

# Western Michigan University ScholarWorks at WMU

Western Michigan University Course Catalogs (1904-present)

Western Michigan University

2-1957

# **Bulletin: Summer School Announcments**

Western Michigan University

Follow this and additional works at: https://scholarworks.wmich.edu/course\_catalogs



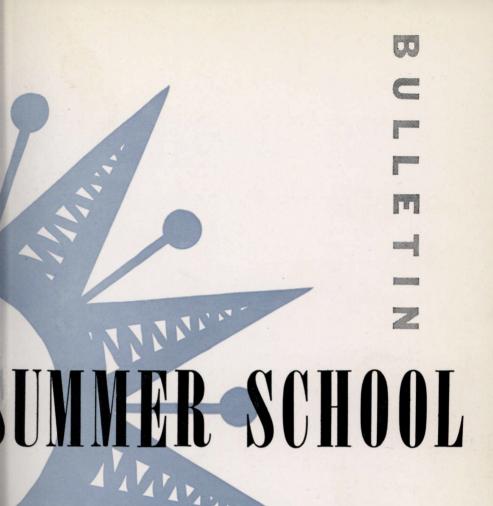
Part of the Higher Education Commons

#### WMU ScholarWorks Citation

Western Michigan University, "Bulletin: Summer School Announcments" (1957). Western Michigan University Course Catalogs (1904-present). 96. https://scholarworks.wmich.edu/course\_catalogs/96

This Catalog is brought to you for free and open access by the Western Michigan University at ScholarWorks at WMU. It has been accepted for inclusion in Western Michigan University Course Catalogs (1904-present) by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmuscholarworks@wmich.edu.





WESTERN MICHIGAN COLLEGE is located in Kalamazoo, midway between Chicago and Detroit. It is served by the New York Central and Pennsylvania Railroads, by Lake Central and North Central Airlines. Three major highways and numerous bus routes connect the city with other midwestern cities. The population of greater Kalamazoo is nearly 100,000.

#### **DIRECTIONS FOR CORRESPONDENCE**

Director of Admissions

Admissions, College literature, Credits, Provisional certificates, Scholarships and Transcripts

Comptroller

Business and financial arrangements

Dean of Men or Dean of Women Student housing and part-time employment

Director of Field Services

Adult Education, In-Service courses and credits, Consultative services to schools, Speakers for special occasions

Dean of the School of Graduate Studies Graduate offerings

Director of Counselling Counselling and guidance

Director of Placement
Teacher placement. Business and Industrial Placement

Director of the Summer Session
Summer session offerings

Director of the Division of Military Science R.O.T.C.

Director of the Department of Rural Life and Education Rural life and education, the community college-cooperative teacher education program and State limited certificates

Dean of the School of Education
Professional courses and permanent certification

Bulletin

# WESTERN MICHIGAN COLLEGE

KALAMAZOO, MICHIGAN

# **SUMMER SCHOOL**

Announcements

1957



This college is a member of the North Central Association of Colleges and Secondary Schools, and of the American Association of Colleges for Teacher Education. It is approved by the Association of American Universities and the American Association of University Women.

Vol. 52, No. 2

FEBRUARY 1957

Published four times annually by Western Michigan College: October, February, March and April. Entered as Second Class Matter, Jan. 5, 1905, at the Post Office at Kalamazoo, Mich., under Act of Aug. 24, 1912.



# CONTENTS

			Page
Part :	I	ADMINISTRATION	7-17
		Administrative Officers	7-8
		Calendar	4
		Faculty	9-17
		Special Events	5
Part	II	WORKSHOPS, CLINICS, AND SPECIAL COURSES	19-23
		Regular Six-Weeks Session	19-22
		Post Session	22-23
Part :	III	STUDENT SERVICES	25-30
		Health Service	25
		Housing and Cafeterias	26
		Recreation	28-29
		Related Services	29-30
Part !	IV	RULES AND REGULATIONS-UNDERGRADUATE	31 - 46
		Admission	31 - 32
		Degrees and Certificates	32 - 40
		Tuition Fees and Living Expenses	41-43
		Standards for Graduation	43–46
Part '	V	RULES AND REGULATIONS—GRADUATE	47
Part	VI	DESCRIPTION OF COURSES	49-92

							-
		JI	JNE				
						1	
2	3	4	5	6	7	8	
9	10	-11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

		J	ULY				
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17		19	20	
21	22	23	24	25	26	27	
28	29	30	31				

AUGUST								
4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31		

# SUMMER SCHOOL CALENDAR

# 1957

June	24,	Monday
		Tuesday Classes Begin
July	4.	Thursday Independence Day
August	1.	Thursday Commencement
August	2.	Friday Session Closes
August	5.	Monday Registration, Second Session
August	16.	Friday Session Closes
	7	

# PROGRAM OF SPECIAL EVENTS

PROGRAM OF SPECIAL EVENTS
June 26, Wednesday — Friday, June 28 — Exhibits by book companies and school supply concerns, Campus School Gymnasium.
June 26, Wednesday 3:00-5:00 P.M. Tea for Faculty Women and Faculty Dames, Davis Room, Walwood.
June 27, Thursday
July 8, Monday
July 9, Tuesday 8:00 P.M. Feature Film sponsored by English Department, Campus Theatre.
July 10, Wednesday 4:00 P.M. Summer School Picnic, Pine Lake.
July 16, Tuesday 8:00 P.M.  Feature Film sponsored by English Department. Campus Theatre.
July 18, Thursday 8:00 P.M. Concert by the Faculty of Music Department, Kanley Memorial Chapel.
July 21, Sunday 4:00 P.M.  High School Music Camp Concert, Kanley Chapel Court.
July 23, Tuesday — Classroom Teachers' Day; Speaker: Miss Margaret Perry, National Educational Association.  July 23, Tuesday 8:00 P.M.
Feature Film sponsored by English Department. Campus Theatre.
July 24, Wednesday
July 25, Thursday
July 29, Monday
July 31, Wednesday
August 1, Thursday 8:00 P.M. Commencement Exercises, Reception, Walwood Union Court.

# SUMMER SESSION NEWS BULLETIN

A daily news bulletin, Summer Session Events, is published during the Summer Session. It is the official source of announcements of academic and social events.

# PART I Administration

#### STATE BOARD OF EDUCATION

CHARLES G. BURNS WALTER F. GRIES STEPHEN S. NISBET CLAIR L. TAYLOR

### STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CLAIR L. TAYLOR

#### **EXECUTIVE COUNCIL OF PRESIDENTS**

CHARLES L. ANSPACH
Central Michigan College
EUGENE B. ELLIOTT
Eastern Michigan College

PAUL V. SANGREN
Western Michigan College
EDGAR L. HARDEN
Northern Michigan College

# OFFICERS OF ADMINISTRATION

Paul V. Sangren, Ph.D., President

Russell H. Seibert, Ph.D., Vice President for Academic Affairs

L. Dale Faunce, Ed.D., Vice President for Student Services and Public Relations

Cornelius B. MacDonald, A.M., Comptroller

John A. Goldsworth, Superintendent, Buildings and Grounds

James H. Griggs, Ed.D., Dean, School of Education

George H. Hilliard, Ph.D., Director, Student Personnel and Guidance

George E. Kohrman, Ed.D., Dean, School of Applied Arts and Sciences and Director, Summer Session

Elizabeth E. Lichty, Ph.D., Dean of Women

Vern E. Mabie, A.M., Director of Placement and Alumni Relations

George G. Mallinson, Ph.D., Dean, School of Graduate Studies

Clayton J. Maus, M.S., Registrar

Gerald Osborn, Ph.D., Dean, School of Liberal Arts and Sciences

Arnold E. Schneider, Ph.D., Dean, School of Business

Donald N. Scott, A.M., Manager, Union Building and Residence Halls and Assistant Dean of Men

J. Towner Smith, A.M., Dean of Men

Otto Yntema, A.M., Director, Field Services

Leonard Gernant, A.M., Associate Director, Field Services

Richard Barron, A.M., Assistant Director of Alumni Relations

Sterling Breed, B.S., Assistant Dean of Men

Bernice G. Hesselink, Assistant Comptroller
Elizabeth Householder, B.S., Assistant Dean of Women
John G. Hungerford, A.M., Assistant Director, Union Building
Keith W. Smith, Ph.D., Assistant Registrar
John Visser, Ph.D., Assistant to the Registrar
Robert H. Williams, B.S., Assistant Superintendent, Buildings and Grounds

#### STAFF

Irving Barber Homer M. Dunham, A.B. Eva Falk, A.B. Margaret Feather, A.B. Kenneth R. Hawkins, A.M. Edna L. Hirsch, B.S. Virginia M. Jarman Lloyd E. Jesson, A.B. Eleanor Linden, B.S. Margaret T. Mabie, A.B. John W. Randall Myrna Ross Lucille E. Sanders, A.B. Leah M. Smith John M. Thompson Ralph Willis

Supervisor, Grounds Service Athletic Records and Publicity Secretary, Dean of Women Secretary, Dean of Men Assistant Manager, Campus Stores Secretary, Student Personnel and Guidance Secretary, Campus School Secretary to the President Secretary, Teacher Education Assistant to Dean of Graduate Studies Director, Food Services Secretary, Adult Education Secretary, Rural Life and Education Secretary, Extension Manager, Campus Stores Supervisor, Janitorial Services

# Faculty — 1957 SUMMER SCHOOL

- Donald H. Ackerman, D.S.S., Assistant Professor, Political Science B.A., M.A., D.S.S., Syracuse.
- David W. Adams, M.A., Assistant Professor, Education B.A., Ohio Wesleyan; M.A., New York University.
- Francis W. Allen, A.M.L.S., Assistant Professor, Library B.S., Colby College; A.B.L.S., A.M.L.S., Michigan.
- Agnes E. Anderson, M.S., Assistant Professor, Business Studies B.S., Ferris Institute; M.S. Tennessee.
- James O. Ansel, Ed.D., Associate Professor, Rural Life and Education A.B., Western Michigan College; A.M., Northwestern; Ed.D., Teachers College, Columbia.
- Keith D. Bailey, M.A., Assistant Professor, Campus School B.S., M.A., Western Michigan College.
- Edwin I. Beal, Ph.D., Associate Professor, Business B.A., Ohio Wesleyan, M.S., University of Paris; Ph.D., Cornell.
- Albert B. Becker, Ph.D., Professor, Speech A.B., Western Michigan College; A.M., Michigan; Ph.D., Northwestern.
- John L. Bendix, M.A., Assistant Professor, Industrial Arts B.S., Stout Institute; M.A., Minnesota.
- Ada E. Berkey, A.M., Assistant Professor, Library A.B., Mount Holyoke; A.B.L.S., Michigan; A.M. Iowa.
- Arthur Birkby, MUS.D., Associate Professor, Music B.S., Temple; A.T.C.L., Trinity College, London; MUS.M., MUS.D., Philadelphia Conservatory.
- Donald E. Boven, A.M., Assistant Professor, Physical Education for Men B.S., A.M., Western Michigan College.
- Robert S. Bowers, Ph.D., Professor, Economics A.B., Kansas Wesleyan; A.M., American University; Ph.D., Wisconsin.
- Lawrence J. Brink, A.M., Assistant Professor, Industrial Arts A.B., Western Michigan College; A.M., Michigan.
- Alan S. Brown, Ph.D., Assistant Professor, History A.B., A.M., Ph.D., Michigan.
- William R. Brueckheimer, Ph.D., Assistant Professor, Geography and Geology; A.B., Wabash; A.M., Chicago; Ph.D., Michigan.
- Roy C. Bryan, Ph.D., Director, Campus School A.B., Monmouth College; B.Ed., A.M., Ph.D., Teachers College, Columbia.
- Elwyn F. Carter, Ed.D., Head, Department of Music A.B., Alma College; A.M., Ed.D., Teachers College, Columbia.

- Homer L. J. Carter, A.M., Professor, Psychology (Director of Psycho-Edu. Clinic)
  - B.S., Wayne; A.M., Ohio State.
- Clara R. Chiara, Ph.D., Professor, Education B.S., Miami; A.M., Western Reserve; Ph.D., Ohio State.
- Samuel I. Clark, Ph.D., Associate Professor, Political Science A.B., Ph.D., Chicago.
- Isabel Crane, A.M., Assistant Professor, Personnel and Guidance B.S., Battle Creek College; A.M., Teachers College, Columbia.
- Lewis D. Crawford, A.M., Associate Professor, Personnel and Guidance B.S., Western Michigan College; A.M., Michigan.
- George Dales, A.M., Associate Professor, Physical Education for Men B.S., Miami; A.M., Michigan.
- Raymond A. Dannenberg, A.M., Associate Professor, Distributive Education B.S., Western Michigan College; A.M., Michigan.
- Hazel M. DeMeyer, B.S.L.S., Assistant Professor A.B., Western Michigan College; B.S.L.S., Columbia.
- Stanley K. Derby, M.S., Assistant Professor, Physics B.S., Chicago; M.S., Michigan State.
- Lawrence DeVoogd, A.M., Fifth Grade, Campus School. A.B., Hope; A.M., Western Michigan College.
- Wendall B. Fidler, Ed.M., Associate Professor, Distributive Education B.S., Ohio State; Ed.M., Pittsburgh.
- Willis Frederick Dunbar, Ph.D., Professor, History B.A., Kalamazoo College; A.M., Ph.D., Michigan.
- Herbert E. Ellinger, A.M., Associate Professor, Industrial Technology B.S., Western Michigan College; A.M., Michigan.
- Marcella S. Faustman, A.M., Assistant Professor, Music B.S., A.M., Teachers College, Columbia.
- John L. Feirer, Ed.D., Head, Department of Industrial Arts A.B., Stout Institute; A.M., Minnesota; Ed.D., Oklahoma.
- Harry M. Flapan, M.A., Assistant Professor, Sociology B.S., Washington; M.A., Chicago.
- Pearl L. Ford, A.M., Associate Professor, Mathematics A.B., Western Michigan College; A.M., Michigan.
- Orie I. Frederick, Ph.D., Head, Research Department A.B., A.M., Findlay College; Ph.D., Michigan.
- Jack J. Frey, M.A., Assistant Professor, Campus School B.S., Western Michigan College; M.A., Michigan.
- Robert Friedmann, Ph.D., Associate Professor, History and Philosophy A.B., Goshen College; Ph.D., Vienna.
- John R. Freund, Ph.D., Assistant Professor, English A.B., A.M., Miami; Ph.D., Indiana.

- Edward A. Gabel, A.M., Associate Professor, Physical Education for Men B.S., Eastern Michigan; A.M., Western Michigan College.
- Wallace L. Garneau, A.M., Professor, Speech A.B., Western Michigan College; A.M., Michigan.
- John W. Gill, A.M., Associate Professor, Physical Education and Associate Director of Athletics.
  - A.B., Western Michigan College; A.M., Teachers College, Columbia.
- Louis A. Govatos, Ph.D., Associate Professor, Education B.S., Minnesota; M.S., Ph.D., Michigan.
- Milton Greenberg, Ph.D., Assistant Professor, Political Science B.A., Brooklyn; M.A., Ph.D., Wisconsin.
- H. Joette Hainks, A.M., Assistant Professor, Physical Education for Women B.S., A.M., Western Michigan College.
- Paul E. Holkeboer, M.S., Assistant Professor, Chemistry A.B., Hope; M.S., Purdue.
- Herbert H. Hannon, Ed.D., Professor, Mathematics A.B., Western Michigan College; A.M., Michigan; Ed.D., Colorado State College.
- Harry S. Hefner, A.M., Head, Art Department A.B., Western Michigan College; A.M., Teachers College, Columbia.
- Charles Helgesen, M.A., Assistant Professor, Speech B.S., St. Cloud, Minnesota; M.A., Denver.
- Eunice E. Herald, Ph.D., Head, Home Economics Department B.S., Michigan State; M.A., Ph.D., Michigan.
- Margaret Hersey, M.D., (Medical Director) Health Service M.D., College of Physicians & Surgeons, Columbia.
- Paul B. Horton, Ph.D., Associate Professor, Sociology A.B., Kent State; Ph.D., Ohio State.
- Joseph T. Hoy, A.M., Associate Professor, Physical Education for Men B.S., Western Michigan College; A.M., Michigan.
- Fred S. Huff, A.M., Associate Professor, Industrial Arts A.B., Western Michigan College; A.M., Michigan.
- Mate Graye Hunt, A.M., Associate Professor, Librarianship B.S.L.S., George Peabody College for Teachers; A.B., A.M., Southern Methodist.
- Wendell J. Hunt, Ed.D., Associate Professor, Education B.S., M.A., Nebraska; Ed.D., Teachers College, Columbia.
- Elaine Hurst, M.A., Instructor, Biology B.S., M.A., Western Michigan College.
- Doris A. Hussey, B.S., Assistant Professor, Physical Education for Women B.S., Western Michigan College.
- Gilbert R. Hutchings, M.A., Assistant Professor, Industrial Arts B.S., Western Michigan College; M.A., Michigan.
- Don C. Iffland, Ph.D., Associate Professor, Chemistry B.S., Adrian College; M.S., Ph.D., Purdue.

- Frank W. Jerse, M.S., Assistant Professor, Education B.S., Illinois; M.S., Wisconsin.
- A. Elizabeth Johnson, A.M., Assistant Professor, Campus School A.B., Kalamazoo College; A.M., Teachers College, Columbia.
- John G. Kemper, A.M., Assistant Professor, Art B.F.A., Ohio State; A.M., Teachers College, Columbia.
- Leonard C. Kercher, Ph.D., Head, Department of Sociology A.B., A.M., Ph.D., Michigan.
- Waldemar E. Klammer, M.S., Assistant Professor, Industrial Arts B.A., Wisconsin State Teachers; M.S., The Stout Institute.
- Haym Kruglak, Ph.D., Associate Professor, Physics A.B., A.M., Wisconsin; Ph.D., Minnesota.
- Stanley Kuffel, Ed.D., Head, Department of Psychology B.A., St. Thomas; A.M., Minnesota; Ed.D., Western Reserve.
- Daniel A. Kyser, M.M., Assistant Professor, Music B.P.S.M., Oberlin College; M.M., Michigan.
- Harry W. Lawson, A.M., Associate Professor, Personnel and Guidance B.S., Boston; A.M., Michigan.
- Alice E. Lewis, M.A., Assistant Professor, Occupational Therapy B.A., Mt. Holyoke College; M.A., Southern California.
- Robert M. Limpus, Ph.D., Head, Basic Studies Division A.B., Northwestern; A.M., Ph.D., Chicago.
- Lester R. Lindquist, A.M., Associate Professor, Business Studies B.S., A.M., Michigan.
- Marguerite Logan, M.S., Associate Professor, Geography and Geology A.B., Iowa State Teachers College; M.S., Chicago.
- M. Dezena Loutzenhiser, A.M., Associate Professor, English B.S., Northwestern State Teachers College; A.M., Washington.
- Andrew C. Luff, Ed.D., Acting Head, Industrial Technology Department B.S., Wayne; A.M., Michigan; Ed.D., Bradley.
- Phoebe Lumaree, M.S.L.S., Associate Professor, and Assistant Librarian A.B., Western Michigan College; B.S., Simmons College; M.S.L.S., Columbia.
- Morris McClure, Ed.D., Professor, Education A.B., Western Michigan College; A.M., Michigan; Ed.D., Michigan State.
- Winifred Congdon MacFee, A.M., Assistant Professor, and Librarian, Educational Service.
  - B.S., Western Michigan College; A.M., Michigan.
- Charles H. Maher, A.M., Associate Professor, Physical Education for Men A.B., Western Michigan College; A.M., West Virginia.
- Jean G. Malmstrom, A.M., Assistant Professor, English A.B., A.M., Washington University.
- Arthur J. Manske, Ph.D., Professor, Education A.B., Wayne; A.M., Ph.D., Teachers College, Columbia.

- Walter G. Marburger, M.S., Associate Professor, Physics A.B., M.S., Michigan.
- Helen E. Master, A.M., Associate Professor, English A.B., A.M., Michigan.
- Holon Matthews, Ph.D., Professor, Music B.M., M.M., Cincinnati College of Music; Ph.D., Rochester.
- John H. McBeth, M.A., Assistant Professor, Business Studies B.S., Indiana; M.A., Alabama.
- Emeline J. McCowen, A.M., Assistant Professor, Campus School A.B., National College of Education; A.M., Teachers College, Columbia.
- Jack R. Meagher, A.M., Associate Professor, Mathematics A.B., Western Michigan College; A.M., Michigan.
- Leonard V. Meretta, M.M., Professor, Music B.M., M.M., Michigan.
- Robert B. Miller, Ph.D., Assistant Professor, Physics A.B., Manchester College; M.S., Ph.D., Michigan State.
- Floyd W. Moore, Ph.D., Head, Economics Department A.B., Albion College; A.M., Michigan; Ph.D., Northwestern.
- Howard A. Mowen, Ph.D., Associate Professor, History A.B., Baldwin-Wallace; A.M., Ph.D., Western Reserve.
- George E. Mowrer, Ed.D., Associate Professor, Counseling B.S., M.E., Ed.D., Missouri.
- Alfred H. Nadelman, Ph.D., Head, Paper Technology Department A.M., Ph.D., Berlin.
- Arnold G. Nelson, Ph.D., Assistant Professor, Guidance A.B., Hamline; M.A., Ph.D., Minnesota.
- Charles S. Nichols, A.M., Associate Professor, Industrial Arts A.B., Western Michigan College; A.M., Michigan.
- Frances E. Noble, Ph.D., Associate Professor, Languages A.B., A.M., Ph.D., Northwestern.
- Frederic J. O'Hara, Ed.D., Associate Professor, Librarianship A.B., Boston; B.S.L.S., M.S., Columbia; Ed.D., Teachers College, Columbia.
- John B. Orr, M.A., Assistant Professor, English B.S., M.A., Minnesota.
- Elizabeth Patterson, M.A., Librarian, Campus School B.A., Texas; M.A., Western Michigan College.
- William B. Pavlik, Ph.D., Assistant Professor, Psychology B.S., Western Reserve; M.A., Ph.D., Ohio State.
- Gayle Pond, A.M., Head, Health Service Presbyterian Hospital, Chicago; B.S., Northwestern; A.M., Columbia.
- James A. Powell, Ph.D., Assistant Professor, Mathematics B.A., M.A., Ph.D., Michigan State.
- Myrtle M. Powers, M.S., Assistant Professor, Biology M.S., Michigan State.

- Don O. Pullin, A.M., Associate Professor, Industrial Arts B.S., Wayne; A.M., Teachers College, Columbia.
- Peggy Ann Ramstad, M.M.E., Assistant Professor, Campus School B.M., M.M.E., Minneapolis College of Music.
- Paul L. Randall, B.S.L.S., Assistant Professor, Circulation Librarian A.B., Western Michigan College; B.S.L.S., Illinois.
- Nellie N. Reid, A.M., Assistant Professor, Sociology A.B., Iowa; A.M., Chicago.
- Ronald G. Rex, Assistant Professor, Campus School B.S., Ball State; A.M., Western Michigan College.
- William F. Reynolds, Ph.D., Assistant Professor, Psychology A.B., M.A., Syracuse; Ph.D., Iowa.
- Glen C. Rice, A.M., Associate Professor, Personnel and Guidance B.S., A.M., Western Michigan College.
- Lois Robinson, A.M., Assistant Professor, Education B.S., Western Michigan College; A.M., Michigan.
- Wm. McKinley Robinson, Ph.D., Head, Rural Life and Education Department.
  - B.S., Hiram College; A.M., Ph.D., Teachers College, Columbia.
- Candace L. Roell, M.A., Associate Professor, Physical Education B.S., Eastern Michigan College; M.A., Michigan.
- William R. Rosegrant, M.A., Assistant Professor, English A.B., Central College; M.A., Chicago.
- Herman E. Rothfuss, Ph.D., Associate Professor, Languages B.S., A.M., Ph.D., Minnesota.
- Norman K. Russell, A.M., Associate Professor, Guidance B.S., Western Michigan College; A.M., Michigan.
- David F. Sadler, Ph.D., Assistant Professor, English A.B., Antioch; M.A., Ph.D., Minnesota.
- Hazel E. Cleveland Saye, A.B.L.S., Assistant Professor, Circulation Librarian.
  - A.B., Western Michigan College; A.B.L.S., Michigan.
- Merle J. Schlosser, Associate Professor, Physical Education B.S., M.S., Illinois.
- Richard H. Schmidt, Ed.D., Associate Professor, Psychology B.S., M.A., Ed.D., Oklahoma A. & M.
- Neil L. Schoenhals, M.A., Associate Professor, Guidance B.S., M.A., Western Michigan College.
- Esther D. Schroeder, A.M., Associate Professor, Education B.S., Bemidji State Teachers College; A.M., George Peabody College for Teachers.
- Gladys Shepherd, R.N., Assistant Instructor, Health Service Hackley Hospital, Muskegon, Michigan.
- Ethel Shimmel, A.M., Associate Professor, Campus School A.B., Western Michigan College; A.M., Teachers College, Columbia.

- Lydia Siedschlag, A.M., Professor, Art
  - B.A.E., Art Institute, Chicago; A.M., Teachers College, Columbia.
- Thomas C. Slaughter, A.M., Associate Professor, Physical Education B.S., Western Michigan College; A.M., Michigan.
- Charles A. Smith, A.M., Associate Professor, English A.B., Western Michigan College; A.M., Columbia.
- Carl B. Snow, A.M., Associate Professor, Education B.S., Western Michigan College; A.M., Columbia.
- Raymond F. Sorensen, A.M., Associate Professor, Physical Education B.S. Western Michigan College; A.M., Michigan.
- Charles R. Starring, A.M., Associate Professor, History A.B., A.M., Columbia.
- Opal Stamm, A.M., Assistant Professor, Home Economics A.B., Berea College; A.M., Teachers College, Columbia.
- Elaine L. Stevenson, A.M., Assistant Professor, Art A.B., Western Michigan College; B.A.E., The Art Institute of Chicago; A.M., Ohio State.
- Leo C. Stine, Ph.D., Associate Professor, Political Science B.Ed., Illinois State Normal; A.M., Ph.D., Illinois.
- Bess L. Stinson, A.M., Associate Professor, Education B.S., A.M., George Peabody College for Teachers.
- Cyril L. Stout, Ph.D., Professor, Geography and Geology B.S., Knox College; Ph.M., Wisconsin; Ph.D., George Peabody College for Teachers.
- Russell A. Strong, A.B., Publicity Director A.B., Kalamazoo College.
- Julius Stulberg, A.M., Professor, Music B.S., A.M., Michigan State.
- Sara Ruth Swickard, Ph.D., Professor, Education B.S., M.A., Ph.D., Ohio State.
- Robert D. Taylor, M.A., Assistant Professor, Campus School B.A., Western Michigan College; M.A., Michigan.
- Robert B. Trader, M.S., Assistant Professor, Business Studies B.S., Indiana; M.S., Pittsburgh.
- Adrian Trimpe, A.M., Associate Professor, Head, Distributive Education B.S., Western Michigan College; A.M., Michigan.
- Carola P. Trittin, B.A., Assistant Professor, Paper Technology B.A., Lawrence.
- Dean R. Tyndall, B.S., Assistant Professor, Occupational Therapy B.S., Western Michigan College.
- Leo C. Vander Beek, Ph.D., Assistant Professor, Biology B.A., Western Michigan College; M.S., Ph.D., Michigan.
- Clarence N. Van Deventer, B.S., Associate Professor, Industrial Technology B.S., Wisconsin Teachers College.
- William C. Van Deventer, Ph.D., Head, Biology Department A.B., Central College; M.A., Ph.D., Illinois.

Charles Van Riper, Ph.D., Professor, Speech A.B., A.M., Michigan; Ph.D., Iowa.

Gertrude Van Zee, M.A.L.S., Assistant Professor, Library A.B., Hope College; M.A.L.S., Michigan.

Reva Volle, A.M., Associate Professor, Home Economics B.S., Illinois; A.M., Teachers College, Columbia.

Ruth L. Walker, M.A., Assistant Professor, Campus School A.B., M.A., Western Michigan College

William T. Ward, A.M., Associate Professor, Education B.S., Central Michigan; A.M., Michigan State.

William V. Weber, Ph.D., Head, Political Science Department A.B., A.M., Ph.D., Iowa.

Jared S. Wend, Ph.D., Assistant Professor, Economics A.B., Middlebury; M.A., Ph.D., Michigan.

Robert B. Wetnight, Ph.B., C.P.A., Associate Professor, Business Studies Ph.B., Toledo.

Glade Wilcox, Ed.D., Associate Professor, Guidance B.Ed., Western Illinois, M.S., Illinois; Ed.M., Ed.D., Indiana.

Merrill R. Wiseman, M.S.P.H., Professor, Biology A.B., Ohio Northern; M.S.P.H., Michigan.

John W. Woods, M.A., Assistant Professor, English B.S., M.A., Indiana.

Crystal Worner, A.M., Head, Physical Education Department A.B., Michigan State Normal College; A.M., Michigan.

Zack York, Ph.D., Head, Speech Department A.B., Western Michigan College; Ph.D., Wisconsin.

### VISITING FACULTY

Clara Belle Baker, M.A., Education B.A., M.A., Northwestern; Litt.D., National College of Education. Professor of Education, National College of Education, Evanston, Ill.

Kenneth Bonine, M.A., Education B.S., M.A., Western Michigan College; M.A., Michigan. Director of Visual Education, Kalamazoo Public Schools.

George Brower, Ph.D., Rural Life and Education B.S., M.A., Western Michigan College; Ph.D, Cornell. Assistant Professor of Education, Eastern Michigan College.

Charles Breed, M.A., Art B.A., Western Michigan College; M.A., Wisconsin. Art Instructor, Midland, Mich., Public Schools.

Hazel Brown, M.A., Librarianship
B.S., Wayne State; M.A., Michigan.
Librarian, Longfellow Elementary School, Royal Oak, Mich.

Lenore Bryant, M.A., Second Grade, Campus School B.S., Bemidji State Teachers College; M.A., Columbia. Instructor, Campus School, Northern Michigan College.

William C. Budd, Ph.D., Education B.S., Ph.D., Minnesota. Professor of Education, Western Washington College, Bellingham.

Elmer J. Christenson, M.A., Campus School B.S., Michigan State; M.A., Michigan State. Instructor, Battle Creek, Lakeview Public Schools.

James Davenport, M.A., Education B.S., Western Michigan College; M.A., Columbia. Principal, Elementary Schools, Garden City, N.Y.

Robert Engstrom, M.A., Art B.S., M.A., Michigan State. Jeweler and Designer.

Dorothy Flapan, M.A., Sociology M.S.W., M.A., Chicago. Social Work Consultant, Kalamazoo.

Lussetta Fitzpatrick, M.A., Psycho-Educational Clinic B.S., Western Michigan College; M.A., Michigan. Instructor, W. K. Kellogg School, Battle Creek.

Clayton M. Gjerde, Ph.D., EducationB.S., Ph.D., Minnesota.Professor of Education, San Diego State College, California.

Mary Horrigan, M.A., Kindergarten, Campus School A.B., Western Michigan College; M.A., Michigan. Instructor, Oakwood School, Kalamazoo.

Margaret Lavender, B.S., Nursery, Campus School B.S., National College of Education, Evanston, Ill. Private Nursery, Kalamazoo.

Jacqueline B. Mallinson, M.A., Biology A.B., Kalamazoo; M.A., Michigan. Science Consultant, Kalamazoo.

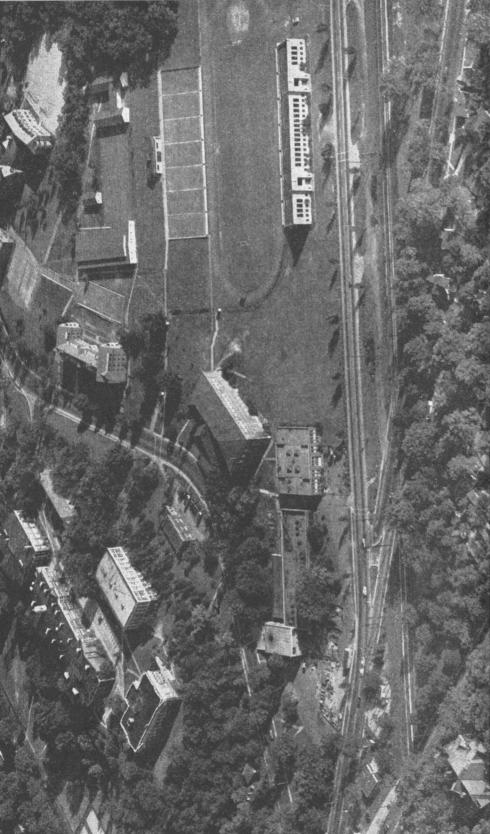
Shirley L. Miller, M.A.L.S., College Library B.S., Western Michigan College; M.A.L.S., Michigan. Librarian, South Junior High, Kalamazoo.

Ruth Penty, Ed.D., Psycho-Educational Clinic A.B., Michigan; A.M., Ed.D., Columbia. Director, Personnel and Counseling, Battle Creek, Mich., Public Schools.

Alfred R. Thea, M.S., Education B.S., M.S., Washington.

Director, Constance Brown Society for Better Hearing, Kalamazoo.

Eugenia Schmitz, M.A., Librarianship B.S., Western Michigan College; B.S.L.S., St. Catherine; M.A., Michigan. Librarian, Creston High School, Grand Rapids.



# PART II Workshops, Clinics and Special Courses

# **REGULAR SIX-WEEK SESSION (JUNE 24-AUGUST 2)**

# WORKSHOP: FAMILY LIFE EDUCATION AND COUNSELING (JUNE 24 — JULY 2)

This workshop will concern itself with family life education and counseling as it takes place in the school, church and social agency. It is designed to help the participants acquire a set of concrete and explicit aims for their work as family life educator and counselor. Special attention will be given to the components of marital and parental competence as one set of such aims. This workshop will also provide opportunity for the participants to increase their skill in the utilization of techniques most relevant to family life education and counseling. The focus will be on how to initiate, facilitate and direct discussion, how to initiate, direct and analyze roleplaying interaction, and how to conduct an interview in premarital and marital counseling. Another purpose of the workshop is to provide an opportunity for the participants to increase those aspects of their own interpersonal competence which are manifested in effective group leadership. Finally, attention will be given to increasing the participant's ability to evaluate his own effectiveness as family life educator and counselor. May be taken for two semester hours graduate or undergraduate credit.

## WORKSHOP: MUSIC CAMP (JULY 7 — JULY 21)

The two-week Summer Music Camp, offering a stimulating musical experience in a vacation atmosphere, will be in session from July 7, through July 21. Staffed by the faculty of the College Music Department, the Camp will be open to high school students, from the 9th through the 12th grades. College students who assist with the Camp may earn 3 hours of undergraduate credit or 2 hours of graduate credit.

The integrated program will emphasize all phases of music, and will include, as well, planned recreational activities. The Camp will offer daily instruction in orchestra, choir, band, theory, music literature, and conducting. Students may also participate in small ensembles and receive private instruction.

The session will close with a concert by the various groups.

## WORKSHOP: TEXTILE FIBER CLINIC (JULY 8-19)

The Departments of Home Economics and Distributive Education are jointly offering a clinic in today's textile fibers and fabrics. The purpose of the clinic is to provide teachers and coordinators in homemaking and

Summer School work in the School of Education is centered on the east campus.

distributive education areas with current information, teaching techniques and instructional aids about fibers and fabrics. This will be accomplished by the help of resource people from the textile industry through talks, demonstrations, films and exhibits.

This intensive study of today's textiles will be of great help to the teacher participants who in their classes provide young people with information on how to buy wisely, how to use intelligently and how to sell with the confidence of having a thorough knowledge of the merchandise.

The clinic will run for two weeks and may be taken for two semester hours undergraduate or graduate credit.

# WORKSHOP: THE EMOTIONALLY DISTURBED CHILD (JULY 22 — AUGUST 2)

This two-week workshop is designed to be of interest to registered occupational therapists, psychiatric social workers, rehabilitation personnel, teachers of special education and other interested persons.

The course time will be divided into classroom lectures supplemented by audio-visual aids, student discussion groups, field trips to Children's Psychiatric Units and will be climaxed by case presentations and clinical demonstrations of the emotionally disturbed child. (Students will register for two semester hours of graduate or undergraduate credit in course 410C Neurology Lectures, Occupational Therapy Department.)

# WORKSHOP IN SUPERVISION OF HOME ECONOMICS (JULY 22 — AUGUST 2)

The workshop in Supervision of Home Economics or Homemaking Education at the junior, senior high school and college levels is offered during the two week period of July 22 through August 2 for graduate students.

The course is organized to give teachers the opportunity to study the newer developments in the teaching of home economics including supervision principles, methods and techniques for working with various age levels of students.

Problems of the individual graduate students will be studied in relation to planning for, organizing and evaluating a supervisory program.

The program will offer help from specialists in the supervisory field.

Students are not permitted to be enrolled in other classes during the two week period of the Workshop. This is a full-time, two-week program offering 2 hours of graduate credit. The group will meet Monday through Friday from 9:00-12:00 Noon and 1:00-2:30 P.M. from July 22 - August 2.

#### WORKSHOP: COACHES OF ATHLETIC SPORTS

The Workshop for Coaches is offered again this summer as a result of enthusiastic response from the graduate students who participated in the workshop last summer.

Enrollment is open only to graduate students who have had coaching

experience or who have completed undergraduate courses in the sport concerned. The course will consider problems in the coaching of fundamentals, the organization of practice periods, and offensive and defensive strategy.

Football and basketball will be considered during the first three weeks of the session, and baseball and track during the second three weeks of the session. Coaches of varsity teams will instruct.

Classwork in the course will extend over three periods of two hours duration each week. Football and basketball clinics will be offered during the period 10:40-12:30 on June 25, 26, July 1, 2, 3, 8, 9, and 10. Baseball and track clinics will be offered during the period 10:40-12:30 on July 15, 16, 17, 22, 23, 24, 29, 30, and 31.

#### WORKSHOP: TEACHERS' WORKSHOP IN RADIO

Two important problems facing the school administrator and teacher are finding all available resources for enriching the curriculum and interpreting the public school program to the general public. The radio workshop has been developed to investigate the possibilities afforded by audio tools in solving those two pressing problems.

Educational radio series from university, college, and public school stations will be monitored by workshop members, who will evaluate the programs, paying particular attention to their utilization in the classroom to enrich the curriculum and motivate study in science, literature, safety, health, English, and foreign languages, both on an elementary and secondary level. It is hoped that a number of teachers already using WMCR School of the Air series will enroll in the workshop. Pooling reactions and suggestions should help the college make its School of the Air even more effective as a classroom tool.

Emphasis will be placed on the use of magnetic-tape recorders as teaching aids. Each workshop member will be given experience in operating the machines. Techniques in using recorders to motivate study in reading, literature, history, geography, science, and other subject matter areas will be investigated.

An important part of the workshop will be consideration of various ways to use radio as an effective medium to interpret to the general public such things as building and equipment needs, curriculum development, school policies, and special features of the school program, such as: driver-training, speech correction, and provisions for teaching exceptional children.

The workshop will be held in the studios of WMCR-FM, located in Maybee Hall. Professional facilities are available, giving workshop members opportunity to work out their problems in one of the best-equipped radio teaching set-ups in the country. So that teachers may have actual production experience and become familiar with educational station operation, WMCR will be on the air from five to nine p.m., during the summer session.

#### WORKSHOP: READING WORKSHOP

For the eleventh successive summer, Western Michigan College is offering a reading-improvement program for both elementary and secondary teachers and administrators. This integrated program will emphasize many phases of the reading problem. The course, Educational Therapy in Reading, will offer both graduate and undergraduate credit. In addition to and supplementing this course, the Psycho-Educational Clinic is providing a series of reading demonstrations and discussions throughout the summer session. The purpose of these demonstrations is to show teachers at the various levels how to plan and carry out an integrated and systematic program for providing remedial and corrective work in reading. The latest types of technical materials for clinical purposes and instructional reading materials of all kinds will be available.

In each demonstration a child, teacher, and one of the parents will participate. A special attempt will be made to present and make clear such standard procedures as those employed by Monroe, Fernald, Dolch, and Betts. Mechanized equipment such as the Harvard Reading Films, and the Tachistoscope will be presented. Time and place of the discussions and demonstrations will be announced.

#### COOPERATIVE PROJECT IN INTERNATIONAL UNDERSTANDING

Every three years, beginning in 1951, Western Michigan College has conducted a Social Studies Seminar Abroad in cooperation with Ashridge College, England. It is organized as part of the regular summer session program. The Third Seminar will be conducted during the summer of 1957. Six semester hours credit is earned in a single course; 401 Social Studies Seminar: England 1957. For further details see the Social Science section or write, Social Studies Seminar, Western Michigan College.

## POST SESSION WORKSHOPS (AUGUST 5-16)

#### WORKSHOP: FIELD WORK IN MATHEMATICS

This is, in effect, a laboratory in the study and use of relatively simple instruments in mathematics and of mathematical principles involved in their design and use. Field work for collection of data, analysis and solution of problems based on such data, and the adaptation of projects for practical use in enriching the work in mathematics classes will be stressed. The course will be of interest and value to mathematics teachers in the junior and senior high school and to all who are concerned with camping or scouting activities. Prerequisite: Trigonometry, or consent of the instructor. (August 5 - 16)

#### WORKSHOP IN AUDIO-VISUAL EDUCATION

Students have an opportunity for practical experience with multi-sensory teaching aids, including field trips, machine equipment, and creative ma-

terials used to develop and enrich the instructional program. The workshop is limited to 25 students. (August 5-16).

#### WORKSHOP: EDUCATIONAL LEADERSHIP

This workshop will be conducted on a two-week basis (August 5-16) for present and prospective administrators, supervisors and college instructors interested in improving educational programs through constructive methods of leadership. Special emphasis is placed on the importance of human relationships in curricular change.

#### WORKSHOP: SCIENCE FOR ELEMENTARY TEACHERS

This workshop will be conducted on a two-week basis (August 5-16) for elementary teachers. Indicates the part played by science experiences in the development of children, acquaints teachers with types of science content and teaching procedures suitable in elementary education.

#### WORKSHOP: DRIVER TRAINING AND SAFETY EDUCATION

A two-week workshop in Driver Training and Safety Education is offered from August 5 to August 16, 1957, in cooperation with the Michigan Inter-Industry Highway Safety Committee. The course is open to present and prospective teachers, school administrators, safety education directors, police officials and others. The workshop incorporates the regular 40-hour driver training course with additional materials and laboratory experiences in safety education in the home, school and community.

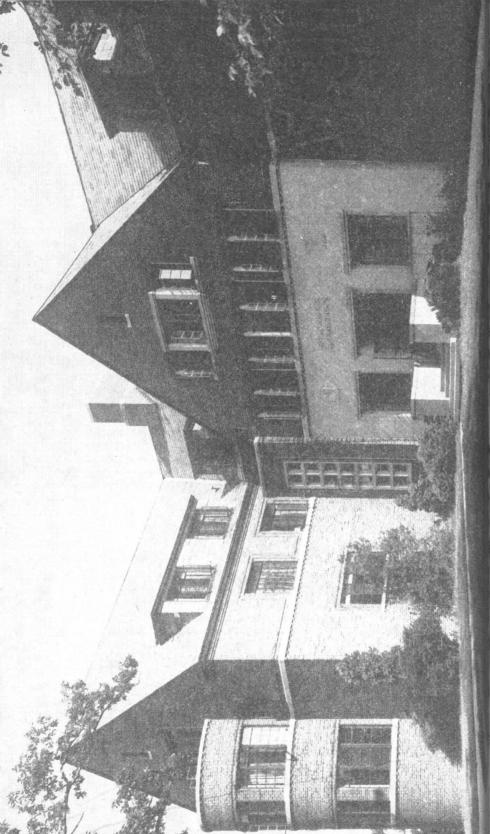
Students may receive graduate or undergraduate credit through course 439, Driver Training and Safety Education. Others not desiring credit, will receive certificates entitling them to teach driver training in the schools. Enrollment is through the Field Services Division. Hours are Monday through Friday, 9:00 A.M.-12:00 Noon; 1:00 P.M.-4:00 P.M., in the Campus Theater and on the road.

#### WORKSHOP: TECHNOLOGY AND EMPLOYMENT

Automation and related technological changes are rapidly creating new machines that will, no doubt, have a most significant influence on the American labor force. Education cannot avoid being influenced by these changes.

This two-week workshop (August 5-16) has been organized primarily for superintendents, principals, counselors, deans of community colleges, directors of vocational education and employment office personnel. Leaders from industry, business, governmental agencies, and universities concerned with the sociological, economic and educational aspects of our changing occupational world will serve as consultants for the workshop.

The workshop will be restricted to graduate students. Since only a limited number may be accommodated, it is advisable that interested students contact the Director of the Summer Session during the spring and summer months in order to be assured of a place in the workshop.



# PART III Student Services

CAMPUS STORES—Store No. 1 is located in the Administration Building on the West Campus. Store No. 2 is located in the Education Building on the East Campus.

#### **CLINICS**

#### PSYCHO-EDUCATIONAL CLINIC

The purpose of the Psycho-Educational Clinic at Western Michigan College is to provide psychological service for maladjusted children and adults, centering not only upon diagnosis but upon remedial measures as well.

The staff of the clinic will conduct, during the summer, a reading workshop for adults who wish to improve their reading skills. The class will meet five days each week at 7:30 A.M. and is open to business and professional people.

#### SPEECH CLINIC

Among the services provided students are those of the Speech Clinic. Diagnosis and therapy are provided for all individuals with voice, articulation, stuttering, hearing, cleft palate, or foreign accent problems. Individuals unable to carry on their classroom activities or to achieve adequate results in the general speech courses or to do their practice teaching because of speech difficulties are treated in this modern clinic. Student speech therapists use the facilities of the clinic in preparing for their careers.

#### **HEALTH SERVICE**

The purpose of the student health service at Western Michigan College is to help students develop an appreciation of the essentials of healthful living and to assume the responsibility for intelligent self-direction and a knowledge of when to ask for expert advice.

Students are entitled to the following services:

- 1. Medical examinations and conferences.
- 2. Dental examinations and conferences.
- 3. First-aid emergencies.
- 4. Care of minor ailments and follow-up treatments as advised by the doctor during clinic hours.

Consultations and treatments given in the Health Service are free to the students, except for special medications and the materials used by the dentist. Even these are purchased at wholesale rates when possible, and the student is given the benefit of the lower cost.

The clinic on the east campus, in the Health Service building, is open for consultation and treatment from 8:00 A.M. until 4:30 P.M. Monday

A popular summer residence for women is Spindler hall on the east campus. It is located near the Walwood Union building.

through Friday, and from 9:00 A.M. until 12:00 Noon on Saturdays. The college physician is in the office for consultation daily Monday through Friday. The dentist is in the office on Tuesday and Thursday mornings each week.

It is necessary to concentrate all of the work in the main office during the summer session. Therefore, the branch office in the Administration Building will be closed.

#### HOUSING AND CAFETERIAS

#### CAFETERIAS

On the East Campus are located Walwood Cafeteria and Soda Bar. On the West Campus are located Arcadia Brook Cafeteria and Snack Bar. Service at both cafeterias will be maintained for the six-weeks session June 24 — August 2.

Arcadia Brook Cafeteria will be kept open during the Post Session (August 5-16) Monday through Friday for breakfast and lunch only.

#### HOUSING FOR WOMEN

Single, undergraduate women under 25 years of age, not living at home or with relatives, are required to live in college residence halls. Spindler Hall on the east and Siedschlag Hall on the west campus will be open. The regular residence hall rules will be relaxed for the summer session for mature women over 25 years of age, graduate women students, and those who are married. The rates follow:

Room only:

oodii oiiij.							
Double room	rented a	as	single	(for	six	weeks)	\$45.00
Double room	rented a	as	double	(for	six	weeks)	30.00

Information concerning, and applications for, residence hall reservations may be obtained from the Office of the Dean of Women. The application must be accompanied by a \$10.00 deposit. Women eligible to live off campus may receive information concerning living quarters in private homes from the Office of the Dean of Women.

#### HOUSING FOR MEN

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

Vandercook Hall, Western's dormitory for men, is available for men students upon making application to J. Towner Smith, Dean of Men.

Room only:

Two in room	(each person for	six weeks session)	\$30.00
Double rooms	rented as single	for six weeks session	a 45.00

For information, and reservations for men, write to Mr. J. Towner Smith, Dean of Men.

#### HOUSING FOR MARRIED STUDENTS

One hundred Ninety-two tastefully furnished apartments in eight units, of permanent block construction, are available on the west campus. These units replaced temporary post-war structures.

#### POST SESSION HOUSING

During the two weeks post session (Aug. 5-16), Siedschlag Hall will be made available for both men and women who are attending the workshops. The same dormitory rules and regulations pertaining to the regular six-weeks session will apply. The second and third floors will be reserved for use by women students and the first floor by men.

Room only:

Two in room (each person-2 weks)	\$10.00
Double rooms rented as single for	2 weeks 15.00

#### LIBRARIES

#### FDUCATIONAL SERVICE LIBRARY

The Educational Service Library is located in the Education Building. In it a large collection of textbooks, both in the elementary and secondary areas is kept up-to-date; courses of study and curriculum bulletins in all subject areas are available. Professional books dealing with such topics as administration, supervision, guidance, methods, general education, growth and development are housed here. Teaching and curriculum aids, source and reference materials, units, countless bulletins and pamphlets related to the various fields are also circulated. From time to time, inservice teachers come here for selection of textbooks and for conferences. Classes in the Division of Field Services may schedule on-campus meetings in the library.

#### GENERAL LIBRARY

The General Library on the east campus consists of more than 113,500 volumes and approximately 1,200 periodicals are currently received. About 2,250 volumes are housed on the west campus in Room 206, Maybee Hall, where a Music Library is supervised by a member of the professional library staff as a branch of the General Library. This branch receives two dozen current periodicals and has a collection of 2,500 phonograph records which can be used in the adjoining listening room. Room 208, Administration Building, the Library Annex, also a branch of the General Library, includes 2,000 books in the physical sciences, over 400 books on reserve for the Social Sciences and English, and some 600 general reference books. The library subscribes to 90 current science and 20 general periodicals, and to four newspapers.

During the summer session, the General Library is open from 7:00 A.M.

to 10:00 P.M., Monday through Thursday; 7:00 A.M. to 9:00 P.M., Friday; and 8:00 A.M. to 5:00 P.M., Saturday. The Music Library is open from 8:00 A.M. to 4:00 P.M., Monday through Friday and the Library Annex from 8:00 A.M. to 6:00 P.M., Monday through Friday.

#### STUDENT COUNSELING SERVICES

Counseling services are offered summer session students prior to the opening of the summer session, providing appointments are made with the Student Counseling Office, Room 131, Administration Building. Delimiting dates for this prior-counseling are from the middle of April to one week before the opening of the summer session. Students who have not been counseled prior to the day of registration will be referred to a counselor on registration day.

No student may register without presenting either a "Student Schedule" or a "Counselor's Approval Card" which is obtained from the counselor.

Counselors assist new and transfer students in planning for a total program leading toward a degree, with or without certification. This includes:

- 1. help in understanding the educational requirements of the college
- 2. help in understanding the requirements of the curriculum in which enrolled
- 3. help in selection of major and minor fields of concentration
- 4. referral to the responsible Departmental Adviser for help in outlining requirements of the major and minor fields

Students are expected to assume responsibility for obtaining the above information and it is advisable that all necessary procedures pertaining thereto be completed by the end of the sophomore year. An adjustment in time is made for transfer students to complete these procedures.

In addition, counselors are available to help students solve other educational problems as well as social and personal problems.

Students are urged to avail themselves both of the counselors' and Departmental Advisers' help. Names of the Departmental Advisers, their rooms and office hours, are published each semester on a mimeographed sheet to be found in the counseling office. Their names also are published in the Schedule of Classes at the head of each department.

### RECREATION

#### WALWOOD UNION

This student center is located on the East Campus. It contains private dining rooms, a cafeteria, lounge, student offices, and a grand ballroom. Recreation facilities for various games such as pool, ping pong, etc. are also available for students at the Union.

#### **GOLF COURSE**

Adjacent to the West Campus is the 79-acre nine-hole Gateway Golf Course owned by the college.

#### MEN'S PHYSICAL EDUCATION BUILDING AND FIELDHOUSE

Complete physical education and recreational facilities including 42' x 75' swimming pool, handball courts, basketball floor, orthopedic room, visual education room, and eight lap indoor track.

#### KANLEY FIELD

Includes 3 practice football fields, 1 baseball field, landscaped park, and picnic area. A gift to the college from the estate of the late William Kanley.

#### TENNIS COURTS

Twelve are provided on the East Campus. Ten are provided on the West Campus, behind Ellsworth Hall.

### RELATED SERVICES

#### FIFLD SERVICES

The Division of Field Services offers educational opportunities to persons who do not participate in the regular full-time undergraduate or graduate program of the college.

A variety of courses is offered to benefit teachers in the field and the other interested adult students. Course offerings in the sixteen counties of Southwestern Michigan are planned in committees with County Superintendents, Public School Superintendents, and their teacher committees. Courses are offered on both the undergraduate and graduate levels. A special schedule of on-campus offerings is planned each semester for persons who can attend Saturday or evening classes.

There is also a wide variety of correspondence courses available. These may be taken for credit and applied toward an undergraduate degree within the limitations described in this bulletin.

In the field of adult education, the office supplies advising services, speakers, discussion leaders, and persons qualified to handle leadership training programs. Upon request, such services are available to farm groups, labor unions, schools, church organizations, and other organizations.

In-service education programs are planned with schools, businesses, and any institutions seeking to improve personnel within the institutions. Advisory services are offered, as well as actual training programs.

For details of policy, and further information please write, Division of Field Services, Western Michigan College.

#### **PLACEMENT**

Western Michigan College has operated a free placement office for many years. No graduating student can be guaranteed employment; but all graduates have the opportunity to meet prospective employers from the public schools, business, industry, social agences and governmental services. Active communication is maintained between the college and hundreds of employing officials. Information concerning employment trends and general job opportunities is made available. Alumni of Western are always welcome to use the placement service free of charge. Summer employment contacts for students are also maintained. The placement service of Western is operated from the Office of Placement and Alumni Relations; Room 231, Administration Building.

#### ALUMNI

In its brief half-century history, Western has granted degrees and/or certificates to more than 25,000 individuals. An additional 55,000 exstudents have received part of their educational training here. Any person who ever attended Western is considered an alumnus and is eligible for membership in the Alumni Association.

The Western Michigan Colleges News Magazine, published quarterly, contains a section devoted exclusively to alumni activities. It is sent free to all students in their senior year and regularly to all alumni who become active dues-paying members of the Alumni Association. Membership rates are nominal.

Nearly 1,000 of Western's women alumni are members of Alpha Beta Epsilon. This is an alumnae sorority having sixteen chapters in various cities of Michigan and Indiana. A chief activity of each chapter is to maintain one or more outstanding students at Western by means of a fine scholarship program.

Since it is a most difficult task to maintain accurate mailing lists for a large and constantly moving alumni group, all graduates are urged to keep their own mailing address up to date. We always appreciate receiving names and addresses of any alumni who have been out of contact with the college.

# PART IV Rules and Regulations— Undergraduate

The rules, regulations and fees listed here apply only to undergraduates. For graduate fees and regulations, see Part V of this bulletin or the Graduate Bulletin.

## ADMISSION, DEGREES AND CERTIFICATES

#### **ADMISSION**

Qualified students will be admitted at the opening of any semester or summer session after their applications have been accepted.

As the training of the mind is the first function of the college, the applicant's most important qualification is the intellectual capacity to carry on college work successfully. The best evidence of this capacity is a superior academic record attained in the student's previous schooling. Beyond this first requirement, the applicant's character, personality, promise and special abilities will also be considered by the Committee on Admissions. The college will arrange personal interviews whenever they are deemed desirable.

Admission to the college is a privilege that carries with it some responsibilities. The college reserves the right to cancel matriculation and to require withdrawal whenever it becomes evident that the student is not conforming to the college's standards of scholarship and/or conduct.

To prepare for college, a high school student should carry a good proportion of academic courses (languages, mathematics, science, history) and should do a good quality of work in them. He should carry the high school prerequisites to his intended college curriculum as they are made known to him in consultation with his principal or counselor. Although he may be admitted to college without prerequisites, he will be required to make them up before he can proceed in his chosen curriculum.

#### METHODS OF ADMISSION

Students may be admitted in any one of the following ways:

- 1. Admission by certificate: A graduate of a high school, academy or equivalent may be admitted upon presentation of an acceptable written record.
- 2. Admission by examination: A person who does not qualify for admission by certificate may be admitted by passing examinations prescribed by the college.
- 3. Admission under the secondary school-college agreement: A graduate qualified under this agreement will be admitted provided he is recom-

mended by the school as having the ability to handle college work satisfactorily.

- 4. Admission by advanced standing: A student wishing to transfer from another accredited college, university or junior college, or from a Michigan county normal, may be admitted upon presentation of an acceptable written transcript of credits showing honorable dismissal. This transcript must be official, mailed directly from the institution previously attended to the registrar of this college. Transferred credits, except those from Michigan county normals, will be acceptable only when they have been earned at a college which at the time was accredited by the North Central Association of Colleges and Secondary Schools, by an equivalent organization or by the Michigan College Association. The maximum credit which may be accepted from a junior college is sixty semester hours in addition to physical education. Each transfer case is handled individually, with separate evaluation of credit.
- 5. Admission as a special student: A person who holds a Bachelor's Degree or a higher degree for which it is prerequisite, may be admitted to the college as a special student upon presentation of credentials showing that he holds such degree or degrees. A person twenty-one years of age or older who wishes to study at this college may be admitted by the Registrar with the approval of the President, provided he is unable to furnish other credentials upon which his admission might be based. Before any special student can receive a degree or certificate from this college, he must have met the requirements for admission prescribed under the other admission procedures numbered 1-4 above.
- 6. Admission as a guest: One who is regularly matriculated at another college may be admitted as a guest student. The student assumes full responsibility for determining whether or not the courses he takes at this college will apply on his program of study. A guest matriculant is urged to have the courses to be taken approved in advance by the Registrar of the college to which the credits are to be transferred.

The principal or counselor of the student will be asked to recommend him only with respect to his moral character.

#### APPLICATION FOR ADMISSION

#### **FRESHMEN**

- A prospective freshman should request an official application form from the Registrar or his high school principal and complete that part as directed in the application.
- The application should then be returned to the high school principal who will be responsible for including his high school personal data and academic record.
- 3. The completed application will be sent to the Registrar by the principal. It is not acceptable if presented by the student.
- 4. The above three steps must be completed before the student can be considered for admission.

- 5. The student must be officially admitted before he can be counseled or enrolled, therefore all credentials must be in the office of the Registrar in advance of registration for any course.
- 6. Applications for admission may be sent to the college any time during or following the final semester in high school.

#### **TRANSFERS**

- An application blank must be secured from the Registrar and completed according to instructions.
- The applicant must request an official transcript be sent directly to the Registrar from each of the colleges he has attended. These transcripts are not considered official if presented by the student. The record must be complete.
- 3. The student must be officially admitted before he receives an official evaluation of credits, is counseled or enrolled.
- 4. A prospective student desiring admission as a "Guest" student should write to the Registrar indicating the college he last attended. He should write to the college where he wishes to transfer the credit he expects to earn and have that college approve his program of study in advance of registration.

#### FORMER STUDENTS (Re-entries)

Any student who has previously attended Western Michigan College must seek admission for the summer session. This may be done by writing to the Registrar in advance of registration for a re-entry form.

The student must have admission status before he will be permitted to enroll for classes.

#### **DEGREES**

The State Board of Education, on recommendation of the President and faculty of Western Michigan College, confers degrees as follows:

#### BACHELOR OF ARTS (A.B.)

The student who regularly completes a curriculum conforming to the degree requirements and embracing at least 70 hours in the Divisions of Basic Studies, Language and Literature, Science and Social Science, including at least eight 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 BUSINESS ADMINISTRATION (B.B.A.)

This degree will be conferred upon completion of the Business Administration curriculum as outlined in this catalog.

#### BACHELOR OF SCIENCE (B.S.)

The student who regularly completes a curriculum conforming to the degree requirements and embracing 38 hours or more in the Divisions of Basic Studies, Language and Literature, Science and Social Science is eligible for the degree of Bachelor of Science.

#### BACHELOR OF MUSIC (B.M.)

This degree will be conferred upon the completion of the music curriculum as outlined in the Music Supplement Catalog. A total of 132 hours is required for graduation.

#### SECOND BACHELOR'S DEGREE

A graduate of Western Michigan College with the degree of Bachelor of Music or Bachelor of Science who subsequently becomes a candidate for the degree of Bachelor of Arts, or vice versa, is required, in addition to the credits he already has, to complete 30 hours of resident credit and to satisfy any other specific requirements for the degree. The 30 hours need not be taken subsequent to the first degree.

#### MASTER OF ARTS (A.M.)

Western Michigan College also confers the Master of Arts Degree with specialization in Education. For information ask for graduate bulletin.

## DEGREE REQUIREMENTS

Any curriculum leading to a bachelor's degree consists of at least 124 hours of credit, including required physical education.

The student must meet the following requirements or their equivalent:

en equivalei
6-8 hours
8 hours
8 hours
6 hours
4 hours

- 2. Eight (8) hours additional work (10 if a student took College Writing) must be elected from non-professional, liberal arts courses marked by an asterisk in the Division of Basic Studies and the Departments of Art and Music, or from any of the courses in the Divisions of Language and Literature, Social Sciences, and Science and Mathematics, except those in the Department of Paper Technology.
- 3. All students must take three semester hours of government in accordance with Act 106, Public Acts of 1954.
- At least two-thirds of the work beyond the second year must be in courses not open to first-year students, except where curricular requirements demand otherwise.
- 5. Courses must be selected so that the requirements in at least one of the curricula are fulfilled before graduation.
- 6. The student must complete a major with a minimum of 24 hours and two minors with a minimum of 15 hours each. In elementary education the student may complete four minors.
- 7. Minimum residence requirements:
  All candidates for the Bachelor's degree or full certification must earn at least 30 hours of credit through Western Michigan College.
  At least 15 hours must be on this campus; 10 of the last 30 hours must be from Western. Correspondence credit cannot meet any of these requirements.

# MAJOR AND MINOR REQUIREMENTS

A major is a sequence of courses totaling a minimum of 24 hours; a minor is a sequence of courses totaling a minimum of 15 hours. Under certain conditions students may elect beyond this minimum up to a maximum of 40 hours offered by any department.

- 1. Your major and minors will be your subject specialization, such as: mathematics, accounting, biology and chemistry.
- 2. Your curriculum may be general or specific preparing you for a specialized career or profession such as business, medicine, law, auto mechanics and engineering.
- 3. In certain areas General Education requirements may be met through major and minor sequences.
- 4. Students should consult the departmental advisers for approval of their major and minor programs as soon as it is known what they are to be and during the junior year.
- 5. The candidate for a degree must complete a major and two minors or the equivalent. A candidate for the elementary provisional certificate may elect, instead, four minors for a minimum of 15 hours each.
- 6. In certain cases "group" majors totaling a minimum of 30 hours and "group" minors totaling a minimum of 20 hours are permitted. They usually consist of courses selected from the related departments of a division (see the Division of Social Sciences and the Division of Science and Mathematics).

- 7. General Education courses are partially acceptable toward major and minor requirements.
- 8. Minors may often be related to majors, so as to recognize naturally or closely related fields; for example, mathematics and physics, history and geography, literature and history, etc.
- 9. It is usually not permissible to use education as a major or minor in any undergraduate curriculum.
- 10. The following courses are not to be counted as satisfying major and minor requirements:
  - a. Required courses in College Writing or Communication
  - b. Required courses in education
  - c. Required courses in general physical education
- 11. A combination of foreign languages, or of English or American Literature with a foreign language, is not permissible. A major or minor must be in one language only.
- 12. Mathematics may not be combined with science (physics, geography, chemistry, biology) for any major or minor sequence.

# MICHIGAN TEACHERS' CERTIFICATION

The following types of teaching certificates are granted:

- 1. State Elementary Provisional Certificate
  - a. This certificate qualifies the holder to teach for a period of five years in the elementary grades in any public school in Michigan.
  - b. The candidate must meet the requirements for a degree as defined above.
  - c. The holder of the Provisional Certificate may be issued the State Elementary Permanent Certificate when the candidate shall have met the following conditions:
    - 1) Application must be made to the college within one year following the expiration of the Provisional Certificate.
    - 2) 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.
    - 3) The holder of an Elementary Provisional Certificate issued after July 1, 1945, must have earned in addition 10 hours of acceptable college credit.
  - d. For procedure for permanent certification see below.
- 2. State Secondary Provisional Certificate
  - a. This certificate qualifies the holder to teach for a period of five years in the secondary grades in any public school in Michigan, in subject or subject fields indicated on the certificate.
  - b. The candidate must meet the requirements for a degree as defined above.
  - c. The holder of the Provisional Certificate may be issued the State Secondary Permanent Certificate provided the candidate shall have met the following conditions:

- 1) Application must be made to the college within one year following the expiration of the Provisional Certificate.
- 2) 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.
- 3) The candidate must have earned in addition 10 hours of acceptable college credit.
- d. For procedure for permanent certification see below.

#### 3. State Limited Certificate

- a. This certificate qualifies the holder to teach in the state of Michigan for a period of three years in any school district except a school district which maintains an approved high school.
- b. The candidate shall present credits satisfying a prescribed curriculum aggregating 62 hours.
- The candidate shall have satisfactorily completed in residence on campus at this institution 15 hours.
- d. The candidate shall have been in residence at this institution the semester or summer session immediately preceding graduation.

# PROCEDURE FOR PERMANENT CERTIFICATION

The holder of a Provisional Certificate, who has fully met the requirements, may be issued a Permanent Certificate. Below is outlined the procedure to be followed:

#### 1. The Candidate will

- a. obtain from the Director of Teacher Education, an application blank. This may be done after three years of teaching under the Provisional Certificate, but it must be done within one year following the expiration of the Provisional Certificate.
- b. fill out the application as required and return it to the college.
- c. return with the application blank his Provisional Certificate with his Teacher's Oath attached.

### 2. The College will

- a. investigate the qualifications of the candidate, ascertain if he satisfies requirements for permanent certification.
- b. recommend the candidate to the State Board of Education for permanent certification if his qualifications are found satisfactory.

# MISCELLANEOUS PROVISIONS REGARDING CERTIFICATES

1. 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 hours;
- b. toward the State Limited Certificate, 25 hours.
- 2. Each student enrolling for credit in correspondence courses after December 31, 1951, shall be limited to 15 hours on a degree program or 8 hours on a State Limited Certificate program. Students having completed more than 15 hours but not to exceed 30 hours on a degree program, or 8 hours and not to exceed 15 hours on a State Limited Certificate program are entitled to such credit if used prior to June 30, 1957.
- 3. No teacher's certificate will be granted to any person who is less than eighteen years of age.
- 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.
- 5. A person who holds an expired provisional certificate may renew such certificate and restore it to good standing by completing 10 hours of acceptable college work. Application for reinstatement must be made through the institution upon whose recommendation the certificate was issued. For an application for reinstatement, please write to the Registrar.
- 6. The State Board of Education has approved a plan whereby credit may be earned in Directed Teaching by a course offered in the field, as a part of the requirement for the provisional and limited certificates. The student should consult with the Director of Teacher Education before enrolling in this course.

# DIRECTIONS TO HOLDERS OF LIMITED CERTIFICATES

State Limited Certificates received after July 1, 1956, will be valid for one year from date of issue. The State Limited Certificate qualifies the holder to teach in the elementary grades of any school district except a school district which maintains an approved high school.

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

- The holder of a State Limited Certificate may be issued (five times) a State Limited Renewal Certificate provided the candidate shall have met the following conditions:
  - a. Subsequent to the date of issue of the last certificate held, the

candidate must have acquired 6 s.h. of credit of an average grade of "C" or better, earned in an institution or accepted by an institution approved by the State Board of Education. These credits must be applicable toward the requirements of the curriculum prescribed for the State Provisional Certificate eventually desired.

- b. In order to assure that the credits earned toward renewal will apply on the State Provisional Certificate curriculum at the institution where the candidate intends to qualify eventually for that certificate, the candidate should arrange in advance in each case to have his course selections approved by that institution. Also all credits, wherever earned, should be submitted to that institution for evaluation and by it transmitted to the State Board of Education with recommendations.
- 2. Effective September 1, 1955, the holder of a County Limited Certificate may be issued (five times) a County Limited Renewal Certificate, each valid for one year provided the candidate shall have met the following conditions:
  - a. Subsequent to the date of issue of the last certificate held, the candidate must have acquired 6 s.h. of credit of an average grade of "C" or better, earned in an institution or accepted by an institution approved by the State Board of Education. These credits must be applicable toward the requirements of the curriculum prescribed for the State Limited Certificate and for the State Provisional Certificate.
  - b. In order to assure that the credits earned toward renewal will apply on the State Limited Certificate curriculum and on the State Provisional Certificate curriculum at the institution where the candidate intends to qualify for either certificate, the candidate should arrange in advance in each case to have his course selections approved by that institution. Also all credits, wherever earned, should be submitted to that institution for evaluation and by it transmitted to the State Board of Education with recommendations.
  - c. Only five County Limited Renewals will be issued to any candidate. To be qualified for teaching at the expiration of the fifth County Limited Renewal Certificate, the candidate must qualify for a State Limited or higher ranking certificate.

Note.—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. 1942 Revision.

# ADDITIONAL REGULATIONS

1. Before being admitted to the regular program of work of the third year, a candidate for a teaching certificate shall have satisfied his Basic Studies' requirements in Communication or College Writing, Science and Social Science. He shall have maintained at least a "C" average, (point

hour ratio 2.0) for work already completed and shall give evidence of his fitness for teaching.

- 2. All students who expect to obtain a degree and teaching certificate are required to present credits in the following courses: Human Growth and Development 251, Introduction to Directed Teaching 240 or 351, and Directed Teaching, Laboratory in Education, and General Educational Problems 370 A. B. C.
- 3. Minimum residence requirements: The minimum residence requirement is thirty (30) semester hours. Of this thirty hours, fifteen hours must be earned on this campus. Of the final thirty hours earned for the degree, ten hours must be earned from this college. Correspondence credit may not be applied to meet any of the above requirements.
- 4. Courses numbered 100-199, inclusive, are primarily for freshmen; 200-299, inclusive, are primarily for sophomores; 300-399, inclusive, are primarily for juniors and seniors; 400-499, inclusive, are for upperclassmen and graduate students; 500 and above are for graduate students. In general, students will be permitted to carry only courses numbered to correspond with their official classification. But exceptions may be made, with the approval of curricula advisers, for such reasons as maturity, experience, necessity of meeting prerequisites to other courses, etc.
- 5. The unit of credit is the semester hour; the number of semester hours credit given for a course generally indicates the number of class periods a week.

# Expenses

# FEES FOR UNDERGRADUATES

Tu	Tuition		Total Tuition and Fees	
Resident	Non- Resident	*Local Fees	Resident	Non- Resident
1-3 semester hours \$ 9.50	\$19.00	\$26.00	\$35.50	\$45.00
4-6 semester hours 19.00	38.00	26.00	45.00	64.00
7-9 semester hours 28.50	57.00	26.00	54.50	83.00

\*These local fees are collected each session for the support of student activities, health service, student union, library purposes, departmental laboratories, identification photograph, cap and gown, diploma, etc. The above charges for both tuition and fees apply without exception to all students enrolling for credit.

There is a special departmental music fee for Applied Music of \$20 per semester hour.

All tuition and fees must be paid in full on the established registration days; no partial payments will be accepted.

## **AUDITORS' FEES**

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

#### LATE ENROLLMENT FFF

By action of the State Board of Education all students who enroll after the established registration day of a session will be charged an additional fee of \$5.

# **REFUNDS**—Summer Session

State Tuition and College Fee—A student who withdraws from college or who has been approved for a reduced load resulting in lower fees will be granted a refund according to the following schedule:

- A student who withdraws seven calendar days or less after the last official registration day will be entitled to a refund of 90% of the total paid.
- No refund will be granted if the student withdraws after the seventh calendar day after the last official registration day of the summer session.
- No refund will be granted unless applied for by the 14th day after the last official registration day of the term in which the student withdraws.

- 4. No refund will be made to a student eligible for benefits under Act 245 of the Public Act of 1935, as amended, unless request is made not more than one week after registration.
- Refunds are not automatic but must be applied for at the Business Office within the prescribed time limits.

# RESIDENCE REQUIREMENTS

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

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

The residence of wives shall follow that of their husbands.

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

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

In determining the residence status the designated official will apply the following rules:

- 1. The residence of any student under the age of 21 will be determined by the residence of his parents or guardians.
- 2. Any student who starts as a non-resident student and who attends college continuously from the date of his first enrollment (semester after semester exclusive of summer session) will retain the same residence status with which he started out except as outlined in No. 3 below.
- 3. Any student over the age of 21 residing in Michigan and who starts out as a non-resident student can be given residence status as soon as he can prove he has been accepted by an election official as a resident elector in the State of Michigan and by filing a written statement with the college declaring his intention to continue his residence status in Michigan after leaving the college.

# ESTIMATE OF EXPENSE

An estimate of expenses for the Summer Session may be made from the following table:

Room (one-half of a double room) \$	30.00	to	\$ 45.00
Board	72.00	to	84.00
Laundry			15.00

Textbooks and Supplies Incidentals Tuition and Fees (resident student)	12.00 to 35.00 to	25.00 24.00 83.00
Total for 6 weeks	\$164.50 to	276.00

## STANDARD FOR GRADUATION

No student will be graduated on any curriculum if his scholarship index based on the work required in that curriculum is less than 2.0.

The candidate for a degree is expected to make application for graduation in advance of the beginning of the summer session. The student can help to avoid the embarrassing situation of planning to participate in Commencement activities when he has not met the requirements. Application in advance of the beginning of the summer session will make it possible to check the student's record. A final date is established and posted for application for graduation.

## CLASS LOAD

The normal load for the six weeks' session is six semester hours. No student may enroll for more than six semester hours in the summer session without the written permission of the registrar.

# CLASSIFICATION OF STUDENTS

Students classified officially as follows:

Freshmen—Students credited with 0-25 hours inclusive. Sophomores—Students credited with 26-55 hours inclusive. Juniors—Students credited with 56-87 hours inclusive.

Seniors—Students credited with 88 hours or more.

#### CONDUCT

Conduct in harmony with the ideals of the institution is expected of each student. Effort is made to stimulate the student to earnest, honest endeavor, and to develop new and worthy interests. In the furtherance of this policy, a Dean of Women and a Dean of Men devote their time to matters pertaining to the welfare of the student body. They may be consulted freely on any matter in which they can be of assistance.

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

The college is opposed to the use of liquor in any form. It will not allow the use of liquor at college functions, in college buildings, or on college property. Students entering their rooming places, either the dormitories or private houses, under the influence of liquor, and students who introduce liquor into any rooming place or college building will be subject to dismissal from the college.

## **EXAMINATIONS**

- 1. A final examination is given in every course in accordance with the official schedule issued each semester. No final examination may be held except as announced in this schedule, and no date of examination may be changed without special permission of the Examination Schedule Committee.
- 2. Students are required to take examinations in all courses in which they are enrolled.
- 3. Students may not request an examination at any other than the scheduled time. Any unavoidable conflict should be reported to the registrar as soon as known so that special arrangements can be made.
- 4. Failure to meet the schedule due to illness is to be reported to the appropriate Dean immediately.

#### MARKING SYSTEM

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

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

Grade	Significance	Honor Points (per hour)
$\mathbf{A}$	Excellent	4
В	Good	3
C	Fair	2
D	Passing	1
$\mathbf{E}$	Failure	0
I	Incomplete	
W	Withdrawn	

I (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.

I's must be removed by the end of the succeeding semester or they automatically become E's.

The mark E means that the student has failed.

Freshman grades are mailed directly to parents by the registrar.

# COMMENCEMENT

All students who complete the requirements for graduation and are entitled to receive degrees and/or certificates are expected to be present at the commencement exercises.

#### SCHOLARSHIP INDEX

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

#### LOW SCHOLARSHIP

In determining low scholarship status as defined in the rules that follow, hours of work for which a student is officially enrolled and honor points earned during a summer session will be combined with those of his last preceding semester in attendance in computing his point-hour ratio for that semester and/or session.

- 1. Any student who receives grades of E in 75 per cent or more of the work for which he is officially enrolled at the end of any semester (or its equivalent) will be dismissed from college.
- 2. FRESHMEN. Any freshmen not on probation whose point-hour ratio for any semester falls below 1.50 will be placed on probation for his next semester in attendance.
  - Any freshman currently on probation whose point-hour ratio for the semester falls below 1.70 will be dismissed from college. He may apply for readmission; if accepted, he will be placed on probation for another semester.
- 3. UPPERCLASSMEN. Any student classified above freshman and not on probation whose point-hour ratio for any semester falls below 1.80 will be placed on probation for his next semester in attendance, unless he is disqualified under Rule 4, below. Any student classified above freshman and currently on probation whose point-hour ratio falls below 2.00 will be dismissed from college. He may apply for readmission, unless he is disqualified under Rule 4, below. If accepted, he will be placed on probation for another semester.
- 4. No student will be granted academic probation more than three times. If he fails to raise his scholastic record above the probation level within these periods he will be dismissed from college.
- 5. Rules 2, 3, and 4 will be applied to students who transfer to Western from other colleges. The scholarship level of a transfer student will be determined from his record.
- 6. Grades earned during the summer session will not affect the probationary status of a student.

## WITHDRAWAL FROM COURSES

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

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

Permission to drop courses will not be given after the end of the first complete week of the session. The student will accept the grade he is earning at the time he drops the course: WP — withdrawn passing or WE — withdrawn failing.

# PART v Rules and Regulations— Graduate

# **ADMISSION**

The Graduate Bulletin published by the School of Graduate Studies may be obtained by writing to the Dean, School of Graduate Studies, Western Michigan College. This bulletin lists the regulations that govern graduate instruction, the curricula in which students may enroll and the course offerings for the Summer Session 1957. Conferences may be arranged by contacting any member of the graduate staff in Room 248, Administration Building or by telephone.

#### TUITION AND FEES

Graduate students will be charged fees as follows:

Sem.		Fees No		n-Resident Fees		
Hrs.	Tuition	Local*	Total	Tuition	Local*	Total
1-2	\$ 9.00	\$26.00	\$35.00	\$18.00	\$26.00	\$44.00
3-4	18.00	26.00	44.00	36.00	26.00	62.00
5-6	27.00	26.00	53.00	54.00	26.00	80.00

The fees charged for the post-summer session workshop are as follows:

Sem.	Resident Fees			Non-Resident Fees		
Hrs.	Tuition	Local*	Total	Tuition	Local*	Total
1	\$ 4.50	\$13.00	\$17.50	\$ 9.00	\$13.00	\$22.00
2	9.00	13.00	22.00	18.00	13.00	31.00

<sup>\*</sup>These local fees are collected each semester for the general maintenance of the Graduate Office and the graduate student's share of the support of activities such as athletics, health service, student union, library, departmental laboratories and graduation.

There is a special departmental music fee for Applied Music of \$20.00.



# PART VI Description of Courses

SCHOOL OF APPLIED ARTS AND SCIENCES  Distributive Education  Home Economics  Industrial Arts  Industrial Technology  Occupational Therapy  Paper Technology	50–56 51 51–52 52-54 54–55 55
SCHOOL OF BUSINESS	57–59
SCHOOL OF EDUCATION  Education Librarianship Physical Education for Men Physical Education for Women Rural Life and Education	60-71 60-65 65-67 67-69 69-70 70-71
SCHOOL OF LIBERAL ARTS AND SCIENCES Division of Basic Studies Division of Fine Arts Art Music Division of Languages and Literature English Language Speech	72–90 72–74 74–80 74–75 75–77 77–80 77–78 78–79 79–80
Division of Science and Mathematics  Biology Chemistry Geography and Geology Mathematics Physics Psychology	80–85 81–82 82 82–83 84 84 85
Division of Social Sciences  Economics  History  Political Science  Sociology	85-90 86-87 87-88 88-89 89-90
SCHOOL OF GRADUATE STUDIES	91-92

Administrative functions at Western Michigan College are centered in this modern structure opened on the west campus in 1952.

# School of Applied Arts and Sciences

# George E. Kohrman, Dean

The School of Applied Arts and Sciences is composed of the departments of Agriculture, Distributive Education, Home Economics, Industrial Arts, Industrial Technology, Occupational Therapy, Paper Technology and Military Science and Tactics.

A wide variety of courses and curricula are offered for students in various fields of specialization. Some of these curricula are terminal in nature, providing an opportunity for students to complete their work in two years. Most of the areas of specialization, however, require four years of study leading to the Bachelor of Science degree.

Provision is made in all of the curricula in the School of Applied Arts and Sciences for students to secure a well rounded background in English, and the natural and social sciences. The major objective of each curriculum, however, is to prepare young men and women for employment in business, industry or one of the professions. In order to achieve this purpose, emphasis is placed on the application of scientific principles and technical knowledge in the various areas of specialization.

Western Michigan College has been designated by the State Department of Public Instruction as an approved institution for the training of vocational teachers in the fields of distributive education, home economics, and vocational-industrial education. Graduate, as well as undergraduate courses, are listed under each of these departments. In addition, students in any of these fields may elect for vocational credit any of the following inter-departmental courses:

## 426 Textile Fiber Clinic (July 8-19, 1957)

2 Hrs.

A workshop type program. Specialist and visual aids will present the newest information on Textiles. To be followed by a study of methods implementing the new learnings.

#### 470 Principles of Practical Arts and Vocational Education 2 Hrs.

The place and function of the practical arts and vocational education in the modern school; fundamental principles upon which this work is based.

#### 590 Trends in Technology and Employment (August 5-16, 1957) 2 Hrs.

The effect of recent advances in technology on employment, automation and the changing nature of occupational skills needed with implications for educational programs.

Major occupational shifts resulting from recent advances in science and technology. Trends in the nature of the labor force. Automation, and its influence on the skills and technical knowledge of workers. (See Post Session Workshops listed on pages 19–23.)

# 520 Occupational Laboratory Experience

4 Hrs.

A supervised business and industrial experience program involving fulltime employment for at least eight weeks. Students will study and participate in experiences in a specific occupational area. Prerequisite: consent of instructor.

# DISTRIBUTIVE EDUCATION

Adrian Trimpe, Head

Wendall B. Fidler

Raymond A. Dannenberg

100 Introduction to Coordinated Work Experience

1 hr.

For all first year students in distribution curriculum. Orientation lectures, principles and practices of industrial hygiene and safety. How to apply for a job. Motion pictures and lectures are included in the course.

# 101 Coordinated Industry Practices

2 hrs.

The student will be employed as a trainee in a service station for ten weeks under the supervision of the college and the oil company. Written assignments will be required of each student.

# 102 Coordinated Industry Practices

2 hrs.

Consists of ten weeks of employment in the petroleum industry as a paid employee. A comprehensive report of employment experiences must be made following the completion of the work period.

# 105 Introduction to the Petroleum Industry

2 hrs.

The importance of the oil industry to all American industry is considered. The economic problems concerned with the distribution of petroleum products are studied. The course also considers the historical and geological aspects of petroleum.

# 426 Textile Fiber Clinic (July 8-19, 1957)

2 hrs.

A workshop type program. See inter-departmental listing page 19.

# 430 Coordination Techniques in Cooperative Education

2 hrs.

This is a study of the duties and responsibilities of the coordinator. The organization and establishment of training programs, supervision of trainees on the job, development of individual training programs, establishing working relationships between the school, business, and home; and participation in extra-curricula activities in the community. Especially adapted to prospective coordinators.

# HOME ECONOMICS

Eunice E. Herald, Head

Opal Stamm

Reva Volle

118 Family Foods

2 hrs.

Emphasis on foods purchasing, menu planning, preparation and service of meals for the family. An elementary course for non-majors,

## 203 Clothing

2 hrs.

Gives experience in using commercial patterns and learning elementary construction techniques. Elective non-majors.

## 422 Housing

2 hrs.

Shows the interrelations of social and aesthetic phases of housing. The adaptation of the house to the needs and interests of the young, adolescent and adult members of a family is studied. Covers recent developments in rural single- and multiple-housing projects. Prerequisite: Elementary Design 105. Elective.

# 426 Textile Fiber Clinic (July 8-19, 1957)

2 hrs.

A workshop type program. See inter-departmental listing page 19.

## 439 Consumer Buying

2 hrs.

A study of the consumer-education movement; sources of information for the consumer; laws affecting the consumer; the labeling, grading and standardization of consumer goods; the theory of buying; and an analysis of factors involved in prices. Elective.

# 500 Supervision of Home Economics Workshop—July 22-August 2 2 hrs

Deals with new developments in teaching of home economics. Covers recent changes in the vocational homemaking program, methods of evaluation, use of visual aids, recent textbooks, magazines and plans and equipment for laboratories. See Workshops, page 20.

# 504 Advanced Clothing Techniques

2 hrs.

Planned to meet the needs of the advanced student in clothing construction techniques. Prerequisites: Clothing 205, 305 or the consent of the instructor.

# INDUSTRIAL ARTS

John L. Feirer, Head Gilbert R. Hutchings Waldemar E. Klammer Fred S. Huff John L. Bendix Charles S. Nichols

# 104 Rural Practical Arts

2 hrs.

A special course in general shop with emphasis on woodworking activities designed for prospective rural school teachers. This course is limited to students enrolled in the rural education department.

# 106 Advanced Hand Woodworking

3 hrs.

This course gives students the practice in advanced hand bench processes and in wood turning. The course will include the care and use of tools, grinding and sharpening, finishing, and turning techniques. Prerequisite: Woods 100.

#### 120 Drawing

2 hrs.

A survey course in the field of general drafting. The student will have an

opportunity to explore all types of drawing, including machine, free hand, architectural, and others.

#### 221 Mechanical Drawing

3 hrs.

Special attention is given to orthographic projection, detailing assemblies, and other fundamentals of drafting. This course is the equivalent of Drawing I of the School of Engineering, University of Michigan, and satisfies the requirements of engineering students.

## 226 Mechanical Drawing

3 hrs.

A continuation of principles emphasized in Drawing 120. Basic elements of machine design are studied together with project drawing and illustration. Emphasis is placed on modern drafting room practice including reproduction of tracings and intermediates. Prerequisite: Drawing 120 or equivalent.

## 227 Mechanical Drawing

2 hrs.

More advanced problems in mechanical drawing, detailing, design, theory and application, ranging from simple geometrical problems through surface development, cams, gears, and some architectural drawing. Special emphasis on review of the fundamentals of drawing and discussion problems.

## 234A Machine Shop

3 hrs.

A course in the fundamentals of machine tool operation, involving turning, milling, shaping, and grinding practices in machining parts of selected projects to be assembled at the bench.

#### 234B Machine Shop

3 hrs.

Advanced practice in the operation of machine tools in finishing machine parts, making of jigs and fixtures for producing duplicate parts, tempering and heat treatment of steel.

#### 305A Machine Woodwork

3 hrs.

An introductory course on the use of machine woodworking equipment. The student will receive experiences in setting-up, operating, and caring for the more commonly used machines such as circular saw, jointer, shaper, planer, etc. Parts for selected projects will be machined. Prerequisite: 100.

#### 305B General Woodwork

3 hrs.

This course provides experiences in several areas of woodwork: namely, wood turning, caning, upholstery, inlaying, wood carving, and pattern making. Prerequisite: Woods 100 and 205A.

#### 325A Architecture

2 hrs.

Architectural details, plans, elevations, rendering, tracing, and blueprinting; and estimating of simple one- and two-story buildings. Outside reading for architectural appreciation.

#### 325B Architecture

2 hrs.

Plans, elevations, details, mechanical perspective, rendering, tracing, and

prints of a modern house. Emphasis placed on styles of architecture and architectural appreciation.

### 407 Furniture Construction

3 hrs.

A course covering the design and construction of fine furniture. Each student will be required to design and carry to completion a finished piece of furniture.

# 463 Arts and Crafts for Teachers

2 hrs.

This course will cover craft techniques in the areas of art metal, jewelry, leather, plastics, wood crafts, and other related experiences. Teaching procedures, methods, and materials will be emphasized.

# 464 Industrial Arts for the El. School

2 hrs.

Deals with the problems of organizing and teaching Industrial Arts for the elementary grades. Course materials, technics, and materials in the industrial and craft areas will be stressed.

# 500 Research in Machine Shop Practices

2 hrs.

A course designed for teachers who wish to carry out advanced technics in the area of machine shop.

# 505 Problems in Woodworking

2 hrs.

Advanced laboratory experiences in some of the more common areas of woodworking such as pattern-making, carpentry, upholstery, caning and finishing. Content selection, project building and new technics will be covered.

#### 520 Advanced Drafting Practices

2 hrs.

Advanced laboratory experience in the fields of mechanical, architectural and machine drawing in conjunction with a study of current technical literature in these areas. Written reports will be required. Advanced instruction in engineering drawing and descriptive geometry will also be available. Course content will be adapted to individual needs.

### 551 Trends in Industrial Arts

2 hrs.

A study of current literature in the field. Research studies will be reviewed. Commercial and industrial publications will be studied to determine their place in the school shop program.

#### 553 Project Planning and Designing

2 hrs.

A study of the principles of design and their application to shop projects. Special attention will be given to planning and designing new projects that will enrich the school shop program.

# INDUSTRIAL TECHNOLOGY

Andrew C. Luff, Acting Head Herbert E. Ellinger Clarence VanDeventer

# 214A & B Pilot Training and Flight Theory

2 hrs.

This unit provides 35 to 40 hours of flight instruction and necessary

ground school theory to qualify a student for a private pilot's license.

## 300 Aircraft Servicing

4 hrs.

The primary objective of this course is to provide practical experience in routine maintenance work at an airport such as gassing, cleaning, inspecting, storing, tying down aircraft, and handling numerous other hangar details. Required for all aircraft mechanics students.

### 360 Modern Industrial Practices

6 hrs.

Students will observe and analyze actual supervisory and managerial functions in industrial and commercial establishments. Conference procedures will be used with consultants participating in exploring all facets of supervisory and managerial practices and procedures.

## 422 Automotive Transportation Workshop

2 hrs.

Practical experience is provided to secure an understanding of the basic elements of automotive and aircraft transportation. Instructional material will be developed for use in teaching units of transportation in junior or senior high schools.

# OCCUPATIONAL THERAPY

Alice Lewis

Dean Tyndall

### 223 Needlecraft

3 hrs.

Includes samples of simple and decorative stitches, such as Italian hemstitching, Assisi, Swedish darning, and others; also knitting, crocheting, tatting and the assembling of projects.

#### 311 Clinical Practice

5 hrs

Each student is required by the American Medical Association to complete nine months of clinical training in hospitals. The types of hospitals in which the student trains are psychiatric, tuberculosis, general, pediatric, and physical disabilities. Comprehensive reports are made by the students. Prerequisite: 210A and B.

### 352 Hospital Case Studies

3 hrs.

Comprehensive case studies of typical patients observed in occupational therapy departments. Students must submit 12 or more case studies.

#### 410C Neurology Lectures

2 hrs.

A study of the anatomy and physiology of the central, sympathetic, and peripheral nervous systems. Treatment of diseases of the brain and spinal cord. Prerequisite: 216A. (See Workshops, page 20.)

#### 511 Advanced Clinical Training

6 hrs.

A specialized course of study in cerebral palsy, poliomyelitis or physical disabilities. This work is taken on an advanced level at specified training centers. Prerequisite: Clinical Training 411.

# PAPER TECHNOLOGY

Alfred H. Nadelman, Head

Carola P. Trittin

#### 131 Summer Mill Practice

2 hrs.

In order to gain practical experience, students of pulp and paper technology are required to work in a mill for ten weeks following the second semester. Employment has to be secured and/or approved by the Advisory Committee of the Paper Industry. Prerequisite: Orientation to Pulp and Paper Technology 130A, B.

## 231 Summer Mill Practice

2 hrs.

A continuation of paper-mill work to give the student diversified practical experience. It is expected that the student will work in pulp and paper mills at least two out of three summers. Prerequisite: Pulp and Paper Manufacture 230A, B.

### 331 Summer Mill Practice

2 hrs.

Course 331 is optional for students who received credit for courses 131 and 231.

# School of Business

# Arnold E. Schneider, Dean

Agnes Anderson Edwin F. Beal Lester L. Lindquist John McBeth Robert B. Trader Robert B. Wetnight

The function of the School of Business is to prepare young men and women for responsible positions in business and industry. It is fully recognized that as future members and leaders in the business and industrial world, these young men and women will need to have a broad understanding of their relationships to social, economic, political and cultural trends. These primary educational needs are met through Western's General Education program.

As an active participant in business enterprise, the student needs training in the fundamentals employed in every phase of the modern business world. These requirements are met through the core subjects in the Business Administration program. They include such areas as accounting, business law, statistics, business communication, finance, marketing, management and insurance.

Students who desire to specialize in a particular aspect of business have ample opportunity. The School of Business offers professional work in the major areas listed under the Business Administration program. Among the most frequently elected professional business programs at Western are Accounting, Management, Management and General Business.

Opportunity is given students to visit business firms, listen to outstanding speakers from the business world and to participate in organizations related to the business and industrial world.

Western's Placement Department is visited by almost all of the major firms that are engaged in recruiting activities.

The School of Business offers three main programs:

- Business Administration Bachelor of Business Administration Degree.
- 2. Business Teacher Education, B.S. or B.A. Degree with a State Secondary Provisional Certificate.
- 3. Two-Year Curricula leading to a certificate:
  - a. Cooperative program in Secretarial Training.
  - b. Cooperative program in Retailing or Sales.
  - c. Technical Business Program.

#### 100A Shorthand

3 hrs.

A study of the theory and principles of Gregg shorthand. Typewriting 101A or its equivalent is a requirement for course credit.

### 101A Elementary Typewriting

2 hrs.

The mastery of the keyboard and the proper techniques of typewriting are developed in this course. Open to students with less than one year of high school typewriting credit.

## 210A Principles of Accounting

3 hrs.

This course deals with the elementary principles of accounting and considers the more common technical devices for recording business transactions according to those principles. Prerequisite: Sophomore standing or consent of instructor. Accounting majors should start 210A as freshman if possible.

## 230A Office Machines

2 hrs.

This course provides the student with the operating knowledge of office machines that are commonly used in the modern business office.

#### 339 Management Problems

3 hrs.

An opportunity to approach business from the case-study method by working solutions to actual management problems.

#### 340 Salesmanship

3 hrs.

An introduction to the principles of selling as a career and a profession. A detailed study of the principles of selling along with an analysis of customer reactions in the various fields of selling are studied.

#### 342 Advertising

3 hrs.

An analysis of the principles and practices used in various types of advertising such as newspaper, radio, and direct mail advertising. Attention is devoted to preparing copy and analyzing current advertising practices.

#### 412 Income Tax Accounting

3 hrs.

A study of the federal income tax laws, as they apply to individuals, partnerships, and corporations. Prerequisite: 310A, or consent of instructor.

#### 433 Business Report Writing

2 hrs.

A study of the techniques in and applications of management reports and management-report writing. Actual management reports in the various fields will be studied. The development and practice of technical report writing will be stressed.

#### 436 Personnel Administration

3 hrs.

The personnel office in modern business and industry. The duties and work of the personnel staff, personnel office, records, and reports, interviewing, counseling, adjustment of complaints, job analysis, job classification, in-service training, and upgrading of employees. Prerequisite or concurrent: Psychology of Personality 207.

#### 440 Advanced Salesmanship

3 hrs.

Background of basic principles and analysis of selling techniques applied principally to specialty fields.

#### 442 Advanced Advertising

3 hrs.

Special concentration on media, copy and layout. Study and projects on radio, television, newspapers and magazines.

# 501 Principles of Business Education

2 hrs.

Principles of business education and their implications for the teachers of business subjects. A study of objectives, guidance, occupational research, extra-curricular activities and the growth of business education in the United States.

# 504 Improvement of Instruction in Typewriting

2 hrs.

A study of the latest research findings, materials, teaching procedures, tests and measurements and possible future developments in typewriting.

# School of Education

# James H. Griggs, Dean

The School of Education consists of the following departments: Education, Librarianship, Physical Education for Men, Physical Education for Women, Rural Education, Campus School, Paw Paw Schools, and the Educational Service Library.

In general, the School of Education performs four functions:

- Supervises the selection, admission and retention of students in advanced teacher education curricula;
- (2) Offers professional education courses designed to develop competent, efficient performance in the classroom and within a school system;
- (3) Offers advanced specialized courses in selected major and minor fields in departments within the school;
- (4) Offers service courses to students in other schools within the college.

# **EDUCATION**

Griggs, James H., Head Adams, David Alcorn, Marvin D. Baker, Clara B. Bonine, Kenneth Bryan, Roy Budd, William C. Carter, Homer Chiara, Clara Davenport, James Frederick, Orie Gjerde, Clayton M. Govatos, Louis Hunt, Wendell Jerse, F. William
Johnson, Elizabeth
Mallinson, George
Manske, Arthur
McClure, L. Morris
Mowrer, George
Robinson, Lois
Schroeder, Esther
Stinson, Bess L.
Snow, Carl
Swickard, Sara
Thea, Alfred
Ward, William

## 212 The Teaching of Reading

3 hrs.

A summary of the results of the scientific studies made in the field of reading, with suggestions as to the bearing of these studies upon the materials and methods of teaching. Prerequisite: as many honor points as hours of credit.

#### 251 Human Growth and Development

3 hrs.

Class will meet four periods a week. Course deals with physical, social, emotional, and intellectual growth and development of children and adolescents. Prerequisite: as many honor points as hours of credit.

#### 351 Introduction to Directed Teaching

3 hrs.

This course is designed to prepare students for successful student-teaching. Prerequisite: Human Growth and Development 251 or equivalent and as many honor points as hours of credit.

# DIRECTED TEACHING

The Campus Elementary School is open in the summer session from 8:30 A.M. to 12:00. Certain high school classes will be held in Central High School, Kalamazoo, during the morning hours. Courses in directed teaching are offered in both elementary and secondary work for a period of six weeks.

Directed teaching assignments are reserved for students who have not been in residence during the regular term, and for those who are completing the work for a certificate. Since the number of such opportunities is limited, application should be made to the Coordinator of Laboratory Experience well in advance of the summer session enrollment day.

Pupil enrollment is by application. Children of students attending the summer session are among those accepted, but reservations must be made in advance. The work is designed to furnish profitable experience for the children and to provide opportunity for making up of grades or subjects by those who have failed promotion.

Assignments to directed teaching in definite grades and subjects are mailed to students not later than June 15. All who enroll for directed teaching must reserve the hours from 8:00 A.M. to 12:00 daily. In addition, critic meetings with room supervisors or the Coordinator of Laboratory Experiences are held Mondays, Tuesdays, Thursdays, and Fridays at 7:30 A.M. and such other times as may be designated.

Students may not enroll for more than 3 semester hours of directed teaching in the summer session.

#### 370B Laboratory in Education

3 hrs.

Students work individually and in groups on the kinds of problems faced in directed teaching situations in classroom, school, and community. Other problems to be faced later as full-time teachers are considered. Suggestions and guidance are afforded by staff members and by resource persons. The laboratory is divided into elementary and secondary sections.

#### 370C General Educational Problems

3 hrs.

Course content includes such matters as social, political, and economic influences on education; historical and philosophical backgrounds of present-day education; changes and trends in education; and current problems in education.

## 372 Directed Teaching

3 hrs.

Only for seniors who have previously fulfilled a part of their requirement in directed teaching. This course is also offered in extension.

Students devote a half day to Directed Teaching, at which time they have

experiences in both the curricular and extra-curricular program of the training school in which they teach. All students expecting to do Directed Teaching should enroll in the Teacher Education Office well in advance of the summer session.

## 411B The Elementary Curriculum

2 hrs.

A consideration of content and procedures to adapt experiences of pupils in elementary schools to modern conditions and to child needs and interests. Individual or committee reports concerning the improvement of various aspects of the elementary school curriculum will be prepared.

## 420 The Junior High School

2 hrs.

A detailed consideration of the basic concepts underlying an effective junior high school program. Study of the development and purposes of the junior high school; curricular organization and problems; co-curricular activities; instructional materials.

# 430 Educational Therapy in Reading

2 hrs.

A study is made of the psychological, sociological and physiological factors affecting children's reading ability, together with laboratory application of such knowledge in the prevention, diagnosis, and treatment of reading problems. Open only to experienced teachers by permission of the instructor.

#### 431 Education of Exceptional Children

2 hrs.

Deals with the problems and methods involved in the adjustment and training of exceptional children in the schools—the mentally retarded, the gifted, the crippled, the deaf, the blind, the emotionally unstable, and the delinquent.

#### 433A Introduction to Lip Reading

2 hrs.

A course designed to acquaint the student with the various methods of lip reading and the problems encountered in the teaching of this skill. The student is given opportunity to acquire elementary lip reading skill as well as practice in the techniques of teaching.

## 433B Speech for the Deaf

2 hrs.

Teaching methods used for the development of speech in congenitally deaf children. The formation of speech elements and their combination into words. Use of residual hearing for speech and voice improvement. Not offered in 1956-57.

#### 436 Mental Hygiene of Childhood and Adolescence

2 hrs.

Deals with the problems of emotional adjustment and maladjustment in childhood and adolescence.

#### 438 Audio-Visual Education

2 hrs.

Acquaints teachers and administrators with the principles and practical uses of multi-sensory aids to education, including field trips, machines, and creative materials. (Offered during six weeks session and two weeks post session).

## 439 Driver Training and Safety Education

2 hrs.

Deals with several aspects of safety education in the home, school and community, with special emphasis on preparing secondary school teachers of driver training and safety education. Materials and methods, psychophysical testing, sound driving practices, pedestrian protection, "Behindthe-Wheel" training in dual-control cars, and accident prevention procedures are an integral part of the course. (Post Session Workshop, August 5-16, page 23.)

## 460 Workshop in Educational Leadership

2 hrs.

Designed for present and prospective administrators, supervisors and college instructors interested in improving educational programs through constructive methods of leadership. Special emphasis is placed on the importance of human relations in curricular change. (Post-Session Workshop, August 5-16, page 23.)

#### 480 Introduction to Guidance Services

2 hrs.

A basic introductory course for all secondary and elementary teachers, including a survey of the history, principles, problems, organization and methods of guidance. Special attention is centered on the individual, his needs and adjustments, and on counselling procedures.

## 481 Techniques of Guidance

2 hrs.

This course is designed to give competencies in the use of school records, instruments of measurement, case studies, interview, group guidance, placement, follow-up and community resources.

### 482 Occupational Information for Counselors and Teachers

hr

Stresses knowledge of sources, use, evaluation and techniques of imparting occupational information. Recent trends in the major occupations are also discussed.

#### 501 Educational Research

2 hrs.

Acquaints students with the nature and methods of research, with special emphasis upon the practical application of research findings to the solution of educational problems.

## 502 The School Curriculum

2 hrs.

A study of educational programs for children and youth, emphasizing principles and problems of curriculum development common to all levels of instruction.

#### 503 Foundations of American Education

2 hrs.

A study of American education as affected by the great traditions and movements of Western culture. Consideration is given to historical, socioeconomic and philosophical factors in the interpretation of modern educational issues and the solution of present-day educational problems.

#### 504 Educational Psychology

2 hrs.

A study of the forces which motivate behavior and affect the learning

process, with particular reference to problems of growth and adjustment, to the development of meanings and insights, and to individual differences. Provisions are made to meet the needs of students with varying backgrounds in psychology.

# 512 Guiding Child Development in the Elementary School 2 hrs.

This course is designed to help nursery school, kindergarten and elementary school teachers gain an understanding of the manner in which skills, information, attitudes and behavior patterns are acquired and modified. The contributions made by each curricular area, such as language arts, science, arithmetic, social studies and health are stressed, with emphasis on suitability of experiences for different stages of growth, instructional practices, and appropriate procedures of evaluation.

#### 514 Elementary School Administration

2 hrs.

Deals with problems confronting the elementary school principal, such as organization of the school program, parent and community relationships, personnel problems, discipline, evaluation and the like.

#### 520 Improvement of Teaching in Secondary Schools

2 hrs.

For teachers of experience, high-school principals, and superintendents who desire to consider the larger problems of classroom instruction. Open also to graduate students without teaching experience.

#### 522 Teaching in the Core Curriculum

2 hrs.

Deals with newer practices regarding integration of knowledge from several fields around the needs of secondary youth. For students engaged in or preparing for unified programs in junior and senior high schools.

#### 524 Administration of Secondary Schools

2 hrs.

Designed for superintendents, principals and experienced teachers interested in administrative matters. Makes detailed study of the general problems of organization, supervision and management of the high school.

#### 540 Supervision of Student Teaching

2 hrs.

This course deals with the significance of student teaching in the preservice education of teachers, the role of the supervising teacher, and the problems associated with providing high quality student teaching experiences. Many types of student teaching programs and their components of planning, evaluation, supervisory conferences, and follow-up are analyzed.

### 551 Growth and Development in Later Adolescence

2 hrs.

This course is designed to develop an understanding of the behavior patterns, problems and adjustments of college-age youth. Special emphasis is placed on the role of the junior college teacher in guiding the social and emotional as well as the intellectual development of the students.

# 560 Principles of Educational Administration

2 hrs.

The philosophy and principles underlying school administration including governmental control, school plant, finance, personnel and the internal

organization. Presupposes a rudimentary knowledge of administration and some practical field experience.

#### 561 Social Interpretation

2 hrs.

Deals with community education with respect to the educational program. Considers the principles of educational interpretative service and their application in every phase of the system.

#### 570 Directed Teaching

2 or 3 hrs.

Open to graduate students who have completed the major portion of professional courses required for certification.

### 581 Interpretation and Use of Tests in Guidance

2 hrs.

Designed to familiarize students with various psychological tests and scales that may be used in school guidance programs. Tests are taken and scored by students, and the results are interpreted and evaluated.

#### 583 Organization and Administration of Guidance Programs

2 hrs.

Administrative and supervisory problems of guidance directors. Need for local and state administration, function of administration and supervision, improvement of group guidance programs in homeroom and classroom.

#### 590 The Community College

2 hrs.

Studies the historical development of the junior and community college movement; the function of the community college in the total educational program; the divergent aims and curricular requirements of pre-professional, academic and pre-vocational courses; the problem of guidance and counselling as an integral part of the program; and methods and materials of instruction at the college level.

# LIBRARIANSHIP

Mate Graye Hunt Hazel Brown Frederic J. O'Hara Eugenia Schmitz

Gertrude Van Zee

#### 360 Organization of Library Materials

2 hrs.

Methods of organizing various types of materials such as books, periodicals, pamphlets and audio-visual aids for effective use in relation to the organizational and administrative activities in a specific type of library under the supervision of one of the cooperating librarians.

# \*402 Reading Interests of Young Adults

2 hrs.

Study of the fields of literature suited to the interests of young people. Students are given opportunity through wide reading to develop principles and standards for the selection of the book collection. Includes an introduction to methods of stimulating broader reading interests and of conducting group book discussions with young people. Open to students in the Education Department and to others who expect to work with youth.

#### 403 Selection of Books and Related Materials

2 hrs.

Principles of selection and evaluation of books and non-book materials. Appraisal of printed aids, book reviewing media, and other sources of information used in building the library collection. Opportunity given for developing competence in writing annotations and book reviews.

#### \*407 Library Materials for Children

2 hrs.

Problems in the selection and evaluation of books, periodicals, films, recordings and other materials for children with special emphasis on the content areas in the elementary school curriculum. Methods of stimulating interest in reading with attention to the retarded as well as the gifted child. For teachers, parents and librarians and others who work with children.

#### 411 Reference Service

2 hrs.

Study and evaluation of basic reference and bibliographic sources in the various subject fields. Critical examination of the publications of governmental agencies, societies and institutions especially as reference sources relating to the curriculum. Attention given to organization and methods of reference services.

#### \*461 School Library Service

2 hrs.

The function of the library as a department in elementary and secondary schools. Includes study of special problems in budget planning, in provision of staff and in planning for space and equipment. Open to students in school administration programs as well as to librarianship students.

# 470 Introduction to Classification and Cataloging

4 hrs.

Introduction to the principles of cataloging and classifying the book collection. Includes study and practice in making the dictionary catalog and in classifying according to the Dewey Decimal Classification scheme. Students are taught to use the unit card system and are given practice in assigning subject headings, in adapting Library of Congress and Wilson printed cards and in cataloging non-book materials.

#### 480 Field Assignment and Laboratory

2 hrs

An assignment in selected cooperating libraries for the purpose of giving the student experience in the organizational and administrative activities in specific types of libraries as basis for understanding their function and the principles underlying policy. The assignment may precede the opening of college or may be carried on during the term. Laboratory period for discussion of problems is held throughout the term.

#### \*505 Curriculum Enrichment Materials

2 hrs.

Study of the sources for selection of teaching materials with emphasis on the content areas in the secondary school curriculum. Includes evaluation of books, pamphlets, periodicals, maps and other audio-visual materials. Methods of instruction in the use of such materials are also studied. Students are expected to complete a term project. Open to teachers as well as librarianship students.

<sup>\*</sup>Starred courses open to students in other departments.

# \*510 Adult Education Methods in Libraries

2 hrs.

Function of the library in the continuing education of adults; relationship to other adult education agencies. Introductory leadership training and development of techniques in group work, book discussions and film forums.

511A Subject Bibliography: The Humanities and Social Sciences 2 hrs.

A study and evaluation of the bibliographical sources in the social sciences and the humanities. Each student will be expected to compile a bibliography on a topic of his choice.

Prerequisite: an introductory course in Reference.

# 562 Foundations of Librarianship

2 hrs.

The course aims to give the student professional background through study of communication through the ages and the historical development of libraries in Europe and America; the functions of the modern library in society; current trends in librarianship and current library literature.

# PHYSICAL EDUCATION FOR MEN

Mitchell J. Gary, Head Donald E. Boven George Dales Edward A. Gabel John W. Gill Joseph T. Hoy Charles H. Maher

Merle J. Schlosser Thomas C. Slaughter Raymond F. Sorenson

# 101 Fundamentals and Techniques of Tennis

1 hr.

Designed for students interested in the teaching of tennis. Practice in the fundamental strokes, rules, and nomenclature methods for teaching of tennis. Course may be applied toward general physical education credit.

# 104 General Physical Education

1 hr

Activities of this course are especially designed to meet the physical needs of college freshmen. Emphasis is on fundamentals of the sports of the season, calisthenics, gymnastics, tumbling, and military drill.

# 105A General Athletics and Elementary Gymnastics

l hr

Covers material used in physical education classes for elementary and high school level.

#### 107 Beginning Swimming

1 hr.

This course is for men who want to learn the elementary forms in swimming and diving. Orientation to water, safety, skills, and various methods used in swimming. Course may be applied toward general physical education credit.

# 204 General Physical Education

1 hr.

Activities of this course are designed to meet the physical needs of college sophomores with emphasis on participating in the sports in season with advanced work in gymnastics and tumbling.

<sup>\*</sup>Starred courses open to students in other departments.

## 208 Fundamentals and Technique of Football

2 hrs.

Fundamentals of football coaching, with special emphasis on blocking, tackling, passing, kicking, and line and backfield maneuvers. Building an offense, principles of defense formations, scouting and rules.

## 209 Fundamentals and Technique of Basketball

2 hrs.

This covers the theory and practice of basketball coaching. Foundation skills are stressed, with a study of offensive and defensive systems. A personal textbook involving all material is created.

#### 310 Swimming

1 hr.

This course for physical education majors and minors is basic. Instruction is given to beginners with emphasis on the various strokes. Competent swimmers may participate in qualification tests for Senior Life Saving.

# 320 Playground and Community Recreation

3 hrs.

Nature and function of play; age periods and adaptations of activities; social environment; needs and objectives; playground development, construction, management, and supervision. Study of outstanding programs in operation. A survey of recreational material.

#### 401 Curriculum Planning in Physical Education

2 hrs.

A study and evaluation of present-day trends in secondary physical education for boys. A discussion of principles and procedures for curriculum construction and criteria for selection of activities and judging of outcomes. Individual projects will be developed.

# 402 Problems in Interscholastic and Intercollegiate Athletics

2 hrs.

Relationship of athletics to education is considered. Problems in the organization of an athletic program including eligibility, finance, liability, transportation, safety, facilities, and equipment will be discussed.

# 403 Techniques in Sports Officiating

2 hrs.

This course considers rules and officiating techniques with the emphasis on the four major sports; football, basketball, baseball and track. Prerequisites: Fundamentals and Techniques courses numbered 208, 209, 210 and 211, or the equivalent.

# 501 Current Studies in the Administration of Physical Education 2 hrs.

For administrative officers as well as for teachers and directors of physical education. Includes a study of representative programs of physical education and a discussion of standards for evaluating such programs.

#### 502 Community Recreation

2 hrs.

Considers problems in community recreation. The essential elements pertaining to leadership, areas, facilities, programs, activities and methods of organization and administration are studied.

#### 503 Camp Administration

2 hrs.

Deals with the organization and administration of camps and their program requirements and standards. Consideration is given to philosophy

and objectives, personal skills in camp activities and methods of teaching them. Visits to camps are made and out-of-door activities are experienced.

# 504A, B. C. D. Advanced Techniques in the Coaching of Athletics

The course will consider problems in the coaching fundamentals, the organization of practice periods, and offensive and defensive strategy. Prerequisite: Either coaching experience or completion of an undergraduate course in the sport concerned.

- 504A Football 1 semester hour.
- 504B Basketball 1 semester hour.
- 504C Baseball 1 semester hour.
- 504D Track 1 semester hour.

504A and 504B are offered during the first three weeks of the summer session.

504C and 504D are offered during the second three weeks of the summer session. (See Workshops, page 20.)

# 505 Advanced Techniques in the Coaching of Minor Sports 2 h

This course considers problems and coaching techniques in minor sports such as wrestling, tennis, archery, badminton, and golf. Rules and regulations governing meets and play are discussed. Actual participation in the activities is required. Either coaching experience or completion of an undergraduate major or minor in the field of Physical Education is a prerequisite.

# PHYSICAL EDUCATION FOR WOMEN

	to Hainley	Hussey ce Roell
101	Square Dance	1/3 hr.
105 Vo	Physical Education blleyball, folk dancing, basketball, softball, and other seasonal	1/3 hr. sports.
108 Sp	Restricted Exercise ports and recreational activities for students with physical limits	1/3 hr. itations.
110 Sv	Swimming vimming, diving, and life-saving.	1/3 hr.
113	Tennis	1/3 hr.
118	Archery	1/3 hr.
120	Badminton	1/3 hr.
122	Social Dancing	1/3 hr.
285	Health Education	2 hrs.

In this course the fundamental scientific principles of healthful living are developed through a study of school health problems. An effort is made to make prospective teachers aware of modern methods and materials useful in helping school children solve their health problems.

### 330 Elementary School Physical Education

2/3 hr.

This course, which is intended primarily for students in the rural and elementary curricula, considers the underlying principles and purposes of physical education in the elementary school program. Types and gradation of activities will be studied, with some participation in teaching.

# 532 Physical Education for the Elementary Teacher

2 hrs.

A study of the developmental needs of the child in terms of physical activity; the role of physical education in childhood education; the responsibility of the classroom teacher in this area; demonstrations and practice in teaching activities.

## 550 Problems and Trends in Physical Education

2 hrs.

Deals with modern trends and with instructional and supervisory problems involved in conducting an effective program of physical education. Critical appraisal of present practices.

# RURAL LIFE AND EDUCATION

Wm. McKinley Robinson, Head James O. Ansel

George Brower

#### 140 Curriculum

3 hrs.

A study of the objectives of education as related to rural children and rural needs, and teaching practices leading toward these objectives. Students have a wide range of experience in observation and in the examination and development of materials suitable for rural schools.

#### 220 Rural Sociology

3 hrs.

Study of life in the rural environment—local, regional and worldwide, including cultural factors; population trends; impact of industrialization; family, village, community; social institutions, agencies and organizations; educational, recreational, cultural, religious, health and governmental facilities. Current magazines and pamphlets supplement the textbooks.

#### 230 Rural Economics

3 hrs.

Fundamental economic principles are considered in terms of rural conditions—local, national and international. Economic interpretation is given topics found in the elementary and secondary school curricula—conservation, insurance, consumer education, cooperatives, agricultural extension services, etc.

#### 320 Rural Life (Seminar)

2 hrs

Critical study of recent books in rural social life, with emphasis upon training for leadership. Supplementary references include research studies. Special problems are selected for study by each student. Prerequisite: consent of instructor.

# 346 Rural School Supervision (Seminar)

2 hrs.

Study of individual and group problems pertaining to supervisory and related administrative demand in rural schools. Field work is encouraged. Prerequisite: consent of instructor.

# 348 Special Problems of Community Schools (Seminar)

2 hrs.

Planned for teachers, principals and superintendents, supplementing Rural School Administration 340. Topics considered are the aims and functions of the school as related to the rural community, surveys, location and planning of buildings, finance, transportation, selection of teachers, salary and tenure, extra-curricular activities, the PTA, adult education, etc. Field work is encouraged. Prerequisite: consent of instructor.

# The School of Liberal Arts and Sciences

## Gerald Osborn, Dean

The School of Liberal Arts and Sciences is composed of five divisions:

Basic Studies: Offerings in the areas of English, natural sciences, human-

ities, and social sciences are included in this division.

Fine Arts: The Departments of Music and Art are in this division.

Language and

Literature: This division includes the English, Language and Speech

Departments.

Science and

Mathematics: This division is composed of the following departments:

Biology, Chemistry, Geography, Mathematics, Physics and

Psychology.

Social Science: The Social Science Division is composed of the following

departments: Economics, History, Political Science and

Sociology.

General objective: The School of Liberal Arts and Sciences offers a variety of subjects that combine to develop a student who will be at home in the world of ideas, and whose experience of living will be deepened by understanding of his cultural heritage. It aims to offer him training in thinking objectively, critically, and creatively. Its offerings serve not only the special student of the sciences and humanities but also provide a background of basic training for students of the other schools of the college and for those in the pre-professional courses.

Information concerning curricula, as well as majors and minors may be found in the regular college catalog.

## DIVISION OF BASIC STUDIES

Robert M. Limpus, Director

The Division of Basic Studies is responsible for coordinating and administering the basic courses in the General Education program.

Every student should take Communication or its equivalent, College Writing, in the freshman year.

In Science the student must have a total of 8 hours. The usual combination is Biological Science 102 and Human Geography 105A, or Physical Science 100A and B. The choice should depend upon the individual's background and intended field of specialization. If a student plans to major and has considerable background in one area, he should choose the one in which his background is less adequate.

In the Social Science area a student must take either Foundations of

Western Civilization or Man and Society. These are recommended for the freshman year.

The two Humanities sequences (Humanities 201 A & B, 202A & B) are recommended for the sophomore or junior year.

#### COMMUNICATION:

#### 104A Communication

4 hrs.

This course attempts to help the student to understand the nature of language, evaluate communication as inter-action between the individual and other members of society and acquire skill in using the communication tools. Lectures, readings, tape-recordings, films and other devices are used to motivate group discussion, informal talks, and written exercises. Skills of primary and secondary research are emphasized; one research paper is required.

#### 106B College Writing

3 hrs.

The course is planned to aid the student in developing greater facility in the use of language in the common human experiences of thinking, talking, reading, and writing.

#### SCIENCES:

#### 102 Biological Science

4 hrs.

A course designed to present basic biological principles and to give the student an understanding of the operation of the world of life. It fulfills the general education requirement for biological science and it may also be used as a basis for a biology minor. It may be used as a partial basis for a major only with special individual counseling.

#### 105A Human Geography

4 hrs.

Designed to build an understanding of major human activities in relation to environmental factors throughout the world. Consideration is given to effects of climate, soil, minerals, topography, and the biotic environment on ocupational pursuits of people, transportation and communication, density of population and growth of cities.

#### 100A Physical Science

4 hrs.

This course is part of the Basic Studies program in general education. The course is designed for students who are not planning to specialize in any of the physical sciences. Topics are chosen to stress basic facts, major concepts and important generalizations of the physical sciences.

#### 100B Physical Science

4 hrs.

A continuation of 100A.

#### SOCIAL SCIENCE:

#### 100A Foundations of Western Civilization

4 hrs.

This course is designed to give the student an understanding and an ap-

preciation of contemporary institutions and culture through a study of their origins and development. It is essentially a history of culture which shows how the present is a product of the past, and how peoples widely separated in space and time have contributed to the present.

#### 100B Foundations of Western Civilization

4 hrs.

Continuation, from the seventeenth century on, of course 100A. It surveys significant developments in the Orient as well as those in the Western world. Special emphasis is placed upon the twentieth century. Prerequisite: 100A.

## 101A Man and Society

4 hrs.

The emphasis is on understanding basic ideas in the social sciences and on acquiring a mature ability to analyze and appreciate the individual in society. The student is introduced to such matters as: the nature of man and the purpose and meaning of human existence; the ways in which personality and society are mutually interdependent; the ways men work, the reasons why they work and the effect of such economic factors on the composition and political complexion of society; the reasons for and types of communities into which men form themselves.

#### **HUMANITIES:**

#### **Humanities 202A**

3 hrs.

The fine arts, music and literature are studied as expressions of various ideas and attitudes that have been held at various times in Western Europe and America. The materials of the course are organized about selected religious, ethical and aesthetic ideas.

## DIVISION OF FINE ARTS

#### Elwyn Carter, Chairman

The Division includes the Departments of Art and Music. Major and minor requirements and special departmental requirements are listed under the individual departments in the *Annual Catalog*.

#### ART

Harry S. Hefner, Head John Kemper

Charles Breed Robert Engstrom

Elaine Stevenson

#### 105 Elementary Design

3 hrs.

A fundamental course in art, developing design and color theory through problems in various media.

#### 106 Art Structure

3 hrs.

A course giving drawing experience, lettering, figure, color, and design.

MUSIC 75

#### 107 Illustrative Handwork

3 hrs.

An elementary craft course with manual problems related to interests in the primary grades.

#### 216A Ceramics

3 hrs.

Basic course in the designing and building of pottery—emphasis on casting, throwing, glazing, and firing techniques.

#### 110 Industrial Art

3 hrs.

A studio course in crafts, designed to meet the needs of groups with varied interests. Weaving, bookbinding, blockprinting, etc.

#### 307 Jewelry

3 hrs.

Basic course in the designing and making of jewelry, the study of basic techniques and processes—to include enameling.

#### 213A History of Art

3 hr

Study of primitive, Egyptian, Chaldean, Greek, and Roman architecture, sculpture, and painting.

#### 414 Advanced Commercial Art

2 hrs.

Continuation of Commercial Art 214 with emphasis on typographic layout, booklet design, letterheads, mailing pieces, packaging and display design and construction. This course will acquaint students with technical methods essential to commercial art such as photo prints and their uses, pasteups, photostats, and methods of color separation for working drawings.

#### 501A Studio Course in Art

4 hrs.

Advanced art problems or projects creatively conceived and executed to fulfill student or college needs; such as sculpture and murals.

#### 501B Studio Course in Art

2 hrs.

A continuation of 501A.

#### 502 Workshop in Art for Elementary Teachers

2 hrs.

Provides the foundations of art for elementary teachers who have little or no work in the area. Emphasizes handwork and use of scrap material.

#### MUSIC

Elwyn F. Carter, Head Arthur Birkby Marcella S. Faustman Jack Frey Daniel A. Kyser Holon Matthews Leonard Meretta Peggy Ramstad Julius Stulberg

#### 100 Music for Classroom Teachers

3 hrs.

This course is designed for the classroom teacher with or without previous music training. It deals with basic musical experiences, some work in sight-singing, music in general education, relationship of music to other subject areas, classroom problems in music education, e.g., listening, sing-

ing activities, place of performance, use of radio, and music in the movies. The song materials studied can later be used in directed teaching.

#### 107B Music Appreciation

2 hrs.

This course is designed for students wishing a general cultural course to increase their knowledge and discrimination of music. Various types of music from the folk song and dance to the symphony, oratorio, and opera are presented and discussed. Concerts and outstanding radio programs are related to the course.

#### 109 Rural School Music Methods and Materials

3 hrs.

This course consists of sight reading of unison songs, introduction of part singing, organization of music work in the school and the community.

#### 132S College Orchestra

1 hr.

A summer school orchestra open to all students having had orchestra experience.

#### 133S College Band

A summer school band, open to all students who have had band experience.

#### 135S College Choir

1 hr.

A summer school choir, open to all students having had choral experience.

#### 301 Junior High School Methods and Materials

3 hrs.

A study of the place of music in the education of adolescent youth, correlating the vocal and instrumental aspects of music within the total school curriculum. Instrumentally, there will be evaluation of teaching methods of strings, brass, woodwind, and percussion and the organization of instrumental groups. Vocally, there will be study of the changing voice, voice testing and classification, vocal ensembles, and evaluation of suitable ensemble materials.

#### 307A Music History and Literature

4 hrs.

A survey of the growth of music from the earliest times including melody, rhythm, and harmony through the Medieval, Renaissance, and Baroque periods, choral, operatic, symphonic and chamber music development to 1750; the classics, romantic, and contemporary scenes, as well as the earlier periods, are supplemented with recordings of composer's works.

#### 311B Instrumental Conducting

1 hr

Application is made by use of easy literature for instrumental ensembles.

#### 400 Elementary School Music

2 hrs.

Emphasizes the place of music in the curriculum and the use of music in the day to day activities of the classroom. The fundamental musical skills are developed in order to assist the teacher to achieve these objectives.

#### 403 Psychology of Music Education

2 hrs.

The purpose of this course is to develop understanding of such problems as: differences in musical ability, various music tests, attitudes toward

music and behavior in musical organizations. Materials for the course are largely drawn from Educational Psychology.

#### 509 Band Techniques and Organization

2 hrs.

Organization of the school instructional program. Rehearsal techniques. Survey of band literature. Analysis and discussion of the problems of the instrumental teacher.

#### 560 Seminar in Music Education

Each participant will be expected to develop a project which is of interest to him, but each project will be subject to group discussion, review and analysis. The lectures and reading will be of a general nature referring to the whole field of Music Education.

#### 625-688 Individual Instruction in Applied Music

1-2 hrs.

Individual instruction in Applied Music, can be elected for graduate credit by any qualified graduate student. Such elected study is granted two semester hours in the student's major performance medium or one hour in his secondary performance medium. A total of not more than four hours in the major performance area and not more than two hours in a secondary performance may be applied on the master's degree.

## DIVISION OF LANGUAGES AND LITERATURE

Mathilde Steckelberg, Chairman

The Division includes the Departments of English, Languages, and Speech. Major and minor requirements and special departmental requirements are listed under the individual departments in the *Annual Catalog*.

#### **ENGLISH**

John R. Freund M. Dezena Loutzenhiser Jean Malmstrom Helen E. Master John B. Orr William R. Rosegrant David F. Sadler Charles A. Smith

John W. Woods

104A Communication (See Division of Basic Studies)

106B College Writing (See Division of Basic Studies)

#### 203 Children's Literature

3 hrs.

A general survey of the field of literature suited to the needs and interests of children.

#### 210 Literary Interpretation

3 hrs.

An introduction to literary study to develop skills in critical interpretation.

#### 214A Shakespeare

3 hrs.

A study of Shakespeare's art through the application of several critical methods upon the following plays: Coriolanus, Romeo and Juliet, Richard II, Measure for Measure, King Lear, and Antony & Cleopatra.

#### 216A Contemporary Literature

2 hrs.

Readings in British poetry, fiction, and drama since 1900.

#### 219 Short Story

2 hrs.

A study of the short story as an art form.

#### 221A American Literature

3 hrs.

A survey of American literature from the beginning to the Civil War.

#### 227B Renaissance Literature

3 hrs.

A study of the English non-dramatic poetry and prose of the first half of the sevententh century—Donne, Jonson, Herrick, Bunyan, Browne, and others.

#### 313 English Novel

3 hrs.

The development of the English novel from Defoe to Hardy.

#### 325 Development of Modern English

2 hrs.

A course in the development of the language, treating the historic and linguistic forces which have brought about changes in the form, grammar, and vocabulary of English.

#### 401 Teaching of Secondary English

2 hrs.

A course in the selection and methods of presentation of literature in the high school.

#### 403 Source Material for Literature in the Elementary Grades

Books and materials about children's literature—indexes, lists, studies both critical and historical. Prerequisite: 203.

#### 422 Midwestern Literature

2 hrs.

The origins, characteristics, and historical development of the imaginative literature of the American Midwest.

#### 508 Studies in Drama

2 hrs.

A consideration of selected plays with a view toward grasping dramatic method and studying problems of the drama.

#### 510 Poetics

2 hrs.

A study of poetry in terms of subject, diction, form, imagery and philosophy, supplemented by readings in the theory of poetry.

## LANGUAGE

Frances Noble

Hermann E. Rothfuss

The Language Department will be glad to confer with students whose needs are not met by the courses scheduled.

#### 100A Elementary German

4 hrs.

This course is designed both for beginning German students who wish credit and for those who want to prepare for a graduate language examination but do not need credit. The course will offer grammar essentials and selected reading with the aim of laying the foundation for attainment in reading.

#### 100B Elementary French

4 hrs.

This is a continuation of French 100A. Work in oral comprehension, pronunciation, basic grammar, reading, and conversation receives attention. Provision will be made for students preparing to fulfill the reading requirement for an advanced degree.

#### 210A German Conversation

2 hrs.

The aim of this course is to supplement the practice in speaking and writing done in the reading courses. It is required of students majoring in German. Prerequisite: the equivalent of two years of college German.

### 417 Evolution of German Thought

2 hrs.

This course is a study of the development of Germany and the German national character. It will include a study of selected authors on history, philosophy and pedagogy as well as German literature in translation. There is no foreign language prerequisite.

#### 437 Studies of Contemporary France

2 hrs.

Investigates extensively phases of French economic, political, social and educational life. Course is valuable for teachers as well as those who have seen or plan to see France. No prerequisite.

## **SPEECH**

Zack L. York, Head Albert Becker Wallace L. Garneau Charles Helgesen

Charles Van Riper

#### 108 Business and Professional Speech

3 hrs.

Designed for students in business or pre-professional curricula. A beginning course in speech dealing with the study and application of basic principles underlying effective oral communication. Particular attention will be given to developing skill in meeting the speech situations encountered in the business and professional world.

#### 202 Discussion

3 hrs.

Study and practice in discussion and conference. Skill in participation, leadership, group thinking, and evaluation are emphasized. Recommended for any student whose vocation involves work with groups, such as students in business, pre-professional, or teaching curricula.

#### 404 Creative Dramatics

2 hrs.

The study of the principles, materials, and techniques of informal dra-

matics as a classroom activity. Includes observation of demonstration groups.

#### 405 Speech for the Class Room Teacher

2 hrs.

The course is designed to help the teacher become more effective in speaking and reading. The content of the course will be adjusted to meet the specific needs of the individual members of the class.

#### 421 Teachers' Workshop in Dramatics

4 hrs.

Workshop in the basic skills of theatre production designed for students with little or no formal training in theatre. Opportunity is given for individual projects.

#### 442 Teachers' Workshop in Radio

4 hrs.

A practical workshop in radio with emphasis upon the use of radio equipment. Planning program series directing radio productions, and editing radio scripts. (See Workshops, page 21.)

#### 453 Applied Speech Correction

3 hrs.

This course is for students interested in the actual practice of speech correction. The course will involve training in the remedial treatment of both adult and child speech defectives in the college clinic and schools associated with the college and the study of the principles of clinical practice. Prerequisite: 251, and consent of instructor.

#### 454 The Organic Speech Disorders

3 hrs.

This course is concerned with the diagnosis and treatment of the speech disorders of organic origin: cleft palate, cerebral palsy, aphasia, aphonia, and dysarthria.

#### 502 Speech and Social Control

3 hrs.

Deals with the role of the spoken word in producing social changes. Aims to develop the ability to evaluate critically verbal efforts to influence human belief and behavior.

#### 591 School Assemblies and Community Programs

3 hrs.

Considers the problems involved in planning and executing school assemblies, educational conferences, and special programs for various community groups. Sources of materials and techniques and skills of planning and preparing such programs are included.

## DIVISION OF SCIENCE AND MATHEMATICS

Charles H. Butler, Chairman

The Division includes the Departments of Biology, Chemistry, Geography and Geology, Mathematics, Physics, and Psychology. Major and minor requirements and special departmental requirements are listed under the individual departments in the *Annual Catalog*.

#### 100A Physical Science

4 hrs.

(See Basic Studies)

#### 100B Physical Science

4 hrs.

A continuation of 100A.

#### 501E Modern Advances in Physical Science

2 hrs.

Some modern developments in the fields of chemistry and physics will be treated. Such topics as additions to the periodic table, radioactive isotopes, new organic compounds, ultrasonics, semi-conductors and transistors, and nuclear energy will be considered. Lectures, demonstrations, readings. Prerequisite: 16 semester hours in physics and/or chemistry.

### 503 Science for Elementary Teachers

2 hrs.

Indicates the part played by science experiences in the development of children, acquaints teachers with types of science content and teaching procedures suitable in elementary education.

(See Post Session Workshops, page 23.)

#### **BIOLOGY**

William C. Van Deventer, Head Elaine Hurst Jacqueline Mallinson Myrtle Powers Merrill Wiseman Leo C. Vander Beek

#### 02 Biological Science

4 hrs.

(See Basic Studies Division)

#### 112 Healthful Living

2 hrs.

A study of the principles underlying sound health practices. Factors in the causation, prevention, and control of disease are considered, and some attention is given to mental and social hygiene.

#### 210 The Human Body

3 hrs.

A study of the structure and functioning of the human body. A non-laboratory course designed especially for teachers in service.

#### 224 Local Flora

2 hrs.

#### 231S Nature Study for Teachers

4 hrs.

The development of the ability to interpret natural phenomena with scientific accuracy, and to gain an understanding and appreciation of the relationships of life forms to each other and to their environment. Topics receiving special emphasis are flowering and non-flowering plants, insects, spiders, summer birds, mammals, and summer constellations. Daytime and evening field trips are part of the scheduled work.

#### 301 The Teacher and the Living Environment

2 hrs.

A study of interrelationships among plants and animals, including man. Emphasis is placed on classroom and field experiences which will be helpful to teachers in service. Offered only in summers and by extension.

#### 500 Recent Advances in Biology

2 hrs.

Students will be expected to survey extensively current literature in biology at the popular and semi-technical levels, and to report this in the form of an acceptable paper. Minimum prerequisite: Eight hours of college biology and consent of the instructor.

#### 520 Plant Taxonomy

2 hrs.

#### 553 Advanced Studies in Field Ecology

(hours to be arr.)

This course is designed for students who have had sufficient experience in field biology to enable them to carry on studies of specific ecological problems. Prerequisite: Twelve hours of college biology.

## **CHEMISTRY**

Paul E. Holkeboer

Don Iffland

#### 101A General Chemistry

4 hrs.

This is a more advanced course than 100A. The theory and fundamental principles of chemistry are emphasized. It is a foundation course. Prerequisite: one unit of high-school chemistry and one unit of algebra.

#### 101B General Chemistry

4 hrs.

A continuation of course 101A. Prerequisite: General Chemistry 101A.

#### 201 Qualitative Analysis

4 hrs.

A lecture and laboratory course treating the theory and practice of separation and identification of both cations and anions. Prerequisite: Chemistry 100A, B or 101A, B. A knowledge of common logarithms is essential.

## 306A Organic Chemistry

4 hrs.

Preparation and reactions of organic compounds, of both the aliphatic and the aromatic series, are studied. These courses are valuable, not only to those students who wish to teach chemistry, but also to those who may later study medicine, dentistry, or chemical engineering. Prerequisite: 100A, B or 101A, B. Open to qualified sophomores.

## GEOGRAPHY AND GEOLOGY

William R. Brueckheimer

Marguerite Logan

Cyril L. Stout

105A Human Geography (See Basic Studies Division)

#### 207 Europe

3 hrs.

Course discloses the ways man has adjusted his economic, political, and social life to the natural environmental conditions within the regions of the continent. Prerequisite: 105A or 305.

#### 312 Conservation of Natural Resources

3 hrs.

Critical evaluation of certain of the natural resources of the United

States, such as minerals, soils, forests, water, and wild life; and study of the utilization of these resources so as to yield the greatest ultimate good. Methods in teaching conservation.

#### 416 Political Geography

2 hrs.

Study of the resources, people, and geographic-political problems of the various nations and empires of the world from the point of view of the reciprocal relations involved.

#### 419 Survey of Latin American Geography

2 hrs.

Comprehensive survey of Latin America. Includes the physical landscape, natural resources, and the cultural adjustments in each of the countries.

#### MATHEMATICS

Pearl L. Ford Herbert H. Hannon Jack R. Meagher James H. Powell

#### 100A Intermediate Algebra

3 hrs.

This course covers the work usually given in the third semester of high school algebra. Prerequisite: Plane geometry and one year of algebra.

#### 100C Plane Trigonometry

3 hrs.

A study of trigonometric functions, identities and equations, inverse functions, logarithms, radian measure, and the solution of triangles. Prerequisite: Plane geometry and 100A or equivalent.

#### 101 Arithmetic for Teachers

3 hrs.

This course is designed for students who expect to teach arithmetic in grades 1 to 6. It deals with the history, philosophy, objectives, and methods of teaching arithmetic, and includes a review of the subject matter of arithmetic.

#### 104A College Algebra

4 hrs.

A semester's work in college algebra with some of the simpler parts and applications of calculus. Topics studied include fractions, exponents, functions, graphs, variation, linear and quadratic equations, systems of equations, the binomial theorem, inequalities, complex numbers, logarithms, permutations and combinations, probability, determinants, and selected topics from the theory of equations. Differentiation and integration, with simple applications, are introduced. Prerequisite: 100A and 100C or equivalent.

## 104B Analytic Geometry

4 hrs.

The analytic geometry of the straight line, circle, conics, and certain higher plane curves, transformation of axes, polar coordinates, parametric and polar equations, and a few topics from solid analytic geometry. Prerequisite: 100C and 104A.

## 401 Teaching of Secondary Mathematics

2 hrs.

In this course some attention is given to curriculum problems and trends in secondary school mathematics, but the main emphasis is upon specific problems of teaching mathematics effectively to secondary school students. Prerequisite: 104B.

#### 411 History of Mathematics

2 hrs.

This course treats of the history of geometry and trigonometry from earliest times to the present. Prerequisite: 104B.

#### 423 Introduction to Higher Geometries

2 hrs.

The nature of proof. Introduction to non-Euclidean, inversive, finite, and projective geometries. Constructions. Especially recommended for those planning to teach high school geometry. Prerequisite: 104B or equivalent.

#### 473 Introduction to Statistical Analysis

2 hrs.

The study of statistics as the science of experimentation: averages, dispersions, sampling, correlation, and statistical tests valid for small and large samples. Prerequisite: 104B.

#### 501E Mathematics for Elementary School Teachers

2 hrs.

Emphasizes the understanding of concepts and foundations of mathematics commonly taught in grades 1-6, and of associated problems of learning and teaching.

#### 507E Field Work in Mathematics

2 hrs.

Teaches students the construction and use of simple mathematical instruments. Much time is spent in actual field work. (Post Session Workshop, page 22.)

## 511 Concepts of Mathematics I

2 hrs.

Some consideration is given to the number system of mathematics, the theory of numbers, the mathematical analysis of infinity, and the algebra of sets. This course is especially recommended for secondary school teachers. Prerequisite: Approval of the instructor.

## **PHYSICS**

George Bradley Stanley Derby Robert Miller Walter Marburger

## 103A Mechanics, Heat, and Electricity

4 hrs.

A general college physics course dealing with mechanics, heat, and electricity and some of their applications. This course, and Physics Problems 104A, B, is required of all students majoring in physics and of all engineers; recommended for students planning to teach physics.

## 104A Physics Problems

1 hr.

A course in problems in Mechanics, Heat, and Electricity. This course, together with 104B is required of engineers presenting only 8 s.h. of credit in Physics whose program calls for 10 s.h. in this subject.

## **PSYCHOLOGY**

Stanley Kuffel, Head Richard Schmidt

William Pavlik William Reynolds

#### 200 General Psychology

3 hrs.

A brief survey of the elementary principles of psychology. This course affords a general introduction to the field

## 213 Psychology of Adolescence

This course deals with the various kinds of development in the adolescent. It discusses his problems and difficulties and the proposals for reducing his difficulties and improving his adjustment.

### 302 Laboratory in Psychological Testing

3 hrs.

The course will consider selecting, administration, and interpretation of educational, personality, and aptitude tests. Lecture and laboratory.

#### 305 Abnormal Psychology

3 hrs.

A discussion of the deviant individual, with particular attention to the recognition of disordered behaviors, to the factors contributing to their development and to the principles of therapy. Consult instructor before enrolling.

## 410 Learning and Memory

2 hrs.

A survey of the general principles of learning and memory and an introduction to learning theory.

502 Measurements of Interest, Aptitude and Personality A survey of measures used in areas other than intelligence. Emphasizes theory, methods, construction, evaluation and psychological implications of their use.

## 505 The Deviant Individual

2 hrs.

Study of the gifted, mentally defective, neurotic, delinquent and criminal and psychotic; with particular attention to factors in development and to distinctive manifestations of these deviations from the normal.

#### 506 Clinical Diagnosis

2 hrs.

Introductory study of the nature and application of clinical tools to the study of illustrative cases of problem behavior with consideration of means and methods of clinical treatment. Prerequisite: Psychology 305.

## DIVISION OF SOCIAL SCIENCES

#### W. V. Weber, Chairman

The Division includes the Departments of Economics, History, Political Science, and Sociology. Major and minor requirements and special departmental requirements are listed under the individual departments in the Annual Catalog.

## 100A, B Foundations of Western Civilization

8 hrs.

For description of the course, see Division of Basic Studies.

#### 101A Man and Society

4 hrs.

For description of the course, see Division of Basic Studies.

#### 400 Teaching of the Social Studies

2 hrs.

Teaching of the social studies in the junior and senior high school. Definition of objectives. Selection, organization and development of content materials. Study of the procedures and problems of effective teaching in the social studies.

#### 401 Social Studies Seminar: England—1957

6 hrs.

A foreign-study seminar especially designed for teachers and advanced college students in the social studies. It consists of regularly scheduled lectures and discussions on British life, institutions, and international relations. Conducted trips relate the lectures to the contemporary scene. The seminar is in formal session at Ashridge College, England, for a period of five and a half weeks, after which the party will travel on the continent for four weeks. Credit, up to a maximum of three semester hours in one department, may be distributed among economics, history, political science, and sociology.

## **ECONOMICS**

Floyd W. Moore, Head

Robert S. Bowers

Jared S. Wend

#### 220A Principles of Economics

3 hrs.

A study of the fundamental principles of economics and their application to some of our more important economic problems. This course and the following one, 220B, are basic to intelligent understanding of our American economic system as compared with communism or other "isms".

#### 220B Principles of Economics

3 hrs.

A continuation of Principles of Economics 220A. Among the problems to which Principles are applied are those of national income, wages, interest, rents, profits, public utilities, monopolies, international economics, and fiscal policies, including taxes.

#### 426 Business and Government

3 hrs.

A study of the regulatory policies of government and their impact on private enterprise. The course seeks to explain the needs for regulation, and to provide an analysis and evaluation of the various laws from the viewpoint of encouragement, subsidization, and control. Special attention will be directed to certain aspects of concentration of economic power, public ownership, and nationalization programs. Prerequisite: 220A, B. Work in Political Science may be substituted in special cases by permission of the instructor.

#### 428 Comparative Economic Systems

2 hrs.

The economic institutions and conditions of capitalism, socialism, communism, fascism, and the cooperative movement are critically examined as to ideology and actual operation. Prerequisite: 220A, B.

#### 429 Business Administration

3 hrs.

This course deals with the elementary principles of internal organization and management of industrial enterprises. It includes a discussion of plant location and types of construction; material equipment and power; planning and routing; statistics and accounting; marketing methods and problems; production management; personnel administration; purchasing, traffic, credit, and collections. Prerequisite: 220A, B.

#### 526 Applied Economics for Teachers

2 hrs.

Designed as a modern aid to in-service teachers and others who desire practical help in managing some of their economic affairs which are more personal than professional. Among items stressed are credit buying, savings, insurance programs, home ownership vs. renting, personal investments, taxes, wills, and trust plans.

#### HISTORY

Alan S. Brown Willis F. Dunbar

Howard A. Mowen Charles Starring

#### Robert Friedmann

100A Foundations of Western Civilization (See Basic Studies Division).

100B Foundations of Western Civilization (See Basic Studies Division)

#### 201A United States History to 1865

2 hre

A general survey of American history from the beginnings of the Thirteen Colonies to the end of the Civil War.

#### 201B United States History, 1865 to the Present

3 hrs.

A general survey of United States history for the period.

#### 322B The Reformation

2 hrs.

A history of the religious reformation in Europe at the beginning of Modern Times.

#### 404A The Era of the American Revolution 1763-1787

2 hrs.

The causes, character, and consequences of the American Revolution. An intensive study of selected topics. Principal aims are to acquaint students with all kinds of historical materials and to introduce them to methods of advanced historical study.

#### 409 Europe, 1925 to the Present

3 hrs.

A study of the crucial problems after 1925 and the solutions offered. Special attention is given to the World Depression, Fascism and Com-

munism, the tensions and ideological conflicts that culminated in World War II, and the positions of victor and vanquished after the war.

#### 513 Studies in Michigan History

2 hrs.

Studies in the history of Michigan since its admission as a state. Attention is given to the critical use of historical materials and the preparation of bibliographies.

524 Studies in the History and Culture of the Old Northwest 2 hrs.

Reading, discussion, and research on various aspects of the development of government, education, social institutions, and economic life in the Old Northwest.

## POLITICAL SCIENCE

William V. Weber, Head Donald H. Ackerman, Jr. Milton Greenberg Leo C. Stine

Samuel I. Clark

#### 230A National Government and Administration

3 hrs.

An introductory course dealing with the national government structure, processes and functions. The structure and functions of political parties are touched upon incidentally. Emphasis is placed on the relationships and obligations of citizens to their government. Comparisons are made with our state and local governments. This course is intended for those who expect to major or minor in the department or to teach government or civics in the secondary schools.

## 230B State and Local Government and Administration

3 hrs.

Detailed attention is given to the structure, functions, and processes of state, county, township, municipal and school government, with emphasis upon Michigan patterns and practices. Comparison is made with our National Government and its relationships to state and local governments. This course is intended for those who expect to major or minor in the department or to teach government or civics in the secondary schools.

## 300 Readings and Research in Political Science

1 to 3 hrs.

Is intended to give an opportunity to advanced students with good scholastic records to pursue independently the study of some subject having especial interest for them. Subjects are chosen and arrangements are made to suit the needs of each particular student. Approval of head of department and instructor required.

#### 341 Public Opinion and Pressure Groups

2 hrs.

An analysis of the nature of public opinion, the methods of influencing it, and the techniques of opinion and attitude measurements, the organization, characteristics, methods, and results of propaganda are considered. Prerequisite: Junior standing.

#### 531 State Government

2 hrs.

Emphasis is placed upon the role of the states in government, the state legislature, the executive, the courts, the role of the citizen, pressure groups and political parties.

## SOCIOLOGY

Leonard C. Kercher, Head Paul Horton

Mark Flapan Nellie Reid

#### 242 Modern Social Problems

3 hrs.

A general survey of some of the major social problems now confronting American society, such as inter-group conflict, physical and mental ill health, economic insecurity, juvenile delinquency and crime, population changes, and mass communication.

#### 350 Sociology of Education

3 hrs.

The class room as a social situation analyzed in terms of the interaction between teacher-student and student-student. The educative process as a function of the interpersonal relations among teachers and between teachers and administrators. The school as a social system as it affects and is affected by the community in which it is located and society at large. Prerequisite: 241.

#### 358A Orientation to Field Work

2 hrs.

A course in agency observation and study, aiming to orient the student to a specific field work assignment. A minimum of 90 hours of on-the-spot study of the agency's organization, functions, and methods is required. Prerequisite: Principles of Social Case Work 355 or Principles of Social Group Work 356, and consent of the instructor.

#### 358B Supervised Field Work

3 hrs.

A continuation of 358A, with emphasis on supervised participation in the work of the agency. Each student is required to complete 135 hours of field work on specific assignments. The student's work is evaluated jointly by the agency supervisor and the instructor. Prerequisite: 358A, and consent of the instructor.

#### 445 Family Life Counseling and Education—A Workshop

2 hrs.

This course is designed to acquaint the student with procedures for increasing competence for family living. The course will focus on interpersonal competence as an aim of family life counseling and education and will concern itself with methods, appropriate in the school, church and social agency, for working with individuals and small groups who desire preparation for marriage and parenthood. (Offered June 24-July 2, see page 19.)

#### 447 Community Agency Resources

2 hrs.

A study of community agencies and resources for those concerned with family and personal problems. Emphasis is placed upon the availability of

these resources and their effective use by business and industry, speech therapists, guidance counselors, teachers, etc.

#### 540 Social Dynamics of Human Behavior

2 hrs.

The concepts of sociology, cultural anthropology and social psychology essential to understanding human development and social behavior are systematically explored and integrated.

# School of Graduate Studies

## George G. Mallinson, Dean

### GRADUATE INSTRUCTION

The Board of Regents of the University of Michigan at its meeting in July 1938 passed a resolution approving a formal request from the State Board of Education that the University of Michigan cooperate with the three Michigan Teachers Colleges and Michigan State Normal College (as they were known at that time) in planning a program of graduate instruction. In accord with this action, a Graduate Division, organized and administered as an extra-mural unit of the Horace H. Rackham School of Graduate Studies, was established at each of the four colleges. Graduate instruction began at Western Michigan College in February 1939 under this cooperative arrangement.

On October 12, 1951, the State Board of Education approved the proposal of the Presidents of the four colleges to set up an independent graduate division in each of the four to offer graduate curricula in all areas involved in the preparation of teachers, administrators and supervisors for the public schools of Michigan as soon as each college believed that it was desirable and possible to do so. The State Board authorized the colleges to grant the master's degree with specialization in education to those completing such a program under the rules, regulations and procedures adopted by each institution and approved by the State Board of Education. Western Michigan College in October, 1951, decided to inaugurate its own graduate program at the beginning of the fall semester of 1952 as permitted by the State Board action. In July 1956, after four years of steady growth, the Graduate Division became a School of Graduate Studies as part of the total reorganization of the college.

The major purposes of the graduate program at Western Michigan College are:

- 1. to increase the effectiveness of elementary- and secondary-school teachers in present and future positions.
- 2. to prepare teachers for supervisory, administrative and guidance positions.
- 3. to prepare curriculum coordinators, school librarians, and teachers of special education.
- 4. to improve abilities of school personnel in human relations with pupils, teachers, supervisors, administrators and the general public.
- 5. to develop the ability of school personnel to evaluate and use results of research in practical situations.

## **GRADUATE STUDIES**

#### 610 Professional Individual Studies

2 hrs.

Designed for highly qualified advanced graduate students who wish to pursue individual studies or projects under direction of a member of the graduate faculty. May be elected in any department or division with permission of the student's graduate adviser and of the faculty member under whom the student desires to work. Student must have been accepted as a candidate for the degree. (Application forms may be obtained at the Graduate Office.)

#### 611 Professional Individual Studies

2 hrs.

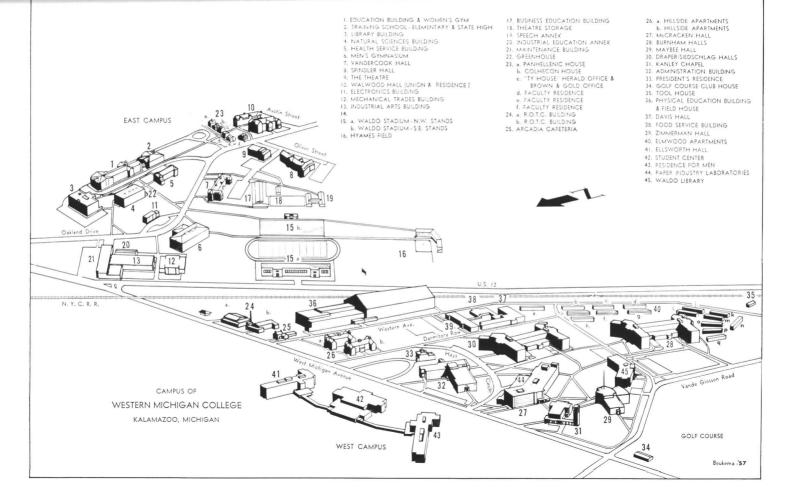
A continuation of Graduate Studies 610. May be elected in any department or division with permission of the student's Graduate Adviser, Dean, School of Graduate Studies, and the faculty member under whom the student desires to work. Prerequisite: acceptance for candidacy for the degree and completion of Graduate Studies 610 with superior accomplishment. (Application forms may be obtained at the Graduate Office.)

#### 612 Professional Field Experience

2-6 hrs.

Designed for highly qualified graduate students who wish to pursue internships or apprenticeships in off-campus activities in industries, institutions or field work. May be elected in any department or division with permission of the student's graduate adviser, a faculty sponsor and the Director of Graduate Studies. Prerequisite: An outline of the purposes of the student's internship or apprenticeship. (Application forms may be obtained at the Graduate Office.)

All other graduate courses are listed under the respective departments and/or divisions.



WMC SS