SUMMER SCHOOL 1956

WESTERN MICHIGAN COLLEGE: KALAMAZOO
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**

Admissions Officer  
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 the Division of Field Services  
Adult Education, In-Service courses and credits, Consultative services to schools, Speakers for special occasions

Director of Graduate Studies  
Graduate offerings

Director of Student Personnel and Guidance  
Counselling and guidance

Director of Placement  
Teacher placement

Director of the Summer Session  
Summer session offerings

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

Director of the Division of Teacher Education  
Permanent certification and professional courses

Director of the Division of Vocational and Practical Arts  
Matters relating to vocational education
## CONTENTS

<table>
<thead>
<tr>
<th>Part</th>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>ADMINISTRATION</td>
<td>7-17</td>
</tr>
<tr>
<td></td>
<td>Administrative Officers</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Calendar</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Faculty</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Special Events</td>
<td>5</td>
</tr>
<tr>
<td>II</td>
<td>WORKSHOPS, CLINICS, AND SPECIAL COURSES</td>
<td>18-21</td>
</tr>
<tr>
<td></td>
<td>Regular Six-Weeks Session</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Post Session</td>
<td>20</td>
</tr>
<tr>
<td>III</td>
<td>STUDENT SERVICES</td>
<td>22-27</td>
</tr>
<tr>
<td></td>
<td>Health Service</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Housing and Cafeterias</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Recreation</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Related Services</td>
<td>26</td>
</tr>
<tr>
<td>IV</td>
<td>RULES AND REGULATIONS—UNDERGRADUATE</td>
<td>28-45</td>
</tr>
<tr>
<td></td>
<td>Admission</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Degrees and Certificates</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Tuition Fees and Living Expenses</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Standards for Graduation</td>
<td>40</td>
</tr>
<tr>
<td>V</td>
<td>GRADUATE DIVISION</td>
<td>43-44</td>
</tr>
<tr>
<td>VI</td>
<td>DESCRIPTION OF COURSES</td>
<td>45-81</td>
</tr>
</tbody>
</table>
### SUMMER SCHOOL CALENDAR

1956

<table>
<thead>
<tr>
<th>June 18, Monday</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 19, Tuesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>July 4, Wednesday</td>
<td>Independence Day</td>
</tr>
<tr>
<td>July 26, Thursday</td>
<td>Commencement</td>
</tr>
<tr>
<td>July 27, Friday</td>
<td>Session Closes</td>
</tr>
<tr>
<td>July 30, Monday</td>
<td>Post Session Enrollment</td>
</tr>
<tr>
<td>August 10, Friday</td>
<td>Post Session Closes</td>
</tr>
</tbody>
</table>

### JUNE

```
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

### JULY

```
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

### AUGUST

```
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```
PROGRAM OF SPECIAL EVENTS

June 20, Wednesday — Friday, June 22 — Exhibits by book companies and school supply concerns, Campus School Gymnasium.

June 20, Wednesday ........................................... 3:00-5:00 P.M.
Tea for Faculty Women and Faculty Dames, Davis Room, Walwood

June 21, Thursday ........................................... 8:00 P.M.
Faculty Reception for students, Walwood Union Court. Musical Concert by Charles Lampkin, Pianist, Walwood Union Ballroom.

June 26, Tuesday — Classroom Teachers’ Day; Speaker: Miss Lucille Carroll, President, Department of Classroom Teachers, N.E.A.

June 27, Wednesday ........................................... 4:00 P.M.
Summer School Faculty Picnic, Pine Lake

July 5, Thursday ........................................... 8:00 P.M.
Musical Concert by the Northerners. Walwood Union Ballroom.

July 10, Tuesday ........................................... 8:00 P.M.
Feature Film sponsored by English Department. Campus Theatre.

July 11, Wednesday ........................................... 8:00 P.M.
Concert by the Faculty of Music Department, Kanley Memorial Chapel.

July 12, Thursday ........................................... 8:00 P.M.
Speaker—Dr. Harold Taylor, President, Sarah Lawrence College, Bronxville, New York. Walwood Union Ballroom.

July 15, Sunday ........................................... 4:00 P.M.
High School Music Camp Concert, Kanley Chapel Court.

July 17, Tuesday ........................................... 8:00 P.M.
Feature Film sponsored by English Department. Campus Theatre.

July 18, Wednesday ........................................... 12:00 Noon
Annual Luncheon of the Faculty and Students of the Graduate Division. Speaker, Dean Ralph A. Sawyer, Horace H. Rackham, School of Graduate Studies, University of Michigan, Walwood Union Ballroom.

July 23, Monday ........................................... 8:00 P.M.
Vesper Services. Music by Summer Session Choir and String Group, Kanley Memorial Chapel.

July 24, Tuesday ........................................... 8:00 P.M.
Feature Film sponsored by English Department. Campus Theatre.

July 25, Wednesday ........................................... 7:00 P.M.
Summer Session Band Concert, Kanley Chapel Court.

July 26, 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

PAUL V. SANGREN
Western Michigan College

EUGENE B. ELLIOTT
Michigan State Normal College

HENRY A. TAPE
Northern Michigan College

OFFICERS OF ADMINISTRATION

Paul V. Sangren, Ph.D.
A.B., A.M., Michigan State Normal; A.M., Ph.D., Michigan

Wynand Wichers, LL.D.
A.B., LL.D., Hope; A.M., Michigan; Litt.D., Rutgers.

James H. Griggs, Ed.D.

George H. Hilliard, Ph.D.
A.B., A.M., Ph.D., Iowa

George E. Kohrman, Ed.D.
B.S., A.M., Ed.D., Missouri.

Elizabeth E. Lichty, Ph.D.
A.B., Lake Forest; A.M., Ph.D., Wisconsin.

Vern E. Mabie, A.M.
Director of Placement and Alumni Relations
A.B., Western Michigan College; A.M., Michigan.

Cornelius B. MacDonald, A.M.
A.B., Western Michigan College; A.M., Michigan.

George G. Mallinson, Ph.D.
A.B., A.M., New York State College; Ph.D., Michigan.

Clayton J. Maus, M.S.
B.S., Ashland College; M.S., Wisconsin.

J. Towner Smith, A.M.
A.B., Western Michigan College; A.M., Michigan.

Otto Yntema, A.M.
A.B., A.M., Hope

Director of Teacher Education

President
Vice President
Director of Student Personnel and Guidance
Director of Vocational Education
Dean of Women
Comptroller
Registrar
Dean of Men
Director of Field Services
KANLEY MEMORIAL CHAPEL

Leonard Gernant, A.M.  Dean of the Chapel

MAINTENANCE OFFICIALS

John A. Goldsworth  Superintendent, Buildings and Grounds
Irving Barber  Supervisor, Grounds Service
Robert H. Williams, B.S.  Supervisor, Supplies
Ralph Willis  Supervisor, Janitorial Services

MANAGERIAL EXECUTIVES

Donald N. Scott, A.M.  Manager, Union Building and Residence Halls
John M. Thompson  Manager, Campus Stores
ADMINISTRATIVE ASSISTANTS

Mary B. Anderson, M.S.
Isabel Beeler, A.M.
Robert S. Bowers, Ph.D.
Katherine B. Chapman
Lewis Crawford, A.M., Assistant Director, Student Personnel and Guidance
Homer M. Dunham, A.B.
Eva Falk, A.B.
Margaret Feather, A.B.
Edward Gabel, A.M.
Leonard Gernant, A.M.
Louis A. Govatos, Ph.D.
Kenneth R. Hawkins, A.M.
Bernice G. Hesselink
Mable Peabody Hinkle
Edna L. Hirsch, B.S.
Elizabeth Householder
Helen Inman, A.M.
Virginia M. Jarman
Lloyd E. Jesson, A.B.
Edith M. Lake, B.S.
Eleanor Linden, B.S.
Margaret T. Mabie, A.B.
Loy Norrix, Ph.D.
Archie Potter, A.M.
Myrna Ross
Lucille E. Sanders, A.B.
Leah M. Smith
Keith W. Smith, Ph.D.
Russell A. Strong, A.B.
Lucille Yost

Nursing Consultant
Foreign Student Adviser
Director, Vandercook Hall
Director, Siedschlag Hall
Athletic Records and Publicity
Secretary, Dean of Women
Secretary, Dean of Men
Director, Walwood Hall
Associate Director, Field Services
Director, Ernest Burnham Hall
Assistant Manager, Campus Stores
Financial Secretary
Director, Zimmerman Hall
Secretary, Student Personnel and Guidance
Assistant Dean of Women
Director, Davis Hall
Secretary, Campus School
Secretary to the President
Director, Spindler Hall
Secretary, Teacher Education
Secretary, Graduate Division
Education Consultant
Director, Smith Burnham Hall
Secretary, Adult Education
Secretary, Rural Life and Education
Secretary, Extension
Assistant Registrar
Publicity Director
Director, Draper Hall
Faculty

(This list includes only those who are in service during the Summer of 1956.)

HEADS OF DEPARTMENTS

William J. Berry, Ph.D. ........................................ Geography and Geology
A.B., Iowa State Teachers College; M.S., Ph.D., Chicago.

Roy C. Bryan, Ph.D. ........................................ Director, Campus Schools
A.B., Monmouth College; B.Ed., A.M., Ph.D., Teachers College, Columbia.

Charles H. Butler, Ph.D. ........................................ Mathematics
A.M., Chicago; Ph.D., Missouri.

Elwyn F. Carter, Ed.D. ........................................ Music

Orie I. Frederick, Ph.D. ........................................ Research
A.B., A.M., Findlay College; Ph.D., Michigan.

Mitchell J. Gary, A.M. ........................................ Physical Education for Men
B.S., A.M., Minnesota.

Joseph W. Giachino, Ed.D. ........................................ Industrial Technology
B.S., Wayne; A.M., Detroit; Ed.D., Pennsylvania State.

James H. Griggs, Ed.D. ........................................ Education

Eunice Herald, Ph.D. ........................................ Home Economics
B.S., Michigan State; A.M., Ph.D., Michigan.

Stanley Kuffel, Ed.D. ........................................ Psychology
B.A., St. Thomas; A.M., Minnesota; Ed.D., Western Reserve.

Alice Louise LeFevre, M.S. ........................................ Librarianship
A.B., Wellesley College; M.S., Columbia.

Wm. McKinley Robinson, Ph.D. ................................ Rural Life and Education
B.S., Hiram College; A.M., Ph.D., Teachers College, Columbia.

Russell H. Seibert, Ph.D. ........................................ Basic Studies
A.B., College of Wooster; A.M., Chicago; Ph.D., Ohio State.

Mathilde Steckelberg, A.M. ........................................ Languages
A.B., Nebraska; A.M., Teachers College, Columbia.

Katharine M. Stokes, A.M.L.S. ................................ Librarian
B.S., Simmons College; A.M.L.S., Michigan

William C. Van Deventer, Ph.D. ................................ Biology
A.B., Central College; M.A., Ph.D., Illinois.

Crystal Worner, A.M. ........................................ Physical Education for Women
PROFESSORS

Fred A. Beeler, Ph.D. ........................................ Mathematics
                           B.S., University of Alaska; A.M., Indiana; Ph.D., Michigan.
Howard F. Bigelow, A.M. ....................................... Economics
Charles T. Brown, Ph.D. ....................................... Speech
                           A.B., Westminster College; A.M., Ph.D., Wisconsin.
John Alton Buelke, Ed.D. ..................................... Education
                           B.S., Wisconsin State Teachers College; A.M., Northwestern;
                           Ed.D., Cincinnati.
Homer L. J. Carter, A.M. ..................................... Psychology
                           (Director of Psycho-Educational Clinic)
                           B.S., Wayne; A.M., Ohio State.
Clara R. Chiara, Ph.D. ....................................... Education
                           B.S., Miami; A.M., Western Reserve; Ph.D., Ohio State
Manley M. Ellis, Ph.D. ....................................... Education
                           A.B., A.M., Ph.D., Michigan.
Wallace L. Garneau, A.M. ..................................... Speech
                           A.B., Western Michigan College; A.M., Michigan.
Herbert H. Hannon, Ed.D. .................................... Mathematics
                           A.B., Western Michigan College; A.M., Michigan; Ed.D., Colorado
                           State College.
Frank G. Harrell, M.D. ...................................... Medical Director
                           A.B., Pacific Union College; M.D., College of Medical Evangelists.
Frank J. Hinds, A.M. .......................................... Biology
                           A.B., Western Michigan College; A.M., Michigan
Lawrence G. Knowlton, Ph.D. ................................ Chemistry
                           A.B., Oberlin College; Ph.D., Cornell.
Harry W. Lawson, A.M. ....................................... Personnel and Guidance
                           B.S., Boston; A.M., Michigan.
Charles H. Maher, A.M. ...................................... Physical Education for Men
                           A.B., Western Michigan College; A.M., West Virginia.
A. Edythe Mange, Ph.D. ...................................... History
                           A.B., Greenville College; A.M., Ph.D., Illinois.
L. Morris McClure, Ed.D. .................................... Education
                           A.B., Western Michigan College; A.M., Michigan; Ed.D., Michigan
                           State.
Leonard V. Meretta, M.M. .................................. Music
Ralph N. Miller, Ph.D. ...................................... English
                           A.B., Wayne; A.M., Michigan; Ph.D., Northwestern.
Robert R. Russel, Ph.D. ..................................... History
                           A.B., McPherson College; A.M., Kansas; Ph.D., Illinois.
Edwin B. Steen, Ph.D. .................................................. Biology
A.B., Wabash College; A.M., Columbia; Ph.D., Purdue.

Sara Ruth Swickard, Ph.D. ............................................. Education
B.S., M.A., Ph.D., Ohio State.

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

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

ASSOCIATE PROFESSORS

Rachel Acree, A.M. .................................................... Home Economics
B.S., Kentucky; A.M., Teachers College, Columbia.

Elmer R. Beloof, Ed.D. ................................................ Campus School, Music

Mary Bottje, A.M. ........................................................ Physical Education for Women
A.B., Western Michigan College; A.M., Michigan.

Lawrence J. Brink, A.M. ................................................ Industrial Arts
A.B., Western Michigan College; A.M., Michigan.

William L. Burdick, M.B.A. ......................................... Business Studies
B.A., Milton College; M.B.A., Wisconsin.

Lewis D. Crawford, A.M. ............................................. Personnel and Guidance
B.S., Western Michigan College; A.M., Michigan.

George Dales, A.M. ..................................................... Physical Education for Men
B.S., Miami; A.M., Michigan.

Robert A. Diehm, Ph.D. ................................................ Paper Technology
B.S.A., Purdue; M.S., Ph.D., Rutgers.

William E. Engbreton, A.M. ......................................... Education
A.B., Western Michigan College; A.M., Michigan State; Ph.D., Northwestern.

Lindsey G. Farnan, M.S. ............................................. Industrial Arts
B.S., New York State College; M.S., Iowa State Teachers College.

Frank A. Fatzinger, Ph.D. ............................................. Psychology
A.B., Lehigh; Ph.D., Purdue.

Wendall B. Fidler, Ed.M. ............................................. Distributive Education
B.S., Ohio State; Ed.M., Pittsburgh.

Edward A. Gabel, A.M. ................................................. Physical Education for Men
B.S., Michigan State Normal College; A.M., Western Michigan College.

Lorena M. Gary, A.M. .................................................... English
A.B., Western Michigan College; A.M., Michigan.

John W. Gill, A.M. ..................................................... Associate Director of Athletics
A.B., Western Michigan College; A.M., Teachers College, Columbia.
Louis A. Govatos, Ph.D. ........................................ Education
B.S., Minnesota; M.S., Ph.D., Michigan.

Ethel M. Green, A.M. .............................................. Music
A.B., Ball State Teachers College; A.M., Teachers College, Columbia.

John B. Healey, J.D. .............................................. Business Studies
B.C.S., Ph.B., A.M., J.D., DePaul.

Joseph T. Hoy, A.M. .............................................. Physical Education for Men
B.S., Western Michigan College; A.M., Michigan.

Fred S. Huff, A.M. ................................................... Industrial Arts
A.B., Western Michigan College; A.M., Michigan.

Chester L. Hunt, Ph.D. ............................................. Sociology
A.B., Nebraska Wesleyan; A.M., Washington; Ph.D., Nebraska.

George A. Kirby, A.M. ............................................. Business Studies
B.Ed., Western Illinois State Teachers College; A.M., Columbia.

Phoebe Lumaree, M.S.L.S. ........................................ Assistant Librarian
A.B., Western Michigan College; B.S., Simmons College;
 M.S.L.S., Columbia.

Jerome G. Manis, Ph.D. ............................................ Sociology
B.A., Wayne; M.A., Chicago; Ph.D., Columbia.

Howard A. Mowen, Ph.D. .......................................... History
A.B., Baldwin-Wallace; A.M., Ph.D., Western Reserve.

Nathan L. Nichols, Ph.D. .......................................... Physics
A.B., Western Michigan College; M.S., Michigan; Ph.D.,
 Michigan State.

Joseph K. Peterson, A.M. ......................................... Mathematics

Don O. Pullin, A.M. .............................................. Industrial Arts
B.S., Wayne; A.M., Teachers College, Columbia.

Glen C. Rice, A.M. ................................................ Personnel and Guidance
B.S., A.M., Western Michigan College.

Norman K. Russell, A.M. .......................................... Personnel and Guidance
B.S., Western Michigan College; A.M., Michigan.

Esther D. Schroeder, A.M. ...................................... Education
B.S., Bemidji State Teachers College; A.M., George Peabody
College for Teachers.

Carl B. Snow, A.M. ................................................ Education
B.S., Western Michigan College; A.M., Columbia.

Dorothea S. Snyder, A.M. ....................................... Music
A.B., Western Michigan College; A.M., Michigan.

Leo C. Stine, Ph.D. .............................................. Political Science

Ruth Van Horn, A.M. ............................................... English
A.B., A.M., Michigan.

Louise J. Walker, A.M. ............................................ English
A.B., Albion College; A.M., Columbia.
Paul G. White, M.S. .................................................. Physical Education for Men
  B.S., Michigan; M.S., Springfield.
Roy J. Wietz, A.M. .................................................. Physical Education for Men
  B.S., Illinois; A.M., Columbia.

ASSISTANT PROFESSORS

Sam B. Adams, A.M. ................................................. Music
  A.B., Kentucky; A.M., Teachers College, Columbia.
Agnes E. Anderson, M.S. ......................................... Business Studies
  B.S., Ferris Institute; M.S., Tennessee.
Thelma E. Anton, A.M. ............................................. English
  A.B., Michigan; A.M., Middlebury College.
Eston J. Asher, Ph.D. ............................................... Psychology
  B.S., M.S., Ph.D., Purdue.
Keith D. Bailey, M.A. ............................................. Campus School
  B.S., M.A., Western Michigan College.
John L. Bendix, M.A. ............................................... Industrial Arts
  B.S., Stout Institute; M.A., Minnesota.
Owen L. Berger, A.M. ............................................. Music
  B.M., M.M., Boguslawski College of Music; B.S., A.M., Teachers
  College, Columbia.
Don E. Boven, B.S. ................................................ Physical Education for Men
  B.S., Western Michigan College.
Helen Brown, A.M. .................................................. Physical Education for Women
  B.S., A.M., Northwestern.
Russell W. Brown, M.M. .......................................... Music
  B.P.S.M., Oklahoma A. and M.; M.M., Notre Dame.
William R. Brueckheimer, Ph.D. ................................ Geography
  A.B., Wabash; A.M., Chicago; Ph.D., Michigan.
Georgianna Burge, A.M. ........................................... English
  A.B., North Texas State Teachers College; A.M., Michigan.
Clara N. Bush, A.M. ............................................... Speech
  A.B., Western Michigan College; A.M., Michigan.
Beatrice L. Chait, A.M. ........................................... Campus School
  A.B., Western Michigan College; A.B.L.S., Michigan.
Edith E. Clark, A.B.L.S. .......................................... Library
  A.B., Western Michigan College; A.B.L.S., Michigan.
George K. Cooper, M.B.A. ...................................... Business Studies
  B.Ed., Western Illinois State College; M.B.A., Indiana.
Isabel Crane, A.M. ................................................ Personnel and Guidance
  B.S., Battle Creek College; A.M., Teachers College, Columbia.
Charles L. Darby, B.A. ........................................... Psychology
  B.A., Millsaps.
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanley K. Derby, M.S.</td>
<td>B.S., Chicago; M.S., Michigan State.</td>
<td>Physics</td>
</tr>
<tr>
<td>Raymond C. Deur, A.M.</td>
<td>B.S., Western Michigan College; A.M., Michigan.</td>
<td>Education</td>
</tr>
<tr>
<td>Sherwood Baker Eck, M.B.A.</td>
<td>B.S., University of Richmond; M.B.A., Chicago.</td>
<td>Economics</td>
</tr>
<tr>
<td>A. Verne Fuller, A.M.</td>
<td>A.B., Albion College; A.M., Michigan.</td>
<td>Biology</td>
</tr>
<tr>
<td>Helen Elizabeth Gibbens, R.N.</td>
<td>Borgess Hospital, Kalamazoo; B.S., Nazareth College.</td>
<td>Health Service</td>
</tr>
<tr>
<td>Grace I. Gish, A.M.</td>
<td>B.S., Kansas State College; A.M., Chicago.</td>
<td>Campus School</td>
</tr>
<tr>
<td>Milton Greenberg, Ph.D.</td>
<td>B.A., Brooklyn; M.A., Ph.D., Wisconsin.</td>
<td>Political Science</td>
</tr>
<tr>
<td>James D. Hoffman, M.S.</td>
<td>B.S., M.S., Ball State.</td>
<td>Campus School</td>
</tr>
<tr>
<td>Frank C. Householder, A.M.</td>
<td>A.B., Western Michigan College; A.M., Michigan.</td>
<td>English</td>
</tr>
<tr>
<td>Gilbert R. Hutchings, M.A.</td>
<td>B.S., Western Michigan College; M.A., Michigan.</td>
<td>Industrial Arts</td>
</tr>
<tr>
<td>D. B. Leonardelli, M.A.</td>
<td>B.S., Northern Michigan College; M.A., Illinois.</td>
<td>Education</td>
</tr>
<tr>
<td>Jean E. Lowrie, B.S.L.S.</td>
<td>A.B., Keuka College; B.S.L.S., Western Reserve.</td>
<td>Campus School Library</td>
</tr>
<tr>
<td>Winifred Congdon MacFee, A.M.</td>
<td>B.S., Western Michigan College; A.M., Michigan.</td>
<td>Librarian, Educational Service</td>
</tr>
<tr>
<td>Dorothy J. McGinnis, A.M.</td>
<td>B.S., Western Michigan College; A.M., Ohio State.</td>
<td>Psychology</td>
</tr>
<tr>
<td>Louise C. Myers, A.M.</td>
<td>B.S., A.M., Teachers College, Columbia.</td>
<td>Campus School</td>
</tr>
<tr>
<td>Harvey W. Overton, A.M.</td>
<td>A.B., Western Michigan College; A.M., Michigan.</td>
<td>Education</td>
</tr>
<tr>
<td>Hazel I. Paden, A.M.</td>
<td>B.S., Massachusetts School of Arts; A.M., Syracuse.</td>
<td>Art</td>
</tr>
<tr>
<td>Stanley K. S. Phillips, M.A.</td>
<td>A.B., Western Michigan College; M.A., Columbia.</td>
<td>Art</td>
</tr>
<tr>
<td>Jack C. Plano, Ph.D.</td>
<td>B.A., Ripon; M.A., Ph.D., Wisconsin.</td>
<td>Political Science</td>
</tr>
<tr>
<td>John H. Plough, M.A.</td>
<td>B.S., Western Michigan College; M.A., Michigan.</td>
<td>Industrial Arts</td>
</tr>
<tr>
<td>Paul L. Randall, B.S.L.S.</td>
<td>A.B., Western Michigan College; B.S.L.S., Illinois.</td>
<td>Library</td>
</tr>
</tbody>
</table>
FACULTY

Nellie N. Reid, A.M. ........................................ Sociology
A.B., Iowa; A.M., Chicago.
Ronald Rex, A.M. ........................................... Campus School
B.S., Ball State; A.M., Western Michigan College.
Lois Robinson, A.M. ........................................ Education
B.S., Western Michigan College; A.M., Michigan.
Gladys Rowe, B.S. ............................................. Home Economics
B.S., Michigan State.
M. Elizabeth Smutz, A.M. .................................... Campus School, Art
A.B., Oberlin College; A.M., Teachers College, Columbia.
Charlotte Bishop Sumney, A.M. ............................. Psychology
B.S., Western Michigan College; A.M., Michigan.
Nancy L. Thomas, A.M. ....................................... Campus School
B.S., A.M., Western Michigan College.
Carola P. Trittin, A.B. ....................................... Paper Technology
A.B., Lawrence.
Iona Loyd Troyer, M.A. ..................................... Rural Education
B.S., Central Michigan College; M.A., Teachers College, Columbia.
Dean R. Tyndall, B.S. ........................................ Occupational Therapy
B.S., Western Michigan College.
Gertrude Van Zee, M.A.L.S. ................................. Cataloging Librarian
A.B., Hope College; M.A.L.S., Michigan.
William A. Wichers, A.B. ................................... Personnel and Guidance
A.B., Hope College; Certificate, Boeing School of Aeronautics.

INSTRUCTORS

Lola L. Haller, B.S. ........................................ Personnel and Guidance
B.S., Western Michigan College.
Dorothy G. Niemi, R.N. .................................... Health Service
R.N., Marietta Phelps Hospital.
Vera Jean Russell, B.S. ..................................... Campus School
B.S., Western Michigan College.

VISITING FACULTY

David W. Adams, M.A. ....................................... Education
Assistant to the Dean of the Community College, New York City.
Evelyn Bartoo, M.A. ......................................... Campus School, Fourth Grade
A.B., Western Michigan College; M.A., Michigan.
Teacher, Westwood School, Kalamazoo
Charles Breed, A.M. .......................................... Art
A.B., Western Michigan College; A.M., Wisconsin.
Art Teacher, Midland Public Schools.
Hazel Brown, M.A. ......................................................... Librarianship
B.S., Wayne; M.A., Michigan.
Librarian, Longfellow Elementary School, Royal Oak, Michigan.

William Chait, M.S.L.S. .................................................. Librarianship
B.A., Brooklyn College; B.S.L.S., Pratt Institute; M.S.L.S., Columbia.

Sidney V. DeBoer, M.A. .................................................... Science
B.S., Western Michigan College; M.A., University of Michigan.
Instructor in Biology, Battle Creek High School.

Daniel J. Heathcote, A.M. ............................................. Education
A.B., Michigan; A.M., Teachers College, Columbia.
Assistant Superintendent of Schools, Kalamazoo.

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

Jacqueline Buck Mallinson, M.A. ................................. Science
A.B., Kalamazoo College; M.A., University of Michigan.
Science Consultant, Kalamazoo, Michigan.

Avis L. Sebaly, Ph.D. ................................................... Education
A.B., Western Michigan College; A.M., Ph.D., Michigan.
National Coordinator, Teacher Education and Religion Project, AACTE.

Betty Stroud, A.B. ..................................................... Campus School, Third Grade
A.B., Kalamazoo College.
Teacher, Westwood School, Kalamazoo.

Robert O. Stripling, Ed.D. ........................................ Education
B.A.E., M.A.E., Florida; Ed.D., Columbia.
Professor of Education, University of Florida.

Kenneth H. Summerer, M.A. ......................................... Science
A.B., Western Michigan College; M.A., University of Michigan.
Instructor in Physics and Mathematics, Flint Junior College.

Doris Sutherland, M.A. ................................................. Campus School, Library
B.S., Michigan State Normal; M.A., Colorado.
Library, Lansing Elementary Schools.

Alfred R. Thea, M.S. .................................................. Education
B.S., M.S., Washington.
Director, Constance Brown Society for Better Hearing, Kalamazoo.

Howard Zandbergen, B.S.L.S. ...................................... Library
A.B., Hope; B.S.L.S., Illinois.
Cataloger, Hope College Library.

Minnie Zielke, M.A. .................................................. Education
A.B., Western Michigan College; A.M., Michigan.
Supervisor, Elementary Education, Farmington Public Schools.
PART II Workshops, Clinics and Special Courses

REGULAR SIX-WEEK SESSION (JUNE 18-JULY 27)

COORDINATED PROGRAM IN HOME ECONOMICS

A workshop course for teachers in home economics. This course is organized to give teachers the opportunity for specialized help in three specific areas of work included in the homemaking program: (1) simplified clothing construction processes, (2) foods from the family approach, and (3) family living and personal relationships.

The program will consist of demonstration, discussion, practice and the preparation of teaching materials. The help and guidance of persons with a wide variety of experiences in business and educational areas will be consultants for group members.

Students are not permitted to be enrolled in other classes. This is a six-weeks course, HE 502 — 6 semester hours, and is considered a full graduate program. The workshop will meet Monday through Friday from 9:00 A.M. - 12:00 Noon and 1:00 P.M. - 2:30 P.M. from June 19 until July 27.

WORKSHOP IN EDUCATIONAL ADMINISTRATION (SCHOOL BUILDINGS)

The Workshop in Educational Administration is offered during the six-week session to experienced administrators and other professional persons interested in studying and preparing solutions to school building problems. Emphasis is placed upon problems brought to the workshop by participating members, such as planning and decorating school buildings, school finance, public relations and education leadership. Selected school administrators, architects and other experts will participate as resource persons. The workshop will provide excellent opportunities for administrators and teachers to relate school buildings to the educational program.

WORKSHOP FOR 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 19, 20, 25, 26, 27, and July 2, 3, 9. Baseball and track clinics will be offered during the period 10:40 to 12:20 on July 10, 11, 16, 17, 18, 23, 24, 25. Thus, with the exception of June 18 and July 4, the clinics will be offered on Monday, Tuesday, and Wednesday of each week during the summer session.

TEACHERS’ WORKSHOP IN RADIO

Radio and television have made rapid strides during the past few years as increasingly important aids to the classroom teacher. WKAR and WKAR-FM radio outlets of Michigan State University, and WUOM-FM, operated by the University of Michigan, have greatly expanded their offerings for in-school listening. WMCR, the FM radio voice of Western Michigan College, broadcasts tape recordings of several of the above-mentioned series, as well as classroom series from many member stations of the National Association of Educational Broadcasters.

The Radio Workshop has been developed to train classroom teachers to use the many fine radio offerings already on the air and to give teachers practical experience in planning, writing, and producing their own programs in various subject-matter areas. Each member of the workshop is given intensive training in the use of magnetic-tape recording as an aid in teaching reading, literature, history, geography, and other subjects. Radio as a public-relations medium to explain educational policies and procedures to the general public is emphasized.

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.

MUSIC CAMP

The two-week Summer Music Camp, offering a stimulating musical experience in a vacation atmosphere, will be in session from July 1, through July 15. 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, and theory. Students may also participate in small ensembles and receive private instruction.

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

For the tenth 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 ON INTERNATIONAL UNDERSTANDING

For some time, Western Michigan College has carried on a cooperative program in international education with Ashridge College in England. During the 1956 Summer Session, a representative from Ashridge will again be on Western’s Campus and conduct two courses. One course (No. 351) will consider the various political institutions of Europe and the other (No. 426) will deal with the political, social and economic developments in Great Britain since 1900.

POST SESSION WORKSHOPS (JULY 30-AUGUST 10)

WORKSHOP: DRIVER TRAINING AND SAFETY EDUCATION

A two-week workshop in Driver Training and Safety Education is offered from July 30 to August 10, 1956, 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: TEACHING IN THE CORE CURRICULUM

This workshop is offered in the two-week term from July 30 to August 10, 1956 for teachers and administrators interested in developing teaching materials and techniques to be used in core classes. Emphasis is placed on building resource units, resource files, bibliographies, evaluative devices, etc. Consideration is given to basic purposes underlying core programs and to newer practices regarding integration of knowledge from several fields around the needs of youth.

WORKSHOP: SCIENCE FOR ELEMENTARY TEACHERS

This workshop will be conducted on a two-week basis (July 30-August 10) 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: CREATIVE ARTS FOR SECONDARY TEACHERS

Creative Arts for the Secondary teacher is a two-week workshop from July 30 to August 10, with specific emphasis on the junior high school level. It is designed for teachers who are not art specialists. Stress will be placed upon art materials and techniques and their application to every day problems in correlation with other subjects. This will include display, costumes, staging, bulletin boards, murals, crafts, painting, drawing, and three dimensional projects of all kinds, etc.

WORKSHOP: EDUCATION FOR MORAL AND SPIRITUAL VALUES

Designed as a pilot project of the AACTE Committee on Teacher Education and Religion. Open to teachers, counselors, administrators, and others who are interested in helping children and youth develop desirable behavior patterns based on fundamental moral and ethical principles. Involves a study of procedures and activities designed to develop good value-judgments which will carry over in family, school and community relationships.
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.

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 through Friday, and from 9:00 A.M. until 12:00 Noon on Saturdays. The college physician is in the office for consultation from 8:30 until 10:00 A.M., 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 (July 18-August 27).

Arcadia Brook Cafeteria will be kept open during the Post Session (July 30-August 10) 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:**
  - Double room rented as single (for six weeks) $45.00
  - Double room rented 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 Mr. 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 45.00

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

**HOUSING FOR MARRIED STUDENTS**

Ninety-six tastefully furnished apartments in eight units, of permanent block construction, are available on the west campus. These units replaced temporary post-war structures. The average apartment has about 600
square feet of living space with one bedroom. A few two-bedroom units are included. Laundry and storage facilities are also provided in the building. All applications are to be made to J. Towner Smith, Dean of Men. A $10.00 deposit is required.

POST SESSION HOUSING

During the two weeks post session (July 30-August 10), 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 weeks) ........................................ $10.00
- Double rooms rented as single for 2 weeks ............................ 15.00

LIBRARIES

EDUCATIONAL SERVICE LIBRARY

The Educational Service Library is located in Room 103, Education Building. It provides for students of teaching and education a representative collection of the latest editions of textbooks both in the elementary and secondary fields, texts for each of the common branches and special subjects, books in general education, professional books in the different subject areas, teaching and curriculum aids, source and reference material, a fine collection of elementary and secondary courses of study in all subject fields.

GENERAL LIBRARY

The General Library on the east campus consists of more than 100,000 volumes and approximately 740 periodicals are currently received. About 2,000 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 a 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 1,800 books in the physical sciences, over 400 books on reserve for the Social Sciences and English, and some 500 general reference books. The library subscribes to 75 current science and 13 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 PERSONNEL AND GUIDANCE SERVICES

During the regular year, counseling services are furnished to all freshmen and sophomore students on a mandatory basis. They are furnished to juniors and seniors on a voluntary basis. Such services are available to students of the Summer Session upon application to the Director of Student Personnel and Guidance. The counselors are responsible for helping the student on a total program basis. The student must assume responsibility for getting in touch with his counselor so that all requirements of the curriculum in which he is enrolled may be understood, choice of suitable major and minor fields may be discussed, and seek the counselor’s advice on any social or personnel problem that may affect his educational program.

The Departmental Advisers are responsible for helping the student outline the subjects required in a major or minor field, their proper sequences, and to assist the student with other matters relating to the subject’s taught in the department in which the major or minor falls. Majors and minors should be chosen by the end of the sophomore year.

Students are urged to avail themselves of the services of both the counselor and the Departmental Advisers. Names of the Departmental Advisers, their rooms and office hours, will be found in the Summer Session Schedule of Classes.

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.

HYAMES FIELD

One of the finest collegiate baseball layouts in the country, has seating for 2,500 spectators.

MEN’S GYMNASIUM

This building has the usual facilities for physical education and seats 2,500 for basketball. There is also a new physical education building for men at a cost of $1,500,000 including a 42’ x 75’ swimming pool. It is expected that there will soon be added to this building a field house providing seats for 7,500 spectators.
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.

RELATED SERVICES

FIELD 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, Field Service Division, 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 agencies 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 West-
ALUMNI

In its brief half-century history, Western has granted degrees and/or certificates to more than 25,000 individuals. An additional 55,000 ex-students 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 College 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 recommended 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 Colleges 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

1. 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.

2. 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

1. An application blank must be secured from the Registrar and completed according to instructions.

2. 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
DEGREE REQUIREMENTS

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:

1. General Education Courses

   Communication Area ........................................ 6-8 hours
      Communication 104A and B (8 hours) or
      College Writing 106A and B (6 hours)

   Science Area .................................................. 8 hours
      Biological Science 102 (4 hours)
      Human Geography 105A (4 hours)
      Physical Science 100A, B (4 or 8 hours)

   Social Science Area ......................................... 8 hours
      Foundations of Western Civilization 100A and B
      (8 hours) or
      Man and Society 101A and B (8 hours)

   Humanities Area ............................................. 6 hours
      Humanities 201A and B (6 hours) or
      Humanities 202A and B (6 hours) or
      Alternatives (6 hours)
      (See counsellors for alternative courses temporarily permitted.)

   Physical Education Area ................................... 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.

4. 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.

c. 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.

4. 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.

1. The holder of a State Limited Certificate may be issued (five times) a State Limited Renewal Certificate provided the candidate shall have met the following conditions:
   a. Subsequent to the date of issue of the last certificate held, the candidate must have acquired 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 1.0) 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.
FEES FOR UNDERGRADUATES

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Non-Resident</th>
<th>Total Tuition and Fees</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td>Non-Resident</td>
<td></td>
<td>Resident</td>
</tr>
<tr>
<td>1-3 semester hours</td>
<td>$ 9.50</td>
<td>$19.00</td>
<td>$26.00</td>
</tr>
<tr>
<td>4-6 semester hours</td>
<td>19.00</td>
<td>38.00</td>
<td>26.00</td>
</tr>
<tr>
<td>7-9 semester hours</td>
<td>28.50</td>
<td>57.00</td>
<td>26.00</td>
</tr>
</tbody>
</table>

*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.

LATE ENROLLMENT FEE

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.

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.

AUDITORS’ FEES

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

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:

1. 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.

2. No refund will be granted if the student withdraws after the seventh calendar day after the last official registration day of the summer session.

3. 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.

5. Refunds are not automatic but must be applied for at the Business Office within the prescribed time limits.

ESTIMATE OF EXPENSE

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room (one-half of a double room)</td>
<td>$30.00 to $45.00</td>
</tr>
<tr>
<td>Board</td>
<td>$72.00 to $84.00</td>
</tr>
<tr>
<td>Laundry</td>
<td>$0.00 to $15.00</td>
</tr>
<tr>
<td>Textbooks and Supplies</td>
<td>$15.00 to $25.00</td>
</tr>
<tr>
<td>Incidentals</td>
<td>$12.00 to $24.00</td>
</tr>
<tr>
<td>Tuition and Fees (resident student)</td>
<td>$35.00 to $83.00</td>
</tr>
</tbody>
</table>

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 1.0.

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 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
<th>Honor Points (per hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td></td>
</tr>
</tbody>
</table>

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 middle of the succeeding semester (except when the student does not return, in which case the work must be completed within one year) or they automatically become E’s.

The mark E means that the student has failed.

Upon his entrance to the institution, after the acceptance of his entrance credentials, a Student’s Credit Book is made out by each student. It may be secured at the Records Office. 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 LIST

1. Any freshman whose point-hour ratio for any semester or summer session falls below 1.0 shall be warned; if the ratio falls below 0.6, he shall be automatically placed on probation. If, during this first semester of probation, his point-hour ratio rises above the 0.6 but falls below 1.0 he may be continued on probation for one more semester.

2. Any student beyond freshman standing whose point-hour ratio for any semester or summer session falls below 0.8, shall be automatically placed on probation. If he fails to maintain a 1.0 ratio during the first semester of probation but achieves a ratio of 0.8 or higher, he may be granted one more semester of probation.

3. No student may be restored to good standing until the point-hour ratio for an probationary semester has been raised to a minimum of 1.0.

4. Any student who receives E in 75 percent or more of the work attempted during a session shall be automatically dropped from college.

5. In the case of a student who is dropped, at least one full semester shall elapse before the student is eligible for consideration for re-admission.

6. In administering the above regulations, the Registrar has authority to permit deviations in unusual circumstances.

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 Graduate Division

GRADUATE STAFF

George G. Mallinson, Ph. D.  Director of Graduate Studies
Margaret T. Mabie, A.B.  Secretary
Marion A. Davidson  Receptionist

GRADUATE ADVISORY COUNCIL

Elwyn F. Carter, Ed. D  Department of Music
James H. Griggs, Ed. D  Department of Education
James O. Knauss, Ph. D.  Department of History
George E. Kohrman, Ed. D  Division of Vocational Education
Stanley E. Kuffel, Ed. D  Department of Psychology
Alice Louise LeFevre, M. S.  Department of Librarianship
Orie I. Frederick, Ph. D.  Research
Katharine M. Stokes, A.M.L.S.  Library
William C. Van Deventer, Ph. D.  Department of Biology
Paul V. Sangren, Ph. D.  Ex-officio

GRADUATE INSTRUCTION

Graduate instruction has been given at Western Michigan College since February, 1939, under a cooperative arrangement with the University of Michigan. The Board of Regents of the University of Michigan at their 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 (as they were known at that time) and Michigan State Normal College in planning a program of graduate instruction. According to this action, a Graduate Division, organized and administered as an extra-mural unit of the Horace H. Rackham School of Graduate Studies, was set up at each of the four colleges.

On October 12, 1951, the State Board of Education approved the proposal of the Presidents of the Colleges of Education to set up independent graduate divisions in each of the four colleges 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 felt that it was desirable and possible to do so. The State Board authorized the Colleges of Education 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.

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 people in human relations with pupils, teachers, supervisors, administrators, and the general public.

5. to develop ability of school people to evaluate and use results of research in practical situations.

ADMISSION

The graduate bulletin published by the Graduate Division may be obtained by writing to the Director 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 of 1956. 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:

<table>
<thead>
<tr>
<th>Sem. Hrs.</th>
<th>Tuition</th>
<th>Local*</th>
<th>Total</th>
<th>Non-Resident</th>
<th>Local*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>$9.00</td>
<td>$26.00</td>
<td>$35.00</td>
<td>$18.00</td>
<td>$26.00</td>
<td>$44.00</td>
</tr>
<tr>
<td>3-4</td>
<td>18.00</td>
<td>26.00</td>
<td>44.00</td>
<td>36.00</td>
<td>26.00</td>
<td>62.00</td>
</tr>
<tr>
<td>5-6</td>
<td>27.00</td>
<td>26.00</td>
<td>53.00</td>
<td>54.00</td>
<td>26.00</td>
<td>80.00</td>
</tr>
</tbody>
</table>

*These local fees are collected each semester for the general maintenance of the Graduate Division Office and the graduate student’s share of the support of such activities as athletics, health service, student union, library, departmental laboratories, graduation, etc.

There is a special departmental music fee for Applied Music of $20.00.
PART VI Description of Courses*

<table>
<thead>
<tr>
<th>Division</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIVISION OF GRADUATE STUDIES</td>
<td>46</td>
</tr>
<tr>
<td>DIVISION OF BASIC STUDIES</td>
<td>46-47</td>
</tr>
<tr>
<td>DIVISION OF FINE ARTS</td>
<td>48-51</td>
</tr>
<tr>
<td>Art</td>
<td>48</td>
</tr>
<tr>
<td>Music</td>
<td>49</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>51</td>
</tr>
<tr>
<td>DIVISION OF LANGUAGES AND LITERATURE</td>
<td>52-54</td>
</tr>
<tr>
<td>English</td>
<td>52</td>
</tr>
<tr>
<td>Languages</td>
<td>53</td>
</tr>
<tr>
<td>Speech</td>
<td>54</td>
</tr>
<tr>
<td>DIVISION OF PHYSICAL EDUCATION</td>
<td>55-57</td>
</tr>
<tr>
<td>Physical Education for Men</td>
<td>55</td>
</tr>
<tr>
<td>Physical Education for Women</td>
<td>57</td>
</tr>
<tr>
<td>DIVISION OF RURAL LIFE AND EDUCATION</td>
<td>58</td>
</tr>
<tr>
<td>Rural Life and Education</td>
<td>58</td>
</tr>
<tr>
<td>DIVISION OF SCIENCE AND MATHEMATICS</td>
<td>59-64</td>
</tr>
<tr>
<td>Biology</td>
<td>59</td>
</tr>
<tr>
<td>Chemistry</td>
<td>60</td>
</tr>
<tr>
<td>Geography and Geology</td>
<td>60</td>
</tr>
<tr>
<td>Mathematics</td>
<td>61</td>
</tr>
<tr>
<td>Paper Technology</td>
<td>62</td>
</tr>
<tr>
<td>Physics</td>
<td>63</td>
</tr>
<tr>
<td>Psychology</td>
<td>63</td>
</tr>
<tr>
<td>DIVISION OF SOCIAL SCIENCES</td>
<td>65-68</td>
</tr>
<tr>
<td>Economics</td>
<td>65</td>
</tr>
<tr>
<td>History</td>
<td>65</td>
</tr>
<tr>
<td>Political Science</td>
<td>66</td>
</tr>
<tr>
<td>Sociology</td>
<td>67</td>
</tr>
<tr>
<td>DIVISION OF TEACHER EDUCATION</td>
<td>69-74</td>
</tr>
<tr>
<td>Education</td>
<td>69</td>
</tr>
<tr>
<td>Librarianship</td>
<td>74</td>
</tr>
<tr>
<td>DIVISION OF VOCATIONAL AND PRACTICAL ARTS</td>
<td></td>
</tr>
<tr>
<td>EDUCATION</td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td>76</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>78</td>
</tr>
<tr>
<td>Home Economics</td>
<td>78</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>78</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>81</td>
</tr>
</tbody>
</table>

*For information regarding the significance of course numbers and credit for courses see page 37.
DIVISION OF GRADUATE STUDIES

SEMINARS
George G. Mallinson, Director

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, Director 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.)

DIVISION OF BASIC STUDIES
Russell H. Siebert, Head

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 (See English Dept.) 3 hrs.

SCIENCES:

102S Biological Science for Teachers 4 hrs.

This course presents the basic principles of biological science in terms of simple and easily available materials which can be utilized by teachers in the field. It may be counted toward satisfying general education requirements in the science area, or as a partial foundation for a major or minor in biology.

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 occupational 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.

SOCIAL SCIENCE:

100A Foundations of Western Civilization 4 hrs.

This course is designed to give the student an understanding and an appreciation 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.
DIVISION OF FINE ARTS

Elwyn Carter, Chairman

The Division includes the Departments of Art, Music, and Occupational Therapy. The heads of the departments and the departmental counselors will advise students relative to requirements for majors or minors and concerning any special requirements. In certain cases, where a group major or minor is possible and advisable, the chairman of the Division should be consulted. Major and minor requirements and special departmental requirements are listed under the individual departments in the Annual Catalog.

ART

Hazel Paden
Stanley Phillips
Elizabeth Smutz
Charles Breed

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

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

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

112 Learning Through Art
A course designed for the grade teacher. Art problems are related to the curricula. Posters, programs, bulletins, decorations for special days are handled seasonally. No prerequisites.

211 Modeling
The course includes the designing, building, and casting of pottery; and the use of the potter's wheel and kiln for modeling with clay, firing, and glazing. Modeling in the round and bas-relief may be substituted.

212 Handicraft
Includes problems in screen painting, metal, wood, leather tooling, and other handwork. Emphasis on technique. Prerequisite: Art Structure 106, Industrial Art 110, or consent of instructor. A fee of two dollars will be charged for materials.

410 Painting
Painting of still life and landscape, in the studio and outdoors. Water colors are used. The course involves the study of composition, color value, and technique. Prerequisite: 106, 105, 208, or consent of instructor.
501A  Studio Course in Art  
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  
A continuation of 501A.

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

503  Creative Arts for Secondary Teachers  
Designed for the teacher who is not an art specialist. Survey of art materials, methods and techniques as related to the instructional and learning process for secondary students with emphasis on the junior high school level. (See Post Session Workshops, July 30-Aug. 10, page 21.)

**MUSIC**

Elwyn F. Carter  
Sam B. Adams  
Elmer R. Beloof  
Owen L. Berger  

Russell W. Brown  
Ethel Green  
Leonard V. Meretta  
Dorothea S. Snyder

107A  Music Appreciation  
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  
This course consists of sight reading of unison songs, introduction of part singing, organization of music work in the school and the community.

132S  School Orchestra  
A summer school orchestra open to all students having had orchestra experience.

133S  School Band  
A summer school band, open to all students who have had band experience.

135S  School Choir  
A summer school choir, open to all students having had choral experience.

*Meets 7:00-8:40 P.M. Tuesdays.*
208 Elementary School Methods and Materials 3 hrs.
A study of the methods of teaching and an evaluation of the materials to be used in the singing, rhythmic, instrumental, creative, and listening activities of the basic music program in the elementary school.

302 Senior High School Methods and Materials 3 hrs.
A continuation of the Junior High School Methods course at the Senior High School level, with emphasis on the correlation of instrumental and vocal music and its place in the Senior High School curriculum.

307B 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.

Individual Instruction
Individual instruction in Applied Music, such as Woodwind Instruments, Brass Instruments, Percussion, String Instruments, Piano, Organ, and Voice, can be elected for college credit by any student in the college. Such elected study is granted two semester hours credit. Consult the head of the department concerning enrollment for individual instruction.

401 Philosophy and History of Music Education 2 hrs.
A course designed to acquaint the student with the history of the development of music education in the United States and how this development is the reflection of a growing philosophy of music education.

460 Workshop in Special Problems (For undergraduates only) 1-3 hrs.
Designed for students interested in some special field of music not formally listed for instruction. All special problems must be approved by the head of the Department, but may be under the direct guidance of any of the members of the music faculty. This course may be elected as many as three times. Hours per week to be arranged with major professor.

555 Band Arranging 2 hrs.
Instruction in scoring for small wind instrument ensembles, and the band. Opportunity will be provided to hear the results of each student's work.

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.

**Three weeks only.
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.

OCCUPATIONAL THERAPY

Rosalia Kiss  Dean Tyndall

311 Clinical Practice 5 hrs.

Each student is required by the American Medical Association to complete nine months of clinical training in hospitals arranged by the instructor and supervised by the therapist in charge of the respective Occupational Therapy departments. The types of hospitals in which the student trains are psychiatric, tuberculosis, general, pediatric, and physical disabilities. Comprehensive reports are made by the students and analyzed by the instructor for ultimate consideration when the student graduates and qualifies for the national registration examination given by the American Occupational Therapy Association. Prerequisite: 210A and B.

328 Weaving 3 hrs.

Designed to give a working knowledge of hand looms. Includes discussion of looms, functional adaptations for special treatments, reading and drafting patterns, warping and threading looms, and types of weaving.

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.

503 Clinical Training and Scheduling 2 hrs.

Objectives of clinical training and evaluation of existing hospital training centers. Mechanics of the student training schedule and the student rating program.

511 Advanced Clinical Training 6 hrs.

A specialized course of study in cerebral palsy, poliomyelitis, or physical disabilities. This work must be taken on an advanced level at specified training centers. Prerequisite: Clinical Training 411.
DIVISION OF LANGUAGES AND LITERATURE

Mathilde Steckelberg, Chairman

The Division includes the Departments of English, Languages, and Speech. The heads of the departments and the departmental counselors will advise students relative to requirements for majors and minors in these departments and concerning any special requirements set up by the departments. Major and minor requirements and special departmental requirements are listed under the individual departments in the Annual Catalog.

ENGLISH

Thelma Anton
Georgianna Burge
Lorena Gary

Louise J. Walker

Frank Householder
Ralph Miller
Ruth Van Horn

104A Communication (See Division of Basic Studies)

106B College Writing

A continuation of 106A. 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.

216B Contemporary Literature

Readings in American poetry, fiction, and drama of the period 1900-1950.

218B The English Bible: The New Testament

221B American Literature

This course is a continuation of American Literature 221A from the Civil War to the present.

300 Teaching of English

Teaching methods and sources of materials for the teacher in the secondary school.

319 Types of Short Fiction

A study of the short story and the short novel or novelette as art forms. No credit given to students who have taken Short Story 219.

325 History of the English Language

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. Required of all English majors and of all minors except in the Elementary Curriculum.

338 Modern Drama

European and American plays from Ibsen to the present.
413 Studies in the Novel 2 hrs.
   A comparative study of the form and function of the novel.

414 Shakespeare's Tragedies 2 hrs.
   Elective course for graduates and for seniors who wish one term of
   Shakespeare.

416 English Literature, 1660-1730 2 hrs.
   The writings of Dryden, Swift, Pope, Addison and Steele and others are
   read as expressions of the spirit of the period.

522 American Literary Themes 2 hrs.
   The "search for a subject" evident in American letters is the center of
   interest in this course, which concentrates on nineteenth-century authors.

LANGUAGES

Mathilde Steckelberg

Myrtle Windsor

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

100B 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 examina-
   tion 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.

100A Elementary French 4 hrs.
   This course is designed to give the basic foundation needed to read a simple
   text in French. It aims, also, to give training in understanding spoken
   French and an elementary knowledge of pronunciation with the help of
   records and recorder.

100B Elementary Spanish 4 hrs.
   This course is a continuation of the basic grammar, oral Spanish, pro-
   nunciation drill and reading begun in Spanish 100A. Prerequisite: one year
   of high school Spanish or 100A.

442 Modern Language Instruction 2 hrs.
   This is a course for teachers of French, German or Spanish in the high
   schools and grades. Problems common to all three will be considered. The
   basis for the course will be psychological principles underlying language
   learning, an evaluation based on them of current methodology, and a criti-
   cal survey of cultural materials in the three civilizations, suitable for pres-
   ent day school use.
54 DESCRIPTION OF COURSES

SPEECH

Charles T. Brown            Wallace L. Garneau
Clara N. Bush               Charles Van Riper

110 Interpretive Reading I  3 hrs.
Analysis and oral interpretation of the more simple types of prose and poetry.

307 Voice and Diction        3 hrs.
This is a course in which the emphasis is placed exclusively upon voice production and diction. It gives the student a basis for individual analysis and emphasizes an intensive program for self-improvement. No prerequisites.

405 Speech for the Classroom 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.

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 19.)

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.

456 Speech Therapy  2 hrs.
This course includes a historical survey of the speech therapy field, the philosophy of speech correction, professional problems, the administration of private, hospital, public school and speech clinic therapy centers, and the basic principles of psychotherapy.

501 Group Problem Solving   2 hrs.
Present principles and practices in group problem solving in a democracy. Techniques employed in committee hearing, symposium, panel, forum, and board meeting will be considered.
DIVISION OF PHYSICAL EDUCATION AND HEALTH

Mitchell J. Gary, Chairman

The Division includes the Department of Physical Education for Men and the Department of Physical Education for Women. The heads of the departments and the departmental counselors will advise students relative to requirements for majors and minors and concerning any special requirements. Major and minor requirements and special departmental requirements are listed under the individual departments in the Annual Catalog.

PHYSICAL EDUCATION FOR MEN

Mitchell J. Gary  John W. Gill  Ernest J. Petoskey
Donald E. Boven  Joseph T. Hoy  Paul G. White
George Dales  Charles H. Maher  Roy J. Wietz
Edward A. Gabel

103A  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  1 hr.

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

106  History and Principles of Physical Education  3 hrs.

In this course the experiences of past peoples in the physical development of youth are considered, principles are deduced therefrom and adopted to modern economic and political conditions.

203A  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.

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.

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 18.)

505 Advanced Techniques in the Coaching of Minor Sports 2 hrs.

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

Crystal Worner Mary Bottje Helen Brown

101 Square Dance $\frac{1}{4}$ hr.

105 Physical Education $\frac{1}{2}$ hr.
Prerequisite: Physical Education 100.
Volleyball, folk dancing, basketball, softball, and other seasonal sports.

108 Restricted Exercise $\frac{1}{2}$ hr.
Sports and recreational activities for students with physical limitations.

110 Swimming $\frac{1}{2}$ hr.
Swimming, diving, and life-saving. Prerequisite: Physical Education 100.

113 Tennis $\frac{1}{2}$ hr.
Prerequisite: Physical Education 100.

120 Badminton $\frac{1}{2}$ hr.
Prerequisite: Physical Education 100.

122 Social Dancing $\frac{1}{2}$ 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.

334 Public School Physical Education $\frac{3}{4}$ hrs.
A survey of the needs and interests of children as to physical education and presentation of suitable activities. This course may be substituted for Physical Education courses 233, 330, 331, or 332, which appear in the catalog.

531 Rhythms for the Elementary School Child 2 hrs.
A study of the rhythmic movement needs of the elementary school child—(a) suggested methods of teaching through which children are stimulated to create their own ways of doing — (b) folk and social dancing as outgrowth of movement fundamentals — (c) teaching examples, sample lesson plans, and up-to-date reference sources. The course will consist of lecture and activity classes.

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.
DIVISION OF RURAL LIFE AND EDUCATION

Wm. McKinley Robinson, Chairman

The Division includes the Departments of Agriculture and Rural Life and Education. It functions through a committee consisting of the respective heads of these departments. The heads of the departments and the departmental counselors will advise students relative to requirements for majors or minors in these departments and concerning any special requirements set up by the departments. In certain cases, where a group major or minor is possible and advisable, the chairman of the Division should be consulted. Major and minor requirements and special departmental requirements are listed under the individual departments in the Annual Catalog.

RURAL LIFE AND EDUCATION

Wm. McKinley Robinson

**240 Introduction to Directed Teaching** 3 hrs.
A study of the general principles underlying good teaching and management in the various types of rural schools. Group and individual observation and participation opportunities on and off campus are provided.

**340 Rural School Administration** 3 hrs.
The community school; school district reorganization; support and control of education; the functions of the board of education, county superintendent, and state department of public instruction; school buildings, equipment and supplies; professional ethics; professional organizations; the PTA, public relations and interpretation; school law; and similar topics are studied in the course.

**321 Rural Life (Seminar)** 2 hrs.
Consideration is given individual problems related to social aspects of school and community life, members of the class devising forms and schedules for a study, and analyzing research studies and techniques involving planning for various services and agencies. Field work is encouraged. Prerequisite: consent of instructor.

**345 Rural School Supervision (Seminar)** 2 hrs.
Planned for supervisors, principals and superintendents. Discussion and individual reports on curriculum, teaching, in-service education, orienting the new teacher, and other problems of supervision for any type of rural school are included. 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.
DIVISION OF SCIENCE AND MATHEMATICS

Charles H. Butler, Chairman

The Division includes the Departments of Biology, Chemistry, Geography and Geology, Mathematics, Physics, and Psychology. The heads of the departments and the departmental counselors will advise students relative to requirements for majors or minors and concerning any special requirements. In certain cases, where a group major or minor is possible and advisable, the chairman of the Division should be consulted. Major and minor requirements and special departmental requirements are listed under the individual departments in the Annual Catalog.

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, July 30-Aug. 10, page 21.)

BIOLOGY

William C. Van Deventer
A. Verne Fuller
Frank J. Hinds
Edwin B. Steen

102S Biological Science for Teachers (See Basic Studies Division) 4 hrs.

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.

212 Community Hygiene 3 hrs.
An introduction to the field of public health. The nature and prevalence of communicable and non-communicable diseases are considered, followed by a study of community measures for their control. Attention is given to the health problems of certain age-groups, to industrial and school hygiene, and to the functioning of voluntary and official health agencies.

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.

243 Bird Study 3 hrs.
A study of the plumage, song, flight, migration, and nesting habits of birds, their relation to their environment, and their importance to man. The student learns to identify a minimum of 100 species in the laboratory and 50 in the field.
311 Health Education 3 hrs.

Designed specifically for teachers in service. The major objective is to broaden the student's concepts of health and healthful living. Basic health information is introduced as necessary. Attention is given to developing better school health programs by encouraging students to study their own teaching situations and work toward improvements.

420 Flowering Plants 2 hrs.

An advanced course in field study and identification of flowering plants. Students will be expected to use keys for identification and assemble a herbarium collection for their own use. Prerequisite: Eight hours of biology.

422 Insect Study 2 hrs.

A study of insects, their identification, and life histories. Emphasis is placed on those species having economic importance and relationships to human health. Prerequisite: 100A, B, or equivalent.

CHEMISTRY

Gerald Osborn James W. Boynton Lawrence G. Knowlton

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.

202 Quantitative Analysis 4 hrs.

This course includes the theory and practice of volumetric and gravimetric analysis. Prerequisite: Qualitative Analysis 201. Acknowledge of quadratic equations and common logarithms is essential.

GEOGRAPHY AND GEOLOGY

William J. Berry Wm. R. Brueckheimer

105A Human Geography (See Basic Studies Division) 4 hrs.

206 United States and Canada 3 hrs.

Study of areal differentiation in Anglo-American and of present-day problems, with emphasis upon occupational crises in selected regions. Prerequisite: 105A or 305.
218 Economic Geography

Course deals with important economic products from the standpoint of their places of origin, cultural and natural factors in their production, their flow in commerce and principal regions of their consumption.

411 Historical Geography of North America

Migrations and routes of travel of the several European colonizers. Pattern and progress of settlement as related to the geographical conditions encountered in the development of each of the parts of the continent for human use. Emphasis chiefly on United States. Prerequisite: 105A or consent of instructor.

MATHEMATICS

Charles H. Butler
Fred A. Beeler

Herbert H. Hannon
J. Kimbark Peterson

100A Intermediate Algebra

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

100C Plane Trigonometry

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

101 Arithmetic for Teachers

This course is designed for students who expect to teach arithmetic or general mathematics in grades 7 to 9. It will consist of a re-study of the arithmetic commonly taught in these grades, with special attention to associated problems of learning and teaching.

104A College Algebra

A full semester's work in college algebra. 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. Prerequisite: 100A and 100C or equivalent.

104B Analytic Geometry

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

In this course some consideration 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.

412 History of Mathematics

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

423 Introduction to Higher Geometries

The nature of proof. Introduction to non-Euclidean, inversive, finite and projective geometries and topology. Constructions. Especially recommended for those planning to teach high school geometry. Prerequisite: 103B or 104B.

473 Introduction to Statistical Analysis

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

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

PAPER TECHNOLOGY

Robt. A. Diehm

Carola P. Trittin

131 Summer Mill Practice

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

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

Course 331 is optional for students who received credit for courses 131 and 231.
PHYSICS
Stanley K. Derby

103A Mechanics, Sound, and Heat 5 hrs.
A general college course dealing with mechanics, sound, and heat and their applications. Required for students majoring in physics and for engineers; recommended for students planning to teach physics.

442 Foundations of Modern Physical Theory 2 hrs.
A course designed to inspect the important theories of physics in their historical setting. Emphasis is placed on Newtonian mechanics, wave theory of Maxwell, quantum theory, special theory of relativity, the modern theories of the atomic nucleus. The relationship between the experiment and the theory is scrutinized in each case and the connection with the general methods of science is shown. Modern engineering developments resulting from the new theories will be discussed. Prerequisite: General College Physics.

PSYCHOLOGY
Stanley Kuffel
Eston J. Asher

200 General Psychology 3 hrs.
A brief survey of the elementary principles of psychology. This course affords a general introduction to the field.

207 Psychology of Personality 3 hrs.
Attention is given to individual differences, traits, content, and synthesis of personality; modification of behavior and varieties of adjustive behavior. Emphasis is placed upon constructive personal adjustment and the manner in which it is achieved in various interpersonal relations.

213 Psychology of Adolescence 3 hrs.
This course deals with the various kinds of developments 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.
This course will consider selecting, administration, and interpretation of educational, personality, and aptitude tests. A competency in interviewing techniques will be developed. 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.
307 Mental Testing 2 hrs.

The purpose of this course is to provide training in the administration, scoring, and interpretation of various mental tests. This course supplements 302 in giving the student practice in use of diagnostic tests.

404 Occupational Analysis and Classification 2 hrs.

Sources of occupational information; procedures and techniques of job analysis and job classification; applications in employment procedures, placement, and vocational counseling.

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 2 hrs.

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

508 Survey of Personnel Psychology 2 hrs.

A survey of the psychological problems of personnel administration and the methods of personnel psychology. Lectures, discussions and an occasional laboratory period.
DIVISION OF SOCIAL SCIENCES

W. V. Weber, Chairman

The Division includes the Departments of Economics, History, Political Science, and Sociology. The heads of the departments and the departmental counselors will advise students relative to requirements for majors or minors and concerning any special requirements. In certain cases, where a group major or minor is possible and advisable, the counselor of the Division should be consulted. Major and minor requirements and special departmental requirements are listed under the individual departments in the Annual Catalog.

ECONOMICS

Howard F. Bigelow

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. Prerequisite to nearly all other courses in economics.

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. Prerequisite: 220A.

425 Consumption and Standards of Living 2 hrs.
A comparative study of standards and levels of living, designed to acquaint the student with the ways people actually live in different types of communities and various economic levels. Of special interest to the teacher. Prerequisite: 220A, B or consent of the instructor.

525 Public School Finance 2 hrs.
Considers school expenditures, sources of revenue, principles of budget making, techniques of borrowing, bonding, tax allocations, and similar financial problems facing school administrators. These factors are related to public revenues and expenditures.

HISTORY

A. Edythe Mange
Howard A. Mowen

Robert R. Russel
Russell H. Seibert

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

100B Foundations of Western Civilization (See Basic Studies Division)
201A United States History to 1865 3 hrs.
A general survey of American history from the beginning 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.

313 History of Michigan 3 hrs.
A course designed to show the development of the contemporary political, social, and economic status of Michigan. The relation of the history of the state to that of the nation is stressed.

406A United States History, 1901-1933 2 hrs.
An intensive study of a short period. The topics are the progressive movement, World War I, and the causes of the Great Depression. Prerequisite: six hours of history.

426 Twentieth Century Britain 2 hrs.
A study of British political, social, and economic developments since 1900, and of the changing character of the Empire and Commonwealth.

511 Studies in the Near East 2 hrs.
Studies pertaining to the major aspects of the history of the Near East; involving lectures, supplementary reading and the critical use of historical materials.

515 Studies in Western Europe: Eighteenth Century Enlightenment 2 hrs.
Lectures and reading on the character of the eighteenth century enlightenment, with special attention to France; and the critical use of historical materials in the study of significant philosophes.

POLITICAL SCIENCE

Jack C. Plano Milton Greenberg Leo Stine

230A American National Government 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. Motion pictures and other visual aids are used in addition to class lecture and discussion.

230B State and Local Government 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. The work is supplemented and enriched by guest speakers, field trips, and visual aids as time, facilities, and group interests dictate.
351 Comparative Governments of Europe 3 hrs.

The organization and procedure of the political institutions of England and the British dominions are considered, and those of France, Switzerland, and the U.S.S.R. and other European nations. Political trends and forces challenging or reshaping democratic institutions are examined. Prerequisite: 230A or Junior standing.

539 Problems of Municipal Government 2 hrs.

Deals with problems resulting from the growth of cities; auxiliary departments such as personnel, finance, planning and law; and line departments including police, fire, public works and utilities, public health, parks and recreation. Prerequisite: 230B or equivalent.

562 The United Nations 2 hrs.

The structure and organization of the United Nations and the specialized agencies. Consideration will be given to the procedures and machinery of international cooperation, dispute settlement, legislation, and administration of other international systems and agencies.

SOCIOLOGY

Chester L. Hunt Nellie N. Reid Jerome G. Manis

241 Principles of Sociology 3 hrs.

A study of man's social nature and of the social world in which he lives. The biological, social, and cultural factors underlying the development of human personality and the various forms and processes of group association are analyzed.

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. 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 Orientation to Field Work 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: Orientation to Field Work 358A, and consent of the instructor.
442 Social Pathology and Personal Deviation 2 hrs.

A study of the social aspects of personal deviation. Subject matter would include consideration of the alcoholic, the drug addict, the marginal man, and the sexually maladjusted. Course considers deviate behavior in light of social background, causative factors, and possible therapy. Prerequisite: 241, or Man and Society 101A, or 540.

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. The student is taught how to assess the concrete social situations in which he finds himself, and in which he observes other people from day to day. Especially designed for those who have not had a foundational course in sociology.
DIVISION OF TEACHER EDUCATION

James H. Griggs, Director

The Division includes the Department of Education and Librarianship. The heads of the departments and the departmental counselors will advise students relative to the requirements governing work taken in these departments. Major and minor requirements and special departmental requirements are listed under the individual departments in the *Annual Catalog.*

EDUCATION

Griggs, James H.  
Adams, David  
Bonine, Kenneth  
Bryan, Roy  
Buelke, John  
Carter, Homer  
Chiara, Clara  
Deur, Raymond  
Ellis, Manley  
Engbretson, William  
Frederick, Orie  
Govatos, Louis  
Heathcote, Daniel  
Kingscott, Louis  
Kohrman, George  
Leonardelli, Dominic  
Mallinson, George  
McClure, L. Morris  
Overton, Harvey  
Robinson, Lois  
Schroeder, Esther  
Sebaly, A. L.  
Snow, Carl  
Stripling, Robert  
Swickard, Sara  
Thea, Alfred  
Zielke, Minnie

212  Psychology of Reading  
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  
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  
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 Director of Teacher Education 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

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

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

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 for one semester 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.

411A The Elementary Curriculum

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
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
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
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.

433C Language for the Deaf
The development and application of the principles of the English language and presentation to the deaf children. Attention will be given to the Language Principle Method, the Barry Five Slate System, Straight Language for the Deaf, and Wings Symbols.

436 Mental Hygiene of Childhood and Adolescence
Deals with the problems of emotional adjustment and maladjustment in childhood and adolescence.

438 Audio-Visual Education
Acquaints teachers and administrators with the principles and practical uses of multi-sensory aids to education, including field trips, machines, and creative materials.

439 Driver Training and Safety Education
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, psychological testing, sound driving practices, pedestrian protection, "Behind-the-Wheel" training in dual-control cars, and accident prevention procedures are an integral part of the course. (Regular Session and Post Session Workshops, July 30-Aug. 10, page 20.)

450 Workshop: Education for Moral and Spiritual Values
Designed as a pilot project of the AACTE Committee on Teacher Education and Religion. Involves a study of procedures and activities designed to develop good value-judgments which will carry over in family, school and community relationships. (See Post Session Workshops, July 30-Aug. 10, page 21.)
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 2 hrs.

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, socio-economic 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
</table>
| 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. |
| 522         | **Core Programs in Secondary Schools** 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. (See Post Session Workshops, July 30-Aug. 10, page 21.) |
| 523         | **The Role of the Secondary School in American Society** 2 hrs.  
Considers the place of the high school in the American social scene. Preparation for vocation, citizenship, marriage and family life, and other problems of high school youth are discussed in relationship to major social trends and forces. |
| 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. |
| 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. |
| 566         | **Workshop in Educational Administration** 2 hrs.  
Open to experienced administrators and others interested in working through administration problems in school systems. Areas to be studied include: school buildings, finance, public relations, internal administrative problems, personnel policies, and educational leadership. (See Workshops, page 18.) |
| 570         | **Directed Teaching** 3 hrs.  
Open to graduate students who have completed the major portion of professional courses required for certification. |
| 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. |
DESCRIPTION OF COURSES

585 Elementary School Guidance 2 hrs.
Designed to give teachers, administrators and guidance workers an understanding of principles and techniques of guidance programs in elementary schools.

LIBRARIANSHIP

Alice Louise LeFevre
Hazel Brown
Gertrude Van Zee

William Chait
Jean E. Lowrie

202 Reading Interests of Children 3 hrs.
In association with children, the class will read and evaluate a wide range of books on varying reading levels as a basis for consideration of present-day children's interests in the light of the development of children's reading. There will be opportunity to examine, evaluate, and use printed aids for the selection of books for children.

304 Reading Interests of Adults* 2 hrs.
Discussion of the methods used in libraries in promoting reading such as reader's advisory service, book talks, forums, radio, films, and booklists. Students have opportunity to examine and read a number of books in various fields of interest and to evaluate them on the basis of their value in meeting specific adult reading needs.

362 The Library in the Modern Community* 2 hrs.
The course aims to give the student professional background and opportunity to broaden his own reading program. Surveys the development of libraries in the United States from the Colonial period to the present day with consideration of various types of libraries in relation to their contribution to society. Attention is given the adult education program, county and regional library service, and the services rendered through national, state, and local library agencies.

363 Rural and Urban Library Administration* 3 hrs.
Organization, operation, laws, and finances of county and regional libraries with consideration for the Middle Western area. Emphasizes the library's place in the cultural and educational activities of the community and its relationship to the State Library and to local social agencies.

380 Field Assignment 1-3 hrs.
An assignment in the selected cooperating public or school libraries will be made according to the needs of the individual student. The student is given opportunity to observe methods of administration and to participate in a variety of activities. Hours to be arranged.

*Starred courses open only to majors and minors in the Department of Librarianship.
402 Reading Interests of Young Adults

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. Prerequisite 302A, B; or 302 or equivalent.

403 Selection of Reading Materials


405 Curriculum Enrichment Materials

Study of selection of teaching materials, books, pamphlets, periodicals, maps and audio-visual materials in relation to the elementary and secondary school curriculum. Emphasis laid on evaluation of content and on methods of distribution in relation to the school organization. Considers sources of selection for various types of materials. Discussion and practice in methods of instruction in use of such materials. Open to students in Education Department and teachers in service.

406 Storytelling

Underlying principals of the art of storytelling; techniques; content and sources of materials. Planning the story hour for developing appreciation of literature and stimulating reading interest.

509 History of Books and Printing

Studies of the physical book and its relationship to social and cultural developments. Includes history of the alphabets, early writing materials, manuscripts, invention and spread of printing and evolution of production.

570 Advanced Classification and Cataloging

A continuation of 470. Comparison of classification systems; cataloging of special types of materials and methods of organizing centralized cataloging units in school systems. Prerequisite: 470 Introduction to Classification and Cataloging.
DIVISION OF VOCATIONAL AND
PRACTICAL ARTS EDUCATION

George E. Kohrman, Director

The Division includes the Departments of Business Studies, Home Economics, Industrial Arts, and Industrial Technology. The heads of the departments and the departmental counselors will advise students relative to requirements for majors or minors and concerning any special requirements. In certain cases, where adjustments need to be made, or where a group major or minor is possible and advisable, the director of the Division should be consulted.

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 available in these fields.

The courses listed below as Divisional may be taken by graduate students specializing in any of the curricula within the Division.

VOCATIONAL DIVISION

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.

520 Occupational Laboratory Experience 4 hrs.

A supervised business and industrial experience program involving full-time employment for at least eight weeks. Students will study and participate in experiences in specific occupational area. Prerequisite: consent of division director.

578 Administration and Supervision of Practical Arts and Vocational Education 2 hrs.

The functions of administration and supervision; problems involved in the organization and operation of practical arts and vocational education programs.

BUSINESS STUDIES

Agnes E. Anderson
William L. Burdick
George Kirby

George K. Cooper
John B. Healey

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 Accounting 3 hrs.

This course deals with the elementary principles of accounting and considers the more common technical devices for recording business trans-
actions according to those principles. Prerequisite: Sophomore standing or consent of instructor.

210B Accounting 3 hrs.
A continuation of course 210A, applying the principles developed in the preceding course to partnerships and corporations. Manufacturing accounts and statements, reserves and funds, the voucher system, and the analysis and interpretation of simple financial statements are studied. Prerequisite: Accounting 210A.

232 Business Correspondence 3 hrs.
Provision is made in this course for an analysis of and practice in writing various types of business letters and reports. A study is made of the principles of effective expression in all letters of business correspondence.

322 Insurance Principles 3 hrs.
A basic course covering all phases of insurance. The consumer approach is used, designed to acquaint the non-specialist with the economic and social services of the institution of insurance. It also provides the necessary background for the person planning to take advanced work in the field of insurance.

339 Management Problems 3 hrs.
An opportunity to approach business from the case-history method by working solutions to actual management problems.

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.

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.

503 Improvement of Instruction in Shorthand and Secretarial Business Subjects 2 hrs.
A study of the latest research findings, materials, teaching procedures, tests, and measurements, and possible future development in shorthand.

DISTRIBUTIVE EDUCATION
Wendall B. Fidler

430 Coordination Techniques in Distributive Education 2 hrs.
A study of the duties and responsibilities of the coordinator. Includes the organization of training programs, supervision of trainees on the job and
the development of working relationships among the school, business and home.

**HOME ECONOMICS**

Eunice E. Herald  Rachael Acree  Gladys Rowe

222 Everyday Nutrition  2 hrs.

This course includes problems related to signs of good and poor nutrition, for growing children and adults. A course for non-majors.

223 Home Nursing  2 hrs.

The health of the family and simple procedures for the care of patients in the home are stressed. Consideration is given to community resources for the protection and care of health problems relating to home and school.

400 Family Living in the Schools  2 hrs.

Problems of organizing materials in Family Living for the purpose of teaching classes and working with groups in the school program. Prerequisite: Soc. 241.

419 Experimental Foods  2 hrs.


502 Coordinated Program in Home Economics  6 hrs.

A workshop type program for experienced teachers. Three areas of homemaking will be emphasized: Clothing construction problems of teachers, teaching of foods on a meal basis, and problems in teaching family living. Special consultants will be secured to assist the staff. (See Workshops, page 18.)

**INDUSTRIAL ARTS**

Lindsey Farnan  Fred S. Huff  Gilbert R. Hutchings
John H. Plough  John L. Bendix

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.

130 Metals 3 hrs.
Hand tool processes on the fabrication of metal projects suitable for construction by junior high school students in the areas of bench metal, forging, sheet metal, and art metal.

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.

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.

236 Metal Fabrication 2 hrs.
A course in gas and arc welding for beginners. Safety precaution, care and operation of welding equipment, selection of welding rod, methods of welding will be stressed.

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.
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 Elementary School 2 hrs.
Deals with the problems of organizing and teaching Industrial Arts for the elementary grades. Course materials, techniques, and materials in the industrial and craft areas will be stressed.

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 techniques will be covered.

508 Problems in Metalworking 2 hrs.
Practical laboratory experiences in forging, foundry, heat treating, machine shop and arc and acetylene welding. Course will emphasize methods of selecting and developing course materials for junior and senior high school students. Course content will be adapted to meet the needs of individual students.

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.

585 Shop Planning 2 hrs.
A study of the principles involved in planning, equipping, maintaining and administering industrial arts and vocational industrial education shops. Particular attention will be given to factors contributing to the effective operation of industrial education programs in terms of existing educational philosophies and industrial practices.

INDUSTRIAL TECHNOLOGY

Joseph Giachino  
John Plough

510 Electricity and Electronics for Teachers 2 hrs.
Deals with the basic principles of electricity and electronics and their use in household and industrial appliances. Instructional materials and additional skill techniques needed by industrial arts and vocational industrial teachers will be emphasized.