

Michigan State Normal College

YPSILANTI, MICHIGAN.

SUMMER SESSION

July 1 - August 9
1935



Michigan State Normal College Bulletin

Vol. XXV

MARCH, 1935

Number 1

Published Quarterly by Michigan State Normal College
and entered as second class matter at the Postoffice at
Ypsilanti, Michigan.

Summer School Calendar



Monday, July 1, registration.

Tuesday, July 2, classes begin.

Thursday, July 4, holiday.

Monday, July 8, all-college mixer.

Wednesday, July 17, 9 a. m., Adult Education Conference.
Charles McKenny Hall.

Wednesday, July 24, 9 a. m., Rural Education Conference.
Charles McKenny Hall.

Monday, August 5, 8 p. m., reception to summer session
graduates.

Thursday P. M., August 8, Friday A. M., August 9, Final
Examinations.

Friday noon, August 9, summer term closes.



A number of lectures and concerts are scheduled throughout the summer session.

Michigan State Normal College

YPSILANTI

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Anna M. Bunger, Special Education.
Lethe McLain Olds, Special Education.
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Dorothy Bachman, Special Education.
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Faculty of the Roosevelt Laboratory School

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Madeline E. Maybauer, A.M., Kindergarten.
Eleanor Meston, A.M., First Grade.
Christine M. Ward, A.M., Second Grade.
Mary R. Martin, A.M., Third Grade.
Emma Fuerstein, A.M., Fourth Grade.
Florence R. Eddy, Ph.B., Fifth Grade.
Annetta Monroe, A.M., Sixth Grade.
Alice J. Beal, M.S., Physical Education.

General Information

SPECIAL FEATURES

In addition to the regular features of the summer session, particular attention is called to the following:

- a. *Directed Observation.* Arrangements have been made whereby those desiring to observe in the Laboratory School may do so. A study will be made of objectives in the teaching of different elementary subjects and this will be supplemented by the observation of demonstration lessons and by the discussion of technique and results obtained. Credit will be given for the work. (See *Education* 415).
- b. *Public Education in Michigan.* By action of the State Board of Education a knowledge of the development, organization, administration and support of the public school system of Michigan is required of all candidates for teachers' certificates. A course fulfilling these requirements is provided. (See *Education* 316).
- c. *Adult Education.* In recognition of the importance of adult education, courses in this subject are provided. These deal with the field of adult education, with the psychology of the adult mind and with the technique of teaching. The courses are designed to aid, among others, those engaged in educational work in connection with the Citizens' Conservation Corps and with the F. E. R. A. (See *Education* 331 and 450).
- d. *Special Education.* Several unusual courses for teachers in special education will be available during the summer session. These include courses in the teaching of crippled children, in sight saving and in the development of voice in the deaf and hard of hearing. (See course description, *Special Education*).
- e. *Educational Conferences.* Two educational conferences will be held in connection with the summer session: a conference on adult education, July 17, and a conference on rural education, July 24. These conferences will present the latest thought in these two important fields. (See *Summer School Calendar*).

CONDITIONS OF ENTRANCE

Summer school students are held to the same requirements for entrance that apply to other terms of the year.

Students who expect to enter should see that their high school credits are sent to the college before the summer term opens. The college has sent blanks to each high school in the state for this purpose. If the high school is out of the blanks, they may be obtained by writing the Registrar of the college. The blanks should be filled out and signed by the principal or superintendent of the high school.

Enrollment

Enrollment for the summer term will be held in the gymnasiums on Monday, July 1, beginning at 8:30 o'clock. Students will be admitted to the North Gymnasium by ticket in groups of three hundred each hour. Tickets will be issued in Room 7, Pierce Hall, beginning at 7:30 a. m.

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.

Standard Student Load

The standard amount of work carried by a student during a summer term is eight term hours. Required courses in Physical Training are not counted in term hours.

Irregular Program

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

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 thirty-two term 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 and the index for the term immediately preceding must be at least 2.
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 demands 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.

FEES

TUITION: The regular tuition fee for the six weeks is \$6.00 for residents of Michigan and \$10.00 for non-residents.

GENERAL FEE: In addition all students pay a general fee of \$6.00.

LATE ENROLLMENT: Students who register (pay fees) after Monday, July 1, will be charged the late enrollment fee of \$2.00.

REFUNDS: There will be no refunding of fees after the first week.

GRADUATION FEES:

Degree	\$3.00
Life Certificate	3.00
Five Year Certificate	3.00

LIVING EXPENSES

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

Room (one-half of a double room)	\$12.00 to \$18.00
Board	25.00 to 35.00
Laundry	0.00 to 5.00
Books and stationery	6.00 to 10.00
Tuition and fees	12.00 to 16.00
	<hr/>
	\$55.00 \$84.00

Housing Accommodations

All students are required to live in approved houses. A selected list of rooming houses, inspected and approved, is available for housing students. The Dean of Women will be glad to advise women students either by letter or in person in regard to rooms. Although it is an advantage to engage rooms in advance, there are always rooms available on registration day.

Women students do not room in houses where there are men lodgers, either single or married.

Women students are expected to take care of their own rooms. They are to provide their own bed linen, towels, and two extra pairs of blankets or one comfortable and a blanket. All rooming houses for women are provided with single beds.

Cooperative Houses

The College has no dormitories but it maintains two cooperative houses where small groups of students may live together as a family and share in the expense and labor, thus reducing the cost of room and board. Information regarding these may be obtained from the Assistant Dean of Women.

Light Housekeeping Rooms

A number of the rooming houses provide opportunities for students to do light housekeeping.

Rooms for Mature Students

The College wishes to aid mature students in securing rooms especially suited to their needs. However, it requires that such rooms be approved by the Dean of Women before any arrangement for renting is completed by the student.

Social Life

Short after-dinner dances are held twice a week in Charles McKenny Hall. Teas will be given in the Science Gardens.

Social Regulations

The social regulations which the students are expected to observe will be found in the Student's Hand Book.

Students of sufficient maturity and experience are not asked to observe all the regulations. Specific announcements of concessions will be made at the opening of the term.

Description of Courses

ENGLISH

103 *Rhetoric*. 4 term hours.

A study of the elements of composition. Analysis of models, frequent papers, conferences.

7-9, 2-4 ECKERT, EMERY.

104 *Rhetoric*. 4 term hours.

A course in the organization of long and short papers, and a study of the simple principles of exposition and argument. Analysis of models, weekly papers, conferences. Prerequisite: English 103.

7-9 RENINGER.

105 *Rhetoric*. 4 term hours.

A study of description and narration. Analysis of models, weekly papers, conferences. Prerequisite: English 104.

9-11, 11-2 MAGOON, HAGLE.

107 *Introduction to Poetry*. 4 term hours.

A study of the form and content of various types of poetry with a view to helping 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.

9-11, 11-2, 2-4 BARNES, BLOUNT, HAGLE.

108 *Introduction to Prose*. 4 term hours.

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

7-9, 9-11 MAGOON, RENINGER.

206 *Literature for the Early Elementary Grades*. 4 term hours.

The purpose of the course is to acquaint the preparing teacher with the nursery rhymes, fairy tales, folk tales, myths, legends, nature stories, realistic stories, Bible stories, and poetry suitable for the child in the lower elementary grades. Special attention is given to a study of picture books and illustrated editions. *Credit will not be given for both English 206 and 207.*

11-2 EMERY.

208 *Junior High School Literature*. 4 term hours.

An intensive study of several types of literature suitable for the seventh, eighth, and ninth grades; extensive reading from approved supplementary reading lists, together with a study of methods for presenting this material to junior high school students. *Credit will not be given for both English 208 and 308.* Prerequisites: English 105 and three courses in literature.

7-9 BARNES.

209 *The Nineteenth Century Novel*. 4 term hours.

A study of the works of representative English novelists from Jane Austen to George Eliot, with some attention given to the structure of the novel. Prerequisites: two courses in composition and two in literature.

9-11 ECKERT.

210 *Shakespeare*. 4 term hours.

Shakespeare's dramatic technique studied in the principal tragedies. Prerequisites: two courses in composition and two in literature.

2-4 SANDERS.

315 *The Age of Chaucer*. 4 term hours.

A study of the types of medieval literature as a background. Critical reading of a number 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: two courses in composition and three in literature.

9-11 BLOUNT.

401 *Modern Poetry*. 4 term hours.

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

11-2 SANDERS.

SPEECH

102 *Interpretative Reading*. 4 term hours.

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.

2-4 STOWE.

123 *The Teaching of Reading*. 4 term hours.

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 Speech 121 or Speech 122.

9-11 EDSON.

135 *Play Production*. 4 term hours.

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 an evening program of short plays will be presented.

11-2 STOWE.

151 *Public Speaking*. 4 term hours.

For those who have had little or no experience in public speaking. The course opens with a study of the fundamental principles underlying the work, followed by regular programs of short platform speeches. Outlines are prepared for each speech. Little of the work is written, the chief aim being to develop ability to think and to express one's self with some degree of confidence before an audience.

11-2 WOOD.

201 *Phonetics (Group II)*. 4 term hours.

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 pronunciation and the problem of standards in isolated and communicating pronouncing. Open to juniors and seniors.

2-4 WOOD.

221 *Auditorium and Classroom Dramatics for Early Elementary Grades.* 4 term hours.

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.

2-4 EDSON.

MODERN LANGUAGES

102 *French.* 4 term hours.

A continuation course in beginning French for those who have had the first term or its equivalent. French 103 may be arranged for.

11-2 WOLFE.

201 *French.* 2 term hours.

This is a sort of omnibus course covering second year work. If there should be advanced students, they will be accommodated as far as possible.

2-3 FORD.

102 *German.* 4 term hours.

A continuation course in beginning German for those who have had the first term or its equivalent.

9-11 FORD.

101 *Spanish.* 4 term hours.

This is a beginning course for those who may not be able to begin the regular year's work on the campus.

9-11 WOLFE.

110 *Modern Language. Russian Literature in English.* 2 term hours.

This course reviews Russian history and literature in a number of preliminary lectures which are followed by reading and criticism of representative authors in English.

11-12 FORD.

LATIN

115 *Selected Readings from Latin Authors.* 4 term hours.

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.

2-4 CASE.

233 *Teachers' Course in Caesar and Latin Composition.* 4 term hours.

This course is planned with special regard for the needs of teachers who find themselves weak in Latin composition, or to whom the teaching of Caesar presents various diffi-

culties. This course may, on recommendation of the instructor, be substituted to satisfy the requirement of Latin 301.

11-2 CASE.

201 *Mythology*. 4 term hours.

The course in Mythology is open not only to students of the Latin department, but is specially 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.

2-4 NORRIS.

NATURAL SCIENCES

Agriculture

101 *General Agriculture*. 4 term hours.

This is a foundation course which seeks to give the student a general knowledge of the scientific principles and practices involved in this industry. This course also aims to interpret modern agriculture as a phase of our national life. The work is made practical by means of numerous laboratory exercises. No prerequisites.

9-11 HOVER.

Botany

202 *Systematic Botany*. 4 term hours.

A study in identification and classification of flowering plants. Stress is laid on families of greatest importance. Much field work is done on the campus and in nearby woods, while some trips are made in the department bus to places farther away. This course is especially helpful to those wishing to take further botany work; to agricultural students; to grade and rural teachers. It is well to precede this course by Botany 101 or its equivalent.

2-4 NEST.

203 *Non-vascular Plants*. 4 term hours.

This course is designed to acquaint the student with the life histories of the simpler forms of plant life, many of which are of great importance. Such forms are studied as bacteria, molds, rusts, mushrooms, algae, liver-worts and mosses all of which have no special food and water conducting tissue so are called non-vascular plants. They are studied from the standpoint of structure, activities, evolution and the vital part they play in the world. This course is to be taken by all students who major or minor in Natural Science. No prerequisites.

11-2 GODDARD.

207 *Ornamental Flowers, Shrubs and Trees*. 4 term hours.

This is a general culture course aiming to acquaint the student with our garden flowers and ornamental shrubs, both as regards identification and culture. Some attention will also be given to a consideration of planting plans. The large variety of flowers and shrubs on the campus give material for study and nearby gardens will be visited. Prerequisite: Botany 101 or equivalent.

7-9 GODDARD.

211 *Bacteriology*. 4 term hours.

This course deals with problems of vital interest. Questions relating to the causes and prevention of bacterial diseases and the use of sera, vaccines, antitoxins, etc., are considered. The nature, action, and uses of the cultivated yeasts, together with the modes of culture and destruction of the molds that are sources of annoyance in the home are studied. Some attention is also given to soil bacteria and their great values. No prerequisites.

9-11 BEST.

Heredity and Evolution

301 *Genetics*. 4 term hours.

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. Prerequisite: College Botany or Zoology.

7-9 HOVER.

Elementary Science

100 *Fundamentals in Elementary Science*. 4 term hours.

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 will function in the integration of these related sciences so far as they have application in the grades. No prerequisites.

2-4 BLOUGH.

201 *Elementary Science for Primary Grades*. 4 term hours.

A special course for those who expect to teach in the primary grades or who expect to supervise such teaching. The work is based upon the course of study and consists of methods of organization and presentation of nature problems to primary children, of directing such activities as would arise and of collecting and caring for live material. Prerequisite: Elementary Science 100.

9-11 BLOUGH.

Physiology

201 *Personal Hygiene*. 4 term hours.

In this course the usual hygienic topics are presented with emphasis upon the physiological principles which underlie them. The material of the course relates to the normal body, and its effective action. No prerequisites.

11-2 PHELPS.

300 *The Human Body*. 4 term hours.

This course is designed for those students who are preparing to teach elementary science and biology. The material presented is selected from the most frequently used *general science* and *biology* texts of the schools of the state, supplemented by a physiology text. It serves as a review of biologic principles as applied to human physiology and hygiene. Prerequisites: One year of high school chemistry, or one term of college chemistry; Zoology 102 and 103.

9-11 PHELPS.

Zoology

200 *Ornithology*. 4 term hours.

We study birds with the object of getting acquainted with the ways and characteristics of the different species occur-

ring in the central United States. Attention is given largely to living birds, their distribution, migrations, nesting, care of young, song, food and feeding, enemies, and relation to man. The course is planned for high school biology teachers and agriculturists. Prerequisite: Zoology 101, or 102, or 103.

7-9 DOLMAN.

205 *General Zoology*. 4 term hours.

An introductory course profitably taken by those who desire a foundation for further work in zoology and by those who can devote but a single term to the study of animals. The aim of the course is to present the fundamental principles of animal biology as found in the various subdivisions of Zoology. No prerequisites.

2-4 DOLMAN.

CHEMISTRY

101 *General and Inorganic College Chemistry*. 4 term hours.

An advanced course in general and inorganic chemistry. The theory and fundamental principles are emphasized. It must precede all other courses in chemistry except 101a, 101b, 101c and 201. Laboratory hours to be arranged. Prerequisite: One year of high school chemistry.

11-2 SELLERS.

102 *General and Inorganic College Chemistry*. 4 term hours.

This is a continuation of Chemistry 101. It includes a study of the halogens, sulphur, phosphorus, silicon and their compounds; a few of the important organic compounds and the common metals. Some time is given to writing equations of double decompositions and of oxidation and reduction.

2-4 OSBORN.

201 *Every-day Chemistry*. 4 term hours.

(Formerly Chemistry 120)

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 college chemistry.

9-11 PEET.

211 *Qualitative Analysis*. 4 term hours.

This is largely a laboratory course. The lectures concern the theory of solution and the balancing of equations. The laboratory work includes a study of the methods of separating and identifying the common metals and acids.

7-9 SELLERS.

472 *The Teaching of Chemistry*. 4 term hours.

This course consists of a study of problems involved in the teaching of chemistry, with particular reference to chemistry 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.

Considerable time is devoted to the history of chemistry, to a consideration of standard courses, the selection of equipment and the measurement of results.
7-9 PEET.

GEOGRAPHY

101 *Principles of Geography.* 4 term hours.

Geography 101 is required of all students who take more than one course in geography. There are exercises on maps and diagrams, the language in which geography is expressed. There are exercises on the distribution of men in the world, where swarming in multitudes, where few and far scattered. There are exercises on the great climatic element Rainfall, its distribution and its utilization by men. All through the course there is observation and study of the passing weather.

11-2, 2-4 MAHARD.

201 *Geography of the United States.* 4 term hours.

This course is a study of the growth and characteristics of the population of the United States and its changing distribution; of its typical occupation regions with their cultural and physical backgrounds; of its trade and means of transportation; and of the growth of large cities as the most significant geographical phenomenon. Graphs, maps and slides are much used. Slides made from photographs taken by the instructors are also materials for study. Prerequisite: Geography 101.

11-2 WILSON.

203 *Asia.* 4 term hours.

This course gives a survey of the continent as a whole and provides for an intensive study of India, China and Japan. Prerequisite: Geography 101.

7-9 WILSON.

209 *Geography of Commerce.* 4 term hours.

(Formerly Geography 108 and 208)

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. Prerequisite: Geography 101.

9-11 SILL.

318 *Geography of Australia.* 4 term hours.

A study of the interaction of environment and industry in Australia and South Africa. 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: Geography 101.

7-9 SILL.

PHYSICS AND ASTRONOMY

208 *College General Science.* 4 term hours.

This course embraces general information in several sciences and is offered to students of non-scientific curricula. The course is adapted to the ability of those electing the subject. A large number of scientific facts are discussed and an interpretation made in terms of the student's everyday life. Students of any specialization may elect the subject. Not open to freshmen.

7-9 WILCOX.

325 *Methods in Science Teaching.* 4 term hours.

This course deals with approved and up-to-date methods of teaching science both in the senior and junior high schools. Aims of science teaching and methods of accomplishing those aims are discussed. Such topics as lesson plans, directed study, the scientific method, scientific attitudes, projects, field trips, unit plan, science clubs and others are considered. Every prospective science teacher should take this course.

9-11 WILCOX.

327 *History of Physics.* 2 term hours.

This course is offered for students of physics, chemistry, and mathematics mainly. It traces the growth of the subject of physics through research and discovery from its beginnings down to modern times. The course is intended to give the student a comprehensive view of the field which will be of service to him in the more academic study of science.

9-10 GORTON.

201 *General Astronomy.* 4 term hours.

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. Some evening work upon planet and star observation with the telescope and tracing out many of the principal constellations is a feature of the course.

2-4 GORTON.

MATHEMATICS

103 *Trigonometry.* 4 term hours.

An elementary course in plane trigonometry. Prerequisites: One and one-half year high school algebra and one year geometry.

9-11 OSBOEN.

104 *Higher Algebra.* 4 term hours.

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 plane geometry. No credit for a student who has had one and a half year of high school algebra.

7-9 BARNHILL.

105 *Higher Algebra.* 4 term hours.

This is an advanced college course, including additional work on the theory of the equation. Prerequisite: Mathematics 104 or $1\frac{1}{2}$ years of high school algebra.

2-4 ERIKSON.

202 *Analytic Geometry.* 4 term hours.

A beginning course in plane analytic geometry. Prerequisites: Mathematics 103 and 105.

9-11 BARNHILL.

220 *Statistical Method in Education.* 4 term hours.

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 will be given much practice in handling data relating to everyday school room problems. A knowledge of high school algebra is desirable but not required.

11-2 ERIKSON.



1 Administration Building
 2 Pierce Hall
 3 Pease Auditorium
 4 Library
 5 Gymnasiums

6 Welch Hall
 7 Starkweather Hall
 8 Charles McKenny Hall
 9 Science Building
 10 Roosevelt School

11 Power House
 12 Tennis Courts
 13 Athletic Fields
 14 Campus Fields and Gardens
 15 Health Cottage

1849 « « Michigan State Normal College » » 1935

Origin: The first Normal School in Michigan, the first west of the Alleghenies, and the sixth in the United States. Created by act of the Legislature in 1849, dedicated in 1852.

Purpose: Established by the Legislature to give instruction to persons
 (1) in the art of teaching
 (2) in all the various branches pertaining to the public schools of Michigan.

Policy: To do well the two things prescribed by the Legislature is the goal toward which this College constantly strives.

HISTORY AND SOCIAL SCIENCES

History

151 *American History, 1783-1816.* 4 term hours.

This is a foundation course and should be taken first by all students who take American history. The first part of the course considers the economic, social and political causes of the failure of the government under the Articles of Confederation and the formation of the constitution. The second part covers the organization of the government under Washington, the beginning of political parties, the development of a national financial system and the American policy of neutrality. The third part deals with foreign relations, expansion, neutral rights, the question of preparedness and the War of 1812.

9-11 FIELD.

152 *American History, 1816-1837.* 4 term hours.

The chief topics studied are: the political results of the War of 1812 as shown by the re-establishment of the United States Bank, the protective tariff and an attempt at systematic national internal improvements. The Westward Movement is studied somewhat in detail with the consequent development of democracy. The beginning of the slavery controversy, the Monroe Doctrine, the Spoils System, the characteristics of Jacksonian Democracy, the war on the bank and the financial crisis of 1837 are included in the course. Prerequisite: History 151.

2-4 FIELD.

230 *History of Modern Europe, 1500-1789.* 4 term hours.

This course opens with an introductory survey of the commercial revolution at the beginning of the modern era and proceeds with a study of the various aspects of the Renaissance, including the Protestant Reformation in the sixteenth century. The appearance and rise of the national monarchies and the institution of absolute government come in for attention. A study of the influence of the principle of the balance of power upon the warring rivalries of Europe concludes the work.

2-4 BUELL.

240 *History of the French Revolution and Early Nineteenth Century Europe.* 4 term hours.

A continuation of the general survey of European history offered in History 110, 115, 120 and 230. A study of the background of the French Revolution and of the interplay of social, economic and political forces during that struggle constitutes the first part of the course. This is followed by a consideration of the significance of the Congress of Vienna and the period of reaction after 1815.

9-11 BUELL.

254 *American History, 1865-1914.* 4 term hours.

The period is studied topically. The Greenback and Free Silver movements, civil service reform, industrial development, railroad and trust regulation, the tariff, "imperialism," the "progressive" movement, expansion into the Caribbean area and the struggle for neutrality, the failure of which lead to entrance into the World War, are the chief topics. Prerequisite: Eight term hours of college American history.

11-2 FAGERSTROM.

261 *History of American Diplomacy.* 4 term hours.

This is a general survey of American foreign relations from the close of the American Revolution to the present time. The topics are selective, no attempt being made to take up

all the problems that have arisen. Especial emphasis will be placed on the early problem of neutrality, the Monroe Doctrine and its later implications, the diplomacy of American expansion, the Civil War period and the problems of "imperialism" following the Spanish-American War, the expansion into the Caribbean area and the World War. Prerequisite: Eight term hours of American history.

2-4 PRAY.

262 *Immigration and Americanization*. 4 term hours.

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 come and their reactions to American environment will be considered. The history of American policy toward immigration will be traced.

9-11 PRAY.

Sociology

200 *Principles of Sociology*. 4 term hours.

This course deals with the fundamental facts of human relationship and is prerequisite to advanced 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.

7-9 THOMSON.

206 *Criminology*. 4 term hours.

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. Prerequisite: Social Science 200 or 201.

11-2 THOMSON.

210 *Rural Sociology*. 4 term hours.

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.

9-11 TAPE.

Political Science

110 *Political Science*. 4 term hours.

This course presupposes high school courses in American history and government. It consists primarily of a study of the machinery and functions of the national government of the United States. This course meets the legal requirements for political science on all curricula leading to a teacher's certificate.

7-9 ENGLEMAN.

212 *International Organization*. 4 term hours.

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 dealing with each other in peace and war; attempts at international organization, and efforts to secure better feeling between citizens of different countries as well as between governments; the organization of our own government for carrying on its foreign relations. Textbook and reference reading.

11-2 ENGLEMAN.

Economics

220 *Elements of Economics*. 4 term hours.

The course opens with a brief description of the historical development of modern industrial society. Consideration is then given to certain economic principles, as laws of consumption, goods, utilities, and wealth. Then follows a survey of the mechanisms of wealth production, forms of business organization, corporate securities, combinations, and the attempts by the government to check monopoly.

7-9 FAGERSTROM.

EDUCATION

202 *Educational Psychology*. 4 term hours.

(Formerly Education 102)

The course seeks to apply the general psychological principles learned in Psychology 201 to the field of teaching. The laws of learning, conditions of learning, efficient learning, measuring the nature of the learner, measuring improvement in school subjects, and teaching how to study are among the subjects developed.

11-2 SMITH.

203 *Principles of Teaching*. 4 term hours.

This course is to follow the two terms of required psychology and should be taken in the term 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 teaching in the actual work of the school. It is here that the work in psychology must be made to function in the class room.

9-11 SMITH.

206 *History of Education in the United States*. 4 term hours.

This course will cover the following general topics: European theory and practice in the early seventeenth century; the transition to America and the modifications made by the conditions of colonial life; the development of the American public school organization, support, and control; changing conceptions of education caused by the great wave of European influence during the nineteenth century; and the development of the psychological, sociological, and scientific tendencies in American education.

2-4 LORD.

215 *Early Elementary Curriculum*. 4 term hours.

(Formerly Education 109)

This course is an intensive study of the curriculum and methods of procedure of the kindergarten-primary grades. It includes (a) a review of the characteristics and interests of small children; (b) a detailed study of the aims, content and procedures of the self-directed period, home and community life; language, writing, handwork, plays and games; (c) a survey of large units of work for each grade. Prerequisites: Psychology 201 and 221.

7-9 SKINNER.

221 *Child Psychology*. 4 term hours.

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 will be investigated.

11-2 SKINNER.

305 *Ethics*. 4 term hours.

A study of the historical development of the principles underlying the social and moral human relations, together with the application to modern institutional life.

7-9 LOTT.

316 *Public Education in Michigan*. 4 term hours.

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 bases of public education, and the status and function of the teacher in it; educational goals and objectives; the Michigan system of education, its development, control, and organization—elementary, secondary, and higher; administrative units—state, county, township, city; financial support—state, local, and federal; essentials of school law; auxiliary educational organizations—Parent-Teacher Association, Michigan Educational Planning Commission, Michigan Education Association, Federation of Teachers' Clubs, National Education Association.

7-9 WILBER.

320 *Philosophy of Education*. 4 term hours.

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.

9-11 LOTT.

331 *Adult Education*. 4 term hours.

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, Freshmen Colleges, 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.

7-9 TAPE.

340 *Educational Tests and Measurements*. 4 term hours.

This is the first formal course in the scientific measurement of class-room products. The purposes of the course are to prepare students for the discriminating selection, precise administration, adequate interpretation and effective class-room use of educational tests and test results. Emphasis is placed upon adequate diagnoses as the necessary bases of remedial teaching and of skillful education guidance.

11-2 WHITEHOUSE.

415 *Directed Observation*. 4 term hours.

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 the 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.

9-11 TURNER.

418 *School Administration*. 4 term hours.

(Formerly Education 218)

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.

9-11 METCALF.

425 *Logic or Reflective Thinking*. 4 term hours.

This course is a study of the reflective thinking involved in attempts at problem solution. As such, it deals with four conspicuous aspects of reflective thought. First, it considers the postulates or presuppositions of thought, and their respective sources in experience. Second, it exhibits the general pattern of the complete reflective thought. Third, in illustration of the principles of successful reflective behavior, it deals with the thought process as exhibited in several typical sciences. Fourth, it deals with the mechanism of the syllogism as a means of testing the consistency of the thought by which problems have apparently been solved, and of these solutions, one with another.

11-2 NORRIS.

430 *Educational and Vocational Guidance in High School*. 4 term hours.

(Formerly Education 330)

This course presents the problem of guidance as one of educational direction rather than vocational, although the latter is studied in its relation to the school as a whole. Tests and measurements of personality will be investigated and also a brief study made of vocations and how they should be taught in high school.

2-4 METCALF.

450 *The Psychology of Individual Differences*. 4 term hours.

The purpose of this course is to develop a knowledge of certain individual differences and to give direction in utilizing these for educational ends. A survey is made of the studies in this field from Galton to the present. Special attention is given to the psychology of adults, both as regards learning and teaching. The significance of individual differences in social life is studied, and also the various educational schemes for meeting individual needs. Prerequisites: Education 201, 202.

2-4 WHITEHOUSE.

SPECIAL EDUCATION

350 *Mental Deficiency.* 4 term hours.

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.

7-9 FLINT.

351 *Education of Exceptional Children.* 4 term hours.

A consideration of the administrative problems connected with the education of the non-typical child—the blind, the deaf, the crippled, speech defectives, incorrigibles, sub-normals, 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.

11-2 LORD.

366 *Sight-Saving.* 4 term hours.

A study of eye anatomy and of eye hygiene, of common eye diseases and of common eye-defects. Problems of organization and adjustment of sight saving classes to the existing school system, including all phases of the determination of the eligibility to the sight saving classes, and problems that arise from the necessary contact with doctors, nurses and other agencies. Visual testing is given careful study.

7-9 OLDS.

367 *Sight-Saving Teaching Methods.* 4 term hours.

A consideration of the means by which the program of work for the normally sighted child can be adapted to the needs of those with partial vision. This includes a study of means by which these children may maintain the standards and achieve the objectives set in the regular grade, while at the same time conserving their vision and learning to utilize it without injury. Program making and the choice and use of sight saving materials are emphasized especially.

2-4 OLDS.

369 *Methods of Teaching Crippled Children.* 4 term hours.

The purpose of this course is to familiarize the student with units of work designed to meet the educational and psychological needs of the crippled child. Emphasis will be placed upon the presentation and adaptation of teaching materials, and ways and means of providing for individual differences. This includes a study of the individual in the light of his particular disability.

11-2 FLINT.

374 *Physical Reconstruction.* 4 term hours.

A study, both practical and theoretical, of those diseases and deformities which lend themselves to treatment by physical measures. Crippled conditions of most frequent occurrence are analyzed, their causes discussed, with an endeavor to stress lines of procedure for reconstruction and rehabilitation.

Opportunity for observation in clinical work, such as examination of patients by an orthopaedic surgeon and work in physical therapy, will be given the student.

9-11 RINGMAN.

378 *Techniques in the Use of Hearing Aids.* 4 term hours. 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, etc., through hearing aids; selection of material for the hard of hearing and for the profoundly deaf. Group hearing aids used throughout the course.
9-11 SMITH.

379 *Fundamentals of Voice Production in the Deaf and Hard of Hearing Child.* 4 term hours.

A course for teachers of the deaf. Improvement of the teacher's voice as a pattern for student improvement. A study of applied physiology of the organs of phonation and articulation as a basis for vocal diagnosis and voice improvement; diagnosis and corrective measures for faulty phonation in the deaf and hard of hearing.
2-4 SMITH.

380 *Methods of Teaching Deaf and Hard of Hearing Children.* 4 term hours.

This course includes a study of the sounds of spoken English, their formation and development, their classification and combination into words and sentences. Special emphasis is placed upon the training of the student's ear for the recognition of these sounds and the detection of the numerous defects which occur in the speech of deaf children. Special attention is given to sentence building and language construction, both oral and written forms, to rhythm, sense training and speech reading.
2-4 BACHMAN.

384 *Mechanisms of the Ear and Acoustic Training.* 4 term hours.

A study of the physiology of the ear and the process of hearing; causes of deafness; retardation of the hard of hearing child; testing of hearing; degree of hearing interpreted according to schoolroom standards; acoustic training to improve residual hearing.
11-2 BACHMAN.

387 *Development of Speech-reading Ability.* 4 term hours.

Rhythmic syllable practice, synchronous drills; grammatical-form exercises, grouping for uniformity of sentence structure; rhythm stress as aid in speech-reading; conversation; discussion of topics selected for environmental interest. Required hour of practice with other students, corresponding to a laboratory hour.
9-11 BUNGER.

393 *Jena Materials and Method.* 4 term hours.

Discussion of practical examples of foundation lessons, routine procedure, development and handling of exercises. Demonstration of routine procedure for each type of exercise. Notebook reports on all phases of the work. Open to experienced teachers of speech-reading and to others qualified through previous courses in speech-reading, following the Ypsilanti development of the Jena Method.
2-4 BUNGER.

SPECIAL COURSES

For the Hard of Hearing

Retention of Normal Voice Quality in the Adult Hard of Hearing.

This course was first given at the University of Chicago in 1933 and was repeated in 1934 for the Chicago League for the Hard of Hearing. It is highly recommended by leaders in education for the hard of hearing. It represents a complete departure from the usual voice training methods and sets up a new conception of voice control independent of the ear. Through tactile methods a control of voice quality, pitch, resonance and inflection are secured, and a new voice consciousness is established. An elementary study of vocal physiology is made in order to establish the method of breath control, fundamental tone and resonance. Consideration is given to the conversational voice, the voice in public speaking, and to individual and group reading aloud. All work is conducted with group hearing aid.

This is a non-credit course open to adults who are hard of hearing and to teachers interested in the teaching of the partially deaf. It is a special course, not included in the College schedule. Those wishing to take the work will make arrangements with the instructor regarding both enrollment and fees. Not more than 12 hard of hearing persons will be admitted.

1-2 SMITH.

For Rehabilitation Workers

352 *Vocational Adjustment of the Handicapped.* 2 term hours.

This is a basic course dealing with the principles, methods and procedures followed in the diagnosis, training, and placement of the handicapped. Interrelations with Special Education will be stressed. The course will be offered during the first three weeks of the summer term. It is open to supervisors and case workers engaged in vocational rehabilitation, employment, and crippled children service, and to Special Education teachers.

7-9 FOSTER.

For the Blind

The following courses are given at the Michigan School for the Blind, at Lansing, during the summer term only. The courses give residence credit.

363 *Education of the Blind.* 4 term hours.

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.* 4 term hours.

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.

LABORATORY SCHOOLS

An elementary school organization, including all grades from the kindergarten to the sixth grade, will be maintained in Roosevelt School during the summer session. In addition, part time work in commercial subjects, in arts and crafts and in physical education will be provided. This summer session is designed to serve the following purposes:

1. To demonstrate the most approved method of teaching children of the various ages and abilities.
2. To demonstrate the latest developments in theory and practice in certain subjects in the elementary school.
3. To provide student teaching facilities. These facilities are necessarily limited during the summer term and are therefore reserved for those persons who are to graduate at the close of the summer session. Application for student teaching must be made to the Director of Laboratory Schools before May 15. Assignments for student teaching will be made in the order in which the applications reach the Director. Student teaching assignments will be announced on June 15.

All who expect to do student teaching during the summer term will meet in the assembly hall of the Roosevelt School at 4 o'clock on Monday, July 1, 1935.

Teaching 4. Regular Student Teaching. 4 term hours. This work is open to those students only who are completing their curricula during the summer term and who require four term hours of practice teaching in the elementary grades for such completion. Students taking this work must keep their schedule free for teaching from 9 a. m. to 1 p. m.

Observation. Opportunity for observation in the laboratory school, other than under direction, cannot be provided during the summer session. Those desiring observation will find provision for their needs in the course in *Directed Observation* (Education 415.)

FINE ARTS

101 *Elementary Art.* 4 term hours.

A course in freehand drawing for general and elementary students. Color scales and harmony; simple perspective drawings, nature drawing, figures, animals, illustration, lettering, posters. Technique of various mediums as crayon, chalk, water colors.

9-11 SWETE.

106 *Still-life Drawing and Painting.* 4 term hours.

This is a course in which drapery, still-life, fruits and flowers are rendered in charcoal, water color or oil. Prerequisites: Fine Arts 101 and 200 or 107 and 109.

9-11 CLARK.

111 *Elementary Design.* 4 term hours.

(Formerly Fine Arts 203)

Problems in line, dark and light, and in color; the principles governing good design, as proportion, balance, unity, etc., are illustrated in these problems. Prerequisites: Fine Arts 101 and 200 or 107 and 109.

11-2 SWETE.

200 *Art Appreciation and Design.* 4 term hours.

A course for general and elementary students. The study of art principles found in sculpture, architecture, and painting; relation of art of the past to that of the present time. Selection of pictures for home and school; color theory and design; application in home and community. Prerequisite: Fine Arts 101.

7-9 CLARK.

208 *Outdoor Sketching.* 4 term hours.

Study of landscape design based on outdoor sketching in charcoal and oil. Illustrated talks on composition throughout the course. Prerequisites: Fine Arts 101, 200, 103 and 106.

2-4 GILL.

305 *Etching.* 4 term hours.

The study and practice of etching as a medium of art expression. Prints are made from copper, zinc and aluminum plates. Compositions and drawings are also worked out in dry-point, aquatint and soft-ground etching. The work of introducing and maintaining an etching course in high school is discussed. The lives and work of famous etchers are studied throughout the course.

Life sketching and perspective are desirable prerequisites.

11-2 GILL.

MUSIC

104 *Elements of Music.* 4 term hours.

This course is designed to give the grade teacher a singing, music reading and theory experience in the elements of music. It acquaints the student with rhythm and tone problems, aims to develop skill in music reading and an appreciation of music.

11-2 ASHBY.

110 *Harmony.* 4 term hours.

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.

9-11 JAMES.

111 *Harmony.* 4 term hours.

This course includes a study of secondary seventh chords, simple modulations, four-part writing, harmonic dictation and keyboard harmony. Prerequisite: Music 110.

9-11 JAMES.

130 *Normal Choir.*

This course is open to all students who can qualify. Regular attendance is required.

10-11 ALEXANDER.

132a, 132b *Voice Culture.* Each 2 term hours.

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.

2-4 LINDEGREN.

151 *History and Literature of Music.* 4 term hours.

This course gives an outline of music and musicians from Bach to Beethoven, supplemented by readings related to musical literature. Prerequisite: A general knowledge of music.

11-2 ALEXANDER.

220 *Early Elementary Music Education*. 4 term hours.
(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: Music 104.

9-11 ASHBY.

413 *Orchestration*. 4 term hours.

This course consists of practical work in orchestrating original or other compositions. Prerequisites: Music 110, 111, 112 and 213.

2-4 JAMES.

INDUSTRIAL ARTS

101 *Elementary Woodwork and Shop Sketching*. 4 term hours.

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.

2-4 CHAMBERLAIN.

112 *Household Mechanics*. 4 term hours.

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 surroundings. Elements of sheet-metal, bench metal, plumbing, electrical and general work are included. This illustrates teaching in a small general shop.

2-4 CHAMBERLAIN.

127 *General Mechanical Drawing*. 4 term hours.

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.

11-2 CHAMBERLAIN.

128 *Architectural Drawing*. 4 term hours.

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.

11-2 CHAMBERLAIN.

151 *Toy Making*. 4 term hours.

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 are helpful to leaders of campfire and social groups. Special stress is laid upon the designing, making and finishing of toys.

7-9 MORRISON.

152 *Arts and Crafts*. 4 term hours.

The chief aim of 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.

11-2 MORRISON.

253 *Industrial Arts for Elementary Grades.* 4 term hours. 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. Formerly 153. Prerequisite: Fine Arts 101.
9-11, 2-4 HATTON.

HOME ECONOMICS

103 *Food Economics and Meal Service.* 4 term hours. This course includes planning, preparing, and serving of meals, emphasizing nutritive value in relation to age, economic levels, time expended and equipment used. A study of table appointments and kinds of service for different types of meals and occasions.
11-2 RAFFINGTON.

151 *Clothing.* 4 term hours. This course deals with the fundamental problems involved in garment construction—use of commercial patterns, sewing equipment and planning and making of simple garments. Personal grooming, hygiene, care and repair of clothing are considered.
9-11 RAFFINGTON.

202 *Home Nursing and Child Care.* 4 term hours. This course is divided into two units. In one a study is made of home care of the sick and the 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 pre-school child.
9-11 BAUCH.

253 *General Home Economics.* 4 term hours. This is an intensive course planned to meet the needs of students specializing in early or later elementary or in special education curricula 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.
7-9 BAUCH.

HEALTH EDUCATION

201 *Health Education in the Elementary Grades.* 4 term hours. 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.
11-2 CLARK.

252 *Health Education for Rural Schools.* 4 term hours. 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.
7-9 CLARK.

360 *Health Education Applied.* 4 term hours. A course 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 considered. Ways of gaining home cooperation are discussed. The relation of physical health to mental health is studied.
9-11 SNOW.

PHYSICAL EDUCATION

412 *Organization of Physical Education.* 4 term hours. This course includes the planning of courses of physical training to meet the conditions of city and rural schools, games, tests, meets, tournaments and seasons of play, principles of supervision, construction and equipment of buildings, grounds, and swimming pools.
9-11 MC CULLOCH.

414 *History and Literature of Physical Education.* 4 term hours. 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.
11-2 MC CULLOCH.

Physiology

432 *Physiology of Digestion, Nutrition and Excretion.* 4 term hours. This is a study of the processes of digestion, absorption, metabolism and the fundamentals of diet. A textbook is used and this is supplemented by lectures, assigned readings and studies of the personal diet of students. Prerequisites: Chemistry 101 and 220.
7-9 RYNEARSON.

Physical Training for Women

The regular physical examinations are not given during the summer term. All new students electing any physical activity should be examined by their family physician and bring a health certificate.

W107 *Rhythmic Plays and Games.* 1 activity credit. For students preparing to teach in the lower elementary grades. Required of early elementary students.

W109 *Teachers' Course, following W107.* 1 activity credit. A course designed to give some practice in teaching for early elementary grades.
11-2 KEYS.

W110 *Elementary Rhythm.* $\frac{1}{2}$ activity credit.
7-8 HARRIS.

W210 *Advanced Rhythm.* $\frac{1}{2}$ activity credit.
8-9 HARRIS.

W112 *Swimming*. $\frac{1}{2}$ activity credit.
Course designed for non-swimmers and beginners.
2-3, 4-5 EPPLER, BEAL.

W212 *Intermediate Swimming Course*. $\frac{1}{2}$ activity credit.
Corresponds roughly to the Course for Swimmers given by
the American Red Cross.
3-4 BEAL.

W115 *Tennis*. $\frac{1}{2}$ or 1 activity credit.
9-10, 10-11, 4-5, 5-6 EPPLER.

W214 *Recreational Activities*. 1 activity credit.
Archery, handball, bowling, etc.
2-4 KEYS.

Ws317 *Community Recreation*. 1 activity credit.
A course designed for students who may be asked to lead
social recreation programs. The activities are designed to
provide programs for adult groups, such as parent-teacher
associations, city clubs, church groups, etc. Open to men
and women.
11-2 HARRIS.

Physical Training for Men

Ms313 *Track Athletics*. 1 activity credit.
A course for high school coaches. All of the standard
events will be taken up and the various forms discussed.
Opportunity is offered for practice in all events. The organ-
ization and conducting of track meets will be presented.
7-9 OLDS.

M103 *Swimming*. $\frac{1}{2}$ activity credit.
This course includes instruction and practice in swimming
and diving. Every man is expected to be able to swim
100 yards, to use at least three standard swimming strokes
and two forms of diving.
5-6 OLDS.

M104 *Tennis*. $\frac{1}{2}$ or 1 activity credit.
Instruction and practice in tennis for men.
9-10, 3-4, 4-5 OLDS.

M109 *Baseball*. 1 activity credit.
In this course an effort is made to train all the men in
the details of batting, base running, fielding, signals, team
work, plays, rules, etc.
4-6 RYNEARSON.

Ms417 *Community Recreation*. 1 activity credit.
A course designed for students who may be asked to lead
social recreation programs. The activities are designed to
provide programs for adult groups, such as parent-teacher
associations, city clubs, church groups, etc. Open to men
and women.
11-2 HARRIS.