSSLER

TuTh 9-10 Gym 13

221 *Theory and Practice of Football and Basketball.* 2 sem hr
A course consisting of lectures, demonstrations, use of motion pictures, and practice in teaching the fundamentals, and various styles of offensive and defensive play. The course is designed for those expecting to coach these sports.
First semester RYNEARSON, STITES
MWF 10-11 Gym 12

222 *Theory and Practice of Track and Baseball.* 2 sem hr
This course consists of lectures, use of motion pictures, demonstrations, and field work, in teaching the skills involved in these sports. The course is for those expecting to coach these activities.
Second semester OLDS, RYNEARSON
MWF 10-11 Gym 12

ACTIVITY COURSES FOR WOMEN MAJORING IN PHYSICAL EDUCATION

SOPHOMORE—

Ws104 *Folk dancing.* 2 sem hr
Teaching methods and practice of folk dancing.
Second semester PROUSE
TuTh 3-4 Gym 5

Ws106 *Elementary Swimming.* 2 sem hr
Theory and practice of beginners' swimming. American Red Cross book used as text.
First semester BOUGHNER
TuTh 3-4 Pool

Ws201 *Sports and Rhythms.* 3 sem hr
Theory and practice of soccer, volleyball, and primary rhythms.
First semester HARRIS
MWF 10-11 Gym 2

Ws209 *Elementary rhythms.* 2 sem hr
Teaching methods and practice of elementary tap dancing.
First semester HARRIS
TuTh 1-2 Gym 2

Ws205 *Sports and Gymnastics.* 3 sem hr
Theory and practice of track and tennis and teaching methods of stunts and apparatus.
Second semester EPPLER
MWF 3-4 Courts & Gym 5

Ws210 *School games.* 3 sem hr
Practice in teaching school games and activities related to girls' organizations.
Second semester BOUGHNER
MWF 10-11 Gym 5

JUNIOR—

Ws102 *Elementary Dance*. 2 sem hr

Teaching methods and practice of the modern dance.

First semester VOSSLER

TuTh 11-12 Gym 5

Ws211 *Junior Swimming*. 3 sem hr

Theory and practice of coaching, officiating meets, and Red Cross Life Saving Examinations.

First semester EPPLER

MWF 11-12 Pool

Ws305 *Junior Sports*. 2 sem hr

Theory and practice of basketball, baseball, and golf. An opportunity is given for rating of national basketball referees.

Second semester EPPLER

TuTh 11-12 Gym 10

Ws314 *Coaching*. 2 or 3 sem hr

(Totaling 5 sem hr for the junior year)

Ws315 *Dance Materials*. 2 sem hr

Teaching methods and interpretation of dance material.

Second semester HARRIS

TuTh 11-12 Gym 2

Ws316 *Coaching*. 2 or 3 sem hr

(Totaling 5 sem hr for the junior year)

SENIOR—

Ws207 *Sports and Formal Gymnastics*. 3 sem hr

Theory and practice of hockey and badminton and teaching methods and practice of formal gymnastics.

First semester PROUSE

MWF 11-12 Gym 10

Ws317 *Community Recreation*. 3 sem hr

A coeducational course. The practice in the conducting of activities suitable for community groups.

Second semester HARRIS

MWF 11-12 Gym 2

Ws420 *Coaching*. 2 or 3 sem hr

(Totaling 5 sem hr for the senior year)

Ws421 *Advanced rhythms*. 2 sem hr

Teaching methods and practice of advanced tap dancing.

First semester HARRIS

TuTh 8-9 Gym 10

Ws422 *Coaching*. 2 or 3 sem hr
(Totaling 5 sem hr for the senior year)

Ws423 *Advanced Dance*. 2 sem hr
Teaching methods and practice of advanced modern dance.
Second semester VOSSLER
TuTh 11-12 Gym 5

ACTIVITY COURSES FOR MEN MAJORING IN PHYSICAL EDUCATION

SOPHOMORE—

Ms204 *Boxing and wrestling*. 2 sem hr
First semester STITES
TuTh 9-10 Gym 10

Ms205 *Advanced apparatus*. 3 sem hr
First semester MARSHALL
MWF 9-10 Gym 2

Ms206 *Group games*. 2 sem hr
First semester MCCULLOCH
TuTh 11-12 Gym 2 & Field

Ms207 *Gymnastics*. 2 sem hr
Second semester MARSHALL
TuTh 9-10 Gym 2

JUNIOR—

Ms103 *Elementary rhythm*. 2 sem hr
Second semester HARRIS
TuTh 1-2 Gym 10

Ms307 *Swimming and life saving*. 3 sem hr
First semester SAMSON
MWF 10-11 Pool

Ms308 *Coaching*. 2 or 3 sem hr
(Totaling 5 sem hr for the junior year)

Ms310 *Coaching*. 2 or 3 sem hr
(Totaling 5 sem hr for the junior year)

SENIOR—

Ms317 *Community recreation*. 3 sem hr
See Ws317
Second semester HARRIS
MWF 11-12 Gym 2

Ms414 *Coaching*. 2 or 3 sem hr
(Totaling 5 sem hr for the senior year)

Ms416 *Coaching*. 2 or 3 sem hr
(Totaling 5 sem hr for the senior year)

ACTIVITY COURSES FOR GENERAL STUDENTS—WOMEN

On the four-year curriculum, 15 semester hours of physical activity are required of all women students.

Women students should take W101 and W102 during their freshman year. Students on the State Limited Certificate Curriculum should elect in addition W104, and students on the Early Elementary Curriculum should elect W107 and W109.

A student judged physically unable to carry activity courses may, in lieu thereof, present without credit 8 semester hours of physiology and hygiene of a grade not less than C. Such arrangement must be approved in advance by the Committee on Graduation.

Students are required to wear a regulation gymnasium costume. This should be purchased in Ypsilanti for the sake of uniformity.

W101 *Freshman Gym*. 3 sem hr

Required of all freshmen.

First semester VOSSLER, EPPLER, PROUSE, BREWSTER

Sec 1 MWF 8-9 Gym 2 Sec 4 MWF 1-2 Gym 5

Sec 2 MWF 9-10 Gym 10 Sec 5 MWF 2-3 Gym 2

Sec 3 MWF 11-12 Gym 2 Sec 6 MWF 4-5 Gym 2

W102 *Freshman Gym*. 3 sem hr

Required of all freshmen.

Second semester VOSSLER, EPPLER, HARRIS, PROUSE, BREWSTER

Sec 1 MWF 8-9 Gym 10 Sec 4 MWF 1-2 Gym 2

Sec 2 MWF 9-10 Gym 5 Sec 5 MWF 2-3 Gym 10

Sec 3 MWF 10-11 Gym 2 Sec 6 MWF 4-5 Gym 5

W104 *Rural School Games*. 2 sem hr

Required of students preparing to teach in rural schools, elective for others.

Each semester BREWSTER

First Semester

MW 10-11 Gym 5

Second Semester

MW 1-2 Gym 5

W105 *Mixers and Social Activities*. 2 sem hr

Second semester EPPLER

TuTh 1-2 Gym 2

W107 *Rhythmic Plays and Games*. 3 sem hr

Required of Early Elementary students.

Each semester HARRIS

MWF 9-10 Gym 5

W109 *Teachers' Course.* 2 sem hr

A course designed to give some practice in teaching for early elementary grades. Required of Early Elementary students. Prerequisite: W107 Rhythmic Plays and Games.

Each semester CLARK

First Semester

TuTh 8-9 Gym 2

Second Semester

Sec 1 TuTh 8-9 Gym 5

Sec 2 TuTh 1-2 Gym 5

W110 *Elementary Rhythm.* 3 sem hr

Each semester HARRIS

First Semester

Sec 1 MWF 8-9 Gym 10

Sec 2 MWF 2-3 Gym 5

Second Semester

MWF 2-3 Gym 5

W111 *Elementary Folk Dancing.* 3 sem hr

Each semester HARRIS, PROUSE

First Semester

MWF 3-4 Gym 2

Second Semester

MWF 8-9 Gym 5

W112 *Elementary Swimming.* 3 sem hr

Each semester BOUGHNER

First Semester

Sec 1 MWF 2-3 Pool

Sec 2 MWF 3-4 Pool

Second Semester

Sec 1 MWF 11-12 Pool

Sec 2 MWF 3-4 Pool

W114 *Elementary Basketball.* 2 sem hr

Each semester VOSSLER, EPPLER

First Semester

Sec 1 TuTh 8-9 Gym 5

Sec 2 TuTh 9-10 Gym 2

Sec 3 TuTh 1-2 Gym 5

Sec 4 TuTh 2-3 Gym 10

Second Semester

TuTh 8-9 Gym 10

W115 *Elementary Tennis.* 2 sem hr

Each semester VOSSLER, EPPLER, PROUSE, BREWSTER

First Semester

Sec 1 TuTh 9-10 Gym 5

Sec 2 TuTh 1-2 Gym 10

Sec 3 TuTh 2-3 Gym 2

Sec 4 TuTh 3-4 Gym 5

Second Semester

Sec 1 WF 8-9 Gym 2

Sec 2 TuTh 9-10 Gym 5

W119 *Elementary Dance.* 3 sem hr

Each semester VOSSLER

First Semester

MWF 8-9 Gym 5

Second Semester

MWF 2-3 Gym 2

W120 *Advanced Dance.* 2 sem hr

Prerequisite: W119 Elementary Dance or its equivalent.

Each semester VOSSLER

First Semester

WF 10-11 Gym 5

Second Semester

TuTh 2-3 Gym 2

W122 *Restricted Activities.* 2 sem hr

Not elective. Students found by the physical examination to be in need of this course are assigned to it by the college physician.

Each semester PROUSE, CLARK

First Semester

Sec 1 MW 2-3 Gym 6

Sec 2 TuTh 2-3 Gym 6

Second Semester

Sec 1 WF 10-11-Gym 6

Sec 2 TuTh 2-3 Gym 6

Sec 3 MW 2-3 Gym 6

W210 *Advanced Rhythm.* 2 sem hr

Prerequisite: W110 Elementary Rhythm or equivalent.

Second semester HARRIS

TuTh 8-9 Gym 2

W212 *Intermediate Swimming.* 2 sem hr

Not open to non-swimmers.

First semester BREWSTER

TuTh 11-12 Pool

W214 *Recreational Activity.* 3 sem hr

Includes horseback riding, golf, etc.

Each semester VOSSLER, EPPLER

TuTh 4-5:30 Gym 5

W312 *Advanced Swimming and Life Saving.* 2 sem hr

Prerequisite: Ability to swim in deep water.

Second semester BOUGHNER

TuTh 3-4 Pool

W314 *Advanced Basketball.* 2 sem hr

Prerequisite: W114 Elementary Basketball or equivalent.

Second semester EPPLER

WF 10-11 Gym 10

W315 *Advanced Tennis.* 2 sem hr

Prerequisite: W115 Elementary Tennis or equivalent.

Second semester EPPLER, BREWSTER

Sec 1 TuTh 9-10 Gym 10 Sec 2 TuTh 2-3 Gym 10

Athletics for Women

In addition to regular activity classes in various sports, the department sponsors, through its Athletic Association, a widely varied program of both team sports and leisure-time activities designed to interest every woman student in the College. Independent, sorority, and class groups compete in basketball, volleyball, swimming, badminton, and baseball. Non-competitive activities such as golf, archery, horseback riding, bowling, and weekend camping trips are also offered.

ACTIVITY COURSES FOR GENERAL STUDENTS—MEN

On the four year curriculum, 15 semester hours of physical activity are required of all men students. One course is to be taken each semester during the freshman year. A student judged physically unable to carry activity courses may, in lieu thereof, present without credit eight semester hours of physiology and hygiene of a grade not less than C. Such arrangement must be approved in advance by the Committee on Graduation. Freshmen not reporting for the freshman teams are required to enroll in M101 and M102.

Students using the gymnasium will pay a deposit of one dollar for a locker, and a fee of fifty cents for a towel. Deposit fees should be paid at the time the student pays his tuition.

M101 Freshman Physical Training. 3 sem hr

Seasonal activities.

First semester MCCULLOCH, STITES, MARSHALL

Sec 1 MWF 10-11 Gym 10	Sec 3 MWF 2-3 Gym 10
Sec 2 MWF 1-2 Gym 10	Sec 4 MWF 3-4 Gym 5

M102 Freshman Physical Training. 3 sem hr

Volleyball, basketball, swimming, and softball.

Second semester MCCULLOCH, SAMSON, RYNEARSON, STITES

Sec 1 MWF 11-12 Gym 10	Sec 3 MWF 3-4 Gym 2
Sec 2 MWF 1-2 Gym 10	Sec 4 MWF 4-5 Gym 10

M103 Swimming. 3 sem hr

Each semester MCCULLOCH, STITES, SAMSON

First Semester

Sec 1 MWF 9-10 Pool
Sec 2 MWF 4-5 Pool

Second Semester

Sec 1 MWF 10-11 Pool
Sec 2 MWF 2-3 Pool
Sec 3 MWF 4-5 Pool

M104 Varsity Tennis. 3 sem hr

Second semester SAMSON

MTuWThF 4-5 Courts

M110 Recreational Activities. 2 sem hr

This course includes handball, volleyball, hiking, tobogganing, skating, and other seasonal sports.

Each semester SAMSON, RYNEARSON

Sec 1 TuTh 3-4 Gym 2	Sec 2 TuTh 4-5 Gym 2
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M112 Golf. 3 sem hr

Students desiring to take golf for credit may arrange to do so through the department office. They must pay their own greens fees and provide their own equipment. To receive credit, the student must put in fifty-four hours of play.

Second semester OLDS

MTuWThF 4-5 FIELD

- M122 *Restricted Activities.* 2 sem hr
 Not elective. Students found by the physical examination to be in need of this course are assigned to it by the college physician.
 First semester SAMSON
 MW 4-5 Gym 6
- M131 *Freshman Track.* 5 sem hr
 Each semester MARSHALL
First Semester MTuWThF 4-5 Briggs
Second Semester Sec 1 MTuWThF 3-4 Briggs
 Sec 2 MTuWThF 4-5 Briggs
- M132 *Freshman Basketball.* 3 sem hr
 First semester STITES
 Sec 1 MTuWThF 3-4 Gym 10 Sec 2 MTuWThF 4-5 Gym 10
- M133 *Freshman Football.* 2 or 5 sem hr
 Students reporting to class for one hour a day will receive 2 semester hours of credit. Those reporting for two hours a day will receive 5 semester hours of credit.
 First semester STITES
 Sec 1 MTuWThF 3-4 Field Sec 2 MTuWThF 4-5 Field
- M134 *Freshman Baseball.* 5 sem hr
 Not offered 1939-40
- M135 *Freshman Cross Country.* 3 sem hr
 First semester MARSHALL
 Sec 1 MTuWThF 3-4 Briggs Sec 2 MTuWThF 4-5 Briggs
- M202 *Tennis-Volleyball.* 2 sem hr
 Each semester MCCULLOCH
 TuTh 2-3 Gym 5
- M213 *Tennis.* 3 sem hr
 First semester MCCULLOCH
 MWF 1-2 Courts & Gym 2
- M231 *Varsity Track and Field Sports.* 5 sem hr
 Instruction and practice in the details of all the standard track and field sports. A College team has dual meets with teams from other colleges and takes part in the Michigan Intercollegiate Track and Field Meet in June. Class contests are scheduled for the men not making the team. There is also opportunity for indoor training in the winter season.
 Each semester OLDS
 Sec 1 MTuWThF 3-4 Briggs Sec 2 MTuWThF 4-5 Briggs
- M232 *Varsity Basketball.* 3 sem hr
 Each semester RYNEARSON
First Semester Sec 1 MTuWThF 3-4 Gym 10
 Sec 2 MTuWThF 4-5 Gym 10
Second Semester MTuWThF 3-4 Gym 10

M233 *Varsity Football.* 5 sem hr

First semester RYNEARSON

Sec 1 MTuWThF 3-4 Field

Sec 2 MTuWThF 4-5 Field

M234 *Varsity Baseball.* 5 sem hr

Second semester STITES

Sec 1 MTuWThF 3-4 Field

Sec 2 MTuWThF 4-5 Field

M235 *Varsity Cross Country.* 3 sem hr

First semester OLDS

Sec 1 MTuWThF 3-4 Field

Sec 2 MTuWThF 4-5 Field

Athletic Sports for Men

The department of physical education conducts athletic sports for students along three lines: Intercollegiate, intramural and recreational.

(1) All men students whose physical and scholastic records are satisfactory may become candidates for the following athletic teams: football, basket ball, baseball, track, tennis.

(2) An extensive program of intramural athletics is offered by the department to men not competing in intercollegiate sports. Inter-class and inter-fraternity competition is organized in all the major and minor sports.

(3) Recreational activities include hiking, the circus, informal swimming, tennis, horseshoe, archery, tobogganing, skating, volleyball, pageantry, golf.

GRADUATE DIVISION

ADMINISTRATIVE OFFICERS

ALEXANDER G. RUTHVEN, Ph.D., Sc.D., LL.D., President of the University of Michigan

JOHN M. MUNSON, Ph.B., M.Ed., President of the Michigan State Normal College

CLARENCE S. YOAKUM, Ph.D., Vice-President and Dean of the Horace H. Rackham School of Graduate Studies

PETER O. OKKELBERG, Ph.D., Assistant Dean of the Horace H. Rackham School of Graduate Studies

GERALD D. SANDERS, A.B., A.M., Ph.D., Chairman of the Division of Graduate Studies at the Michigan State Normal College

CLIFFORD WOODY, Ph.D., Graduate Adviser to the Teachers Colleges

GENERAL STATEMENT

By an arrangement between the State Board of Education and the Board of Regents of the University, a Graduate Division has been established at the Michigan State Normal College. Under this arrangement a student who is enrolled as a graduate student in the Horace H. Rackham School of Graduate Studies of the University of Michigan may take work at the Michigan State Normal College and have it applied toward a higher degree at the University. To take advantage of this arrangement a student must have the same fees as are charged for graduate instruction at the University. He may then take such graduate courses as are offered at the Michigan State Normal College, provided these are allowed on his Schedule of Studies. The instructors in the courses will hold appointments as Lecturers in the University.

In the summer of 1939 seven courses are being offered in Education and Special Education. During the academic year 1939-1940 other courses will be available, both for students in residence and for those who wish week-end work. In subsequent years the offerings will be increased according to demand.

ADMISSION

Students who wish to avail themselves of work in the Graduate Division of the Michigan State Normal College must meet the requirements for admission to the Graduate School of the University of Michigan. Admission is open to students holding the bachelor's degree or equivalent from schools of recognized standing and who otherwise meet the entrance requirements of the Graduate School.

Those who plan to enroll as graduate students in the courses offered at the Michigan State Normal College should submit transcripts of their previous work to the Dean of the Horace H.

Rackham School of Graduate Studies at the University for consideration as to their fitness for graduate study. The transcripts and other credentials should, if possible, be submitted several weeks in advance of enrollment and should include a complete official record of the student's undergraduate and graduate work, and the grades and degrees obtained, and the basis of grading. The applicant should also indicate his proposed field of specialization. If admission is granted, the student will enroll in the same manner as regular students in the Graduate School except that the place of enrollment will be at the Michigan State Normal College.

FEES

A student enrolling in the Graduate Division at the Michigan State Normal College will pay the same fees as are charged for graduate instruction in the University of Michigan. These fees are as follows:

	Michigan students	Non-resident students
Fees for each semester	\$55.00	\$75.00
Partial work fee, per semester		
Four to six credit hours	\$25.00	\$25.00
Three or less credit hours	\$15.00	\$15.00
Summer Session fee (6 or 8 weeks) ..	\$35.00	\$35.00

Health fees and contingent fees are included in the full-time fees, but not under the part-time fees.

SUMMER SCHOOL COURSES 1939

The following graduate courses are offered at the Michigan State Normal College in the summer session, 1939 (for a full description of the courses, see the Summer School Bulletin, and Special Bulletin on Cooperative Plan):

Special Education Department

- C234 MSNC Advanced Course in Psychology of Special Education
- C260 MSNC Measurement and Diagnosis in Special Education

Education Department

- B251 MSNC Supervising Instruction in Elementary Schools
- C107a MSNC Psychology of Elementary School Subjects
- B105a MSNC Curriculum Construction in Elementary Schools
- B151 MSNC Elementary School Administration
- C175 MSNC Psychology of Child Development

REGULAR YEAR, 1939-1940, RESIDENCE COURSES

The following graduate courses are offered at the Michigan State Normal College during the regular year as residence courses (for a full description of the courses, see the Education and the Special Education Departments):

Special Education Department

- C234 MSNC Advanced Course in Psychology of Special Education. First semester.
- C240a and C240b MSNC Seminar in Special Education. First semester.
- C260 MSNC Measurement and Diagnosis in Special Education. First semester.
- C330 MSNC Specialized Techniques and Practice in Their Application to the Teaching of Exceptional Children. First semester.

Education Department

- C225a and C225b MSNC Seminar in Elementary Education. First and second semesters.
- B252 MSNC Elementary School Administration. First semester.
- B105b MSNC Curriculum Construction in Elementary Schools. Second semester.
- A202 MSNC History of Education during Modern Times. Second semester.

REGULAR YEAR, 1939-1940, SATURDAY AND EXTENSION COURSES

- A125 MSNC Philosophy of Education. First semester.

HANDWRITING

ASSISTANT PROFESSOR MYRA O. HERRICK

The aim of this course is to help students improve their own handwriting on paper and blackboard, and to enable them to teach the subject. Practice is given in scoring writing according to a standard handwriting scale. Students must take this course sometime before their third year in college. To satisfy the requirements of the course, the student must attain a grade of not less than "C."

COLLEGE EXTENSION SERVICE

Professor Horace Z. Wilber, A.M.

Director

Miriam O. Barton, A.M.

Assistant Director

The Michigan State Normal College extends the privileges of its classrooms and the assistance of its teaching force to teachers who find it impossible to study in residence. In order to be of service to these, courses leading to college credit are offered through extension classes or by correspondence study. The College also recognizes that there are numerous organizations, educational in character, in need of assistance in carrying on their work. To aid these, arrangements have been made for giving help through extension lectures or other similar service.

EXTENSION CLASSES

Extension classes, conducted by regular instructors of the College, will be organized at centers convenient to Ypsilanti, whenever the interest warrants. These classes may be in practically any subject and are identical in requirements and grade of instruction with corresponding classes on the campus. Credit earned in extension classes may be applied toward a certificate or a degree in accordance with the general rules of the College.

The following regulations apply to Extension Classes:

1. Application for the establishment of an extension class center must be made to the Director of Extension Education who will make all arrangements.
2. An extension class center may be established at any place where there is a sufficient number of students to justify such action. The number of students required for a class depends upon the distance from Ypsilanti and the consequent cost of maintaining the class.
3. All extension class work is of college grade and presupposes that those taking such work have qualifications equivalent to graduation from a four-year high school course.
4. Courses given in extension classes carry the same number of semester hours credit as do the corresponding courses on the campus. Each semester hour credit requires the equivalent of eighteen meetings of one class hour each.
5. Students taking work in extension classes are held to the same requirements concerning sequence of work and distribution of courses as are students in residence. Students are advised to consult the outlines of curricula as published herein, and make their selection of work accordingly.
6. A maximum of one-fourth of the work required for any certificate or degree may be taken in extension classes or by correspondence study. In no case can work taken in extension classes or by correspondence study reduce the requirements for residence work.

7. The number of hours of extension work for credit which one may carry while engaged full time in other work such as teaching, shall not exceed five hours per semester.
8. No student, having once enrolled at Michigan State Normal College, may receive credit here for work done elsewhere, subsequently, in extension or by correspondence, unless he shall have been given written permission by this institution in advance to take such work.
9. No student carrying work elsewhere while enrolled in extension or correspondence study at Michigan State Normal College may receive credit here for any work carried thus simultaneously, unless he shall have been given written permission in advance by the Normal College to pursue such a program. Failure to observe this rule may forfeit the credit for work done in violation of this regulation.
10. The fee for work taken in extension classes is \$5.00 per semester hour of credit.

CORRESPONDENCE STUDY

Students whose needs cannot be met through extension classes are offered opportunity to do work through correspondence study. The College offers a considerable range of courses which may be taken in this manner. Work taken through correspondence study carries the same credit as work taken in class, either extension class or residence class. It does not, however, give residence credit. The following regulations apply to work taken through correspondence study:

1. Persons desiring to do work through correspondence study must make application to the Director of Extension Education on blanks provided by the Department.
2. No one may take more than two courses through extension at one time, either by correspondence study or in extension classes, except by special permission.
3. The privilege of taking work through correspondence study is dependent upon evidence that the work can be done satisfactorily. Only graduates of a four-year high school course, or persons having equivalent qualifications, may enroll for work through correspondence study.
4. For each semester hour of credit, a correspondence study course requires six weeks for its completion; i.e., a two semester hour course requires twelve weeks and a three semester hour course requires eighteen weeks.
5. Students doing work through correspondence study will be held to the same requirements concerning sequence and distribution of courses as are students in residence. Students are advised to consult the outlines of curricula as published herein, and make their selection of work accordingly.

6. All correspondence study courses require a final written examination, under supervision, for their completion. It is expected that this examination will be taken at the Normal College. If there are valid reasons why this cannot be done, arrangements may be made for taking the examination before a local public school official (superintendent, principal or county school commissioner).
7. The fee for correspondence study work is \$5.00 per semester hour payable at the time of enrollment. In addition to the enrollment fee, a payment of \$1.00 per course for postage on lessons is also required.
8. Students doing college work in residence in any institution are not permitted to take work here through correspondence study, except by special permission of the institution in which the residence work is being done. This applies to students enrolled in the Normal College as well as elsewhere.
9. Fees paid for correspondence study courses are not returnable after assignments of work have been given the student. The transfer to some other course of a fee already paid will be allowed if the transfer is made before the completion of three assignments. This transfer privilege ceases, however, at the end of six months from the date of enrollment.
10. No student, having once enrolled at Michigan State Normal College, may receive credit here for work done elsewhere, subsequently, in extension or by correspondence, unless he shall have been given written permission by this institution in advance to take such work.
11. Not all correspondence study courses are available during the summer. Work not completed by the close of the college year must frequently be deferred until the opening of the fall semester. Students desiring to pursue correspondence study work during the summer must make special arrangements to do so. The months of July and August are not counted as a part of the year within which a course must be completed.
12. Success in correspondence study work requires as high qualifications as in class work. Students whose grades for work in residence are below a "C" average will not be permitted to take work through correspondence study.

SATURDAY CAMPUS CLASSES

In addition to the Extension Classes which are held in centers outside of Ypsilanti, a schedule of classes, meeting on the campus on Saturdays, is also provided. These classes are held in the regular College classrooms and make available to the students all the facilities of the College, including the College library and laboratories. Two series of classes are offered, the first extending from October to January and the second from February to May. The schedule is so arranged that students enrolling may

carry two courses simultaneously, one on Saturday forenoon and one on Saturday afternoon. Work thus taken carries residence credit. The fee for campus classes is \$6.00 per semester hour.

EXTENSION LECTURES

Members of the Normal College faculty are available for lectures before community meetings, farmers' clubs, granges, women's clubs, parent-teacher associations, and other organizations of an educational character. The expense to the organization for such lectures is the necessary expenses of the lecturer. Faculty members are also available for educational consultation, class demonstration work, and other similar service.

Further information concerning the College Extension Service, details of extension class and correspondence study work, or matters pertaining to extension lectures or advisory service may be obtained on application to the Director of Extension Education, State Normal College, Ypsilanti, Michigan.

LIST OF COURSES

The following courses are now available through correspondence study. Other courses will be added to the list from time to time as occasion permits. Inquiry is invited concerning courses desired that are not listed.

English

- 121—*Rhetoric* 3 sem hr
- 122—*Rhetoric* 3 sem hr
- 107—*Introduction to Poetry* 3 sem hr
- 108—*Introduction to Prose* 3 sem hr
- 201—*Advanced Composition* 2 sem hr
- 208—*Junior High School Literature* 3 sem hr
- 209—*The Nineteenth Century Novel* 2 sem hr
- 210—*Shakespeare* 3 sem hr
- 215—*Journalism* 3 sem hr
- 305—*Shakespearean Comedy* 2 sem hr
- 316—*English Literature, 1500-1600* 3 sem hr
- 317—*English Literature, 1600-1660* 3 sem hr
- 318—*English Literature, 1660-1744* 3 sem hr
- 319—*English Literature, 1744-1798* 3 sem hr
- 401—*Modern Poetry* 2 sem hr
- 403—*Contemporary Drama* 2 sem hr
- 404—*English Literature, 1798-1832* 3 sem hr
- 405—*Victorian Poetry* 3 sem hr
- 407—*Victorian Prose* 3 sem hr
- 416—*The Modern Novel* 2 sem hr

Modern Languages

French

- 221—*Second Year French* 4 sem hr
 222—*Second Year French* 4 sem hr
 321—*Third Year French* 4 sem hr
 322—*Third Year French* 4 sem hr

German

- 221—*Second Year German* 4 sem hr
 222—*Second Year German* 4 sem hr
 321—*Third Year German* 4 sem hr
 322—*Third Year German* 4 sem hr

Spanish

- 221—*Second Year Spanish* 4 sem hr
 222—*Second Year Spanish* 4 sem hr
 321—*Third Year Spanish* 4 sem hr
 322—*Third Year Spanish* 4 sem hr

Ancient Languages

Latin

- 131—*Beginners' Latin* 4 sem hr
 132—*Beginners' Latin* 4 sem hr
 141—*Cicero and Latin Composition* 4 sem hr
 142—*Virgil's Aeneid* 4 sem hr
 324—*Selections from Cicero's Philosophy* 2 sem hr
 219—*Latin Writing* 2 sem hr
 428—*Tacitus, Germania and Agricola* 2 sem hr

Natural Sciences

Agriculture

- 101—*General Agriculture* 3 sem hr
 203—*Animal Husbandry* 2 sem hr

Elementary Science

- 101—*Elementary Science for Rural Schools* 2 sem hr

General Biology

- 121—*Principles of Biology* 4 sem hr
 301—*Genetics* 3 sem hr
 305—*Organic Evolution* 2 sem hr

Human Physiology and Anatomy

- 102—*Personal and Social Hygiene* 3 sem hr
 432—*Physiology of Nutrition* 2 sem hr

Chemistry

- 122—*General Chemistry* 4 sem hr
220—*Elementary Organic Chemistry* 2 sem hr
241—*Applied Chemistry* 2 sem hr

Geography

- 121—*Principles of Human Geography* 4 sem hr
209—*Geography of Commerce* 3 sem hr

Physics

- 122—*Light and Electricity* 4 sem hr
221—*Mechanics, Heat and Sound** 4 sem hr
222—*Light and Electricity** 4 sem hr
325—*Methods in Science Teaching* 2 sem hr

*Must be supplemented by laboratory work at the Normal College.

Mathematics

- 103—*Trigonometry* 2 sem hr
104—*Higher Algebra I* 3 sem hr
105—*Higher Algebra II* 3 sem hr
221—*Differential Calculus* 4 sem hr
222—*Integral Calculus* 4 sem hr
208—*Mathematics of Commerce* 3 sem hr
220—*Statistical Method in Education* 2 sem hr
400—*History of Mathematics* 3 sem hr

History and Social Sciences**History**

- 121—*American History to 1850* 4 sem hr
122—*American History 1850 to Present* 4 sem hr
131—*History of Greece and Rome* 3 sem hr
120—*Medieval Europe* 3 sem hr
260—*Economic History of the United States* 2 sem hr
231—*Modern Europe 1500-1815* 4 sem hr
232—*Europe 1815 to Present* 4 sem hr

Sociology

- 200—*Principles of Sociology* 3 sem hr
201—*Principles of Social Organization* 3 sem hr
202—*Social Pathology* 3 sem hr
204—*Marriage and the Family Relationship* 3 sem hr
205—*Social Progress* 2 sem hr
210—*Rural Sociology* 2 sem hr

Political Science

- 110—*National Government in the United States* 2 sem hr

Economics

- 228—*Rural Economics* 2 sem hr

Education

- 301—*Psychology* 3 sem hr
302—*Educational Psychology* 3 sem hr
303—*Principles of Teaching* 3 sem hr
323—*History of Modern Education* 2 sem hr
309—*History of Education in the United States* 2 sem hr
315—*Early Elementary Curriculum* 2 sem hr
321—*Child Psychology* 3 sem hr
322—*The Psychology of the Elementary School Subjects*
3 sem hr
340—*Educational Tests and Measurements* 2 sem hr
390—*Modern Trends in Rural Education* 2 sem hr

Special Education

- 350—*Mental Deficiency* 3 sem hr
367—*Education of Children With Impaired Vision* 2 sem hr

Fine Arts

- 212—*History of Architecture* 2 sem hr
213—*History of Painting* 3 sem hr
301—*Lettering* 2 sem hr

Industrial Arts

- 127—*General Mechanical Drawing* 3 sem hr
128—*Architectural Drawing* 3 sem hr
362—*The General Shop* 2 sem hr

Home Economics

- 351—*Textiles* 3 sem hr

Health Education

- 201—*Health Education in the Elementary Grades*

Further information concerning details of extension classes and correspondence study work, as well as matters pertaining to extension lectures and advisory service, is contained in a bulletin, *College Extension Service*, which may be obtained on application to the Director of Extension Education, State Normal College, Ypsilanti, Michigan.

Grounds and Buildings

GROUNDS

The college is well situated on high ground overlooking the city of Ypsilanti and the Huron Valley. The college campus has been extended from the original site of six acres to one hundred seven acres. A small lake and a beautiful grove of pine trees make it attractive. Alumni field, containing a running track, a football field, a baseball field, and a number of tennis courts, adds utility to the campus.

BUILDINGS AND EQUIPMENT

The Administration Building

The administrative offices, the fine arts, and industrial arts departments are located in this building. The laboratories of these departments are well lighted and equipped, providing adequate studios and gallery space for exhibits.

Pierce Hall

This building bearing the name of John D. Pierce, first Superintendent of Public Instruction of the State of Michigan, accommodates the departments of ancient languages, education, extension, geography, mathematics, social sciences and speech.

The *department of ancient languages* has an excellent classical library of 600 volumes.

The *educational laboratory* has the typical psychological apparatus essential to laboratory work in the advanced courses. A testing laboratory, stocked with a wide range of mental and educational tests, is provided for purposes of institutional research.

The *geographical laboratory* has a large collection of books, maps, pictures, models, meteorological instruments, projecting apparatus, and slides.

The *department of mathematics* is equipped with surveying and other instruments used in practical work.

Pease Auditorium

This building named for Frederick H. Pease, head of the Conservatory of Music for many years, contains the main auditorium seating two thousand persons and, also, the Conservatory of Music. The studios and classrooms are equipped with pipe organ, pianos, and other musical instruments.

Welch Hall

This building named in honor of Adonijah S. Welch, first president of the College, houses the departments of English, home economics, and special education.

The home economics laboratories, equipped with stoves, ranges, refrigerators, sewing machines, display cases and necessary equipment for the training of Smith-Hughes teachers.

Science Hall

In this building space is provided for the departments of natural science, chemistry, and physics including the science laboratories.

The *agricultural laboratory* contains facilities for work in soils, farm crops, and plant propagation. The science gardens and greenhouse adjacent to the science building contain much representative agricultural and botanical materials for illustrating various methods of plant propagation and plant culture.

The *astronomical laboratory* consists of an open-air observatory on Science Hall; a sixteen-foot Warner and Swasey dome in which is mounted the 10-inch Mellish equatorial telescope; a room for the Brandis transit; the Negus chronometer and recording chronograph. A 4-inch Clark portable equatorial is used for outdoor observation.

The *biological laboratories* contain collections of specimens for illustrative purposes and for systematic study, supplemented by charts and models. Compound microscopes, microtomes, tanks and aquaria, bird collections and several thousand specimens of fish, amphibians, and reptiles are provided for student use. The herbarium has approximately four thousand mounted plants from various sections of the United States and Canada. A vivarium contains living forms used in the work of the natural science department. The zoological collection has been enriched by a valuable skull series, the donation of the late Dr. John M. Watling, Washington, D. C.

The *chemical laboratories* include a preparation room, a laboratory for elementary chemistry, a laboratory for advanced chemistry, a balance room and a combined balance room and library. Proper chemical laboratory equipment, such as: weights and balances, drying ovens, an electric furnace and apparatus for determination of molecular weights, fuel testing and food analysis, is provided.

The *physical laboratories* include general laboratories, an apparatus and shop room, a laboratory for advanced experimental work, a room for work with high vacua and spectra, a large dynamo room, two dark rooms for photometry and photography, a photographic room, and a tool room. Apparatus is provided to illustrate the standard experiments, wireless telegraphy and television, x-ray, electronic measurements, electrical resonance, radio activity, high potential effects, diffraction, polariscopic and spectroscopic work, lantern projection, photography, theoretical and industrial photometry, and gas calorimetry.

The *physiological laboratory* contains a zoological collection, a life size manikin of French manufacture, articulated and unarticulated skeletons, models, special preparations, apparatus, charts,

photographs, lantern slides, and a complete series of microscopic mounts.

The *geological laboratory* has a good working collection of minerals, rocks and fossils, maps, charts, models, a stereopticon, photographs, and slides. (The moraines of the Huron-Erie ice lobe and the series of beaches of the ancient glacial lakes are within easy reach of the college.)

The Library Building

The modern language department and the library are located in this building.

The library contains 95,000 volumes. There are three reading rooms with a seating capacity of four hundred, open shelves containing 407 current periodicals, and five thousand books as follows:

(1) General dictionaries, cyclopedias, commentaries, atlases, miscellaneous books of quotations, library helps and compendia, year-books and almanacs;

(2) Bound files of general magazines, with Poole's index, the Reader's Guide, Education Index, and other general indexes.

In addition to the main library there are six departmental libraries on the campus, varying in size from one hundred to four thousand volumes. Two well-equipped libraries in the campus training department, the elementary training department library and the high school library, each contain about four thousand volumes.

For students and teachers of rural education, there is a library of 17,538 volumes located in the Lincoln Consolidated School Building.

The library staff meets interested students one hour a week during the winter term for such practical instruction in reference work and in the use of books and libraries as may be particularly helpful to them as teachers.

This course is a prerequisite for all students who qualify as assistants in the library. Following one semester of apprenticeship, student assistants are paid for their work.

Roosevelt Laboratory School

The campus laboratory school consists of elementary and secondary grades.

The Gymnasium Building

This building houses the departments of physical education and health education, and contains three gymnasiums, with swimming pools. It is equipped to provide for indoor sports training and a complete intramural program. Five athletic fields and fifteen tennis courts furnish adequate facilities for the training of physical education students and, also, for the recreational activities of all students.

Walter O. Briggs Field

The Walter O. Briggs Field House and Athletic Field, presented to the College by Walter O. Briggs, Sr., in 1937, furnishes excellent accommodations for athletics. The Field House provides lockers, showers, training rooms, and rooms for officials. One-half of the building will be used for indoor practice in athletics.

A concrete bleacher replaces the wooden structure formerly on the south side of the football field and track. The baseball grandstand, seating 3,000 occupies the enlarged baseball field. It is built of concrete and steel throughout.

Health Cottage

The Health Residence, a new, well equipped building houses the Health Service. It serves as the college hospital and health clinic.

The Julia Anne King and Bertha Goodison Halls

These residence halls, together accommodating four hundred women, are new, fireproof, and beautiful in design. They are built in a quadrangle which insures to all rooms adequate lighting and ventilation. They are nicely located between the Science Building and Roosevelt School, and convenient to the Library, McKenny Hall, and classrooms.

Charles McKenny Hall

This building, a gift from the Alumni Association, is the student union. The social activities of the campus center in this building.

Starkweather Hall

The Hall, a gift from Mrs. Mary Starkweather, is the home of the Young Women's Christian Association. The religious activities of the campus center in this building.

Morrison Cottage

Morrison Cottage, a gift from Mrs. Effian J. E. Morrison, affords an opportunity for six freshmen women students to live on the cooperative plan under the supervision of a house director appointed by the college authorities.

Ellen H. Richards Practice House

The home economics department provides valuable experience in home management under supervision. Home economics seniors, with a faculty member in charge, live in the Ellen H. Richards House as a family group for one semester.

The Horace H. Rackham School of Special Education

The Horace H. Rackham School of Special Education, a gift of the Rackham Foundation, is housed in a building of modernistic design overlooking the most beautiful part of the campus. It provides every facility for the comfort and convenience of handicapped children, including a dormitory for the housing of such children from over the state, as well as special facilities for the training of teachers of special education.

Supplementary Buildings

The city schools, the Lincoln Consolidated School, the Spencer rural school, and the Carpenter rural school, affiliated with the college, furnish adequate facilities for teaching training.

Societies and Clubs

THE ALUMNI ASSOCIATION

The Michigan State Normal College was opened in 1852. In the eighty years of its existence, nearly 30,000 students have been graduated from its several curricula. Although graduates of the College may be found in practically every line of activity, business and professional, it is yet true that the great majority of them have at some time been engaged in teaching, either in the schools of Michigan or of other states.

For a great many years the Alumni Association of the Michigan State Normal College has occupied an important place in the life of the College. Organized originally for the purpose of cementing the friendships formed in college days, it has always served as a bond between the College and its former students. The Association sponsored College reunions, supported an Alumni Day during Commencement week, and inaugurated the observance of Founders' Day.

Recently many of the members of the alumni, convinced that a closer organization was desirable, at the annual meeting of the Association in 1925 instructed the executive committee to prepare plans for reorganization. This was done and in January, 1926, the Association was reorganized and incorporated under the laws of Michigan. By the revised plan the direction of the affairs of the Association is vested in a Board of Directors consisting of nine members, chosen by a vote of the alumni at the annual meeting in June. The Directors serve for three years, three being elected each year.

CHARLES McKENNY HALL

Cooperating with the College, the Association, in 1926, inaugurated a campaign to raise funds for the erection of a Union Building on the College Campus. The building was completed in 1931 and now serves as a center for the social activities of the College. The building has been named Charles McKenny Hall.

Membership in the Alumni Association is available to graduates, former students, and members of the faculty of the college. The life membership fee is fifty dollars.

FACULTY CHATS

Among the unique features of our college is the series of informal talks arranged under the auspices of the Women's League. The meetings are held every other Monday at four o'clock during the fall and winter terms.

KAPPA DELTA PI

Kappa Delta Pi is a national honor Society in education open to men and women undergraduates of high scholarship and professional promise, and also to those already in the educational field who have achieved distinction and prominence. The object of the Society is to promote scholarship, to encourage research, and to foster co-operation and friendly intercourse among the men and women engaged in the teaching profession.

PI GAMMA MU

Pi Gamma Mu (Students of Social Science) is a national social science honor fraternity. Its purpose is "the inculcation of the ideals of scholarship, scientific attitude and method and social service in relation to all social problems." This honor society is open to students of high scholarship in the field of social sciences. This chapter is Michigan Alpha, founded May 7, 1932.

PI KAPPA DELTA

The purpose of Pi Kappa Delta is to encourage public speaking in colleges by extending formal recognition to those students who attain unusual excellence. The students who achieve proficiency in intercollegiate debate or oratory are eligible to membership. The chapter carries the responsibility of conducting the college platform contests, and has become an aggressive agency in stimulating all such activities.

SIGMA DELTA PSI

Sigma Delta Psi is a national honorary athletic fraternity which has for its purpose the encouragement of the physical, mental, and moral development and training of college men. The requirements for membership consist of physical and mental achievements and moral standards; the physical requirements are tests of speed, strength, skill and endurance; the mental requirement is good scholarship in college work; the moral requirement is such that any man of questionable moral standards is not admitted to the fraternity. Any man in the college is eligible for membership provided he can pass the requirements.

THE STOIC SOCIETY

The Stoic Society is an honor society for sophomore students. Its purpose is to recognize and distinguish high standards of scholarship and conduct. Each year a list is made up of sixty sophomores (about five per cent of the class) having the highest standings. From this list eighteen or more are chosen to Stoic membership—six having the highest standings, six receiving most nominations from the faculty, and six elected by the existing Stoic membership. For information concerning Stoic scholarships, see Student Aid Corporation loan funds, page 235.

ART CLUB

The Art Club is open to all students specializing in art. The purpose of the club is to promote interest in art and to further friendship among members of the Art Department.

CHEMISTRY CLUB

It is the purpose of this organization to promote scientific study by reviewing the chemical literature of the day. Some attention is given to the chemical industries and recent discoveries in science.

ELEMENTARY EDUCATION CLUB

Students in elementary education have organized a local chapter of the national Association for Childhood Education, and membership is open to all students in either early or later elementary education. The purpose of the club is two-fold in that it fosters a better social spirit among the students in elementary education and identifies its members with a national education association designed to further their educational interests and to promote a better professional attitude.

INDUSTRIAL ARTS CLUB

The purpose of the Industrial Arts Club is to promote good fellowship and to encourage its members to keep in touch with the new phases of industrial arts. All students specializing or minoring in the department or taking one year's work are eligible to membership.

HOME ECONOMICS CLUB

The Home Economics Club is composed of the students majoring and minoring in Home Economics and the faculty of the department. The purpose of the club is to promote professional interest and to foster friendship between students and with the alumnae. Meetings under the direction of student committees are held monthly. The local club is a member of the state and national college club organizations.

THE PHYSICAL EDUCATION CLUB

All students majoring in physical education are expected to become members. The activities of the club are directed by a council composed of representatives from each class, and a committee of faculty members.

PUBLIC SCHOOL MUSIC CLUB

It is the purpose of the Club to stimulate a professional spirit, to broaden the student's knowledge of the various phases of music, and to foster social friendship among its members. Membership is open to all music majors.

ENGLISH CLUB

The purpose of the club is to establish finer relationships between students especially interested in English, and to foster a deeper interest in the teaching of good English. All students specializing in English are eligible for membership.

THE EUCLIDEAN SOCIETY

The purpose of this society is to broaden the knowledge of its members along historical, pedagogical, and practical lines of mathematics. All members of the faculty from the Department of Mathematics are honorary members of this organization.

THE GARDEN PROJECT CLUB

The Garden Project Club is composed of interested students and teachers of the Natural Science Department. The primary purposes of the club are to create interest in the practical and aesthetic features of plant life, and to dispose in a practical way of the surplus materials which are produced in the regular routine work of the Natural Science Department.

HISTORY AND SOCIAL SCIENCE CLUB

The purpose of the History Club is to foster intelligent interest in history. All specializing students in history are eligible for membership.

SODALITAS LATINA

The purposes of the Latin Club are to stimulate interest in classical studies and to develop good fellowship among the students specializing in Latin. All students interested in Latin and classical languages are eligible for membership.

THE TRAILBLAZER CLUB

The Trailblazer Club is composed of all students specializing in Rural Education. Its purpose is to develop group spirit, social ease and enjoyment, ability to speak in public, skill in conducting public meetings of an educational, recreational, or cultural nature, and such other powers as will prove helpful to teachers in rural service.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Starkweather Hall is the home of the college Y. W. C. A. Any woman student who is in sympathy with the purpose and program of the Y. W. C. A. is eligible for membership. Whether or not a student is a member she is invited to make use of our home-like rooms.

Opportunity is given to take part in services of worship, in interesting discussions, in parties and informal teas, and in various types of committee work.

WOMEN'S LEAGUE

The women of the institution become automatically upon registration members of the Women's League. The object of the League is: to offer an interesting social program, to quicken a sense of responsibilities that arise in the relationships among individuals and, in these relationships, to offer to every League member practice in the techniques of friendliness, leadership, co-operation, and democracy, and to work with the faculty in maintaining proper standards in college life.

VIVENTES

Viventes, sponsored by the Women's League, is open to all freshmen women.

GOLD FEATHER

Gold Feather, sponsored by the Women's League, is open to all sophomore women.

EUTHALIA

Euthalia, sponsored by the Women's League, is open to all Junior women.

BOOK-A-MONTH

Book-a-Month Club, sponsored by the Women's League, is open to all senior women.

RHO SIGMA KAPPA

Rho Sigma Kappa, sponsored by the Y. W. C. A., is a social club for mature students.

MEN'S UNION

The men of the institution have organized a group known as the Men's Union. The object of the union is to further the social life of the men, and to stimulate co-operative interest in matters of student welfare.

STUDENT ACTIVITIES IN SPEECH

Interpretative Reading—During a single year two interpretative reading events, a Shakespearean reading contest and an all-college reading contest, have been scheduled. Also during the second semester an interpretative reading contest is held which is open to freshmen only.

Debate and Oratory—Debate and oratorical contests are conducted under the auspices of the campus honor forensic society Pi Kappa Delta. Schedules of intercollegiate debates are held each year giving platform practice to a large number of men and women.

In the field of oratory men and women compete separately, progressing from the college contests to the divisional, state and interstate contests. The college is also represented in the State Peace Contest and in numerous extemporaneous speaking events.

Public Speaking and Interpretative Reading contests are held during the second semester.

Freshman Speaking Contest—A freshman speaking contest is held during each spring term.

Excellence in forensic work is recognized by election to Pi Kappa Delta.

REGULATIONS GOVERNING ELIGIBILITY OF OFFICERS IN STUDENT ORGANIZATIONS AND ACTIVITIES

- A. *Eligibility*:—Students in the Michigan State Normal College shall be eligible for election or appointment to offices or activities in school organizations subject to the following regulations:
1. No student whose scholarship index is less than 1 shall be eligible for election or appointment to office or continuance in office in any school organization.
 2. No student who has taken courses representing more than 120 semester hours of work shall be eligible for election or appointment to office in any school organization.
 3. No student who for any reason has a probationary status in the College shall be eligible to election or appointment to office in any school organization.
 4. Each office shall be represented by the point-equivalent indicated in the table given in part B.
 5. No student shall be eligible to hold offices to such a number that the resulting aggregate of points shall exceed ten.
 6. Any student who accepts offices to such a number that the resulting aggregate of points exceeds ten, shall within two weeks resign and withdraw from offices until such number shall conform to the provisions of paragraph 5. In case the student shall fail to act as here stated, the offices held by such student shall become vacant in the reverse order in which they were accepted until the number thus held shall conform to paragraph 5.
- B. *Point-Equivalents*:—The point equivalents of offices in the several Student Organizations and Activities at the Michigan State Normal College shall be as follows:

Offices	Class Organization	League-Union	Literary Society	Social Organization	Department Club	Aurora	College News	Honorary Organization	Religious Organization	Intramural and Athletics
President	6	6	4	4	3			4	4	
Vice-President	1	1	1	1	1			1	1	
Secretary	2	2	2	2	2			2	2	
Treasurer	2	2	2	2	2			2	2	
Permanent Chairman	2	2	2	2	2			2	2	
Editor						6	6			
Assistant Editor						4	4			
Business Manager						4	4			
Department Editor						2	2			
Manager										4

C. *Organization of New Societies*:—The following procedure shall govern the organization of new societies:

1. Requests for the organization of new societies shall be submitted in writing to the President of the Michigan State Normal College, stating the name and aim of the proposed organization and the names of faculty members desired as advisers. The request shall be signed by at least twelve students desiring to become charter members of the society.
2. The President shall, at his discretion, submit the request to the Committee on Organizations and Activities for their consideration.
3. The Committee on Organizations and Activities shall submit a report of its action to the faculty for approval.

Loan, Scholarship and Endowment Funds

THE STUDENT AID CORPORATION

The Student Aid Corporation was incorporated in 1928 for the general purpose of unifying under one management the administration of various loan, scholarship, and such other funds as may from time to time be secured for use in behalf of the college, its departments, or affiliated societies. The responsibilities of the Student Aid Corporation are vested in a Board of Directors appointed, one each year for a five-year term, by the President of the Michigan State Normal College. The duties of the directors are to administer all loan, scholarship and other special funds subject to the following conditions:

(1) Loans are made to students from the various funds according to conditions established by the donors or rules made by the Board of Directors.

(2) All loans and other disbursements are made by order of the President of the corporation, who acts as managing director. All disbursements are made over the signature of the Secretary-Treasurer, countersigned by the President of the corporation.

(3) No distinction is made among students on account of program of study, sex, race, religion or other affiliation further than those prescribed by the donors.

(4) Application for loans is made upon a blank form provided for this purpose. Blank application forms may be secured from the President of the Student Aid Corporation or from the Dean of Women.

(5) Except as otherwise provided in the instrument of donation, or where very special conditions warrant it, no loans are made to students until they have earned credits in the Michigan State Normal College. Loans will not be made to students whose scholastic index is below 1.00 or to students who have shown evidence of lack of responsibility in financial matters.

(6) The amount loaned any student is small and intended only to supplement other resources. At present, the amount loaned is limited to the tuition for one semester.

(7) Each student signs a note for the full amount of the loan. The Board of Directors may require the maker of the note to furnish security—either an endorser or acceptable collateral. In all cases sponsors are required in the applications for loans.

(8) Except as otherwise provided for in the instrument of donation, the rate of interest is 6%. In all cases there is an initial service charge of twenty-five cents for handling the account.

(9) The administration of scholarship funds and other special funds will follow the plan outlined in the instrument of donation. Where no such plan is outlined the Board of Directors will outline such a plan.

(10) Since nearly all of our loan funds have been established as memorials, the principal of most of them is invested in income earning securities, and only the interest is loaned to students. In this manner the objectives of a permanent loan fund and the desire to help worthy students are accomplished.

The Board of Directors at all times welcomes additions to existing funds as well as the establishment of new loan or scholarship funds.

The funds administered by the Student Aid Corporation at the present time are as follows:

Loan Funds

The Abigail Roe Memorial Loan Fund. This fund was established in 1914 by the friends of Miss Abigail Fenton Roe, a beloved and honored critic in the Training School from 1896 to 1914, by the alumni of Zeta Tau Alpha sorority, of which Miss Roe was patroness. "It is loaned to students in the Junior class of high standing in scholarship, character and social and general campus efficiency." The principal of this fund is \$911.49.

The John D. Pierce Loan Fund. This fund was established in 1921 by the Ypsilanti Board of Commerce for the "purpose of aiding worthy students with loans of small amounts." The fund was created primarily to help students in their fourth year with the expectation that the money would be returned within a year. The principal of this fund is \$686.14.

The Detroit Alumnae of Alpha Mu Sigma Loan Fund. This fund was established by the alumnae chapter of the Alpha Mu Sigma by a gift of \$100 in 1927. The fund is loaned to worthy students of the college with the approval of some local member of the sorority. The principal of this fund is \$370.00.

The Rachel J. Davidson Loan Fund. This fund was established by the will of Rachel J. Davidson and is one of the oldest of the loan funds. This fund is loaned to worthy students of the college. The principal of this fund is \$616.87.

The Bessie Leach Priddy Loan Fund. This fund was established by the Matrons' Association of the College in appreciation of Mrs. Priddy's work as Dean of Women from 1915 to 1923, for the purpose of aiding worthy students. The principal of this fund is \$200.00.

The Sigma Nu Phi Loan Fund. This fund was established in 1925 by the Detroit Chapter of Sigma Nu Phi. The principal of this fund is \$672.77.

The Women's League Loan Fund. The Women's League Fund was established in 1921 by gifts of twenty-five cents each from women students. The purpose of the fund was to give financial aid to women students. The principal of this fund is \$1826.38.

The Grace E. Roberts Loan Fund. This fund was established by the will of the late Dimon H. Roberts, Superintendent of the Training School from 1900 to 1928, in memory of his wife Grace E. Roberts. The will provides for an original amount of \$2,000 "all or any part to be loaned by the committee to deserving students and under such safeguards as to them may seem advisable and expedient." "The committee shall charge interest for any amount so loaned, and the interest is to be added to the principal of the fund and used in connection with the loan fund." The principal of this fund is \$2000.

The Wilbur P. Bowen Loan Fund. This fund was established in 1929 by the Physical Education Club and faculty as a memorial to Wilbur P. Bowen, Director of Physical Education of the Michigan State Normal College from 1894 to 1928. Loans are made only to Juniors and Seniors. The principal of this fund is \$1001.33.

Senior Class of 1930 Loan Fund. This fund was established by the Senior Class of 1930. Loans from this fund are to be made to deserving senior students. The principal of this fund is \$614.14.

Sarah A. George Memorial Fund. The Sarah A. George Memorial Fund was started in 1930 under the sponsorship of the Ladies Literary Club of Ypsilanti in memory of Mrs. Sarah George, long a resident of Ypsilanti, a stimulating leader in civic affairs, and the wife of a former superintendent of the city schools and of the Training School. The principal of this fund is \$825.00.

The General Student Loan Fund. This fund was derived from various sources. Small donations not intended as special bequests are credited to this fund. The principal of the fund is \$1658.76.

D. A. R. Student Loan Fund. This fund was established by a gift of \$250 in March 1931 by the Daughters of the American Revolution of Michigan. Loans are made to any worthy student at the discretion of the Directors of the Student Aid Corporation. The principal of this fund is \$500.

Kappa Delta Pi Loan Fund. This fund was established in 1931 by a gift from the local chapter. The money is loaned to members of Kappa Delta Pi upon approval of the Directors of the Student Aid Corporation and the council of the local chapter. The principal of this fund is \$500.00.

The Letro Loan Fund. This fund was established by the Rural Leadership Students and Alumni to be loaned to deserving students of the Rural Leadership group. The fund is administered

by the Student Aid Corporation with the cooperation of the Director of Rural Education. The principal of this fund is now \$134.58.

English Club Loan Fund. This fund was established by the English Club in 1933. The money is to be loaned to deserving English students. The principal of this fund is \$40.

American Association of University Women's Loan Fund. This fund was established by the Ann Arbor-Ypsilanti Branch of the American Association of University Women. The money is to be loaned to deserving women students. The principal of this fund is \$130.00.

The Ypsilanti Women's Study Club Loan Fund. This loan fund was established in 1933 by the Women's Study Club of the city of Ypsilanti. The money is to be loaned to deserving students of the Michigan State Normal College. The principal of this fund is \$1000.00.

The Genevieve M. Walton Memorial Loan Fund. In 1920, the Contemporary Club, now the Faculty Women's Club, contributed the sum of \$200 to establish a loan fund for Freshmen women, in response to an urgent need. For twelve years the fund was administered by Miss Genevieve M. Walton, President of the Club in 1920, and College Librarian from 1892 to 1932. After her death, the Club assigned the accumulated fund to the Directors of the Student Aid Corporation as a memorial to Miss Walton and her many years of efficient and sympathetic service. The principal of this fund now amounts to \$588.31.

The Effie Belle Deam Loan Fund. The Effie Belle Deam Loan fund was made possible through the gift of \$2,000 provided for in the will of Effie Belle Deam and became available in 1931. Miss Deam received the degree of Bachelor of Pedagogy in 1906. During the last years of her life she was a teacher in the Detroit city schools.

The Forum Club Fund. This fund was established in 1933 by the Forum Club of Ypsilanti. The money is to be loaned to deserving students. The principal of this fund is \$25.

The Samuel B. Laird Loan Fund. This fund was established in 1932 by a gift from Mrs. Laird and Jessie Laird, wife and daughter, to be administered by the Student Aid Corporation. The memorial fund serves to express the loyalty to the college, the affection for young people, and the devotion to teaching, of him who was a member of the college faculty from 1899 to 1932. The principal of this fund is \$1,000.

The Marinetta Goodell Coryell Loan Fund. This fund was started as a memorial to Marinetta Goodell (Coryell) of the class of 1900. It is available temporarily as a revolving loan

fund, preferably to a few selected and worthy country girls of merit and good character, who are members of the senior class. The fund is controlled by trustees, but is handled through the Student Aid Corporation of the College, subject to the direction of the trustees. The trustees are William C. Coryell and Lydia I. Jones.

Theta Lambda Sigma Loan Fund. The Detroit Chapter of the Theta Lambda Sigma sorority, in 1922, started a student loan fund. The fund has grown to \$195 which is loaned to deserving students of high scholarship. Write to Miss Estabrook Rankin for information concerning this fund.

Scholarship and Endowment Funds

The Garden Project Opportunity Fund. This money is to be invested and the interest returned to the Natural Science Department to promote student projects or such other activities as in the judgment of the department will be helpful to students specializing in the department. The principal of this fund is \$1714.24.

The Frederick B. McKay Scholarship. This fund was established in 1924 by the local chapter of Pi Kappa Delta for the purpose of encouraging worthy members in their interest in public speaking. The principal of this fund is \$959.79.

The 1927 Junior Class Interpretative Reading Contest Fund. This fund was established by the Junior Class of 1927. The income is devoted to prizes awarded in an annual interpretative reading contest held during the latter part of the second semester. The principal of this fund is \$454.32.

The Stoic Society Scholarships. The interest from the Stoic Society funds is returned to the Society. Annually scholarships are awarded to worthy second year students of exceptional ability to aid them in returning for their third year work. The total principal of the various Stoic funds amounts to \$6446.92. These scholarships are derived from the following endowment funds:

(a) *The E. A. Strong* scholarship endowment, which was raised by the Stoic Society and in 1913 presented to the college as a memorial to the many years of fine service given to the college by Professor Edwin A. Strong, who was head of the Physics Department from 1885 to 1920. The awarding of this scholarship carries with it the presidency of the Stoic Society.

(b) *The Julia Anne King* scholarship endowment was established by the Stoic Society in 1923 as a memorial to Professor King, a teacher in the college from 1881 to 1918. The fund received in 1937 additional gifts amounting to \$200.00 from the estates of Genevieve Cross and Annie J. Cross bestowed in memory of their sister Harriet C. Newington.

(c) *The Elizabeth Simpson* scholarship endowment, presented in 1924 by the heirs of Elizabeth Simpson, who had served as an assistant in the college library from 1907 to 1923. The memorial was presented as a means of carrying out Miss Simpson's expressed desire that she might aid worthy students in acquiring an education.

(d) *The Lucy Osband Scholarship* endowment, presented in 1925 by the Honorable Fred W. Green of the class of 1893 as a tribute to a beloved teacher who taught in the natural science department of the college from 1882 to 1895.

(e) *The Nathan A. Harvey Scholarship* endowment was raised by the Stoic Society, and by them presented to the College in 1931 as a memorial to Professor Harvey's valuable service in the Normal College from 1904 to 1926.

(f) *The Carl E. Pray Scholarship* endowment was raised by the joint efforts of the Stoic Society and the Normal College History Club and presented to the College in 1937 as a token of the high regard in which Professor Pray is held by the students and friends who have come in contact with him during his service in the Normal College from 1913 to the present time.

(g) *The Benjamin Leonard D'Ooge Scholarship* endowment was raised under the auspices of the Stoic Society through gifts from Professor D'Ooge's friends and former students, and presented to the College in 1938 as a tribute to his valuable service during more than half a century of teaching in the College, from 1886 to 1938.

The Effiah J. E. Morrison Alumni Scholarships provide educational opportunity for six women students equivalent to \$150.00 a year per student. This fund is not administered by the Student Aid Corporation. Application should be made to the Assistant Dean of Women.

SCHOLARSHIPS

The State Board of Education has established ten scholarships, open to worthy students. The scholarships, each of which amounts to approximately \$60.00 a year, are awarded only to persons presenting evidence of superior scholarship. Application should be made by the student directly to the President of the College.

STATISTICAL INFORMATION

Enrollment for 1938-39

Residence Enrollment July 1, 1938 to April 15, 1939	
Summer term 1938	1282
Regular year	2257
	<u>3539</u>
Deduct, counted twice	353
Total Residence Enrollment	3186
Extension Enrollment to April 15, 1939	1049
	<u>4235</u>
Total number enrolled	4235

Diplomas and Certificates Granted

1937-1938

	A.B.	B.S.	Life	Five Year	Total
August	27	98	33	9	167
December	3	15	11	4	33
March	8	20	10	5	43
June	52	120	142	35	349
	<u>90</u>	<u>253</u>	<u>196</u>	<u>53</u>	<u>592</u>
Deduct, counted twice					192
Total number persons graduated					<u>400</u>

Appendix

SUGGESTED PROGRAMS FOR STUDENTS NOT PREPARING FOR TEACHING

ADVISERS: MR. MCKAY, MR. BRUNDAGE, MR. WILLOUGHBY, MR. HICKMAN

These programs are intended to include the various fields of interest of those students who do not intend to teach—law, business administration, journalism, medicine, dentistry, nursing, engineering, agriculture, forestry and others.

For those programs not outlined below, students are referred to the advisers. The Degree Requirements should be studied. Students should not specialize in Group IV, and they should note the general requirements in physical training and handwriting.

Law.

Students preparing for law should emphasize subjects from Groups I and III; should choose their major subjects from Group III; and, they should give the following subjects attention: English, 15 hrs; Latin, 8 hrs; French, German or Spanish, 12 hrs; Mathematics or a laboratory science, 10 hrs; 301 Psychology; 121, 122, 211, 212 History; Sociology, 8 hrs, including 200, 206; Political Science, 10 hrs, including 110, 211; 220, 221, 222, 227 Economics; 121, 122 Rhetoric; 121 Public Speaking; 156, 261 Speech; electives to complete curricular requirements.

Business Administration.

Students preparing for business administration should emphasize subjects from Groups II and III; should choose their major subjects from Group II; and, they should give the following subjects attention: English, 15 hrs; French, German or Spanish, 15 hrs; Mathematics, 12 hrs, including 105, 208, 211; a laboratory science, 8 hrs; 301 Psychology; 121, 122 History; 200 Sociology; Political Science, 5 hrs; 220, 221, 222, 224 Economics; 121, 122 Rhetoric; 121 Public Speaking; 156 Speech; electives to complete curricular requirements.

Dentistry.

Students preparing for dentistry should emphasize subjects from Group II; they should choose their major subjects from Group II; and, they should give the following subjects attention: German or French, 15 hrs; 221 Botany; 222, 203 Zoology; 131, 132, 371 Chemistry; 221, 222, 220 Physics; 103, 104 or 105 Mathematics; 301 Psychology; 121, 122 Rhetoric; 121 Public Speaking; electives to complete curricular requirements. Electives may be chosen from any field, though psychology, sociology, political science, geology and art are recommended.

Medicine.

Students preparing for medicine: French or German, 15 hrs; 221 Botany; 222, 203 or 206 Zoology; 131, 132, 261, 371, 372 Chemistry; 221, 222, 220 Physics; 103, 104 or 105 Mathematics; 301 Psychology; 121, 122 Rhetoric; 121 Public Speaking; electives to complete curricular requirements.

Electives may be chosen from any field, though special education, sociology, philosophy, history, music, art and advanced science courses are recommended. Three years of college work are required to enter medical college.

Agriculture or Forestry.

Students preparing for agriculture or forestry are advised to elect the following subjects during the first two years: Botany, 8 hrs; Chemistry, 8 hrs; Biology, 8 hrs; Physics, 8 hrs; Economics, 5 hrs; 121, 122 Rhetoric; 121 Public Speaking; electives to complete curricular requirements.

Electives are to be chosen from mathematics, language, zoology, chemistry, geology, mechanical drawing or surveying.

The last two years of the curriculum are to be elected under the guidance of the adviser.

Engineering.

Students preparing for engineering will be classified in accordance with the phase of work in which they expect to specialize. In general the student will elect the following subjects during the first two years: Chemistry, 5 to 8 hrs; Physics, 9 hrs; Mathematics, 15 to 23 hrs; Economics, 5 to 8 hrs; Mechanical Drawing, 3 to 5 hrs; 121, 122 Rhetoric; 121 Public Speaking; electives to complete curricular requirements.

Electives are to be chosen from language, history, geography, geology, psychology.

The last two years of the curriculum are to be elected under the guidance of the adviser.

GROUP MAJORS FOR EARLY ELEMENTARY AND LATER ELEMENTARY CURRICULA

Elementary Science Group Major

- | | | |
|---|--|----------|
| } | 100 Fundamentals in Elementary Science | 2 sem hr |
| } | or 101 Elementary Science for Rural Schools | |
| } | 201 Elementary Science for Primary Grades | 3 sem hr |
| } | or 202 Elementary Science for Intermediate Grades | |
| | 103 Gardening (101 Agriculture if taken on State Limited Curriculum) | 2 sem hr |
| | 325 Ornithology | 2 sem hr |
| | 207 Ornamental Plants | 2 sem hr |
| | 321 Entomology | 4 sem hr |

- 201 Everyday Chemistry (for students without high school chemistry, otherwise science elective) 2 sem hr
- 201 The Solar System 2 sem hr
- 221 Physical Geology 4 sem hr
- Science elective to complete major

Social Science Group Major

- 101 American History to 1850 4 sem hr
- 102 American History 1850 to Present 4 sem hr
- 131 History of Greece and Rome 3 sem hr
- 120 Medieval Europe 3 sem hr
- 110 National Government in the United States 2 sem hr
- or 113 State and Local Government
- 220 Elements of Economics 3 sem hr
- 221 Elements of Economics 3 sem hr
- 200 Principles of Sociology 3 sem hr

Arts Group Major

- 101 Elementary Art 3 sem hr
- 200 Art Appreciation and Design 2 sem hr
- 104 Elements of Music 2 sem hr
- 220 Early Elementary Music Education 3 sem hr
- 253 Industrial Arts for Elementary Grades 3 sem hr
- 254 Industrial Arts for Elementary grades 2 sem hr
- Elective to complete major chosen from one or all of the following:
Industrial Arts, Fine Arts, and Music 9 sem hr

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