1942

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BULLETIN

Western Michigan College of Education
KALAMAZOO, MICHIGAN

Vol. 37 Issue of Winter Quarter, 1942 No. 3

1942 SUMMER SESSION
SIX WEEKS SESSION—MONDAY, JUNE 22 TO FRIDAY, JULY 31
NINE WEEKS SESSION—MONDAY, JUNE 22 TO FRIDAY, AUGUST 21

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BULLETIN

Western Michigan College of Education
KALAMAZOO, MICHIGAN

THE THIRTY-NINTH
SUMMER SESSION

SIX WEEKS SESSION—MONDAY, JUNE 22 TO
FRIDAY, JULY 31

NINE WEEKS SESSION—MONDAY, JUNE 22 TO
FRIDAY, AUGUST 21

This college is a member of the American Association of Teachers Colleges.
It is fully accredited by the North Central Association of Colleges and
Secondary Schools and is on the approved list of the
Association of American Universities.
DIRECTIONS FOR CORRESPONDENCE WITH WESTERN MICHIGAN COLLEGE OF EDUCATION

Correspondence with Western Michigan College of Education should be addressed as indicated below:

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

INFORMATION FOR NEW STUDENTS

A student applying for admission should

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

1942-1943

Summer Session, 1942

Monday, June 22  Registration of undergraduate students
Tuesday, June 23  Recitations begin
Friday, July 31  End of summer session for 6 weeks enrollees
Friday, August 21  End of summer session for 9 weeks enrollees

First Semester

Monday, September 28, to Wednesday, September 30  Freshmen Days
Tuesday, September 29  Registration of freshmen
Wednesday, September 30  Registration of upper classmen
Thursday, October 1  Recitations begin
Wednesday, November 25, to Monday, November 30  Thanksgiving recess
Friday, December 18, to Monday, January 4  Holiday vacation
Friday, February 12  First semester ends

Second Semester

Monday, February 15  Registration of students
Tuesday, February 16  Recitations begin
Friday, April 23, through Sunday, April 25  Good Friday recess
Monday, May 31  Memorial Day
Sunday, June 6  Baccalaureate address
Saturday, June 12  Second semester ends
Saturday, June 12  Commencement exercises

Summer Session, 1943

Monday, June 21  Registration of undergraduate students
Tuesday, June 22  Recitations begin
Friday, July 30  End of summer session for 6 weeks enrollees
Friday, August 20  End of summer session for 9 weeks enrollees
PROGRAM OF SUMMER SESSION EVENTS, 1942

Pre-Summer Session, June 13-June 20

Field Courses

Field Course in Conservation. A week will be spent at the Conservation Camp at Higgins Lake, Roscommon, Michigan. This camp is situated on the lake front, with surrounding woods rich in plant and bird life, and an excellent bathing beach. Lectures and field trips in botany, forestry, geology, and zoology. The cost of the course is $20.00, which covers the expenses of the seven days in camp, including field trips, board, bed, bedding, and towels. Students will furnish their own transportation. Enrollment limited. One semester hour of extension credit given for completion of the work.

Field courses in Botany, Bird Study, and Insect Study may be taken instead of the Conservation Course, each giving one semester hour of extension credit. Mornings will be spent in the field; in the afternoon there will be illustrated lectures and laboratory work.

For further description of these courses, see the Details of Courses in Biology on page 77 of this bulletin.

Summer Session, June 22-August 21

First Week, June 22—June 27

Monday, June 22—Registration.
Thursday, June 25—8:00 P. M. Faculty Reception and Dance for Summer Session Students. Walwood Hall Ballroom.

Second Week, June 29-July 4

1:00 P. M. Conference on Guidance of American Youth. Dramatic Arts Auditorium.
Thursday, July 2—8:00 P. M. Artist's Recital. Concert by Elizabeth Crawford, brilliant young American dramatic soprano. Central High School Auditorium.

Third Week, July 6-July 11

Tuesday, July 7—12:00 Noon. Luncheon of the Faculty and Students of the Graduate Division. Address by Dr. Clifford Woody, Graduate Adviser to Colleges of Education, University of Michigan. Walwood Hall Ballroom.
Thursday, July 9—8:00 P. M. Feature entertainment. Howard Cleaves, in “Animals at Night”, with unique motion pictures. Central High School Auditorium.
Fourth Week, July 13-July 18

Annual Book Week

Tuesday—Thursday, July 14-16—Exhibits by the leading book companies and school-supply concerns. Women's Gymnasium.

Tuesday, July 14—9:40 A. M. Barton Rees Pogue, the Hoosier Poet-Philosopher, in a lecture-recital on "How I Came to Write Them". Wood Hall Ballroom.

Tuesday, July 14—5:00 P. M. Men's Picnic. Milham Park.

Thursday, July 16—8:00 P. M. Feature entertainment. Herbert Petrie and Company in a light opera, "My Maryland". Central High School Auditorium.

Fifth Week, July 20-July 25


Wednesday, July 22—4:00 P. M. Women's Tea. Bertha S. Davis Room, Wood Hall.

Thursday, July 23—8:00 P. M. Feature entertainment. Neff and Company, in a modern program of magic, miracles, mystery, and illusions. Central High School Auditorium.

Saturday, July 25—7:00 A. M. Art excursion to Cranbrook and Detroit. Harry S. Hefner, conductor.

Sixth Week, July 27-August 1


Wednesday, July 29—6:30 P. M. Reception and Dinner for Summer Graduating Class. Speaker to be announced.

Thursday, July 30—8:00 P. M. Feature entertainment. Jack Rank, noted dramatist and protean artist, in Shakespeare's "Taming of the Shrew". Central High School Auditorium.

Seventh Week, August 3—August 8

Tuesday, August 4—8:40 A. M. General Assembly.

Wednesday, August 5—8:00 P. M. Concert by the Guardsmen Male Quartet of Hollywood. Central High School Auditorium.

Eighth Week, August 10-August 15

Tuesday, August 11—9:40 A. M. General Assembly.

Thursday, August 13—8:00 P. M. Feature entertainment. Elsie Mae Gordon, radio's most versatile actress, in an evening of rollicking entertainment, "Behind the Broadcasts". Central High School Auditorium.

Ninth Week, August 17-August 21

Tuesday, August 18—8:40 A. M. Final Convocation. Speaker to be announced. Women's Gymnasium.

Friday, August 21—Summer Session closes.
Abbreviated Special "Refresher" Program

Two (and if there is sufficient demand) three special three-weeks "abbreviated summer sessions" will be offered, to provide intensive "refresher" programs for those who can not spend a longer time on the campus during the summer. Special "refresher" courses will be offered during these three-weeks' sessions as well as during the regular session for those who are planning to return to teaching after an absence from the profession. These courses will be of special value in bringing teachers up to date.

Recreational Activities

Kalamazoo, located in Western Michigan, known as "The Summer Playground of America", offers numerous opportunities for recreation. Picnics in Milham Park or on the beaches of the numerous accessible lakes, swimming, and boating are popular pastimes. An outing on the shore of Lake Michigan is possible. A number of tennis courts are available on the campus. Five golf courses are within a mile of the campus, with special rates for summer students. A riding academy is nearby, where horses may be engaged at reasonable rates. Facilities near the campus are provided for students who desire to live in trailers.

Accelerated Programs of Study

As a part of its adjustment to wartime conditions, Western is now offering accelerated programs to all undergraduate students who may wish to elect them. Obviously, to make maximum use of the possibilities of acceleration, students should begin at the earliest possible date; that is, at the opening of the second semester 1942. Students who elect the accelerated program may at the end of any semester or summer session drop back into the normal program, and the college may require a student to return to the normal program should it become clear that he cannot meet the scholastic requirements of the accelerated plan. It may also be possible that some students could not be permitted to go on the accelerated plan at the outset because of the difficulties for them in carrying such a heavy load.

If a student decides to enter on the accelerated program, faculty members will help him in his choice of courses in order to see that his curriculum requirements are met, and to see that his major and minor requirements are properly satisfied. For students who have not already done so, of course, it will be necessary to determine upon the departments for majoring and minor ing earlier than under the normal circumstances. In not all cases will this choice be the final one. For students who would ordinarily graduate in 1944 and 1945, there are some possibilities of change of specializing field before graduation.
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KATHERINE ARDIS, A. M.
B. S., Western Michigan College of Education; A. M., Teachers College, Columbia University.

HARRY HEFNER, A. M.
A. B., Western Michigan College of Education; A. M., Teachers College, Columbia University.

KATHRYN KEILLOR, B. S.
B. S., Western Michigan College of Education.

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

The Department of Biology

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

WALLACE BORGMAN, M. D.
A. B., Kalamazoo College; M. D., Northwestern University Medical School; Butterworth Hospital, Grand Rapids.

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

FRANK J. HINDS, A. M.
A. B., Western Michigan College of Education; A. M., University of Michigan.

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

EDWIN B. STEEN, Ph. D.
A. B., Wabash College; A. M., Columbia University; Ph. D., Purdue University.

The Department of Business Education

J MARSHALL HANNA, Ed. D.
B. S., University of Nebraska; A. M., Columbia University; Ed. D., New York University; Harvard University.

EMMA WATSON, A. M.
B. S., A. M., Teachers College, Columbia University; Michigan State Normal College; Gregg School.

The Department of Chemistry

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

ROBERT J. ELDREDGE, S. M.
B. S., Kalamazoo College; S. M., University of Chicago; California Institute of Technology.
The Department of Education

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

OTIS C. AMIS, Ph.D.
A. B., Eastern Kentucky State Teachers College; A. M., University of Kentucky; Ph. D., Cornell University; Union College, Barbourville, Kentucky; George Peabody College for Teachers.

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

OTIS C. AMIS, Ph.D.
A. B., Eastern Kentucky State Teachers College; A. M., University of Kentucky; Ph. D., Cornell University; Union College, Barbourville, Kentucky; George Peabody College for Teachers.

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

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

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

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

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

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

LUCIANA C. CRANE, A. M.
B. S., Western Michigan College of Education; A. M., Teachers College, Columbia University.

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

LOUISA DURHAM, A. M.
B. S., Western Michigan College of Education; A. M., Teachers College, Columbia University.

LILIAN A. LAMOREAUX, Ed. D.
A. B., A. M., Ph. D., University of Michigan; Michigan State Normal College.

J. MARSHALL HANNA, Ed. D.
B. S., University of Nebraska; A. M., Columbia University; Ed. D., New York University; Harvard University.

LILIAN A. LAMOREAUX, Ed. D.
Ed. D., University of Southern California.

ARTHUR J. MANSECK, Ph. D.
Ph. D., Teachers College, Columbia University.

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

EFFIE B. PHILLIPS, A. M.
B. S., University of Minnesota; A. M., Teachers College, Columbia University; St. Paul Normal School; Washington State Normal School; University of Southern California.

DON RANDALL, Ed. M.
A. B., Western Michigan College of Education; Ed. M., Harvard University.

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

WILBUR D. WEST, Ph. D.
B. P. E., M. P. E., International Young Men's Christian Association College, Springfield, Massachusetts; Ph. D., University of Michigan.
ELMER H. WILDS, Ed. D.

The Department of English

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

EDITH M. EICHER, A. M.
A. B., Morningside College; A. M., Columbia University; University of Iowa; The University of Chicago; University of California; Oxford University; The University of London.

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

FRANK C. HOUSEHOLDER, A. M.
A. B., Western Michigan College of Education; A. M., University of Michigan.

HELEN E. MASTER, A. M.
A. B., A. M., University of Michigan; University College of Wales.

HERBERT SLUSSEr, A. M.
A. B., A. M., University of Michigan.

CHARLES A. SMITH, A. M.
A. B., Western Michigan College of Education; A. M., University of Michigan.

RUTH G. VANHORN, A. M.
A. B., A. M., University of Michigan; Bread Loaf School of English; Columbia University.

The Department of Geography and Geology

LUCIA C. HARRISON, S. M.
A. B., University of Michigan; S. M., The University of Chicago; The University of Mexico.

MARGUERITE LOGAN, S. M.
A. B., Iowa State Teachers College; S. M., The University of Chicago.

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

The Department of Health

WALLACE BORGMAN, M. D.
A. B., Kalamazoo College; M. D., Northwestern University Medical School; Butterworth Hospital, Grand Rapids.

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

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

ELIZABETH B. WATSON, R. N.
Hurley Hospital School of Nursing; Registered Nurse, Michigan; The University of Chicago.

The Department of Home Economics

SOPHIA REED, A. M.
Ph. B., The University of Chicago; A. M., Teachers College, Columbia University; University of Iowa.
RACHEL ACREE, A. M.
B. S., University of Kentucky; A. M., Teachers College, Columbia University; Eastern Kentucky State Teachers College; University of Tennessee; The University of Chicago.

REVA VOLLE, A. M.
B. S., University of Illinois; A. M., Teachers College, Columbia University.

The Department of Industrial Arts

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

LAWRENCE J. BRINK, A. B.
A. B., Western Michigan College of Education.

FRED S. HUFF, A. M.
A. B., Western Michigan College of Education; A. M., University of Michigan.

WILLIAM J. MICHEELS, Ph. D.
Ph. D., University of Minnesota.

DON O. PULLIN, A. M.
B. S., Detroit Teachers College; A. M., Teachers College, Columbia University.

The Department of Languages

ELISABETH T. ZIMMERMAN, A. M.
A. B., University of Michigan; A. M., University of Wisconsin; University of Berlin; University of Heidelberg; American Academy at Rome; University of Leipsig; Columbia University.

HARRY P. GREENWALL, A. M.
B. L., Ohio Wesleyan University; A. B., Western State Teachers College; A. M., Teachers College, Columbia University; University of Berlin; University of Mexico; Peoples College, Denmark; University of Hawaii.

ADA M. HOEBEKE, A. M.
A. B., The University of Chicago; A. M., University of Michigan.

MYRTLE WINDSOR, A. M.
A. B., A. M., University of Michigan; Western Reserve University; The University of Chicago.

The Department of Mathematics

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

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

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

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

WILLIAM H. CAIN, A. M.
A. B., University of Michigan; A. M., Teachers College, Columbia University; Indiana State Teachers College; Indiana University; University of North Carolina.

PEARL L. FORD, A. M.
A. B., Western Michigan College of Education; A. M., University of Michigan.
The Department of Music

GEORGE E. AMOS
Northwestern State Normal School, Oklahoma; Bethany College and Conservatory; Chicago Musical College; Wichita College of Music.

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

H. GLENN HENDERSON
Michigan Conservatory of Music; American Conservatory of Music; Chicago Musical College; Student in Paris with Giulmant and Moszkowski.

DOROTHEA SAGE SNYDER, A. M.
A. B., Western Michigan College of Education; Chicago Musical College; Columbia University; A. M., University of Michigan.

The Department of Physical Education for Men

HERBERT W. READ, A. M.
A. B., Western Michigan College of Education; A. M., Columbia University; University of Michigan.

WALLACE BORGMAN, M. D.
A. B., Kalamazoo College; M. D., Northwestern University Medical School; Butterworth Hospital, Grand Rapids.

MITCHELL J. GARY, A. M.
B. S., A. M., University of Minnesota.

FRANK C. HOUSEHOLDER, A. M.
A. B., Western Michigan College of Education; A. M., University of Michigan.

CHARLES H. MAHER, A. M.
A. B., Western Michigan College of Education; A. M., West Virginia University.

J. TOWNER SMITH, A. M.
B. S., Western Michigan College of Education; A. M., University of Michigan.

WILBUR D. WEST, Ph. D.
B. P. E., M. P. E., International Young Men’s Christian Association College, Springfield, Massachusetts; Ph. D., University of Michigan.

The Department of Physical Education for Women

CRYSTAL WORNER, A. M.
A. B., Michigan State Normal College; A. M., University of Michigan; University of Wisconsin; Teachers College, Columbia University.

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

DORIS A. HUSSEY, B. S.
B. S., Western Michigan College of Education; Sargent School for Physical Education; University of Wisconsin; Harvard Medical School.

SARAH H. McROBERTS, A. M.
B. S., State University of Iowa; A. M., New York University; North Dakota State College of Agriculture and Mechanical Arts; University of Wisconsin; Hanya Holm School of Dance.

The Department of Physics

WALTER G. MARBURGER, M. S.
A. B., M. S., University of Michigan; Harvard University.
The Department of Psychology

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

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

HEINZ WERNER, Ph. D.
Ph. D., University of Vienna.

The Department of Rural Education

OTIS C. AMIS, Ph. D.
A. B., Eastern Kentucky State Teachers College; A. M., University of Kentucky; Ph. D., Cornell University; Union College, Kentucky: George Peabody College for Teachers.

ANNA L. EVANS, A. M.
A. B., University of Michigan; A. M., The University of Chicago; Battle Creek College; Michigan State Normal College; Columbia University.

The Department of Social Sciences

FLOYD W. MOORE, Ph. D.
A. B., Albion College; A. M., University of Michigan; Ph. D., Northwestern University; Harvard University.

ROBERT S. BOWERS, A. M.
A. B., Kansas Wesleyan University; A. M., American University; Northwestern University; University of Southern California; The University of Chicago.

GEORGE O. COMFORT, Ph. D.
A. B., Western Michigan College of Education; A. M., University of Michigan; Ph. D., University of Kentucky; University of Wisconsin.

LEONARD C. KERCHER, Ph. D.
A. B., A. M., Ph. D., University of Michigan; University of London.

EDWIN M. LEMERT, Ph. D.
A. B., Miami University; Ph. D., Ohio State University.

ROBERT R. RUSSEL, Ph. D.
A. B., McPherson College; A. M., University of Kansas; Ph. D., University of Illinois; University of California; London School of Economics.

G. EDITH SEEKEL, A. M.
A. B., A. M., University of Michigan; Teachers College, Columbia University; University of Colorado.

D. C. SHILLING, A. M.
Pd. B., Ohio Northern University; A. B., Miami University; A. M., University of Wisconsin.

CHARLES R. STARRING, A. M.
A. B., A. M., Columbia University; University of London; The University of Chicago.

OTTO YNTEMA, A. M.
A. B., A. M., Hope College; University of Michigan.

PEARL M. ZANES, A. M.
B. S., A. M., Teachers College, Columbia University; Trenton State Teachers College; University of Pennsylvania.
The Department of Speech

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

GIFFORD BLYTON, Ph. D.
A. B., University of Washington; Louisiana State University; Ph. D., Ohio State University.

ANNA E. LINDBLOM, A. M.
A. B., A. M., Iowa State University; University of Minnesota; School of Speech, Oxford, England.

ZACK YORK, A. B.
A. B., Western Michigan College of Education; Yale University, School of the Theatre.

The Department of Vocational Aviation Mechanics

ELMER C. WEAVER, A. M.
B. S., A. M., Teachers College, Columbia University.

WAYNE G. BLAISDELL, A. B.
A. B., Western Michigan College of Education.

JOSEPH W. GIACHINO, A. M.
B. S., Wayne University; A. M., University of Detroit.

GEORGE R. MILLER
Western Michigan College of Education.

HARRY R. WILSON
Western Michigan College of Education.

The Alumni Secretary

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

The Campus Training School

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

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

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

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

CORA EBERT, A. M.
A. B., Iowa State Teachers College; A. M., Columbia University; University of Akron; University of Iowa; University of California; University of Munich.

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

ELIZABETH L. McQUIGG, A. M.
B. S., A. M., Teachers College, Columbia University.
FRANCETTA E. PETERS, R. N.
Graduate St. Camillus School of Nursing, Borgess Hospital; Registered Nurse, Michigan; Nazareth College.

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

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

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

LOUISE F. STRUBLE, A. M.
B. S., Western Michigan College of Education; A. M., The University of Chicago; Chicago School of Applied Art; Michigan State Normal College; Pennsylvania State College; The Art Institute of Chicago.

CLELLA STUFFT, A. M.
A. B., University of Nebraska; A. M. Teachers College, Columbia University; The University of Chicago; University of Oregon.

The Library

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

MARGARET A. BRADFORD, B. S., Orders and Accessions
B. S., Western Michigan College of Education.

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

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

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

PHOEBE LUMAREE, A. B., Catalog
A. B., Western Michigan College of Education; B. S., Simmons College School of Library Science; Lake Forest College; Columbia School of Library Service.

JOYCE A. MCINTYRE, A. B., Circulation
A. B., Western Michigan College of Education.

PAUL L. RANDALL, A. B., Circulation
A. B., Western Michigan College of Education; B. S., in Library Science, University of Illinois.

ROBERT H. SPINDLES, A. B., Reference
A. B., Michigan State College; B. S. in Library Science, University of Illinois.

Union Building

Cornelius B. MacDonald .................. Manager
Grace E. Moore .......................... Manager, Cafeteria
Louise Aldrich .......................... Clerk
Roseanna Smith .......................... Clerk

Lavina Spindler Hall

Mrs. Gladys C. Hansen .................. Director; Assistant Dean of Women
Helen Merson .......................... Counselor
Pearl M. Zanes .......................... Counselor
# Faculty

**Henry B. Vandercook Hall**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>J. Towner Smith</td>
<td>Director</td>
</tr>
<tr>
<td>Mrs. J. Towner Smith</td>
<td>House Mother</td>
</tr>
<tr>
<td>Harry Hefner</td>
<td>Counselor</td>
</tr>
<tr>
<td>Charles R. Starring</td>
<td>Counselor</td>
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</table>

**Walwood Hall**

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Mrs. Florence Tyler</td>
<td>Director</td>
</tr>
<tr>
<td>Carrie Stoeri</td>
<td>Counselor</td>
</tr>
</tbody>
</table>

**The Offices, Etc.**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>John C. Hoekje</td>
<td>Registrar</td>
</tr>
<tr>
<td>Louise Aldrich</td>
<td>Clerk, Union Building</td>
</tr>
<tr>
<td>Katherine Belden</td>
<td>Clerk, Health Service</td>
</tr>
<tr>
<td>Eva Carlile</td>
<td>Clerk, Psycho-Educational Clinic</td>
</tr>
<tr>
<td>Jean DeKoning</td>
<td>Clerk, High School Office</td>
</tr>
<tr>
<td>Jannette Downs</td>
<td>Bookkeeper</td>
</tr>
<tr>
<td>Blanche Draper</td>
<td>Publicity</td>
</tr>
<tr>
<td>Homer M. Dunham</td>
<td>Publicity</td>
</tr>
<tr>
<td>Eva Falk</td>
<td>Recorder</td>
</tr>
<tr>
<td>Margaret Feather</td>
<td>Secretary to the Dean of Men</td>
</tr>
<tr>
<td>Miriam Firestone</td>
<td>Clerk, Campus Store</td>
</tr>
<tr>
<td>Marie L. Foster</td>
<td>Clerk, Education Office</td>
</tr>
<tr>
<td>Ardyce Goldsworth</td>
<td>Clerk, Administration Office</td>
</tr>
<tr>
<td>Bernice Hesselink</td>
<td>Financial Secretary</td>
</tr>
<tr>
<td>Edna Hirsch</td>
<td>Clerk, Administration Office</td>
</tr>
<tr>
<td>Arletta Holton</td>
<td>Clerk, Records Office</td>
</tr>
<tr>
<td>Betty Jane Ippel</td>
<td>Clerk, High School Office</td>
</tr>
<tr>
<td>Lloyd Jesson</td>
<td>Secretary to the President</td>
</tr>
<tr>
<td>Eleanore Linden</td>
<td>Secretary, Training School</td>
</tr>
<tr>
<td>Helen McKinley</td>
<td>Secretary, Graduate Division</td>
</tr>
<tr>
<td>Mary Louise Maher</td>
<td>Clerk, Records Office</td>
</tr>
<tr>
<td>LeRoy Myers</td>
<td>Receiving Clerk</td>
</tr>
<tr>
<td>Hester Pellegrum</td>
<td>Secretary to the Registrar</td>
</tr>
<tr>
<td>Virginia Reva</td>
<td>Clerk, Student Personnel and Guidance Office</td>
</tr>
<tr>
<td>Lucille Sanders</td>
<td>Secretary, Rural Department</td>
</tr>
<tr>
<td>Alice Smith</td>
<td>Secretary, Placement Bureau</td>
</tr>
<tr>
<td>Helen E. Smith</td>
<td>Clerk, Records Office</td>
</tr>
<tr>
<td>Leah Smith</td>
<td>Secretary, Extension Division</td>
</tr>
<tr>
<td>Roseanna Smith</td>
<td>Clerk, Union Building</td>
</tr>
<tr>
<td>Carrie Stoeri</td>
<td>Secretary to the Dean of Women</td>
</tr>
<tr>
<td>John Thompson</td>
<td>Manager, Western's Campus Store</td>
</tr>
<tr>
<td>Marian Van Zee</td>
<td>Clerk, Home Economics Department</td>
</tr>
<tr>
<td>Corlys Watkins</td>
<td>Clerk, Records Office</td>
</tr>
</tbody>
</table>

THE FACULTY COUNCIL

1. Members elected
   Terms expire 1943
   Mrs. Bess W. Baker
   Grover C. Bartoo
   Mary Bottje
   Terms expire 1942
   Lofton V. Burge
   Lucia C. Harrison
   Russell H. Selbert
   Terms expire 1941
   William R. Brown
   Roy C. Bryan
   Paul Rood

2. Members appointed
   Terms expire 1941
   Walter G. Marburger
   Gerald Osborn
   Bess L. Stinson

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

FACULTY COMMITTEES

Summer Session, 1942

1. Curricula—Bartoo, Hoekje, Seekell, Shilling
2. Freshman Counselors and Enrollers
   Cooper
   Mason
   Charles Smith
   Hanna
   Weaver
3. Friendship ........................................... Cooper, Master
4. Graduate Council .......... Wilds, Blyton, Brown, Kercher, Osborn, Sangren
5. Scholarship ....................... Hoekje, Carter, Davis, Ellis, Hansen
6. Placement ......................... Burge, Carter, Cooper, Davis, Mason, F. W. Moore
7. Social Life ......................... Davis, Brown, Hansen, MacDonald, Slusser
8. Student Activities .............. C. Smith, Ackley, Davis, Hansen, T. Smith

Note.—In each case the person whose name appears first is the chairman of the committee.
General Information

PURPOSE

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

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

HISTORY

Summer sessions of six weeks' duration have been conducted since the foundation of Western Michigan College of Education in 1904. In the summer of 1941, 996 undergraduates and 179 graduates were enrolled; 12 limited certificates were granted; and 43 degrees involving state provisional certificates and 76 general degrees were conferred. In addition, 12 provisional certificates were granted students who previously had earned degrees. Steady attendance indicates that these sessions have been found of distinct service to prospective and experienced teachers.

THE THIRTY-NINTH SUMMER SESSION

The thirty-ninth summer session will open June 22 and continue until August 21. There will be two parallel sessions, both beginning on June 22: the six weeks' session will close August 1; the nine weeks' session will close August 21. Unless otherwise specified, courses run for six weeks only. However, if there is a demand, some of these six weeks' courses will be offered as intensive courses during the last three weeks. Students will be enrolled and classified on Monday, June 22. Instruction will begin in all classes on Tuesday, June 23. The majority of the instructors will be members of the regular staff. Departments so arrange their work that it is possible for students to pursue sequences from summer to summer.

LOCATION

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

The site of the college is one of unusual beauty. Five of the buildings stand upon a hill, which rises a hundred feet above the broad plain of the old glacial Lake Kalamazoo, where are now the celery fields and much of the business and residence part of the city, and through which flows the Kalamazoo River. From the hilltop on clear days can be obtained a pleasing panoramic view, eastward and northeastward, over the wooded city in the
bottom lands, to the broken moraine of the Saginaw-Michigan ice lobes. To the west of the hilltop is the old drainage valley of the once large and vigorous Arcadia Creek, along which now runs the main line of the Michigan Central Railroad. In this depression are the Hyames Base Ball Field, the Waldo Stadium, the Men's Gymnasium, the Industrial Arts Building, the Mechanical Trades Building, and classroom buildings.

The city of Kalamazoo has a population of approximately 60,000, dependent upon the business growing out of the rich surrounding farming country, the celery fields within and adjacent to it, the widely known paper mills, and a diversity of other manufacturing industries. The exceptionally pure water supply is obtained from artesian wells that tap the deep glacial gravel beds of the old Kalamazoo Valley.

BUILDINGS AND MATERIAL EQUIPMENT

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

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

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

   The Men's Gymnasium was erected in 1928. Its size and equipment make possible adequate training of varsity basketball and indoor-track teams, the preparation of physical directors and athletic coaches, and the carrying out of an intramural program of physical education and competitive sports during the winter. Between 3,500 and 4,000 people may be seated around the varsity court. There is a regulation basket-ball floor, with three cross courts for intramural purposes; a fourteen-lap running track; a vaulting and jumping pit; two handball courts; and a dirt floor area for the training of hurdlers, shot putters, and vaulters, and for the early work of the baseball battery men; exercise rooms; wrestling and boxing rooms; and equipment for callisthenic apparatus work. There are also offices, classrooms, and locker rooms.

   Tennis Courts. There are now ten courts available for students. These furnish opportunity for personal, class instructional, and inter-class and inter-collegiate competition.

   Track. Around the football field, inside Waldo Stadium, runs an eight-lane, quarter-mile cinder track. The straightaway is 220 yards long. There is also adequate space for training for the several field events.

   Waldo Stadium. Waldo Stadium was dedicated November 4, 1939. Two concrete stands, each capable of seating 7,500 people and reaching from goal line to goal line, provide seating capacity for football enthusiasts, as well as for attendants at community functions. Surrounding the southeast stand is a modern press box, outfitted in most approved manner. Beneath the northwest stand are locker rooms, officials' rooms, coaches' rooms, squad headquarters, training rooms, and concession stands.

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

4. The Industrial Arts Building is a modern fireproof brick building and has over 150,000 square feet of working area. Recent changes and improvements have modernized most of the shops. The drafting room is a large shop with north and west light exposure. It has all needed equipment for drafting and for duplicating finished work. A modern print shop contains
BUILDINGS

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every major type of printing equipment. It has two intertype and one linotype machines, platen and cylinder presses, a saw trimmer, a stereotype casting machine, machinery for binding, and modern cases and stands. The machine shop is equipped to do every kind of machine metalwork. Lathe, shapers, milling machines, grinders, electric welding equipment, heat treating equipment, etc., are part of the standard equipment. The sheet-metal shop has equipment for beginning and advanced work in sheet-metals. A recent development at Western is the establishment of a general shop for experimental purposes. The shop contains units in woodworking, metalworking, electrical work, and drawing. There are two woodworking shops in which facilities are available for both hand and machine work. Recent additions of new machines have increased the usability of these shops. The farm shop provides for every basic need that occurs in teaching shop in rural areas.

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

The library consists of 55,331 volumes, arranged according to the decimal classification and indexed by a card catalog of the dictionary type. There are 81 complete files of periodicals; 338 periodicals and 8 newspapers were subscribed for during the current year.

(Upon the payment of a small fee students are also accorded the services of the efficient staff of the Kalamazoo Public Library and the use of its collection of 134,104 volumes.)

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

6. The Mechanical Trades Building, constructed largely from a donation by the W. E. Upjohn Unemployment Trustee Corporation, was completed in the early fall of 1941. This is a two-story building of brick and stone with a total floor space of 20,000 square feet. Housed in the building are shops and classrooms providing facilities for training in the various trades related to aviation mechanics, including welding, sheet-metal work, engine assembly and repair, airplane assembly and repair, aircraft radio, painting, and machine shops. This building is primarily the home of the young men in training as licensed aviation mechanics.

7. The Science Building adequately houses a number of departments.

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

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

The Kleinstueck Wild Life Preserve, as well as other interesting localities in the region, including the campus itself, furnishes abundant material for field
studies in the biological sciences. The Kellogg Bird Sanctuary and the Wolf Lake Fish Hatchery are within easy driving distance.

A commodious greenhouse was added to the equipment of the department in 1940. This is stocked with more than two hundred species of plants from all parts of the world, and affords excellent facilities for illustrating biological principles as well as for preparing classroom material.

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

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

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

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

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

8. The Lavina Spindler Hall for Women, providing housing for one hundred and ninety-three students, was dedicated in 1940. It is situated on a hill, to the general contour of which the exterior and interior architectural design of the hall conforms.

Upon entering the building the visitor finds himself in a most attractive lobby, with a large mural on either side, and pillars with circular benches, all done in an effective green and coral color scheme. The terrace, which affords a view of the valley to the north and west, circles the curve of the entrance hall and may be approached from the dining room on the west and the living room on the east as well as from the lobby. There are three attractively and individually furnished reception rooms and the office adjacent to the main hall.

In the living room east of the lobby the large mural above the fireplace, typifying strength and unity of the group, presents the circular theme, in harmony with which the furnishings of the room are arranged. Blue is the predominating color contrasted with coral and yellow green. To the west of the lobby is located the large dining room with windows on three sides, where seating accommodations are provided for residents and their guests. The dining room also contains a large circular table for special parties.

Special facilities available to the student include: a large, attractive recreation room furnished with piano, ping-pong table, and card tables and chairs; two music practice rooms; and a laundry equipped with stationary tubs, clothes driers, ironing boards, shampoo basins, and hair dryers. Three kitchenettes and two sunrooms afford the opportunity for social gatherings and "spreads." On the ground floor, adjacent to the nurse's room, is located the infirmary providing accommodations for two persons.

Maple furniture, including single beds, dressers or dressing tables, shelves, a large desk, two straight chairs and an easy chair, is used in all student rooms. A lamp and harmonizing or contrasting draperies complete and add color to the room. Each girl is provided with one blanket, a pillow, a bed-
spread, sheets, and a pillow case. With the exception of seven singles, all rooms accommodate two girls.

9. The Student Health and Personnel Building, erected in 1939, is a three-story structure, 150 feet long and 42 to 50 feet wide, located on the east side of Oakland Drive, just north of the entrance driveway. Its purpose is to house the Health Service and certain student-personnel activities of the college. The Health Service department includes offices, examining rooms, treatment rooms, and infirmary rooms. The building also contains offices for the Dean of Men, the Dean of Women, the chairman of the Department of Education, the director of the Division of Personnel and Guidance, and the Freshman Counselors; quarters for the psycho-educational clinic, the speech correction clinic, and the psychological laboratory; and classrooms for instruction in health, education, and psychology. The text-book library and the radio broadcasting studio are located in this building.

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

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

10. The Theatre is a new building completed in the early part of 1942 as an original unit of a fine-arts building. This building contains an auditorium with a seating capacity of 350, a main lobby, two classrooms, dressing rooms, offices, a workshop, and rehearsal rooms. The building is of brick and stone exterior, two stories in height, with an over-all area 64 feet in width and 116 feet in length. In this building all play-production work, small concerts, lecture engagements, etc., connected with the college, are held.

11. The Training Schools of Western Michigan College of Education are unique in that they include a wide range of typical schools: a one-room rural school, a consolidated school, a township-unit school, a large village school, a city graded school, and a high school—thus approximating the types of schools students may expect to work in after graduation. These schools give the student an opportunity for observation of and directed teaching in any subject and in any grade from kindergarten to the twelfth grade inclusive. Transportation to the outlying schools is afforded by the college busses.

The Campus Training School includes a kindergarten; a room each for grades one to eight; a library; a gymnasium; and special rooms for art, music, and home economics. The grade rooms center about an open light-well, forming a rotunda, with a stage for assemblies. Enrollment is by application; new pupils are accepted from a waiting list when vacancies occur. Owing to the large demand for admission, only pupils of normal grade-age are accepted; no room for retarded pupils is maintained on the campus.

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

The Hurd One-Teacher Rural School on West Main Street is housed in a new building, equipped with electric lights, running water, an extra room for directed teaching, and a basement community room with a stage, which may be used for indoor play.
The Paw Paw Large-Village School, organized on the six-three-three plan, is one of the best of its kind. Western Michigan College of Education and the Paw Paw Board of Education unite to make this school a progressive one in every particular. All elementary grades, junior- and senior-high schools, and special departments are included, and the best types of modern equipment are used. There are at present twenty-nine faculty members.

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

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

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

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

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

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

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

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

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

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

ADMISSION

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

REQUIREMENTS FOR ADMISSION

Adopted by the State Board of Education at its meeting December 21, 1934. A graduate of a four-year high school accredited by the University of Michigan will be admitted to Western Michigan College of Education, provided that he is recommended by the principal of the high school and that he meets conditions indicated below.

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

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

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

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

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

A major sequence is formed by adding to this minor sequence one or more units from the following:

- Advanced algebra ½ or 1 unit, solid geometry ½ unit, trigonometry ½ unit, *physics 1 unit.

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

*Physics 1 unit
Chemistry 1 unit
Botany 1 unit

Zoology 1 unit
Biology (Botany ½ unit and Zoology ½ unit) 1 unit

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

*Note.—Effective with the first semester, 1940-1941, students recommended unqualifiedly by their principals from high schools participating in the State "experimental plan" have been admitted without regard to the particular pattern of secondary-school credits they presented.
Ancient History 1 unit
**European History 1, 1½, or 2 units
***American History ½ or 1 unit
**American Government ½ unit
***Economics ½ unit

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

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

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

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

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

High-School Credentials Should be Sent in Advance

Prospective students are urged to send their high-school credits to the registrar in advance, that there may be no delay when they present themselves for registration and enrollment.

Requests for filing of entrance credentials should be addressed to the principal of the high school from which the student was graduated.

Transferred Students

Western Michigan College of Education accepts from other regularly accredited institutions students with advanced standing. They are required to have had mailed to the registrar, in advance, official transcripts of their credits, including statements of honorable dismissal. Students entering by transfer are required to maintain at least a C average while in residence, and, in addition, to remove any deficiency in honor points which may be involved.

The maximum amount of credit which may be accepted from a junior college is 60 semester hours.

College-Ability Tests

Standard intelligence and achievement tests are required of each student upon entrance. This applies not only to freshmen but to upper classmen as well. The results of these tests are not used as a part of the entrance qualifications, but are of service in advising students regarding their scholastic work. Credits will be withheld from students for whom there is no record of such tests taken at this institution.
The qualifying examinations are used to predict the student's ability to do satisfactory academic work. These tests are also measures of the student's ability to read and interpret content material at the college level. The ability to use language is the criterion for the predictions and interpretations of the tests. These examinations do not deal with specific subject-matter areas, and no intensive preparation should be made on the part of the examinee.

**Transient Students**

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

**CREDIT RELATIONS WITH OTHER COLLEGES AND UNIVERSITIES**

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

Admission to graduate schools is granted to students completing a four-year curriculum who have made their elections of courses conform to the requirements of such schools. Western Michigan College of Education is fully accredited by the American Association of Teachers Colleges and by the North Central Association. The college is also on the approved list of the Association of American Universities.

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

Schools and boards of education desiring transcripts of records of Western Michigan College of Education students should furnish, together with their request, as much of the information indicated as possible.

**EXPENSES**

**Tuition Fees**

**A. Resident Students**

Resident students of Michigan who enroll for the summer session will pay tuition as follows: one, two, or three semester hours, $3.00; four, five, or six semester hours, $6.00; seven or more semester hours, $9.00.

**B. Non-Resident Students**

Non-resident students who enroll for the summer session will pay tuition as follows: one, two, or three semester hours, $5.00; four, five, or six semester hours, $10.00; seven or more semester hours, $15.00.

**RESIDENCE REQUIREMENTS**

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

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

The residence of wives shall follow that of their husbands.

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

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

Miscellaneous Fees

Students enrolled in six weeks' courses will pay a fee of $12.00 for the support of student activities, health service, student union, library purposes, subscription to the Western Michigan Herald, etc.

Students enrolled in nine weeks' courses will pay a fee of $13.25 for the support of student activities, health service, student union, library purposes, subscription to the Western Michigan Herald, etc.

Students enrolled in both six weeks' and nine weeks' courses will pay a miscellaneous fee of $13.25.

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

Graduation Fees

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

Late Enrollment Fee

By action of the State Board of Education, all students who enroll after the opening day, June 22, will be charged an additional fee of $2.00.

Auditor's Fees

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

Refunds

1. No refund of fees will be granted unless applied for within one month after withdrawal.

2. A student who withdraws not more than one week after registration will be entitled to a refund of the entire fee.

3. A student who withdraws more than a week and less than two weeks after the beginning of the session shall be entitled to a refund of one-half the fee.

4. A student who withdraws more than two weeks and not later than three weeks after the beginning of the session will be entitled to a refund of forty per cent of the fee.

5. No refunds will be made for withdrawal after the third week of a summer session.
ESTIMATE OF NECESSARY EXPENSES

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

<table>
<thead>
<tr>
<th>Expense</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room (one-half of a double room)</td>
<td>$15.00 to $18.00</td>
</tr>
<tr>
<td>Board</td>
<td>$27.00 to $36.00</td>
</tr>
<tr>
<td>Laundry</td>
<td>$0.00 to $5.00</td>
</tr>
<tr>
<td>Textbooks and supplies</td>
<td>$8.00 to $12.00</td>
</tr>
<tr>
<td>Incidents</td>
<td>$8.00 to $12.00</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>$17.75 to $18.00</td>
</tr>
</tbody>
</table>

Total for 6 weeks: $75.75 to $101.00

THE COLLEGE CAFETERIA

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

The Cafeteria hours are:

- Breakfast: 7:00 A.M. to 9:00 A.M.
- Lunch: 11:00 A.M. to 1:15 P.M.
- Dinner: 5:00 P.M. to 6:30 P.M.
- Sundays: 12:00 M to 2:00 P.M.

Students may purchase $5.50 Meal Tickets for $5.00.

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, will be open for the summer session. Students desiring to live there should correspond with the office of the Dean of Men.

HOUSING FOR WOMEN

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

Walwood Hall Residence for Women and Lavina Spindler Hall for Women will be open for the summer session. Students desiring to live in either dormitory should correspond with the office of the Dean of Women.

ACCOMMODATIONS

For the summer session, 1942, in the residence halls.*

Lavina Spindler Hall—Residence for Women

(Open for 6 weeks session only)

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room only</td>
<td>$18.00</td>
</tr>
<tr>
<td>Double rooms (each person for six weeks)</td>
<td>$18.00</td>
</tr>
<tr>
<td>Double rooms rented as single for 6 weeks</td>
<td>$24.00</td>
</tr>
</tbody>
</table>

*Note.—Rooms for the special three weeks' summer session to be held from August 3 to August 21 will be available in Walwood and Vandercook Halls at $3.00 per week for a double room and $4.00 per week for a double room rented as a single room.
Walwood Hall—Residence for Women
(Open for 9 weeks session)

Room only
Double rooms (each person for 9 weeks) $27.00
Double rooms rented as single for 9 weeks 36.00

Henry B. Vandercook Hall—Residence for Men
(Rooms available for either 6 or 9 weeks sessions)

Room only
Double rooms (each person for 6 weeks) $18.00
Double rooms rented as single for 6 weeks 24.00
Double rooms (each person for 9 weeks) 27.00
Double rooms rented as single for 9 weeks 36.00

For information and reservations for men, write to Mr. Ray C. Pellett, Dean of Men.
For information and reservations for women, write to Mrs. Bertha S. Davis, Dean of Women.

All applications must be accompanied by a five-dollar deposit fee, an amount which is kept as a guarantee fund against damage to room and furnishings. This is to be refunded in full, if the application for summer residence is cancelled before June 1.

This deposit is returned to the resident in full at the end of the summer session, provided there is no outstanding account with the college.

EMPLOYMENT FOR MEN AND WOMEN

Students interested in earning money with which to pay in part their expenses will be given advice and detailed information upon application. Students whose point-hour ratio is less than .8 are not eligible for campus employment. Off-campus employment for students is handled through the offices of the Dean of Men and the Dean of Women.

STUDENT WELFARE

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

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

REGISTRATION, CLASSIFICATION, ETC.

GENERAL INSTRUCTIONS FOR ENROLLMENT

Enrollment for the summer session will occur on Monday, June 22. A circular giving detailed information relative to registration may be obtained at the Information Desk in the Women's Gymnasium or at the Administration Office.
STUDENT PERSONNEL AND GUIDANCE SERVICES

During the regular year both freshmen and upperclassmen are assigned to counselors for advice and counsel in planning their academic schedules. Such services are also available for students of the summer session upon application to the Director of Student Personnel and Guidance.

Departmental advisers give careful assistance to students on content of majors and minors; on proper sequences of courses; and on other matters relating to the subjects taught in the various departments. Students are urged to avail themselves of the services of the departmental advisers whose names, locations, and office hours will be found listed in the Summer Session Schedule of Classes.

CLASSIFICATION OF STUDENTS

Students at Western Michigan College of Education are classified officially as follows:

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

The above classification relates to eligibility for participation:

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

CREDIT IN SEMESTER HOURS

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

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

1942 SUMMER SESSION

Official Plan for Scheduling Classes
Both Regular and Accelerated Groups

<table>
<thead>
<tr>
<th>I. SIX WEEKS SESSION</th>
<th>II. NINE WEEKS SESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit in Semester Hours</td>
<td>1</td>
</tr>
<tr>
<td>Credit in Semester Hours</td>
<td>1</td>
</tr>
<tr>
<td>Class Meets Times Weekly</td>
<td>3</td>
</tr>
<tr>
<td>Class Meets Times Weekly</td>
<td>2</td>
</tr>
<tr>
<td>Length of Recitation Period (Minutes)</td>
<td>50</td>
</tr>
<tr>
<td>Length of Recitation Period (Minutes)</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Periods</th>
<th>Class Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>First........... 8:00 - 9:50</td>
<td>First........... 8:00 - 9:50</td>
</tr>
<tr>
<td>Second........... 10:00 - 11:50</td>
<td>Second........... 10:00 - 11:50</td>
</tr>
<tr>
<td>Lunch Hour........ 11:50 - 12:30</td>
<td>Lunch Hour........ 11:50 - 12:30</td>
</tr>
<tr>
<td>Third............ 12:30 - 2:20</td>
<td>Third............ 12:30 - 2:20</td>
</tr>
<tr>
<td>Fourth........... 2:30 - 4:10</td>
<td>Fourth........... 2:30 - 4:10</td>
</tr>
</tbody>
</table>
SIGNIFICANCE OF COURSE NUMBERS

I. Course Numbering and Availability

1. Courses numbered
   a. 100-199, inclusive, are primarily for freshmen;
   b. 200-299, inclusive, are primarily for sophomores;
   c. 300-399, inclusive, are primarily for juniors and seniors;
   d. 400-499, inclusive, are for graduate courses open both to seniors and to graduate students;
   e. 500-599, inclusive, are for graduate courses open only to graduate students.

Note.—The numbers in parentheses following the courses referred to in d and e above are the numbers of these courses in the University of Michigan catalog.

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

II. Explanation of Numbering

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

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

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

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

5. All consecutive courses are numbered sequentially.

6. Numbers 300-302 inclusive are reserved for courses which are offered in departments other than the Department of Education but which are given credit in education, the so-called "professional" courses. To these numbers the letter "T" is added.

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

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

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

10. To the number of a course available by correspondence there is added "Co."
THE STANDARD CLASS LOAD FOR THE SUMMER SESSION

No student may take more than ten semester hours, nor less than four, without special written permission from the registrar.

EXTRA HOURS

No student may enroll for more than 10 semester hours of work without the permission of the Scholarship Committee.

Students may make application for an extra hour by securing an application blank at the Records Office and following the directions printed thereon. Only in exceptional cases is permission granted to carry extra hours during the first semester in residence. It is deemed more desirable for a student to do work of a high grade of excellence with a normal class load than to take extra studies with mediocre success.

SUB-MINIMUM LOAD

Students desiring to carry less than four semester hours during the summer session must make application on the regular blanks provided for that purpose. These can be secured from the registrar.

IDENTIFICATION PHOTOGRAPH

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

RULES RELATING TO EXAMINATIONS

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

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

MARKING SYSTEM

Each course receives one grade, which combines the results of class work and tests. Grades are indicated by letters, to each of which is given a certain value in honor points.

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

*Note.—For Directed Teaching only.
The mark I means that the student has not finished the work of the course, because of illness, unsatisfactory work, or for some other cause, and that he may be given opportunity to complete it. I's must be removed during the next succeeding semester (except when the student does not return, and then within one year) or they automatically become E's.

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

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

WITHDRAWALS FROM COURSES

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

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

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

SCHOLARSHIP INDEX

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

STANDARD FOR GRADUATION

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

LOW SCHOLARSHIP LIST

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

HONORS IN COURSE

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

Recipients of honors receive their degrees:

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

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

ADVANCED PROFESSIONAL COURSES OF INTEREST TO EXPERIENCED TEACHERS AND ADMINISTRATORS

The Department of Education announces several courses of special interest to experienced teachers who desire training for supervisory and administrative work. Details of these courses are given on pages 84 to 86. Various departments offer courses dealing with the teaching of their particular subjects.

SPECIAL SUMMER SESSION PROGRAM IN TRAINING FOR GUIDANCE

In the present national emergency, there is need as never before for an increased efficiency on the part of school administrators and teachers for the guidance of youth. For this reason, Western Michigan College of Education is providing special opportunities this summer for training educators for their guidance responsibilities through courses in guidance, guidance workshop, guidance clinic, and guidance conferences.

THE ALUMNI ASSOCIATION

The Western Michigan College of Education Alumni Association was organized June 19, 1906, by the graduates of the first two classes of the college. Thirty-seven classes are now associated in the organization with a total membership of more than 16,000. The Alumni Secretary’s office is in the Administration Building. In this office information regarding any alumnus or alumna may be obtained. The Kardex filing system is used; it affords an accurate method of referring to the alumni directory.

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

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

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

ART COLLECTION

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

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

BUREAU OF EDUCATIONAL MEASUREMENT AND RESEARCH

The Bureau of Educational Measurement and Research of Western Michigan College of Education has been established for a three-fold purpose: (1) to direct and coordinate the measurement and research activities of the training schools and the college; (2) to aid in the more adequate preparation of teachers for participation in measurement work; (3) to aid schools and school systems of the state in carrying forward testing programs and experimental work. The Bureau has on hand a large number of intelligence and educational tests to serve as sample and informational material. It answers questions relative to measurement and research activities; it carries on statistical work necessary to answer questions relative to educational problems; it edits bulletins of information concerning educational problems; it conducts the intelligence examinations of students of the college; it sends representatives to visit schools and school systems that wish to begin testing work to instruct the teachers, to demonstrate the methods of testing, and actually to conduct mental-educational surveys.

THE COLLEGE COOPERATIVE STORE

Western's Campus Store exerts every effort to keep adequate stocks of all supplies needed by students for class work, as well as many other items for their convenience.

COUNTY COMMISSIONERS' SUMMER CONFERENCE

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

CREDIT FOR BAND, CHOIR, GLEE CLUB, AND ORCHESTRA WORK

1. A maximum of two semester hours of academic credit annually is given for one year's regular participation in each of the following activities: Band, Glee Club, Orchestra, and Auxiliary Choir.
2. Eight semester hours of academic credit is the maximum allowed for participation in any of the four activities indicated.
3. A grand total of not to exceed twelve semester hours of academic credit is allowed for participation in the four activities noted.
4. Participation in Band may be substituted for physical-education credit. In such cases participation in the Band for one semester is substituted for two and one-half class hours in physical education. (A class hour is to be interpreted to mean one hour of class work for one semester.)
5. Official enrollment cards must bear notations of the work in music the student wishes to carry. Semester-hour values must be indicated.
EXTENSION DIVISION

Through the Extension Division, Western Michigan College of Education offers opportunities to study for credit in absentia to capable students who are unable to be in residence. Such non-residence credit, when combined with residence credit earned during a regular semester or a summer session, is accepted on certificate and degree-curriculum requirements.

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

Residence and extension work are not to be carried simultaneously.

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

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

HEALTH SERVICE

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

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

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

1. Medical examinations and conferences
2. Dental examinations and conferences
3. Consideration (and often care) of emergencies
4. Consultory service for student problems
5. Scheduled clinics: dental, orthopedic, skin
6. Daily observation and care in wards at Health Service
7. Infirmary care for short-time, noncommunicable cases; a nominal charge is made for over-night care.
8. Hospitalization at rates especially advantageous
9. Laboratory services and clinical tests to determine disease
10. Reports to home physicians and dentists.

It is most important that each student completing college be in as perfect health as possible. The position to which he goes expects it.

THE HERALD

The Western Michigan Herald is the student-published weekly paper of the college. It is issued each Thursday. It chronicles the important activities of the college as well as those of the student body. Every student and faculty member is entitled to a free copy.

The Herald staff has its headquarters in Room 12, Administration Building.

KLEINSTUECK WILD LIFE PRESERVE

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

A fourteen-year-old stand of pines covers portions of the area, while other portions are occupied by hardwood forest.

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

**ORCHESTRA**

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

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

**PLACEMENT BUREAU**

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

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

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

In addition to serving the teaching graduates of Western the service is also extended to the General Degree people who prefer positions other than teaching. Each year presents a greater demand on the Bureau for well trained people who desire positions other than teaching.

All undergraduates are urged to enroll with the Placement Bureau before graduation even though they do not desire help in securing a position at that time. In many cases students who have been out for two or more years find that they desire help in securing a position.

**PSYCHO-EDUCATIONAL CLINIC**

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

**RURAL EDUCATION**

To those who enjoy working cooperatively with their fellow co-workers in a potentially flexible organization, rather than as cogs in the great impersonal set-up which a large system necessitates; to those who enjoy working in a community small enough that they may know intimately the family and community influences bearing upon their pupils, in a community small enough that they may be activating forces; and to those who prefer positions in which they are left to their own initiative, with a minimum of restriction from administration, supervision, and tradition, rural positions are particularly attractive. To those who seek to capitalize upon their rural home and community backgrounds and thus be the better able to understand, interpret, and serve in similar communities; to those who prefer serving in a field full of challenges where they may give unstintingly of their best efforts in helping to overcome the dearth in both quantity and quality of leadership present available; and to those who desire to become of ever-increasing influence for the betterment of life and living conditions in town and country communities, rural positions are especially challenging.

The need for well-prepared teachers for rural—one-teacher, consolidated, and village—schools, teachers who see the rural community as something more than the proving ground of their profession, is urgent. Professionally prepared superintendents, principals, county school superintendents, and supervisors or helping teachers are imperative in any program of rural school betterment.

A service, as essential in war time as in peace time, is in jeopardy; for the one-half of the nation's future citizenry—37½ percent of Michigan's—residing in rural communities, there is developing an acute shortage of teachers. During the last decade the number of children in urban enrollments decreased, those from farms increased slightly, and those from rural non-farm areas increased considerably. From all parts of the state by June, 1941, there were calls for rural teachers, calls which became the more frequent and urgent until the first days of the school year. In anticipation of the demand for emergency years—a forecasted national shortage of 50,000 teachers in rural districts for 1942-1943—teachers are being listed in "help wanted" columns of daily newspapers. As in World War I, the shortage will be greatest in rural communities, partly because of the relatively large number of young men who ordinarily teach in rural schools, and partly because of the attraction of the comparatively high—though temporary—wages and the glamor of city life. In the meantime, the rural schools bid fair to lose much of the gains made slowly and against great odds in the last twenty years. For those who would enjoy teaching in smaller schools or smaller school systems—rural includes the schools of both the open country and centers of less than 2500
in population—there are assured opportunities for employment and service. The state has shown its interest in this field by offering to recommended students scholarships of tuition for two years of work in the rural curricula of the state colleges of education.

All too many are aware of the handicaps under which rural schools work, such as limited equipment and meager salaries, but these are sensitive to rising professional standards of rural teachers and rural educational leadership in general. All too few are aware of the progress rural schools have made, of the natural advantages, both physical and social, which rural schools enjoy, advantages to be found elsewhere only in some of the more expensive private schools.

In keeping with its charter, from the beginning Western Michigan College of Education has offered specialized education for rural teachers, both elementary and secondary. A two-year elementary curriculum leads to a three-year certificate, which permits the holder to teach "in schools not having grades above the eighth". By means of correspondence courses, extension courses, on-campus Saturday classes, and summer sessions, the two-year graduate is given every opportunity and encouragement to complete his degree at the earliest possible time, the more adequately to prepare himself for a very exacting and challenging profession. The two-year curriculum may be completed without penalty for the student wishing later to complete one of the other curricula. Either the four-year elementary or four-year secondary curriculum may be followed under the counsel of the Director of the Department of Rural Education with major attention given to preparation for work in rural communities. In addition to teachers, those preparing to serve rural communities in the several professions and service occupations such as doctors, preachers, nurses, editors, librarians, recreational and cultural leaders in music, art, drama, landscape gardening and the like, as well as those desiring to enter the government services, may find helpful guidance and courses offered in the Rural Department.

The better to acquaint the student professionally with actual school conditions and the relation of school and community, a selected group of rural students is permitted to do practice teaching while in residence for six weeks, each in a one-teacher school district in one of the several counties in the service area of the college. Other rural students have their practice teaching in the Hurd one-teacher school or the Portage consolidated school, both of which are affiliated with the College as training schools. For advanced students, either as members of a seminar or the Country Life Club, frequent opportunity arises to do field work either in rural education or community work. The Country Life Club affords many students social life and experiences in organized activities related to college and community life.

**OPPORTUNITIES IN AGRICULTURAL HIGH SCHOOLS**

To meet the growing demand for teachers of the combination of agriculture, shop, and science in rural-agricultural and other small rural schools, related courses have been organized which will fulfill the requirements for these positions. Courses in agriculture have been supplemented with related courses in other departments.

Special attention is being given to the content of other courses so that they will meet the requirements of rural and small-town high-school teachers. Selections are possible so that credits earned in Western Michigan College of Education may be transferred to Michigan State College and still give a maximum amount of training to teachers in the subjects they may be asked to teach.

For the most able prospective teachers, there is a certain demand and opportunity for unlimited service and leadership in the rural schools of Michigan.
SPECIAL EDUCATION

There are curricula at Western Michigan College of Education in three areas of Special Education. These curricula are for the preparation of teachers of (1) mentally retarded and backward children, (2) occupational therapy, and (3) speech correction. Adequate course offerings and clinical facilities are provided in all of the curricula attempted, plus numerous other courses in collateral fields which are necessary or recommended for special-education students. The curriculum in occupational therapy is taught jointly and cooperatively by Western Michigan College of Education and the School of Occupational Therapy of the Kalamazoo State Hospital. The curriculum in speech correction is conducted in connection with the Speech Clinic of Western Michigan College of Education.

TRAINING SCHOOL FACILITIES

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

VOCATIONAL AVIATION MECHANICS

Western Michigan College of Education prepares students, when licensing requirements are met, for positions as licensed airplane mechanics, licensed engine mechanics, and airplane factory mechanics. When educational qualifications permit, the combination of pilot and mechanic is possible by enrolling in the vocational pilot-training program sponsored by the Civil Aeronautics Administration.

VOCATIONAL HOME ECONOMICS

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

PURPOSE AND CONTROL OF MICHIGAN STATE TEACHERS COLLEGES

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

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

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

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

Objectives and General Scope of Curricula

A. The program of study outlined for the first and second years in the curricula of the Michigan state teachers colleges is organized to serve, among others, the following purposes:

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

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

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

1. To pursue more extensively and intensively courses which acquaint him with the fields of his special interest and which broaden his general education.
2. To pursue a curriculum designed to give him the knowledge and skills necessary for teaching in a specific field.

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

SUBJECT GROUPINGS

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

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

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

Group III. Social Science
   Economics, history, philosophy, political science, sociology

Group IV. Education
   Education (includes methods courses and directed teaching)

Group V. Fine Arts
   Arts, music

Group VI. Practical Arts
   Agriculture, business education, home economics, industrial arts

Group VII. Physical Education and Health
   Health, physical education

DEGREES DEFINED

BACHELOR OF ARTS (AND TEACHING CERTIFICATE)

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

BACHELOR OF SCIENCE (AND TEACHING CERTIFICATE)

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

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

GENERAL DEGREE (WITHOUT TEACHING CERTIFICATE)

Students, who do not have in mind preparation for teaching, may elect basic courses which provide a general education or which satisfy preliminary requirements for other professional curricula. When such a program of work is carried on for four years and conforms to the degree requirements stated on pages 45 to 46, except the professional requirement in Group IV, the degree of Bachelor of Arts or Bachelor of Science may be granted without the teaching certificate.
SECOND BACHELOR'S DEGREE

A graduate of Western Michigan College of Education with the degree of 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 semester hours of residence credit and to satisfy any other specific requirements for the degree.

Degree Requirements

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Hours Required</th>
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<tbody>
<tr>
<td>I</td>
<td>at least 12</td>
</tr>
<tr>
<td>II</td>
<td>at least 12</td>
</tr>
<tr>
<td>III</td>
<td>at least 12</td>
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<tr>
<td>IV</td>
<td>at least 20</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>at least 6</td>
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</table>

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

1. Not more than 40 semester hours may be taken in any one subject.
2. At least two-thirds of the work beyond the second year must be in courses not open to first year students.
3. No candidate is eligible for the Bachelor's degree who has not done at least 30 semester hours of work in residence and who has not been in residence during the semester or summer session immediately preceding graduation. (An exception is made in the combined pre-professional curricula. See page 64).
4. Courses must be selected so that the requirements in some one of the provisional certificate curricula are fulfilled. (This requirement does not apply to the General Degree curriculum, without teaching certificate. See page 63).
5. All degrees include certain requirements of majors and minors.

MAJOR AND MINOR REQUIREMENTS AND REGULATIONS

Requirements

(A major is a sequence of courses totaling a minimum of 24 semester hours; a minor is a sequence of courses totaling a minimum of 15 semester hours. Students may, if conditions permit, elect beyond this minimum up to a maximum of 40 hours offered by any department. The maximum permitted in Groups IV-VII is 60 hours).

1. General Degree (without Teaching Certificate.) The academic training shall include a major and a minor. (See page 63).
2. Bachelor's Degree and State Elementary Provisional Certificate. The academic training shall include four minors, or a major (may be a group major) and two minors. The equivalent of two minors must be in subjects or subject fields taught in the elementary grades.
3. Bachelor's Degree and State Secondary Provisional Certificate. The academic training shall include one major and two minors, in subjects or subject fields in which the applicant expects to teach.

Regulations and Suggestions

1. In the "Details of Departmental Courses," pages 75 to 113, see the introductory statement for each department preceding its description of courses for its approved major and minor course sequences. Students should consult the departmental advisers for approval of their major and minor programs.
2. All secondary students shall be known as "majors" in the fields of selected departments, e.g., Home Economics, Art, Mathematics, English, etc. If a student chooses to elect a major in each of two or more departments, he
will be listed accordingly, e.g., Art and English; Industrial Arts and Mathematics, etc.
3. Decision concerning field of majors must always be made by student before close of sophomore year or beginning of junior year.
4. Decision concerning pursuance of elementary or secondary curriculum must be made by close of freshman year or beginning of sophomore year.
5. It is permissible to use as a “group” major a combination of courses from related departments, as in the several science departments and in the several social science departments, if and as approved by departmental advisers.
6. Group requirements (Groups I, II and III) of the several curricula may be satisfied through the use of major and minor sequences. Likewise short sequential requirements of some of the curricula may sometimes be included as parts of major or minor groupings.
7. 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.
8. Students who wish to major in any of the “special” fields (art, business education, home economics, industrial arts, music, physical education, and special education) are advised to follow the same procedure as indicated in item 1.

Attention is called to the regulation of the State Board of Education* to the “special” fields which lead to certification in both elementary and secondary grades, when the candidate qualifies in both fields. In respect to this, Western Michigan College of Education at present prepares students in the fields of art, music, and physical education for women.

Restrictions
1. It is usually not permissible to use education as a major or minor in any undergraduate curriculum.
2. The following courses are not to be counted as satisfying major and minor requirements:
   a. Required courses in rhetoric (See Group I).
   b. Uniformly required courses in education from Group IV: Human Growth and Development 251, Introduction to Directed Teaching 351, and Directed Teaching, Laboratory in Education, and General Educational Problems 370A, B, C.
   c. Professional courses numbered 300T to 302T. These are courses in teaching school subjects, hence give credit in education.
3. A combination of foreign languages, or of English or American literature with a foreign language, is not permissible. The major or minor must be in one language only.
4. Mathematics may not be combined with Science (Physics, geography, chemistry, biology) for a major or minor sequence.

REQUIREMENTS FOR GRADUATION

Degrees and Certificates
The State Board of Education for the State of Michigan, on recommendation of the president and faculty of Western Michigan College of Education, confers degrees and grants teachers’ certificates as follows:
1. The degree of Bachelor of Arts and the degree of Bachelor of Science.
2. The State Elementary Provisional Certificate, which qualifies the holder to teach for a period of five years from date of issue in the elementary grades (kindergarten to eighth) in any public school in Michigan. (See Note 1.)

*Note.—See State Certificate Code, page 18, paragraph 22.
3. The *State Secondary Provisional Certificate*, which qualifies the holder to teach for a period of five years from date of issue in the secondary grades (seventh to twelfth) in any public school in Michigan, in subjects or subject fields indicated on the certificate. (See Note 2.)

4. The *State Limited Certificate* which qualifies the holder to teach in the State of Michigan for a period of three years from date of issue in any primary-school district or in any graded-school district not maintaining grades above the eighth. (See "Important Directions to Holders of Limited Certificates Based on the Michigan Teachers' Certification Code", page 48.)

**Academic and Residence Requirements for Degrees and Certificates**

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

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

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

4. For the *State Limited Certificate* the candidate shall—
   a. present credits satisfying a prescribed curriculum aggregating 60 semester hours;
   b. have satisfactorily completed in residence in this institution 15 semester hours;
   c. have been in residence in this institution the semester or summer session immediately preceding graduation.

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

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

(b) The candidate must submit satisfactory evidence that he has taught successfully during the life of the certificate for not less than three years in elementary schools in the state of Michigan.
Note 2. The holder of the State Secondary Provisional Certificate may be issued the State Secondary Permanent Certificate provided the candidate shall have met the following conditions:

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

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

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

Note 3. A candidate presenting credits as a graduate of a Michigan County Normal School and who in addition thereto presents entrance credits satisfying the requirements of this institution shall be granted:

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

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

(c) If the candidate for the State Limited Certificate shall have entered as a graduate from a Michigan County Normal School, he shall complete in residence in this institution at least 15 semester hours.

Note 4. Not more than one-fourth of the number of hours necessary for any certificate or degree may be taken in extension or by correspondence or both. Such credit, however, cannot be applied to modify the minimum or final residence requirements.

Note 5. No teacher's certificate will be granted to any person who is less than eighteen years of age.

Note 6. No teacher's certificate will be granted to any person who is not a citizen of the United States or who has not declared his intention of becoming a citizen.

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

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

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

1. The holder of a State Limited Certificate may be issued (five times) a State Limited Renewal Certificate provided the candidate shall have met the following conditions:

(a) Subsequent to the date of issue of the last certificate held, the candidate must have acquired 10 semester hours of credit, of an average grade of "C" or better, earned in an institution or accepted by an institution approved by the State Board of Educa-
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These credits must be applicable toward the requirements of the curriculum prescribed for the State Provisional Certificate eventually desired. Not less than 5 semester hours must be earned in residence; the remainder may be earned in extension study, but of this not to exceed 3 semester hours may be correspondence study credit.

(b) In order to assure that the credits earned toward renewal will apply on the State Provisional Certificate curriculum at the institution where the candidate intends to qualify eventually for that certificate, the candidate should arrange in advance in each case to have his course selections approved by that institution. Also all credits wherever earned should be submitted to that institution for evaluation and by it transmitted to the State Board of Education with recommendations.

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

1. The holder of a County Limited Certificate may be issued (two times) a County Limited Renewal Certificate each valid for two years provided the candidate shall have met the following conditions:

(a) Subsequent to the date of issue of the last certificate held, the candidate must have acquired 10 semester hours of credit, of an average grade of "C" or better, earned in an institution or accepted by an institution approved by the State Board of Education. These credits must be applicable toward the requirements of the curriculum prescribed for the State Limited Certificate and for the State Provisional Certificate. Not less than 5 semester hours must be earned in residence; the remainder may be earned in extension study, but of this not to exceed 3 semester hours may be correspondence study credit.

(b) In order to assure that the credits earned toward renewal will apply on the State Limited Certificate curriculum and on the State Provisional Certificate curriculum at the institution where the candidate intends to qualify for either certificate, the candidate should arrange in advance in each case to have his course selections approved by that institution. Also all credits wherever earned should be submitted to that institution for evaluation and by it transmitted to the State Board of Education with recommendations.

Note.—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.

Additional Regulations Governing Students at Western Michigan College of Education

1. All freshmen must carry Rhetoric 106 A, B.

2. At the end of the sophomore year all students must have had at least six class hours of physical education. (Rural two-year students excepted).

3. In general, freshmen should not elect two courses in a single department in the same semester. No student should elect more than 10 semester hours in a single department in the same semester.

4. All students who expect to receive a degree must present at least 8 semester hours of credit in rhetoric.
5. Not more than a total of 60 semester hours of credit from Groups IV, V, VI, and VII may be accepted for either the Bachelor of Arts or the Bachelor of Science degree.

6. Before being admitted to the regular program of work of the third year, a candidate for a teaching certificate shall have earned at least 8 semester hours in each of the Groups I, II, and III. He shall have maintained at least a C average for work already completed and shall give evidence of his fitness for teaching.

7. To satisfy the minimum requirements in Groups I, II, and III, the student shall not present a series of isolated courses.

8. All students who 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 351, and Directed Teaching, Laboratory in Education, and General Educational Problems 370A, B, C, or the equivalent.

9. A student will not be permitted to carry directed teaching, unless his point-hour ratio is at least 1.0.

10. All students must take the equivalent of six hour lectures in political science. This is a legal requirement.
The Board of Regents of the University of Michigan at its meeting in July, 1938, passed a resolution approving a formal request from the State Board of Education that the University of Michigan cooperate with the four Michigan Teachers Colleges in planning a graduate program of instruction. According to the action, a Graduate Division, organized and administered in cooperation with the University, has been set up at Western Michigan College of Education. All courses given in the graduate division are offered by instructors who have been given the status of graduate lecturer by the Executive Board of the Graduate School of the University. All courses given in the graduate division constitute a part of the regular program of instruction of the University and carry both course and residence credit toward the master's degree. Most courses are strictly of a graduate nature and do not give undergraduate credit. Some courses are open to well-qualified seniors, who are admitted on approval of the Chairman of the Graduate Division.

Graduate courses have been offered by the Graduate Division of Western Michigan College of Education since February, 1939. One hundred fifty-four graduate students attended the summer session of 1939, one hundred seventy-five the summer session of 1940, and 179 attended the summer of 1941. Nearly all graduate courses offered here are two-hour courses. Eleven courses were offered in the summer of 1939, fifteen were offered in the summer of 1940, twenty courses were offered during the 1941 summer session, and twenty-three will be offered in the summer 1942. An attempt is made to keep the work balanced by offering a considerable proportion of the courses in cognate fields, and at the same time by giving all courses in education for which there is a demand.

The courses offered are open, not only to students just entering upon a program of advanced study, but also to those who have already completed some of the work for the master's degree at the University. Such students should ascertain in advance whether the particular courses offered may be included as a part of their master's program.

All degrees are awarded by the University of Michigan. Students taking work in the Graduate Division shall be permitted to complete such requirements for the master's degree as may be satisfied by courses offered in the division. Unless specifically stated otherwise, a minimum of one summer session of full-time work on the campus of the University is required of all applicants for the master's degree. If a student completes as much as three-fourths of the requirements for the degree through courses offered in the Graduate Division, this shall be so indicated on the diploma awarded by the University of Michigan.

Registration for the summer session of the Graduate Division will be on Saturday, June 20, and Monday, June 22, 1942, from 9 to 12 A. M., and from 1 to 4 P. M. All students who enroll later than June 22 must pay in addition to the regular fee a penalty of one dollar for each day of late registration until a maximum penalty of three dollars is incurred.

Registration will take place in the Graduate Division Offices, Room 106, Administration Building.

Classes for the summer session will begin on Tuesday, June 23, and will continue through Friday, August 4 or Friday, August 21, as indicated. All classes meet one hour a day, five days a week, Monday through Friday. All courses give two semester hours' credit. Consult schedule of classes for
instructors, hours, and places of meeting. Prerequisites for a course should be carefully determined by the student before enrolling in the course.

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

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

The fees must be paid in advance, and no student may enter upon his work until after such payment. The fees are as follows:

<table>
<thead>
<tr>
<th>Fee for summer session</th>
<th>Michigan students</th>
<th>Nonresident students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six or more credits</td>
<td>$35</td>
<td>$50</td>
</tr>
<tr>
<td>Four credits</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>Two credits</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>

Students wishing to carry both graduate and undergraduate classes should confer with Dr. Elmer H. Wilds, Director of the Graduate Division, regarding enrollment in the Graduate Division. Enrollment for undergraduate credit should follow the regular plan for undergraduates.

In case of withdrawal, refunds are granted as follows: (1) at the end of the first week, the entire fee; (2) at the end of the second week, one-half of the fee; (3) at the end of the third week, forty per cent of the fee; (4) after the third week, no refund.

Health service and all other non-academic services of the summer session are free to graduate students.

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

All questions regarding room, board, and other living expenses should be addressed to the Dean of Men or the Dean of Women.

The graduate courses for which credit will be given have been selected through cooperation of the Advisory Council of the College of Education and the Graduate Adviser to Colleges of Education from the Graduate School of the University of Michigan.

The privileges of admission are open to students who hold the bachelor's degree, or its equivalent, from schools of recognized standing and who are otherwise qualified to pursue with profit the work offered.

In order to be admitted to the courses offered, the student must comply with the regulations of the Graduate School, which are as follows:

1. Two complete official transcripts of scholastic records to date must be sent to the Graduate School Office in advance of registration. The transcript should specify degrees obtained, courses completed, scholarship grades attained, and the basis of grading. These records are kept permanently on file in the Graduate School Office and in the Office of the Graduate Division.

2. A student who wishes to become an applicant for an advanced degree must indicate in his request for admission to graduate study a field of specialization; a student who is not an applicant for a degree is held to no special requirements, but he must furnish evidence of graduation from a recognized college.

Students who fail to make previous arrangements for admission may submit their credentials to the Chairman of the Graduate Division and be given tentative admission, pending review by the Dean of the Graduate School.
A student should have in view a fairly complete program of studies before enrolling in the courses offered. The Chairman of the Graduate Division will assist the student in formulating such a program and recording it on the Schedule of Study blank which must be reviewed by the Graduate Adviser to Colleges of Education from the University and submitted by him to the Dean of the Graduate School for approval. Alterations in the program, resulting from the dropping or adding of courses, must receive approval in similar fashion.

Twenty-four semester hours of graduate credit chosen with the advice and approval of the University Adviser to Colleges of Education, plus a master's thesis, are required for graduation. Eighteen hours of this graduate credit must be residence credit, earned either at the University or at a Michigan college of education. In certain cases students may apply for the privilege of taking six extra hours of credit instead of writing a thesis. However, this application may be made only after twelve hours of credit have been earned. Of the twenty-four hours regularly required for the master's degree, at least twelve hours of the credit earned must be in courses in which the enrollment is restricted to graduate students only, and at least twelve hours must be earned in full-time attendance during a semester or during two summer sessions. A student must complete his work for the master's degree within six years after his first enrollment in the Graduate School.

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

For details concerning other information, see the Announcements of the Graduate School of the School of Education, University of Michigan, and of the Graduate Division, Western Michigan College of Education; also the booklet, *Graduate Registration and Degrees in Education*, prepared by the School of Education.

Questions not answered by these sources should be addressed to Dr. C. S. Yoakum, Dean of the Horace H. Rackham School of Graduate Studies, University of Michigan, Ann Arbor; Dr. Clifford Woody, Graduate Adviser to the Teachers Colleges, University of Michigan, Ann Arbor; Dr. Elmer H. Wilds, Chairman of the Advisory Council, Graduate Division, Western Michigan College of Education, Kalamazoo, Michigan.
THE CURRICULA

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

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

1. Degree and Provisional Certificate Curricula

<table>
<thead>
<tr>
<th>Field</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>55</td>
</tr>
<tr>
<td>General Degree</td>
<td>63</td>
</tr>
<tr>
<td>Pre-Professional</td>
<td>65-73</td>
</tr>
<tr>
<td>Secondary</td>
<td>58</td>
</tr>
<tr>
<td>Special Education</td>
<td>61-62</td>
</tr>
</tbody>
</table>

2. Specific details for the two-year curriculum leading to a State Limited Certificate in rural elementary education are outlined on page 56.

3. Courses for the two-year curriculum in Vocational Aviation Mechanics, and the Pilot Training Ground School are listed on pages 112, 113.

4. Two two-year curricula are offered in Business Education—Cooperative Program in Retailing, page 59, and Secretarial Training, page 60.
ELEMENTARY CURRICULUM*  
A.B. or B.S. Degree  
State Elementary Provisional Certificate  
(For the preparation of teachers of Kindergarten and Grades 1, 2, 3, 4, 5, 6, 7, 8.)  

Group Requirements  
(See page 44 for Subject Groupings.)

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

Group II. Science .......................................................... 12 semester hours  

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

Group IV. Education  
Human Growth and Development 251 ...................................... 3 semester hours  
Psychology of Reading 212 ............................................. 3 semester hours  
Introduction to Directed Teaching 351 ................................ 3 semester hours  
Directed Teaching, Laboratory in Education, and General Educational Problems 370A, B, C .................. 15 semester hours  

Group V. Fine Arts ......................................................... 6 semester hours  

Group VI. Practical Arts  

Group VII. Physical Education and Health  
Physical Education: Women are required to take ten class hours, including Physical Education 100, one individual sport, and Physical Education 233, 330, or 331. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)  

Electives ................................................................. 46 semester hours

Note.—1. The student in conference with his counselor should choose courses on the basis of his special needs and interests, from among those especially adapted to teaching in the elementary field as a whole, or in any of the following special areas:

   Early Elementary               Rural Elementary               
   Later Elementary              Special Education

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

   It is possible for students to specialize by presenting majors and minors not only in the general subject matter fields, but in the special fields as well, of art, home economics, industrial arts, music, physical education, and special education.

3. Certain courses in some departments may not be counted toward satisfying the minimum group requirements. See course descriptions, pages 75 to 113.

4. A course in library methods is required.

5. For further information regarding details of specialization in a department or field, see introductory paragraphs for each department, pages 75 to 113.

*Note.—This new curriculum goes into effect September 28, 1942.
RURAL ELEMENTARY CURRICULUM* (Two Years)

(Two-year—60 semester hours—curriculum which satisfactorily completed meets requirements for the State Limited Certificate which is valid for three years "and qualifies holder to teach in any Primary School District, or in any Graded School District not maintaining grades above the eighth")**

Group I.*** English' 6 semester hours
Rhetoric 106A (in addition) 3 semester hours

Group II. Science'
Rural Economics 240 3 semester hours
Rural Sociology 240 3 semester hours
Elective 3 semester hours

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

Group IV. Education'
Curriculum 145 3 semester hours
Principles of Teaching 240 3 semester hours
Directed Teaching 271 3 semester hours
Rural Education 340 2 semester hours
Elective 4 semester hours

Groups V and VI. Fine and Practical Arts'
Personal and Social Problems 120 or equivalent 1 semester hour
Elective 5 semester hours

Group VII. Physical Education and Health'
Women: Physical Education 100 and Rural School Physical Education 233
Library Methods Non-credit
Electives 13 semester hours

Note.—*This "limited time" curriculum is necessary because of the acceptance of a double standard, despite the call for equal educational opportunity, in the professional preparation of teachers for rural and urban schools. It has been arranged to assist students in obtaining as broad and, at the same time, as specific and practical a professional preparation for working with children in farm and rural non-farm communities as is possible in a period of two years' time. It includes foundation courses for the degree and students are encouraged to complete one of the four-year curriculum—elementary or secondary—at the earliest possible time. Counsel and additional courses are provided by the Department of Rural Education for those students having as their major interest further professional specialization to prepare them more adequately for the exacting multitude of demands upon those working as teachers, principals, superintendents, county commissioners, supervisors or helping teachers in rural communities be they open country, village, or town. Those preparing to serve rural people in the several professions and service occupations, other than teaching, will find considerable basic work in this curriculum.


***At least one half—30 semester hours—of this curriculum must be chosen from courses in Groups I, II, and III. Provision has been made for a flexibility of choice, under the guidance of the departmental counselor, among both group and general electives that will facilitate individualization on the basis of the personal and professional needs and interests of each student. In keeping with certification requirements "all courses must be appropriate to the education of elementary teachers." For most students the preferred choices would be made from among the courses in the different groups as listed below.

1. Fundamentals of Speech 105A; Chief American Poets 121; American Prose 122; Literature for Children 203.
2. Rural School Agriculture 105 or Nature Study 231A or Nature Study 231B; Introductory Geography 105A; Health Education 285 or Hygiene 112.
3. United States History 201B and "... a course of six one hour lectures or the equivalent shall be given in political science. . . ."—Michigan School Laws, Section 898; Revision of 1940.

*Note.—This new curriculum goes into effect September 28, 1942.
4. Arithmetic 101T; Teaching of Handwriting 100T; Psychology of Reading 212; Human Growth and Development 251. Those selected students permitted to do Directed Teaching 271 in the field while in residence there for six weeks receive 5 instead of 3 semester hours credit.

5. Art Structure 106; Rural School Music 109; Industrial Art 110; Auxiliary Choir 134.

6. A class hour is to be interpreted to mean one hour of class work each week for one semester. Men: Physical Education 102A; 102B; 103A; 103B; Early American Dancing 101; Social Dancing 122. Women: Early American Dancing 101; Social Dancing 122; Swimming 110; Tennis 113.

7. These elections may well be chosen from among the preferred choices listed in the above notes (1 to 5) not used to meet minimum group requirements supplemented if necessary from such courses as follow: Rhetoric 106B; Fundamentals of Speech 105B; Literary Interpretation 210; Lyric Poetry 211; The Familiar Essay 212; The English Bible 218A, 218B; Introductory Geography 105B; Physical Science 100A, 100B; United States History 201A; Introduction to Learning and Adjustment 100; Illustrative Handwork 107.
SECONDARY CURRICULUM*
A.B. or B.S. Degree
State Secondary Provisional Certificate
(For preparation of teachers of Grades 7, 8, 9, 10, 11, 12.)

Group Requirements
(See page 44 for Subject Groupings.)

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

Group II. Science .......................................................................... 12 semester hours

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

Group IV. Education
Human Growth and Development 251 ........................................... 3 semester hours
Introduction to Directed Teaching 351 ...................................... 3 semester hours
Directed Teaching, Laboratory in Education, and General
Educational Problems 370A, B, C ........................................... 15 semester hours

Group VII. Physical Education and Health
Physical Education: Women are required to take ten class
hours, including Physical Education 100, one individual
sport, and Physical Education 332. Men are required to
take ten class hours. (A class hour is to be interpreted
to mean one hour of class work each week for one semes-
ter.)

Electives ................................................................. 55 semester hours

Note.—1. The student in conference with his counselor should choose courses on the
basis of his special needs and interests.
2. The academic training shall include one major and two minors in subjects
or subject fields in which the applicant expects to teach.
   It is possible for students to specialize by presenting majors and minors not
only in the general subject matter fields, but in the special fields as well, of
art, business education, home economics, industrial arts, music, and physical edu-
cation.
3. Certain courses in some departments may not be counted toward satisfying
the minimum group requirements. See course descriptions, pages 75 to 113.
4. A course in library methods is required.
5. For further information regarding details of specialization in a department
or field, see introductory paragraphs for each department, pages 75 to 113.

*Note.—This new curriculum goes into effect September 28, 1942.
COOPERATIVE PROGRAM IN RETAILING (Two Years)

A two-year curriculum designed to prepare students for work in the field of retailing. This work is organized on the cooperative plan which combines classroom instruction at the college in the morning, and, with the cooperation of the merchants of Kalamazoo, employment for actual experience in the local stores during the afternoon and Saturday.

Entrance requirements: high-school graduation, recommendation of the high-school principal, aptitude for store work, and approval of the Department of Business Education.

Successful completion of the course leads to a diploma in retailing. If, at a later date, such students desire to secure a degree, credit obtained for work taken in the two-year program may be applied toward degree requirements, (see degree requirements, page 45) provided regular college entrance requirements are met.

Students enrolled in this course will have the opportunity, in addition to taking the specialized courses in retailing, to elect such other college courses as will fit their needs and as their schedule, abilities, and work program, will permit. Students should consult their faculty adviser before making a selection of electives.

First Year

Retail Records 111 ........................................... 3 semester hours
Fundamentals of Retailing 140A, B ................................. 6 semester hours
Retail Merchandising 141 ........................................ 3 semester hours
Retail Salesmanship 150 ........................................ 3 semester hours
Merchandise and Job Analysis 151A, B ........................... 6 semester hours
Electives .......................................................... 9 semester hours

Second Year

Retail Accounting 211 ........................................... 3 semester hours
Retail Publicity 240 .............................................. 3 semester hours
Retail Credit and Collections 241 ................................. 3 semester hours
Store Organization 251A, B ....................................... 4 semester hours
Electives .......................................................... 17 semester hours

Note.—For course descriptions see page —.
SECRETARIAL TRAINING (Two Years)

This curriculum is designed for students who do not plan to remain in college for four years and who desire training for stenographic and secretarial office positions. The curriculum is organized so as to provide as broad a general education as time permits as well as sufficient knowledge and skill to meet successfully business requirements.

Entrance requirements: high-school graduation, recommendation of high-school principal, and approval of Department of Business Education.

Graduates of this two-year course will receive a two-year secretarial diploma and the cooperation of the department and college in securing placement in an office position. If, at a later date, such students desire to secure a degree, credit obtained for work taken in the two-year program may be applied toward degree requirements (see degree requirements, page 45) provided regular college entrance requirements are met.

Enrollment in this curriculum will be limited. Students desiring to take this course should make early application to the Department of Business Education.

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106A, B</td>
<td>6</td>
</tr>
<tr>
<td>Introduction to Economics 120A, B</td>
<td>4</td>
</tr>
<tr>
<td>Business Mathematics 120</td>
<td>2</td>
</tr>
<tr>
<td>*Secretarial Science 130A, B</td>
<td>10</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>8</td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretarial Accounting 211A, B</td>
<td>6</td>
</tr>
<tr>
<td>Principles of Economics 220A, B</td>
<td>6</td>
</tr>
<tr>
<td>Secretarial Practice 230A, B</td>
<td>8</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

Note.—1. *Students who have not had shorthand or typewriting in high school should register for Shorthand and Typewriting 100A.
2. Students should consult their faculty adviser before making their selections for electives.
3. Physical Education. Women are required to take six class hours including Physical Education 100, and one individual sport. Men are required to take six class hours. (A class hour is to be interpreted to mean one hour of class work for one semester.)
4. A course in library methods is required.
SPECIAL EDUCATION

A. General Requirements and Recommendations

The minimum requirements for all Special Education Curricula are the same as those of the Curriculum in Elementary Education with the exception of requirements and recommendations noted below. All courses are to be chosen under guidance of the student's counselor.

For all Special Education Curricula

Group II. Science ........................................ 12 semester hours

Recommended courses:
General Biology 100A, B, Hygiene 112, General Psychology 200, Abnormal Psychology 305, Mental Tests 307.

B. Special Requirements and Recommendations

Special Education Curriculum—1
(For the preparation of teachers of mentally retarded and backward children)

Group IV. Education ....................................... 24 semester hours

Special Requirements and Recommendations:
Introduction to Special Education 331, Mental Deficiency 332, Mental Hygiene 335.

Note.—One-half of the work in directed teaching must be with normal children and the other half with subnormal children.

Special Education Curriculum—2
(For the preparation of teachers of Occupational Therapy)

Group IV. Education

Special Requirements and Recommendations:
Introduction to Special Education 331, Mental Tests 307, Mental Deficiency 332, Mental Hygiene 335, Methods of Teaching Arts and Crafts (K.S.H.), General Educational Problems 370C, Directed Teaching (minimum of 5 semester hours).

Groups V and VI. Fine and Practical Arts

Special Requirements and Recommendations:
At Western Michigan College of Education
Art .................................................. 2 semester hours
Special Education Shop .............................. 2 semester hours

At Kalamazoo State Hospital
Arts and Crafts ...................................... 20 semester hours

Note.—1. It is not feasible because of the nature of the work in Occupational Therapy for students in this curriculum to take the 15 semester hour course in Directed Teaching, Laboratory in Education, and General Educational Problems 370 A, B, C.
2. Thirty semester hours of college credit acceptable to the registrar of Western Michigan College of Education must be presented by the student before she may be formally admitted to this curriculum and begin the study of Occupational Therapy at Kalamazoo State Hospital.
3. The student must spend twenty-seven months at the Kalamazoo State Hospital and affiliated hospitals for which forty semester hours of college credit is allowed on this curriculum. Two semester hours of the forty allowed is credited in Education, and twenty semester hours of it is credited toward a major in Groups V and VI, Fine and Practical Arts.
4. This curriculum is open to women students only.
Special Education Curriculum—3
(For preparation of teachers of speech correction)

Group I. Language and Literature
Special Requirements and Recommendations:
  Fundamentals of Speech 105A, B, Introduction to Speech Correction
  230, Principles of Speech Correction 231, Phonetics 318, Basic Voice
  and Speech Science 319.

Group IV. Education
Special Requirements and Recommendations:
  Applied Speech Correction 300T, Mental Hygiene 335, Introduction
  to Special Education 331, General Educational Problems 370C, Di-
  rected Teaching (8 semester hours)

Suggested electives: Anatomy 211A, Physiology 211B, Principles of
  Social Work 348, Social Work Practice 349, Psycho-Educational Pro-
  blems 309.

Note.—It is not feasible because of the nature of the work in speech correction for
students in this curriculum to take the 15 semester hour course, Directed Teaching,
Laboratory in Education, and General Educational Problems 370 A, B, C.
GENERAL DEGREE CURRICULUM

A.B or B.S. Degree

(For liberal and pre-professional education)

Students who do not have in mind preparation for teaching may elect basic courses which provide a general education or which satisfy preliminary requirements for other professional curricula. When such a program of work is carried on for four years and conforms to the degree requirements stated on pages 45 and 46, except the professional requirements in Group IV and such other special requirements as concern professional training for teaching, the degree of Bachelor of Arts or Bachelor of Science may be granted without a teaching certificate.

Since Western Michigan College of Education is on the approved list of the Association of American Universities, students who complete their curricula with satisfactory records should experience no difficulty in enrolling in the better graduate and professional schools of the United States.

Group Requirements

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

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

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

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

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

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

Note.—1. The total minimum requirement is 120 semester hours.
2. One major and one minor sequence must be included.
3. A course in library methods is required.
PRE-PROFESSIONAL AND COMBINED CURRICULA

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

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

Pre-professional curricula have been developed in Business Administration, Dentistry, Engineering, Forestry, Journalism, Law, Medicine, and Social Work. In addition to the standard pre-professional curricula, combined curricula approved by the State Board of Education have been specially arranged with the various professional schools of certain colleges and universities. In these curricula, the student, after successfully completing the three-year curriculum as outlined, may apply for admission to the professional school or college of which he has met the requirements. If admitted, the student will, after a year of successful work in the professional school, be granted the A.B. or B.S. degree by Western Michigan College of Education, providing all General Degree requirements for the Bachelor's Degree have been satisfied. (See page 63). It will be seen that this shortens by one year the time necessary for obtaining both degrees.

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

A course in library methods and five to ten class hours of physical education are required.
BUSINESS ADMINISTRATION

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

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Rhetoric 106A, B</td>
<td>6</td>
</tr>
<tr>
<td>Trigonometry and College Algebra 103A, College Algebra</td>
<td>10</td>
</tr>
<tr>
<td>and Analytic Geometry 103B</td>
<td></td>
</tr>
<tr>
<td>or College Algebra and Analytic Geometry 104A, B</td>
<td>8</td>
</tr>
<tr>
<td>General Biology 100A, B</td>
<td>8</td>
</tr>
<tr>
<td>or General Chemistry 100A, B, or 101A, B</td>
<td>8</td>
</tr>
<tr>
<td>History 105A, B, or 108A, B, or 109A, B</td>
<td>6-8</td>
</tr>
<tr>
<td>Fundamentals of Speech 105A, B</td>
<td>5</td>
</tr>
<tr>
<td>French or German or Spanish 100A, B, or 102A, B</td>
<td>8</td>
</tr>
</tbody>
</table>

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (selected in the field of literature)</td>
<td>2-8</td>
</tr>
<tr>
<td>Mathematics 200, or 205A, B, or 211, or 227, or 228</td>
<td>2-9</td>
</tr>
<tr>
<td>Accounting (Commerce) 210A, B</td>
<td>6</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 230A, B</td>
<td>6</td>
</tr>
<tr>
<td>Principles of Sociology 241</td>
<td>3</td>
</tr>
<tr>
<td>Modern Social Problems 242</td>
<td>3</td>
</tr>
<tr>
<td>French or German or Spanish 100A, B, or 102A, B</td>
<td>8</td>
</tr>
</tbody>
</table>

### Third and Fourth Years

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

II. Additional selections from:
1. Advanced courses in economics.
2. Advanced courses in rhetoric and literature.
3. Advanced courses in speech.
4. Advanced courses in science and mathematics.
5. Economic history and economic geography.
6. Other electives.
DENTISTRY
(Combined Curriculum in Letters and Dentistry)

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

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

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

Note.—In the selection of electives the student should plan to meet the general degree requirements in Groups I, II, and III. See page 45.
ENGINEERING
(Combined Curriculum in Letters and Engineering)
University of Michigan

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106A, B</td>
<td>6</td>
</tr>
<tr>
<td>Trigonometry and College Algebra 103A, College Algebra and Analytic Geometry 103B</td>
<td>10</td>
</tr>
<tr>
<td>or College Algebra and Analytic Geometry 104A, B</td>
<td>8</td>
</tr>
<tr>
<td>General Chemistry 101A, B</td>
<td>8</td>
</tr>
<tr>
<td>Mechanical and Machine Drawing 221</td>
<td>3</td>
</tr>
<tr>
<td>Descriptive Geometry 222</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>2-4</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus 205A, B</td>
<td>8</td>
</tr>
<tr>
<td>Mechanics, Heat, and Sound 203A, Electricity and Light 203B</td>
<td>10</td>
</tr>
<tr>
<td>Engineering Metals 210</td>
<td>3</td>
</tr>
<tr>
<td>Qualitative Analysis 201, 202</td>
<td>10</td>
</tr>
<tr>
<td>Metal Processing 211</td>
<td>2</td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Economics 220A, B</td>
<td>6</td>
</tr>
<tr>
<td>Organic Chemistry 306A, B</td>
<td>10</td>
</tr>
<tr>
<td>or Language (German preferred)</td>
<td>8</td>
</tr>
<tr>
<td>Statics 320</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Rhetoric 323</td>
<td>2</td>
</tr>
<tr>
<td>Fundamentals of Speech 105A</td>
<td>3</td>
</tr>
<tr>
<td>Social Science electives</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>2-4</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus 205A, B</td>
<td>8</td>
</tr>
<tr>
<td>Mechanics, Heat, and Sound 203A, Electricity and Light 203B</td>
<td>10</td>
</tr>
<tr>
<td>Engineering Materials 210</td>
<td>3</td>
</tr>
<tr>
<td>Metal Processing 211</td>
<td>2</td>
</tr>
<tr>
<td>Fundamentals of Speech 105A</td>
<td>3</td>
</tr>
<tr>
<td>Group I electives</td>
<td>6-8</td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Economics 220A, B</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>8</td>
</tr>
<tr>
<td>or Group III elective</td>
<td>6</td>
</tr>
<tr>
<td>Differential Equations 321 or elective</td>
<td>3</td>
</tr>
<tr>
<td>Statics 320 or elective</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Rhetoric 323</td>
<td>2</td>
</tr>
<tr>
<td>Theoretical Mechanics 425 or elective</td>
<td>3</td>
</tr>
<tr>
<td>Electives to total</td>
<td>32</td>
</tr>
</tbody>
</table>

Note.—1. Language requirement: One year of a foreign language is required unless two years of a single foreign language were presented for entrance.
2. All students must have 12 semester hours in Group III (Social Science), including two hours of political science.
FORESTRY
(Combined Curriculum in Letters and Forestry)

First Year
Rhetoric 106A, B ........................................ 6 semester hours
General Biology 100A, B .................................. 8 semester hours
Trigonometry and College Algebra 103A, B, or College Algebra and Analytic Geometry 104A, B ............... 8-10 semester hours
General Mechanical Drawing 120 .......................... 2 semester hours
Electives (to be selected from literature or language) ... 4-6 semester hours

Second Year
General Chemistry 100A, B, or
General Chemistry 101A, B .................................. 8 semester hours
Botany 221A, B ........................................... 8 semester hours
Principles of Economics 220A, B .......................... 6 semester hours
Electives (to be selected from physics; Botany 222; Speech 105A, B; Sociology 241, 242; literature or language) ...... 8 semester hours

Third Year
General Geology 230 ........................................ 3 semester hours
Surveying 210 ............................................. 3 semester hours
Electives (to be selected from American Government 230, American State and Local Government 231; Geology 230 A, B; Organic Chemistry 306A, B; Zoology 242; Botany 335; Geography 312 or 325) ......................... 24 semester hours

Note.—In the selection of electives the student should plan to meet the general degree requirements in Groups I, II, and III. See page 45.
JOURNALISM

First Year

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

Second Year

Chief American Poets 121 or American Prose 122 ........... 3 semester hours
General Psychology 200 ....................................... 3 semester hours
Principles of Sociology 241 .................................... 3 semester hours
Modern Social Problems 242 .................................. 3 semester hours
American National Government 230 ......................... 3 semester hours
American State and Local Government 231 ................. 3 semester hours
Principles of Economics 220A, B ............................. 6 semester hours
Economic History of the United States 312 .................. 3 semester hours
Electives .................................................................. 3 semester hours

Note.—Since journalists are using the typewriter constantly, it is of great advantage to the student to acquire facility in typing. It is strongly recommended that the student who is not already a proficient typist should take a course in typewriting.
LAW
(Combined Curriculum in Letters and Law)
University of Michigan Law School
Detroit College of Law

First Year

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

Second Year

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

Third Year

American National Government 230 .......................... 3 semester hours
American State and Local Government 231 ................. 3 semester hours
Principles of Sociology 241 .................................... 3 semester hours
Modern Social Problems 242 .................................. 3 semester hours
Public Finance 320 ................................................. 3 semester hours
Electives (to be selected from Speech 105A, B; Money and
Credit 221A, B; language or literature, or laboratory
science ................................................................. 15 semester hours

Note.—1. An average scholarship of two honor points is required by the University
of Michigan Law School.

2. The above requirements are those of the University of Michigan Law School.
Those of the Detroit College of Law are the same except that for Psychology 200
in the third year, Accounting 210 A, B (6 semester hours) is substituted.
The Medical School requires 90 semester hours of pre-medical work of college level preceded by graduation from an approved high school. An average scholarship of one and three-quarters honor points is required. The college pre-medical requirements must include the following:

*English* .......... 6 semester hours
*Chemistry* .......... 14 semester hours
*Physics* .......... 8 semester hours
*Biology* .......... 8 semester hours
*French or German or Spanish* .......... 12-16 semester hours
*Electives to total* .......... 90 semester hours

Wayne University College of Medicine

(Combined Curriculum in Letters and Medicine.)

The Medical School requires 90 semester hours of pre-medical work of college level preceded by graduation from an approved high school.

**First Year**

Rhetoric 106A, B .......... 6 semester hours
General Biology 100A, B .......... 8 semester hours
Chemistry 100A, B, or 101A, B .......... 8 semester hours
French or German or Spanish .......... 8 semester hours

**Second Year**

English Literature 107A .......... 3 semester hours
Physics 203A, B .......... 10 semester hours
Chemistry 201, 202 .......... 10 semester hours
French or German or Spanish .......... 8 semester hours

**Third Year**

English Literature 107B .......... 3 semester hours
Organic Chemistry 306A, B .......... 10 semester hours
Principles of Economics 220A, B .......... 6 semester hours
Principles of Sociology 241 .......... 8 semester hours
Psychology 200 .......... 3 semester hours
Anatomy 211A .......... 4 semester hours
Advanced Rhetoric 323 .......... 2 semester hours

Note.—1. Application for admission to a College of Medicine should be made by the middle of the school year preceding the year in which the student intends to enter the College of Medicine.

2. Credit in trigonometry must be presented before the student may begin the study of physics.
**NURSING**
(Combined curriculum in Letters and Nursing)

**Bronson Hospital, Kalamazoo**

A five-year curriculum leading to the B.S. and R.N. degrees. The first and fifth years are spent entirely at Western Michigan College of Education, the fourth year entirely at Bronson Hospital. During the second and third years the student spends most of her time at the hospital, but takes part-time work at the college. Only that part of the combined curriculum for which the college is responsible is given below. A statement of the entire curriculum may be obtained from Bronson Hospital.

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106A, B</td>
<td>6</td>
</tr>
<tr>
<td>General Biology 100A, B</td>
<td>8</td>
</tr>
<tr>
<td>General Chemistry 100A, B</td>
<td>8</td>
</tr>
<tr>
<td>Modern Europe 108A, B</td>
<td>8</td>
</tr>
</tbody>
</table>

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy 211A</td>
<td>3</td>
</tr>
<tr>
<td>Physiology 211B</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry for Nurses 106</td>
<td>5</td>
</tr>
<tr>
<td>Bacteriology 212A</td>
<td>3</td>
</tr>
<tr>
<td>Hygiene 112</td>
<td>2</td>
</tr>
<tr>
<td>Nutrition 211</td>
<td>2</td>
</tr>
</tbody>
</table>

### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Sociology 241</td>
<td>3</td>
</tr>
<tr>
<td>Modern Social Problems 242</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>3</td>
</tr>
</tbody>
</table>

### Fourth Year

All the work of this year is given at Bronson Hospital.

### Fifth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or Foreign Language</td>
<td>12</td>
</tr>
<tr>
<td>Advanced Rhetoric 323</td>
<td>2</td>
</tr>
<tr>
<td>Organic Chemistry 306A</td>
<td>5</td>
</tr>
<tr>
<td>Foundations of Modern Education 353</td>
<td>2</td>
</tr>
<tr>
<td>Survey of American Government 334</td>
<td>2</td>
</tr>
</tbody>
</table>

Note.—1. In addition to the 79 semester hours of work outlined above, the student is allowed 41 semester hours college credit on this curriculum only for the work done in the hospital. The student in this curriculum is permitted to present a major in nursing.
2. Four class hours of physical education are required. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)
3. At least two semester hours of political science is required.
4. A course in library methods is required.
SOCIAL WORK

SOCIAL WORK*

First Year

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

Second Year

Principles of Sociology 241 ...................................... 3 semester hours
Modern Social Problems 242 ...................................... 3 semester hours
General Psychology 200 ........................................... 3 semester hours
Principles of Economics 220A, B .................................. 6 semester hours
United States History 201A, B (unless the student has taken the history suggested for the freshman year) ..... 6 semester hours

Third Year

Advanced Rhetoric 323 ............................................. 2 semester hours
Any 2 or 3 of the following advanced sociology courses:
  Social Psychology 243 ........................................... 2 semester hours
  Rural Sociology 245 ............................................ 2 semester hours
  Problems of Family Life 247 .................................. 3 semester hours
  Criminology 342 ................................................. 3 semester hours
  Mental Deficiency 332 ........................................... 2 semester hours
  Mental Hygiene 335 ............................................. 3 semester hours
  American National Government 230 ........................... 3 semester hours
  American State and Local Government 231 ................. 3 semester hours

Fourth Year

Any 1 or 2 of the following (to complete 4 required courses in advanced sociology):
  Urban Sociology 340 ............................................ 2 semester hours
  Population 343 .................................................. 3 semester hours
  Social Control 441 (158) ....................................... 2 semester hours
  Cooperative Social Organization 445 (162) ................. 2 semester hours
  Principles of Social Work 348 .................................. 4 semester hours
  Social Work Practice 349 ....................................... 3 semester hours
  Psycho-Educational Problems 309 ............................. 2 semester hours

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

AGRICULTURE

HOWARD D. CORBUS

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

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

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

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

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

201. Soils. 3 semester hours. 9 weeks. Mr. Corbus.

This course is being listed for the summer session as an opportunity to secure this work for those who are prevented by conflicts during the regular second semester and for others interested. The summer months offer a more favorable time for this work than some of the months of the school year. Soils and their management are studied as the source of livelihood, not only of those living on farms, but also of others in related occupations. Soil types, productivity, and methods of building and maintaining fertility are studied. Observations of actual soil management are made on the college farm; profiles, soil-erosion controls, commercial-fertilizer applications, liming, and organic-matter content are seen and studied on this representative family-sized farm. Laboratory exercises to illustrate important principles are used in addition to classroom work.

203. Horticulture. 2 semester hours. Mr. Corbus.

This is the regular course offered during the second semester with a special adaptation in gardening to aid teachers who will be asked to organize and supervise “war” or “Victory” gardens. Organization, locations, and care of school and back-yard gardens will be included in this course. The summer session will offer fine opportunities for visitation of commercial truck farms and also of community garden projects, which are being promoted as war measures.

*Note.—1. Unless otherwise specified, courses run for six weeks only. However, if there is a demand, some of these six weeks' courses will be offered as intensive courses during the last three weeks.

2. For information regarding the significance of course numbers and credit for courses see pages 31 to 34.
Many courses in the Art Department are designed for students not particularly talented in art, but interested in finding a field of art in which they may do well. Suggested courses which require no prerequisite other than a marked desire to participate in art experiences are:

- Elementary Design 105
- Art Structure 106
- Illustrative Handwork 107
- Lettering and Poster Making 108
- Industrial Art 110
- Modeling 111
- Art Appreciation 113A, B

Any one of the following groups of courses constitutes a year's sequence in art.

- (a) Art Structure 106 and Industrial Art 110
- (b) Art Structure 106 and Illustrative Handwork 107
- (c) Art Structure 106 and Figure Drawing 205
- (d) Art Structure 106 and Demonstration Drawing 301T
- (e) Art Structure 106 and Lettering and Poster Making 108
- (f) History of Art 213A and History of Art 213B
- (g) Art Appreciation 113A and Art Appreciation 113B

A minor in art consists of: Art Structure 106 and Elementary Design 105 and Art Appreciation 113A, B or History of Art 213A, B and art electives to complete 15 semester hours of credit.

105. Elementary Design. 3 semester hours. Mr. Hefner.
A beginning course in art structure, emphasizing principles of design and color theory and their application to the making of original borders, surface patterns, and other art problems.

106. Art Structure. 3 semester hours. Miss Keillor, Miss Stevenson.
This course is especially arranged to help the student to direct art activities in the grades. The work includes lettering, design, color theory, drawing, cut-paper problems, and holiday projects, together with methods of presenting problems and developing a greater appreciation of art among children.

107. Illustrative Handwork. 3 semester hours. Miss Ardis.
Problems relating to interests in primary grades, worked out in wood, paper, clay, and other mediums. Required of early-elementary students.

205. Figure Drawing. 3 semester hours. Prerequisite: Art Structure 106 or consent of instructor. Miss Stevenson.
Anatomy of the human figure is studied. Rapid sketches, line drawings, and memory sketches are made, after which the work progresses from gesture lines, shadow edges, planning, and contour drawing to finished drawings. Mediums—pencil and charcoal.

212. Handicraft. 3 semester hours. Prerequisite: Art Structure 106, Industrial Art 110, or consent of instructor. Mr. Hefner.

220. Stage Design. 2 semester hours. Mr. York.
For description of course see Department of Speech, page 111.

Note.—This course may be counted for credit in speech.
To serve as the biological foundation for a cultural education, General Biology 100A, B is recommended.

For students taking the secondary school curriculum, a major sequence consists of Group (a) below and any two of the other groups; a minor consists of Group (a) and any one of the other groups, provided such election will give the required number of hours.

(a) General Biology 100A, B
(b) Botany 221A, B
(c) Zoology 242A, B
(d) Anatomy 211A and Physiology 211B
(e) Bacteriology 212A and Community Hygiene 212B
(f) Hygiene 112, Evolution and Genetics 305, and Human Biology 306.

For students anticipating medicine or dentistry, a major consists of Groups (a) and (c) required, and either (d) or (e) recommended; however, the medical school will not recognize work here as filling requirements in the two latter fields.

For students anticipating forestry, horticulture, or landscape architecture, a major consists of Groups (a), (b), and (c).

For special-education students and students interested primarily in social sciences, a recommended major consists of Groups (a), (e), and (f) above.

For physical-education students, required work consists of General Biology 100A, B, Hygiene 112, and Group (d) above. This will be the minimum requirement for a minor in biology.

For special nature-study students the required major in science consists of the following courses:

1. General Biology 100A, B
2. Nature Study 231A, B
3. Any one of the groups below:
   (a) Physical Science 100A, B and enough more from the physical-science departments to make up the required hours.
   (b) Botany or zoology, any two from 221A, B, or 242A, B
   (c) Geology 230A, B
   (d) General Chemistry 100A, B, or 101A, B

A minor may consist of the following courses:
1. General Biology 100A, B
2. Nature Study 231A, B
A minor in biology may not include work done in any other department.

100A. General Biology. 4 semester hours. 9 weeks. Dr. Kenoyer.
A study of plants and animals from a comprehensive viewpoint, their cellular organization, their physiology, and a detailed consideration of the lower plant groups and the invertebrate animals.

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

112. Hygiene. 2 semester hours. Desirable antecedents: General Biology 100A, B. Dr. Borgman, Dr. Steen.
A study of the factors of both personal and social hygiene, with especial emphasis on the causes and the control of ill-health and disease.
205S. Field Biology. 2 semester hours. Prerequisite: a year of general biology. Mr. Joyce.

This course embraces collection, care, preservation, culturing, and techniques for studying both plant and animal forms of the Kalamazoo area. It will be found valuable for the high-school teacher of biology, for the elementary teacher who wishes to develop skill in keeping plants and animals in the classroom, and for all who desire a better acquaintance with the life forms of this area.

211A. Anatomy. 4 semester hours. 9 weeks. Prerequisite: General Biology 100A, B. Dr. Steen.

This course gives a comprehensive knowledge of the structure of the human body, illustrated by the study of the skeleton and the complete dissection of a cat. Required of all students majoring in physical education.

222S. Local Flora. 2 semester hours. Prerequisite: General Biology 100A, B, or satisfactory equivalent. Dr. Kenoyer.

A course in the recognition of native and cultivated plants, featuring field studies, the use of manuals for identification, and the preparation of an herbarium.

223S. Field Botany. 1 semester hour. Extension credit only. Prerequisite: one year of college biology or consent of instructor. Higgins Lake, June 13-June 20, 1942. Dr. Kenoyer.

The rich flora of the Higgins Lake Region will be studied from the taxonomic and ecological standpoints. Mornings will be spent in the field, and afternoons in laboratory and discussions. A pocket magnifier, a dissecting set, Gray's Manual and other works on classification will be found useful. For fees, transportation, and clothing, see course 235S.

231A. Nature Study. 4 semester hours. 9 weeks. Miss Hadley.

The aim of this course is to cultivate the ability to interpret natural phenomena through the study of the animals, plants, and minerals of the student's environment; to develop an understanding of the fundamental natural laws; and to stimulate appreciation of the beauties of nature. It includes the study of wayside and garden flowers, of resident birds, of local aquatic life, of insect life, and of rocks and minerals.

234. Bird Study. 2 semester hours. Miss Hadley.

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


Members of the four Colleges of Education and the State Conservation Department.

The aim of this course is to develop an appreciation of the necessity for and methods of conserving our natural resources. It consists of lectures and field trips in botany, forestry, geology, and zoology.

The course will be given at the new Conservation Camp at Higgins Lake. This camp is situated on the lake front, with surrounding woods rich in plant and bird life. There is also an excellent bathing beach.

Field and lecture notebooks will be kept and materials will be gathered for school collections. Students should provide themselves with clothing suitable for field trips: walking shoes, sweater or coat, cloth bags for rock specimens, bird or field glasses, and magnifying glass.
The cost of the course is $20.00. This fee covers the Extension Course tuition, and the expense of seven days in camp, including field trips, board, bed, bedding, and towels. Students will provide their own transportation to and from Higgins Lake.

Those who can provide transportation for others, those who need transportation, and those who desire further information address Mr. John C. Hoekje, Director of Extension, Western Michigan College of Education.

236S. Higgins Lake Bird Study Course. 1 semester hour. Extension credit only. June 13-June 20, 1942.

A study of the birds, both land and water, of the lower peninsula of Michigan as represented in the Higgins Lake area. Field trips, laboratory study of bird skins, and lectures.

241S. Insect Study. 2 semester hours. 9 weeks. Prerequisite: General Biology 100A, B, or satisfactory equivalent. Mr. Hinds.

Life habits, structural adaptations, life histories, natural homes, classification, and economic importance of insects are considered. The course includes field studies, use of keys, and preparation of museum specimens.

243S. Field Entomology. 1 semester hour. Extension credit only. Higgins Lake June 13-June 20, 1942. Dr. West, Northern Michigan College of Education.

A study of the insects of the Higgins Lake area, combining field work with laboratory, lectures, and library work. For fees, transportation, and clothing, see course 235S.

OPEN TO SENIORS AND GRADUATES

434S. (60) Advanced Ornithology. 2 semester hours. Prerequisite: 8 hours of college laboratory in biology and zoology and consent of instructor. Mr. Hinds.

This course affords the student an opportunity for a review of introductory ornithology. Special attention is given to details of song, habitat, habits, and identification of shore and marsh birds in their native haunts. Skins of birds both resident and migrant in Michigan are provided for identification in the laboratory. Students enrolling are expected to have their own field glasses. Early morning field trips will be a part of the scheduled class work.

BUSINESS EDUCATION

J. MARSHALL HANNA

Twenty-four semester hours are required for a major in business education.

The following courses are required:
- Introduction to Economics 120A, 120B
- Accounting 210A, 210B, or 211A, 211B
- Secretarial Science 130A, 130B
- Secretarial Practice 230A

All students majoring in business education are required to obtain a minor in economics.

Students who plan to teach and desire a minor in the field of business education should take the following courses:
- Introduction to Economics 120A, 120B
- Accounting 210A, 210B
- Secretarial Science 130A

Teaching of Vocational Business Subjects 300T and Teaching of Social Business Subjects 301T are prerequisite to directed teaching in business education.
Shorthand and typewriting 100A and 100B, or their high-school equivalent are a prerequisite for Secretarial Science 130A and are not included as part of the minimum requirements for a major or a minor.

100A. Shorthand and Typewriting. 4 semester hours. 9 weeks. Miss Watson.
A presentation of the theory and principles of Gregg shorthand and the technique of touch typewriting.

Note.—No college credit is given for shorthand and typewriting until both 100A and 100B have been completed. Students beginning shorthand and typewriting should plan therefore to complete both semesters.
Students who present one year of high-school shorthand and one year of high-school typewriting will not be allowed credit for Shorthand and Typewriting 100A, and should enroll for 100B. Students who present two years of high-school shorthand and two years of high-school typewriting will not be allowed credit for Shorthand and Typewriting 100A or 100B. A fee of $1.50 will be charged for materials supplied in this course.

101. Typewriting for Personal Use. 2 semester hours. For non-business education students. Miss Watson.
A course designed to equip the prospective teacher and the professional, vocational, and general student to use the typewriter as a tool of expression in the writing of letters, reports, papers, and notebooks. Special attention will be given to punctuation, capitalization, footnotes and reference citations, bibliographies, proof-reading markings, filing, and letter-writing techniques.
A fee of $1.50 will be charged for materials supplied in this course.

130A. Secretarial Science. 5 semester hours. 9 weeks. Prerequisite: Shorthand 100B or equivalent. Miss Watson.
The first of a series of four courses designed for the development of those attitudes, knowledges, and skills essential for the occupational efficiency of a secretary. In this course special emphasis will be given to the development of accuracy and speed in shorthand and typewriting. A fee of $1.50 will be charged for materials supplied in this course.

230B. Secretarial Practice. 4 semester hours. 9 weeks. Prerequisite: Secretarial Practice 230B. Dr. Hanna.
A finishing course for the secretarial students which will include a complete course in filing and the operation of various office machines, such as duplicating machines, calculating machines, dictaphone, as well as other office appliances. A fee of $2.50 will be charged for materials supplied in this course.

OPEN TO GRADUATES

503. (E153). Improvement of Instruction in Business Subjects. 2 semester hours. Dr. Hanna.
This course is designed primarily for the experienced teacher of business subjects, providing an opportunity for the study of latest research findings, materials, teaching procedures, tests and measurements, and possible future developments in the various business subject-matter fields.

CHEMISTRY

GERALD OSBORN

Students preparing to teach chemistry in high schools must have as a minimum in chemistry General Chemistry 100A, B, or General Chemistry 101A, B. Through arrangements with the Department of Physics, a major in physical science may be made by taking 15 semester hours of chemistry and 10 semester hours of physics. A minor in chemistry consists of 15 semester hours and may not be made by combining chemistry and physics.
**100A. General Chemistry.** 4 semester hours. Prerequisite: one year of high-school algebra. Mr. Eldridge.

The fundamental principles of chemistry are studied in such a way as to prepare those students who wish to teach and those who expect to go on to more advanced work in the subject. This course may also be taken as a cultural subject by students desiring a broader knowledge of their environment. Classroom, four periods of 100 minutes each per week; laboratory, 12 hours per week for 6 weeks.

**201. Qualitative Analysis.** 5 semester hours. 9 weeks. Prerequisite: General Chemistry 100A, B, or 101A, B. Dr. Osborn.

The work includes the detection of both basic and acidic radicals. Classroom, two periods of 100 minutes each per week; laboratory, 16 hours per week for 9 weeks.

**206S. Chemistry and the Modern World.** 2 semester hours. Dr. Osborn.

Some knowledge of chemistry is indispensable to the understanding of the world of today. This course is designed for those students who have never studied chemistry and who do not wish to devote a year to the course, yet who desire to gain an insight into the rôle that chemistry plays in our everyday life. Considerable use will be made of the lecture-demonstration method. Classroom, three periods of 100 minutes each per week for 6 weeks; no laboratory.

**306A. Organic Chemistry.** 5 semester hours. 9 weeks. Prerequisite: General Chemistry 100A, B, or 101A, B. Open to qualified sophomores. Mr. Eldridge.

Preparation and reactions of organic compounds, with special emphasis on the aliphatic series, are studied. The following topics are included: ketones, carbohydrates, amines, fatty acids, esters, dyes, drugs, amino acids, peptides, and proteins. This course is valuable not only to those students who wish to teach chemistry, but also to those who may later study medicine, dentistry, or chemical engineering. Classroom, three periods of 100 minutes each per week; laboratory, 12 hours per week for 9 weeks.

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**EDUCATION**

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<td>George H. Hilliard</td>
<td>Isabel Crane</td>
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<td>Otis C. Amis</td>
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<td>Jane A. Blackburn</td>
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<td>Homer L. J. Carter</td>
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Western Michigan College of Education is reorganizing its professional curricula, and the new Elementary and Secondary Curricula will go into effect September 28, 1942. In the meantime former students may continue work in curricula in effect when they entered. New students should, of course, follow the curricula that become effective next fall.

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

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

All students pursuing a curriculum for a provisional certificate and a degree are required to take as a minimum 20 semester hours of courses in education.
The courses in education are distributed as follows: Educational Psychology 250; Principles of Teaching 240 or 251; Foundations of Modern Education 353—a total of 7 semester hours, the remaining 13 semester hours being elective. The specific curricula, however, usually prescribe that this remaining requirement is to include one course in special methods (such as the Teaching of Secondary Mathematics 300T for students majoring in mathematics) and one course involving a survey of the student's field of education (such as Later Elementary Education 312 for students preparing to teach in the elementary school).

Additional or more specific requirements in courses in education are stated in the various special curricula outlines presented on pages 55 to 58 and 61 of this bulletin.

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

In accordance with the major and minor requirements and regulations (see page 45), it is usually not permissible to use education as a major or minor in any undergraduate curriculum. Undergraduate students are not encouraged to specialize in the field of education. The department takes the position that, except in the case of very mature students who have had experience in teaching, specialization in the field of education should be reserved for graduate study. Students should feel free to take such electives in education as will give them better professional preparation for teaching and serve their individual interests. Specialization in undergraduate study should as a general rule be confined to the school-subject fields, such as history, mathematics, commerce, and industrial arts.

Students who plan to pursue courses in sociology, and who are interested in social service in connection with such agencies as Y. M. C. A., State Hospital, Civic League, and Visiting Teacher, or who wish to qualify for scholarships in social service work, should confer with one of the following: Mr. Carter, Dr. Kercher.

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

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

208. Stories for Childhood. 2 semester hours. Miss Blackburn.
A study of stories and poems suitable to childhood. Classroom practice in story telling.

212. Psychology of Reading. 3 semester hours. Dr. Burge.
A summary of the results of the scientific studies made in the field of reading, with suggestions as to the bearing of these studies upon the materials and methods of teaching.
235S. Occupational Information for Teachers. 2 semester hours. Mr. Corbus.
This course has been planned to enlarge the teacher's knowledge of occupations, in order that he may be better able to counsel students in their vocational choices. The course will deal particularly with those occupations most frequently entered into by students in the communities represented by those enrolled in the class. Actual visitation and conferences with employment and personnel officers will be included in the work of the course. Especially valuable to teachers in rural schools and village elementary and secondary schools.

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

250. Educational Psychology. 3 semester hours. 9 weeks. Prerequisite: General Psychology 200. Dr. Hilliard.
An application of the principles of psychology to education. Such topics as original nature, feeling and emotion, motivation, adjustment, mental hygiene, and various aspects of learning constitute the first half of the course. The second part deals with individual differences, their nature, detection, and treatment. The course covers information of a practical nature about marking and promotion, new type tests, interpretation of test results, manifestations of capacity, ability and performance, evaluation of teaching procedures, and the description of aptitudes, interests, and personality.

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

285. Health Education. 2 semester hours. 6 or 9 weeks. Miss Crane.
In this course the fundamental scientific principles of healthful living are developed through a study of school health problems. An effort is made to advance healthful living on the part of the students, and to make prospective teachers aware of modern methods and materials useful in helping school children solve their health problems.

305B. Early Elementary Education. (Beginning Reading). 2 semester hours. 9 weeks. Prerequisite: Early Elementary Education 305A, General Psychology 200, Psychology of Reading 212. Miss Blackburn.
The course will be devoted to the study of the technique of beginning reading.

306. Psychology of Childhood. 3 semester hours. 9 weeks. Prerequisite: Early Elementary Education 305B, General Psychology 200, Educational Psychology 250. Mrs. Phillips.
A study of the mental development of the young child; his original nature, conditions best suited to conditioning behavior in relation to his own needs and to his social environment. Discussion will be based on experimental studies. It is desirable that this course be taken either the semester previous to or simultaneously with directed teaching.

312. Later Elementary Education. 3 semester hours. 9 weeks. Prerequisite: General Psychology 200, Educational Psychology 250, Principles of Teaching 240 or 251. Miss Mason.
A study of the characteristics and needs of pupils in the later-elementary grades, and of the materials and methods of instruction.
320. **Principles of Secondary Education.** 3 semester hours. 9 weeks. Pre-requisite: General Psychology 200, Educational Psychology 250, Principles of Teaching 240 or 251. Dr. Bryan.

A study of the principles determining the aims and functions of the modern high school at both the junior and the senior levels, the criteria available for the evaluation of the various high-school subjects, and the techniques most effective in carrying on the different phases of the high-school teacher's work.

336. **Character Education.** 2 semester hours. Mr. Cooper.

Character outcomes of education are emphasized in this course. The theories of character education are considered, the objectives of character education are studied and cataloged, and a bibliography of references to methods and materials is collected. Consideration of the individual and respect for personality are stressed. The center of interest are life-situations, with classroom management, group cooperation, and problem-solving in the foreground. Socialized discussion, case discussions, child guidance, pupil participation, and the significance of the teacher's influence receive attention, together with the influences of the community and the home upon character.

348. **Special Problems of Village and Consolidated Schools.** 2 semester hours. Dr. Amis.

For description of course see Department of Rural Education, page 105.

353. **Foundations of Modern Education.** 2 semester hours. 9 weeks. Pre-requisite: General Psychology 200, Educational Psychology 250, Principles of Teaching 240 or 251. Dr. Frederick.

This course, prescribed by the State Board of Education in all degree curricula leading to a teacher's certificate, acquaints the prospective teacher with the historical and philosophical backgrounds of the institution in which he is to work, in order to prepare for intelligent participation in the interpretation of modern educational issues and the solution of present-day educational problems. The aims, types, content, agencies, organization, and methods of education are studied from their origins down to the present time, in order to provide a sound basis for the understanding, interpretation, and evaluation of the current theories and practices in the public school system of Michigan.

**OPEN TO SENIORS AND GRADUATES**

423. (C119). **Principles of Guidance and Adjustment.** 2 semester hours. Dr. Ellis.

Deals with the personal, recreational, educational, and vocational guidance of youth. Methods of counseling and techniques of gathering pertinent personnel data will be presented.

436. (C121). **Mental Hygiene of Childhood.** 2 semester hours. Dr. Ellis.

Topics considered are: adjustment and maladjustment in the home and school; failure and its consequences; mental examination of children; sex development and instruction; discipline under modern conditions; the conditioning and reconditioning of emotional responses; and the genetic development of personality.

439. (C219). **Problems in Guidance and Adjustment: The Guidance Workshop.** 6 semester hours. Dr. Manske, Director.

This workshop has been planned to meet the needs of those who have practical problems to solve in the guidance field. Special care has been exercised in the selection of the Workshop staff to secure persons with wide experience in the various aspects of guidance with which schools, either large or small, must deal. Faculties of other universities have been drawn upon, as well as the personnel of state and federal departments of guidance and vocational information.
Each student admitted to the Workshop will devote the major portion of his time to a given problem. Those with similar problems will be encouraged to work together in small, informal groups. To facilitate the organization of such groups, application for membership in the Workshop must be made in advance on blanks provided for that purpose. A carefully prepared term report will be required, and seminar credit will be granted should such a report eventuate as a thesis. Excursions, lectures, conferences, observations, demonstration clinics, and the like will be featured.

Application blanks may be secured from Dr. Elmer H. Wilds, Director of the Summer Session. These should be filed at an early date. Other inquiries should be directed to him also. Those who desire graduate credit must first be admitted to the Graduate School.

451. (A125). The Philosophy of Education. 2 semester hours. Dr. Wilds.
For graduate students and teachers of experience. Analyzes and interprets the changes in education taking place in this and other countries.

OPEN TO GRADUATES

503. (E153). Improvement of Instruction in Business Subjects. 2 semester hours. Dr. Hanna.
For description of course see Department of Business Education, page 80.

507. (C177) Education of Young Children. 2 semester hours. Dr. Lamoreaux.
Primarily for teachers and supervisors of nursery-school, kindergarten, and elementary-school children. The planning of school programs with regard for the developmental needs of children, and the scientific basis for innovating practices, such as those involved in activity-type teaching, will be reviewed.

510A. (C107a). Psychology of the Elementary School Subjects. 2 semester hours. Dr. Lamoreaux.
Deals with the psychological principles underlying present and projected practices in the teaching of reading and language. Involves statement of laws of learning, survey of experimental studies, psychological principles in learning situations, selection of subject matter, and examination of textbooks and courses of study.

514. (B151). Administration and Supervision of Elementary Schools. 2 semester hours. Dr. Hilliard.
Deals with the general managerial problems of the elementary school. Open to students of maturity and experience who wish to fit themselves for principalships or supervisorships in grades one to eight.

521. (B122). The High School Curriculum. 2 semester hours. Dr. Frederick.
Concerned largely with the literature dealing with the high-school program of studies, the criticisms directed against the existing curriculum, and the more significant proposals for its reform.

524. (B124). Administration of Secondary Schools. 2 semester hours. Dr. Bryan.
Designed for superintendents, principals, and experienced teachers interested in administrative matters. A detailed study will be made of the general problems of organization, supervision, and management of the high school.

561. (B249s). Administration of Town and Consolidated Schools. 2 semester hours. Dr. Amis.
For graduate students in the field of administration, and specially adapted to meet the needs of those interested in problems confronting administrators in small towns and consolidated schools.
562. (B192). Introduction to Educational Research. 2 semester hours. Dr. West.

Introduces students to the theories and technique of educational research. Study is made of the selection of problems, preparation of bibliography, treatment of educational data, and the writing of the thesis.

570. (E100). Principles of Industrial Arts. 2 semester hours. Dr. Micheels.

For description of course see Department of Industrial Arts, page 94.

571. (E101). Vocational Guidance and Placement. 2 semester hours. Dr. Micheels.

For description of course see Department of Industrial Arts, page 94.

585. (F213). Curriculum Problems in Physical Education and School Health. 2 semester hours. Dr. West.

For description of course see Department of Physical Education for Men, page 101, or Department of Physical Education for Women, page 103.

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ENGLISH

William R. Brown
Edith M. Eicher
Louis Foley
Frank C. Householder

Helen E. Master
Herbert Slusser
Charles A. Smith
Ruth G. Van Horn

Majors and minors: Students who intend to make a major or minor in English in any of the courses leading to a certificate to teach should confer with the adviser of the department as early as possible in their freshman year. In so far as possible an attempt will be made to select and arrange the work of each student in accord with his personal needs and the other requirements of his program of study. However, the following general outlines may be of service as tentative guides in planning programs of study:

Students who major or minor in English for the State Elementary Provisional Certificate should plan to take Literature for Children 203; 3 to 6 hours in courses in poetry; 3 or 4 hours in courses in non-fiction prose; 3 hours in fiction; 3 or 6 hours in drama, and sufficient electives to meet the requirement for a major or minor.

Students who major or minor in English for the State Secondary Provisional Certificate should have a fundamental acquaintance with Latin, and a reading knowledge of some modern language, preferably French or German. They must take the courses in Anglo-Saxon and Chaucer, and should take Shakespeare, the English novel, some course in non-fiction prose, some course in American literature, some course in poetry. For a minor, of course, the student will elect 15 hours most suited to his needs. In all cases the student's general program of study from year to year should be considered in making his elections in English.

Rhetoric

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

106A. Rhetoric. 3 semester hours. Miss Van Horn.

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

106B. Rhetoric. 3 semester hours. Mr. Smith.

In this second half of the course, the general forms of discourse are introduced with particular attention to description and narration. Some attention is given to figures of speech and to those traits of style that give character to writing. English prosody in its more elementary aspects is considered in connection with the study of a small group of poems. Usually some masterpiece of English prose is studied in detail as an example of narrative writing.

323. Advanced Rhetoric. 2 semester hours. 6 or 9 weeks. Miss Eicher, Mr. Foley, Mr. Slusser.

In this course some attention is given to the historical background and method of development of the language. Such subjects as point of view, fashion in language, euphemism, poetic imagery, and shifting meanings of words are studied, with a view to illuminating much that lies back of literary expression, and to sharpening and vivifying the student’s appreciation of literature. It is taken for granted that those who enroll in the course have had considerable work in English or in foreign language.

Literature

121. Chief American Poets. 3 semester hours. Mr. Householder.

The work of this course consists of wide reading in the poetry of Bryant, Poe, Longfellow, Emerson, Whittier, Lowell, Holmes, Whitman, and Lanier. This is supplemented by intensive study of some of their chief poems and by some consideration of their significance in American Literature.

203. Literature for Children. 3 semester hours. 6 or 9 weeks. Miss Master.

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

207A.S. Representative English Poetry. 3 semester hours. Miss Van Horn.

The aim of this course is to help the student become more familiar with representative poets of England and the relation of each to the period and movement in which he worked. Selections are read and discussed in class.

207B.S. Representative English Prose. 3 semester hours. 9 weeks. Miss Eicher.

The purpose of this course is to give the student a greater familiarity with the most representative work of England’s best prose writers. Stress is placed upon the significance of each work in relation to the literary and social movements of the time. Selections are read and discussed in class.

213. The English Novel. 3 semester hours. Dr. Brown.

The first aim of the course is to acquaint the student with the method of studying and teaching prose fiction. For this purpose some short, well-constructed novel is analyzed in the classroom. After some study of the picaresque tale of the Elizabethan times, the class traces the development of the novel in Defoe, Richardson, Fielding, Sterne, and Smollett, the Gothic romance, and the novels related to the French Revolution. Later, the leading English novelists from Jane Austen to the present date are studied. Each member of the class is required to make a detailed study of some novelist or some phase of the novel, and to report upon it to the class.
219. The Short Story. 2 semester hours. Mr. Foley.
This course traces the development of the short story in England, France, and America, with an account of the various types and its general technique. The required reading will serve to acquaint the student with the best short stories and the method of teaching such material. Themes and reports are required.

308A. The English Drama. 2 semester hours. 9 weeks. Mr. Smith.
An introduction to the English drama. Interesting and significant plays by Elizabethan and Jacobean playwrights—Lyly, Greene, Peele, Marlowe, Kyd, Webster, Jonson, Beaumont, Fletcher, Massinger, Shirley, and others—are read and discussed.

322. American Literature. 3 semester hours. 9 weeks. Mr. Slusser.
This course is intended primarily for juniors and seniors who have had no other courses in American literature and who desire more intimate acquaintance with the subject. The work consists of lectures, discussions, and as wide reading as the time permits.

OPEN TO SENIORS AND GRADUATES

417. (111). The English Epic. 3 semester hours. 9 weeks. Dr. Brown.
A study of the general characteristics of the epic. The class makes a careful study of Paradise Lost. Selections are read from other epics for comparative study.

GEOGRAPHY AND GEOLOGY

LUCIA C. HARRISON  H. THOMPSON STRAW  MARGUERITE LOGAN

Introductory Geography, either 105A, B, or 305, must precede all other undergraduate geography courses except Introduction to Commercial Geography 218 and Conservation of Natural Resources 312. Course 305 should be substituted for 105A, B by two groups of students: (1) those who do not begin the study of geography until the junior year and yet desire to complete a minor in the field and (2) upper classmen who are interested in electing a few courses in geography as a part of their general cultural or professional training. There is no required sequence in the courses in regional geography.

Teaching of Geography 300T may not be included in the 24 semester hours required in a major or in the 15 semester hours required in a minor. A student will not receive departmental recommendation for directed teaching or for a teaching position in geography who has not successfully completed this course.

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

A major in earth science consists of Dynamic Geology 230A, B, and six courses in geography.

206. United States and Canada. 3 semester hours. Prerequisite: Introductory Geography 105A, B, or 305. Dr. Straw.
A regional study of the United States and Canada.
207. Europe. 3 semester hours. Prerequisite: Introductory Geography 105A, B, or 305. Miss Logan.

The course proposes to point out the functions of the various natural conditions, such as climate, topography, minerals, and relative location in the economic, political, and social developments in the various regions of Europe.

208. South America. 3 semester hours. Prerequisite: Introductory Geography 105A, B, or 305. Miss Harrison.

The relationship between the combination of natural environmental conditions existing in each of the major geographic regions of the continent and the economic activities carried on therein. The place of South America in world trade.

209. Africa. 2 semester hours. Prerequisite: Introductory Geography 105A, B, or 305. Desirable antecedents: Europe 207 and Modern European History. Miss Harrison.

Earth conditions that have retarded exploration, occupation by the white race, and economic development, and that have been operative in the evolution of the present political pattern of the continent; problems of governance of this tropical continent by Europeans; the geography of the major natural and political regions; political, cultural, and economic trends.

300T. Teaching of Geography. 2 semester hours. Prerequisite: Introductory Geography 105A, B, or 305. Desirable antecedent: Principles of Teaching 240 or 251. Miss Logan.

Objectives in the teaching of geography, evaluation and technique of visual aids, organization and presentation of textual materials, geographic tests.

305. Introductory Geography for Juniors and Seniors. 3 semester hours. Not open to students who have received credit for Introductory Geography 105A or 105B. Dr. Straw.

An introductory course designed for upper classmen who are electing their first course in geography.

306. Michigan. 2 semester hours. Last 3 weeks. Prerequisite: Introductory Geography 105A, B, or equivalent. Dr. Straw.

A detailed but non-technical study of Michigan in which are taken up the major economic, social, and recreational activities with a view to explaining their existence in the particular parts of the state where each activity is prominent.

307. Asia. 2 semester hours. Last 3 weeks. Prerequisite: Introductory Geography 105A, B, or 305, and one regional course. Miss Logan.

An interpretation of the major geographic regions of Asia. Especial emphasis will be given to the organization of materials into geographic units.

308. Mexico and the Caribbean Lands. 2 semester hours. Last 3 weeks. Prerequisite: Introductory Geography 105A, B, or 305. Miss Harrison.

Includes Mexico, Central America, and the West Indian Islands. The present economic, social, and political development of these lands and their future promise.

HOME ECONOMICS

SOPHIA REED

REVA VOLLE

RACHEL ACREE

Courses are planned in the Home Economics Department for a major or minor in home economics. Plans are also made for meeting the requirements for a vocational certificate in Michigan.
Major:
The major consists of twenty-four or more semester hours in home economics. To be eligible for the advanced foods courses it will be necessary for the student to have had Chemistry 105A, B. To be eligible for the advanced courses in clothing it will be necessary for the student to have taken Elementary Design 105, or equivalent, and Costume Design 209. A student who has a major in home economics and meets the requirements of the Education Department for a certificate may teach home economics only in the non-vocational home-economics departments of Michigan.

Minor:
The minor consists of fifteen semester hours in home economics. It is planned for students of other curricula who wish to take home economics for personal or homemaking purposes.

Vocational Certificate:
Only persons who meet the requirements for a vocational certificate can teach in the vocational home-economics departments in Michigan. The required courses are listed below:

- **Social Science**—At least one course each in economics and sociology.
- **Fine Arts**—Elementary Design 105, Costume Design 209, and Home Furnishings 221.
- **Home Economics**—Problems in Home Living 100, Clothing Clinic and Textiles 103, Foods 111, Clothing 205, Nutrition 211, Child Growth and Development 226, Family Clothing 305, Advanced Foods 311, Quantity Food Management 312, Home Management 322, Home Nursing and Family Health 323, Home Management Practice 324, Marriage and Family Relationships 325, elective (2 semester hours.)
- **Education**—Problems in Home Economics Education 300T and courses in the Education Department to fulfill the requirement for a secondary provisional certificate.

Dietetics:
At present the Home Economics Department does not prepare students to be dietitians. If a student wishes to enter the department and transfer at the end of two years, it is suggested that she take two years of chemistry (both inorganic and organic) and one year of biology, besides courses in foods and nutrition.

120. Personal and Social Problems. 1 semester hour. Miss Moore, Miss Acree.

This general course is planned for those who do not intend to teach home economics. Consideration will be given to such units as selection and care of clothing, personal health and grooming, social usage, nutrition, the hot lunch, 4-H Club work, and applied art. The units taught will be selected on the basis of the interests and needs of the students. This course will be taught for the students in the secretarial course during the summer of 1942.

203. Clothes and Personality. 2 semester hours. 6 or 9 weeks. Elective for non-majors. Miss Volle.

This course is to help the student who is interested in spending her clothing dollars more wisely. Factors affecting the choice of satisfactory clothes from the standpoint of becomingness, current fashion, and economy are studied. Laboratory work consists of making one garment, to develop a knowledge of
construction. The construction problem is based on the wardrobe needs and the manipulative skill of the student. Emphasis is placed on selection of clothes to suit personality types.

300T. Problems in Home Economics Education. 3 semester hours. Prerequisite: Directed Teaching 371. Miss Reed.
Major consideration is given to the problems which the student is meeting in teaching. The course also includes a study of vocational legislation and requirements; homemaking for adults and out-of-school youth; evaluation of text books, magazines, and illustrative material; securing a position and professional ethics; investigation of laboratory equipment; value of state and national associations.

305. Family Clothing. 2 semester hours. Prerequisite: Clothing Clinic and Textiles 103, Clothing 205, Costume Design 209, or consent of instructor. Miss Volle.
This course is flexible in content to meet the needs of advanced students preparing to teach clothing selection and construction to definite groups of persons. Each part of the wardrobe, including all garments and accessories, will be studied with reference to its cost and to its appropriateness in the wardrobe of specific individuals. Garments are made for persons of any age, from either new or old material.

312. Quantity Food Management. 2 semester hours. Prerequisite: Advanced Foods 311 or consent of instructor. Miss Acree.
This course includes a study of the buying, preparing, and serving of large amounts of food; the management of school lunches; the management of people, supplies, time, and equipment in large quantity cookery and serving. Some practical work is done in the college cafeteria and in the preparing and serving of teas, banquets, luncheons, and dinners.

324. Home Management Practice. 3 semester hours. Prerequisite: Home Management 322. Miss Acree.
Students live together in family-size groups in a house where opportunity is provided for practice in the composite duties of homemaking. The house is managed on three economic levels of income, and students participate in social activities of a family group suited to each status of living.

325. Marriage and Family Relationships. 2 semester hours. 6 or 9 weeks. Prerequisite: General Psychology 200 or Principles of Sociology 241. Open to both men and women. Miss Reed and others.
This course is a study of the contributions and problems of the family in modern society. It includes a consideration of marital and personality adjustments in family living for changing age groups. It places emphasis on preparation for marriage and gives a perspective of the new tasks and obligations in urban and rural living as they affect social relationships, shared tasks, and legal problems.

INDUSTRIAL ARTS

Marion J. Sherwood  
Fred S. Huff  

William J. Micheels  
Don O. Pullin

All students pursuing an Industrial Arts major should decide which type or phase of the work they wish to emphasize and then plan a suitable sequence of courses, with the help of their adviser, to prepare them for participation in their chosen specialty.
Suggested Course Sequences

**WOOD**

- Woodshop 100
- Advanced Benchwork 106
- Pattern Making 201
- General Shop 202
- Farm Shop 203A
- Farm Shop 203B
- General Woodshop 205A
- General Woodshop 205B
- Finishing 207

**METAL**

- General Metal 130A
- General Metal 130B
- Pattern Making 201
- Electrical Construction 212
- Machine Shop 234A
- Machine Shop 234B

**DRAWING**

- Drawing 120
- Drawing 121A
- Drawing 121B
- Drawing 221
- Drawing 222
- Architecture 225A
- Architecture 225B

**PRINTING**

- Printing 140A
- Printing 140B
- Presswork 141
- Printing 240
- Advanced Presswork and Lockup 241
- Printing 242
- Layout and Design 243
- Linotype Composition 245A
- Linotype Composition 245B
- Linotype Mechanism 345A
- Linotype Mechanism 345B

Students who enter without high-school physics must elect Physical Science 100A, B.

Ordinarily students will be required to take Applied Mathematics 112 and Electricity 160. Those who elect a year of college physics are not required to take either Applied Mathematics 112 or Electricity 160. Those who elect a year of college mathematics are not required to take Applied Mathematics 112.

The first courses in Wood, Drawing, Printing, and Metal should be taken as soon as possible. None of these should be taken later than the sophomore year.

**SHOP COURSES**

100. **Woodshop.** 2 semester hours. Mr. Sherwood.

An introductory course, including shop drawing, blue-print reading, and fundamental tool processes. A combination theory and laboratory course suitable for students enrolled in other departments.

106. **Advanced Benchwork.** 3 semester hours. Prerequisite: Woodshop 100 or equivalent. Mr. Sherwood.

An advanced course in bench woodworking, with particular emphasis on technique of hand tools, grinding, and sharpening. It includes elementary pattern making, molding, and shop sketching.

203A. **Farm Shop.** 2 semester hours. Prerequisite: General Shop 202.

The application of the principles of General Shop 202 to farm problems: farm woodworking and carpentry; pipe fitting and plumbing, including water supplies, water uses, and water disposals; concrete construction, including floors, foundations, and septic tanks.

203B. **Farm Shop.** 2 semester hours. Prerequisite: General Shop 202.

A continuation of Farm Shop 203A. Forging; electricity; general tool repair; farm machinery; organization, management, and planning of the farm plant and home shop.
DRAWING COURSES

120. General Mechanical Drawing. 2 semester hours. Mr. Huff.
A general elementary course dealing with those phases of the work found in modern high-school courses, with special emphasis on problems correlated with other departments.

121A. Mechanical Drawing. 3 semester hours. Prerequisite: General Mechanical Drawing 120 or equivalent. Mr. Huff.
A continuation of the principles emphasized in Mechanical Drawing 120. Lettering, sketching, drawing, tracing, and electric blueprinting of suitable shop projects.

121B. Mechanical Drawing. 2 semester hours. Prerequisite: Mechanical Drawing 121A. Mr. Huff.
More advanced problems in mechanical drawing, detailing, design, theory and application, ranging from simple geometrical problems, through surface development to machine details, cams, gears, and some architectural drawing. Special emphasis on review of the fundamentals of drawing and discussions of practical problems.

221. Mechanical and Machine Drawing. 3 semester hours. Prerequisite: General Mechanical Drawing 120 or equivalent. Mr. Huff.
Special attention is given to orthographic projection, detailing assemblies, and other fundamentals of drafting. This course is the equivalent of Drawing I of the Engineering Department, University of Michigan, and satisfies the requirements of engineering students.

225A. Architecture. 2 semester hours. Prerequisite: General Mechanical Drawing 120. Mr. Huff.

225B. Architecture. 2 semester hours. Prerequisite: Architecture 225A. Mr. Huff.
Plans, elevations, details, mechanical perspective, rendering, tracing and prints of a modern house. Emphasis placed on styles of architecture and architectural appreciation.

PRINTING COURSES

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

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

141. Presswork. 2 semester hours. Prerequisite: Printing 140A, B. Mr. Pullin.
This is a beginning course in presswork, which includes simple lockup, make-ready, and feeding.
PROFESSIONAL COURSES

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

301T. Teaching of Industrial Arts. 3 semester hours. Mr. Sherwood.
This course aims to combine the student's previous educational contacts and practical experiences with the best modern school practices in the teaching of industrial arts. It includes observation studies and individual research problems.

OPEN TO GRADUATES

570. (E100). Principles of Industrial Arts. 2 semester hours. Dr. Micheels.
A general course intended to aid teachers, supervisors, and administrators to see the field of industrial arts in its entirety. Among the factors considered will be the philosophy, organization, and administration of industrial arts, types of schools, kinds of shops, teachers, teaching situations, shops, and students. This course offers a basis for understanding the place of industrial arts in education as a whole.

571. (E101). Vocational Guidance and Placement. 2 semester hours. Dr. Micheels.
Deals with vocational guidance as a form of conservation of the native capacities of youth and the education provided for them. Considers the relations of vocational guidance to other forms of guidance and to a liberal education.

LANGUAGES

ELISABETH T. ZIMMERMAN
HARRY P. GREENWALL

Ada M. Hoebbeke
Myrtle Windsor

Twenty-four semester hours are required for a major in foreign languages and fifteen for a minor. This minimum requirement does not include the first year of a language.

Students desiring to do directed teaching in foreign languages must have completed a minimum of fifteen semester hours and must be approved by the chairman of the department. Teaching of Latin 300T is prerequisite to directed teaching in Latin.

A course in modern European history is desirable for students majoring or minoring in a modern language.

It is strongly recommended that students who are planning to do directed teaching in French shall take Phonetics 305.

No credit will be given for less than eight semester hours of a beginning language.

Students are urged to take the advanced courses as full year units, although credit may be obtained for one semester upon consultation with the instructor.

FRENCH

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

100B. Elementary French. 4 semester hours. Miss Windsor.
A continuation of 100A for those students who have had their first semester.
202S. Reading from Modern French Novels and Stories. 2 semester hours. 6 or 9 weeks. Miss Windsor.
This course is intended for those who have had two years of college French or its equivalent. Students who do not have the necessary prerequisite may consult the instructor for adjusting of work and credit. The course consists of readings, résumés, and discussions from the various points of view of language, ideas, and French life.

GERMAN

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

102A or B. Intermediate German. 4 semester hours. 6 or 9 weeks. Miss Zimmerman.
The work of this course covers that of the first or second semester of the second year of German.
It includes a review of grammar, the reading of simple modern German texts, composition based upon them, and the study of songs and poems.

LATIN*

300T. Teaching of Latin. 2 semester hours. Miss Hoebeke.
The problems of the first two years of high-school Latin are considered. Observations of teaching, reports, and discussions will form a part of the work. This course is prerequisite to directed teaching in Latin.

305. Latin Writing. 3 semester hours. Miss Hoebeke.
Practice is made in the fundamental principles of correct expression in Latin. Required of all students majoring in Latin. Class meets 4 days a week for 6 weeks.

SPANISH

100A. Elementary Spanish. 4 semester hours. 6 or 9 weeks. Mr. Greenwall.
The elements of grammar and pronunciation are given particular attention. The use of oral Spanish is encouraged, and reading is begun very early in the year.

102A or B. Intermediate Spanish. 4 semester hours. 6 or 9 weeks. Prerequisite: Elementary Spanish 100A, B, or two years of high-school Spanish. Mr. Greenwall.

LIBRARY

ANNA L. FRENCH

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

308S. Book Collection of a Small School Library. 3 semester hours. Miss Cleveland.
This course includes the methods of selecting and using books in the general collection and the reference collection of the small school library.

*Note.—Students whose needs are not met by these Latin courses should consult with the instructor.
Courses in the Department of Mathematics are designed to meet the needs of students presenting three types of preparation in the high school. A freshman electing work in mathematics for the first time should be careful to select from courses 100A, 103A, and 104A the one best adapted to the amount of high-school mathematics for which he has credit.

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

Elementary Sequences in Mathematics

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*Solid Euclidean Geometry 100B may be taken in combination with course 100A or course 100C, either the first or the second semester.

For students who have studied calculus a main array is offered consisting of Differential Equations 321, Theory of Equations 322, Solid Analytic Geometry 323, and Theoretical Mechanics 325.

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

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

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

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

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

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

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

Students desiring to do directed teaching in mathematics must have completed a major or a minor in this subject and have included in this preparation some course which has been approved as bearing on the teaching of mathematics. History of Mathematics 315A, B is also recommended. Application for directed teaching in mathematics must be approved by the chairman of this department. Solid Euclidean geometry is a prerequisite to directed teaching in either algebra or geometry.

The war emergency has emphasized the value of fundamental education, as distinguished from time served in school or college. As a result there has arisen a considerable demand from young men for work in mathematics which will permit them to overcome deficiencies in their education which now disqualify them for many of the most desired positions. The demand is not one merely of quantity of credit, but it involves the element of progressive attainment. For instance, one cannot master trigonometry without first reaching a certain measure of proficiency in algebra; and trigonometry, in turn, is prerequisite to an understanding of navigation and ballistics.

To meet the demand for mathematics in the form in which it has arisen, the department of mathematics is offering for the summer school an arrangement which permits a student to accomplish in nine weeks twice the work of an ordinary session of six weeks. The arrangement is especially noteworthy in that it provides both for quantity of credit and also allows the student to complete the more advanced courses having prerequisites that ordinarily are completed only at the end of two full terms.

Courses marked (w) will be offered as a complete unit, giving full credit for the course at the end of six weeks, with a recitation period of 110 minutes, four days a week. For the last three weeks the same course with full credit will be repeated, meeting twice a day for two recitation periods of 110 minutes each. This will accommodate (1) those students who desire a summer term of six weeks only; (2) those students who wish to spend nine weeks, but who at the same time need courses with prerequisites that could not be managed by parallel courses running through the full term of nine weeks; and (3) those students who wish to attend only during the final three weeks of the term, but who desire full credit for some course. Note that under the arrangement presented the following typical adjustments are made possible: A student electing:

(a) 100A the first six weeks could elect 100B or 100C the last three weeks.
(b) 115S the first six weeks could elect 116S the last three weeks.
(c) 100B the first six weeks could elect 100C the last three weeks.

At the same time a student has full choice of elections among courses of this and all other departments which he is qualified to carry during the first six weeks, subject only to the condition that a student who contemplates electing one of the double-time courses in mathematics for the last three weeks should elect for the first six weeks only courses which terminate within that period.
2A. Geometry. Mr. Cain.
Designed for the increasing number of students who find, after graduating from high school, that it is necessary to make up mathematics in order to enter some desired field of activity. This course gives no college credit, but covers the first half of a one-unit preparatory course in geometry.

2B. Geometry. Mr. Cain.
A continuation of 2A. This course gives no college credit but, when completed, affords credit in one unit of high-school preparatory geometry.

100A. Elementary Algebra (w). 3 semester hours. Prerequisite: one year of high-school algebra and one year of high-school geometry. Mr. Bartoo.
Designed for students who present for admission only one year of algebra. For such students it should precede all other college courses in mathematics.

100B. Solid Euclidean Geometry (w). 2 semester hours. Prerequisite: one year of high-school geometry. Mr. Cain.
Designed for those students who present for admission only one year of geometry. This course, if not taken in high school, is required of all majors in mathematics. Theorems and constructions, including the relations of planes and lines in space; the properties and measurements of prisms, pyramids, cylinders, and cones; the properties of the sphere and the spherical triangle.

100C. Plane Trigonometry (w). 3 semester hours. Prerequisite: Elementary Algebra 100A or a year and a half of high-school algebra, and at least one year of Euclidean Geometry. Mr. Ackley.
Trigonometric ratios, identities and equations, inverse functions, theory and use of logarithms, circular measure of angles, solution of triangles.

101T. Arithmetic (w). 3 semester hours. Mr. Blair.
Lectures and discussions on the history and teaching of the subject, with assigned reading. Extended treatment of typical problems of applied arithmetic. This course gives credit in education.

115S. College Algebra. 3 semester hours. Prerequisite: one and one-half years of high-school algebra and one or one and one-half years of high-school geometry, or the equivalent. Mr. Ackley.
A review of exponents, radicals, and quadratic equations, including systems of quadratic equations, progressions, the binominal theorem, complex numbers; theory of equations, including Horner's method, determinants, permutations and combinations.

116S. Analytic Geometry (w). 3 semester hours. Prerequisite: trigonometry and college algebra. Dr. Butler.
Analytic geometry of the straight line, circle, and conic sections; change of axes; properties of conics, involving tangents, diameters, and asymptotes.

200. Mathematics of Buying and Investment. 2 or 3 semester hours. Prequisites: high-school algebra and geometry. Mr. Cain.
Designed to give the individual actual concrete appreciation of the relation of cash and time payments to his own business or budgetary problems, and to afford students with a limited background of mathematics an appreciation of ways in which understanding of the relations of the individual to organized society is promoted by mathematics. Methods of financing installment purchases as commonly encountered are studied, and their actual cost to the consumer is investigated. The student is introduced to tables of interest, annuities, and other readily available means of assistance in dealing with business practices. The amount of credit earned in the course will be determined by the extent to which the student participates in the investigation of illustrative exercises outside of the class hour.
201S. Field Work in Mathematics. 2 semester hours. Prerequisite: high-school algebra and geometry. Dr. Butler.

This course is designed to provide an understanding of the nature and construction of simple mathematical instruments, and to give some practical experience in their use. It is non-technical and unspecialized. Practical field work is emphasized throughout the course. The work should prove to be of much interest not only to teachers of high-school mathematics but to other teachers as well. It is especially valuable to teachers of arithmetic, geography, agriculture, and shop or industrial subjects, and to individuals interested in scouting or club work with boys or girls.

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

While this course is designed primarily for those who plan to teach high-school mathematics, it will be of interest to anyone desiring to apply Euclidean methods to many interesting problems beyond the scope of a high-school text. The course consists of the study of such topics as geometric constructions, properties of the triangle, harmonic ranges and pencils, circle of Apollonius, inversions, poles and polars, and orthogonal and co-axial circles.

301T. Teaching of Secondary Mathematics. 3 semester hours. Prerequisite: analytic geometry. Mr. Blair.

The aim of this course is to give the prospective secondary school teacher the best educational information concerning the scope of content and the teaching of secondary mathematics. While this is not primarily an academic course, the actual learning of subject matter is employed to a considerable extent as furnishing a most effective background for teaching and illustrating principles of instruction. This is supplemented by readings, lectures and reports. This course is prerequisite to directed teaching in mathematics.

MUSIC

GEORGE E. AMOS
MARY P. DOTY
H. GLENN HENDERSON
DOROTHEA SNYDER

A minor in music may be arranged through a conference with the chairman of the music department.

104. Early Elementary Music. 3 semester hours. Miss Doty.

This course gives a singing knowledge of syllables in all major and minor keys and includes a study of song material for first three grades, treatment of monotones, experience in presentation and teaching of rote songs, and introduction of notation.

107. Later Elementary Music. 3 semester hours. Mrs. Snyder.

Material suitable for upper grades, method of introducing part singing, and experience in unison and part signing in all major and minor keys.

109S. Music Appreciation for Rural Schools. 2 semester hours. Miss Doty.

Stresses beauty through music, as developed by means of a phonograph and records; correlation with other school subjects; and, in general, rhythmic, melodic, and harmonic development.

132. Orchestra. 1 semester hour. Rehearsals twice a week. Mr. Amos.

An orchestra will be organized open to all students having had orchestral experience. The organization will appear at various functions during the summer session.
134S. **Summer School Choir.** 1 semester hour. Rehearsals twice a week. Mrs. Snyder.

A summer school choir will be organized open to all students having had choral experience. Material will be used that will be sung in the following spring at the High-School Music Festivals.

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

The course presents sufficient material to enable a student to gain an intelligent knowledge of modern harmonic treatment. Part writing from given basses and melodies, chord, and melodic progressions is required.

212B. **Music Appreciation.** 4 semester hours. Prerequisite: one of the following: Fundamentals of Music 105A, B, Early Elementary Music 104, Later Elementary Music 107, Rural School Music 109. Miss Doty.

A study of the masterpieces is made, and appreciation work in preparation for teaching children is definitely worked out.

216B. **Voice Culture.** 2 semester hours. Mrs. Snyder.

The work in this course is designed to further the development of the first year's work. The class is divided into sections with the idea of having voices of similar character and quality work together for more intensive and individual study. Suggestions are made to individuals before the class so that all may have the advantage of the work. Songs are taught to the groups and eventually sung by the individual.

302T. **Music Education (instrumental).** 2 semester hours. Prerequisite: Fundamentals of band and orchestra instruments. Mr. Amos.

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

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

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

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**PHYSICAL EDUCATION FOR MEN**

| HERBERT W. READ   | FRANK C. HOUSEHOLDER                  |
| WALLACE BORGMAN  | CHARLES H. MAHER                     |
| MITCHELL J. GARY  | J. TOWNER SMITH                     |
| WILBUR D. WEST    |                                        |

A student can qualify for a Physical Education and Coaching major with a minimum of 24 semester hours, but he must check with the director so as to be sure to get the required subjects. It is recommended, nevertheless, that the student take the full 36 semester hours.

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

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

101. **Early American Dancing.** 1 class hour. Miss Worner.

102. **Tennis.** 2 class hours. Mr. Householder.

122. **Social Dancing.** 1 class hour. Miss Worner.
PHYSICAL EDUCATION FOR MEN

207S. **Scouting.** 2 semester hours. 6 or 9 weeks. Mr. Read.

History, aims, and principles of the Boy-Scout movement. Methods of the patrol and troop are studied. Students are given the opportunity of practical experience in the various phases of scouting and woodcraft. Particular emphasis is placed on the value of the scout program in supplementing the influences of the home, church, and school life of the adolescent boy. Those completing the course satisfactorily are awarded the standard leader's diploma, issued by the Boy Scouts of America.

208. **Fundamentals and Technique of Football.** 2 semester hours. Mr. Gary.

Fundamentals of football coaching, with special emphasis on catching, punting, kicking, blocking, interference, tackling, principles of line and back field work, the most approved manner of playing the various positions. Building and formation of plays, generalship, signal systems, and scouting. Some problems of the coach. Study of the rules.

209. **Fundamentals, and Technique of Basket Ball.** 2 semester hours. Mr. Read.


210. **Fundamentals and Technique of Baseball.** 2 semester hours. Mr. Maher.

Theory and practice in base running, fielding, batting, and pitching; detailed study of each position; offensive and defensive team play; officiating; scoring; study of rules.

211. **Fundamentals and Technique of Track and Field.** 2 semester hours. Mr. Smith.

The best accepted forms of starting, hurrying, distance running, pole vaulting, discus and javelin throwing, sprinting. Study of physical condition affecting speed, endurance, and fatigue. The selection and preparation of contestants for the different track and field events. Managing and officiating of games and meets. Study of rules. Practice on the track.

302T. **Organization and Administration of Physical Education.** 3 semester hours. 6 or 9 weeks. Mr. Smith.

The planning of physical-education programs for city, village, and rural schools; the organization of health lessons, games, tests, meets, tournaments, and seasons of play; principles of supervision; construction and equipment of buildings, grounds, swimming pools, athletic fields, stadia. This course gives credit in education.

315S. **Physical Education and Sports in National Defense.** 2 semester hours. 6 or 9 weeks. Mr. Gary.

The purpose of this course is to show the place of physical education and sports in the national-defense plans. Reference is made to leisure time and sports, health and sports, principles for evaluating sports, methods of teaching sports appreciation, trends and future developments. Special attention will be given to the reports and proceedings of the various national physical-education and sports conferences of the past year.

OPEN TO GRADUATES

585. (F213). **Curriculum Problems in Physical Education and School Health.** 2 semester hours. Dr. West.

Considers the aims, objectives, and goals of physical education and school health. Principles underlying the curriculum, standards for the selection of activities, and criteria for judging outcomes are discussed. A thesis may be initiated.
PHYSICAL EDUCATION FOR WOMEN

CRYSTAL WORNER  
ISABEL CRANE  
SARAH H. McROBERTS  

DORIS HUSSEY

The Department of Physical Education aims to provide an interesting and beneficial program of physical activity for each student. Physical fitness of the individual for participation is determined by medical and physical examinations. No student is excused from physical education, but program adjustments are arranged to take care of those with physical handicaps.

Appropriate uniforms, obtainable at the Campus Store, are required for the various activities.

Students other than those majoring in physical education may not earn more than three class hours of physical-education credit in one semester. (A class hour is to be interpreted to mean one hour of class work each week for one semester).

Students who wish to take a minor in physical education should, if possible, confer with the department advisers early in their freshman year. A total of 15 semester hours of credit is necessary for a minor. The following information is given as a tentative guide in selection of courses for a minor:

Required:
- Physical Education Theory and Practice ............. 6 semester hours
- Elementary School Physical Education 270A, B .......... 4 semester hours
  or
- Secondary School Physical Education 274A, B .......... 3 semester hours

Elective:
- Introduction to Physical Education 170 ............. 2 semester hours
- First Aid 271 ........................................ 1 semester hour
- Health Education 285 ................................ 2 semester hours
- Community Recreation 376 .............................. 2 semester hours

It is advisable for a student who wishes to be recommended by the department for the teaching of physical education to take as electives Methods 300T, 2 semester hours, and Directed Teaching in Physical Education, 4 semester hours. These courses may not be included in the 15 semester hours required for the minor.

101. Early American Dancing. 1 class hour. Miss Womer.
110. Swimming. 1 class hour. Miss Hussey, Miss McRoberts.
113. Tennis. 1 class hour. Miss Hussey.
118. Archery. 1 class hour. Miss McRoberts.
120. Badminton. 1 class hour. Miss Hussey.
122. Social Dancing. 1 class hour. Miss McRoberts.

236S. Camp Fire and Scouting. 1 semester hour. Miss Womer.
The organization and administration of Camp Fire and Girl Scout Troops, with a study of suitable activities for the yearly program.

333. Recreational Activities. 1 semester hour. Miss Womer.
Experience in organizing and conducting programs of games and recreational activities of a social nature for various age groups.

334S. Public School Physical Education. 2 class hours. Miss Crane.
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.
PHYSICS

OPEN TO GRADUATES

585. (F213.) Curriculum Problems in Physical Education and School Health. 2 semester hours. Dr. West.

Considers the aims, objectives, and goals of physical education and school health. Principles underlying the curriculum, standards for the selection of activities, and criteria for judging outcomes are discussed. A thesis may be initiated.

PHYSICS

CLARENCE KLEIS

A major in physics consists of 24 semester hours. By arrangement with the Department of Chemistry, a major in physical science may be made by taking 8 semester hours of chemistry and 16 semester hours of physics. A minor in physics consists of 16 semester hours and may not be made by combining physics and chemistry. A year of college mathematics should precede Mechanics, Sound, and Heat 203A and Electricity and Light 203B.

105A. Introduction to Physical Science. 3 semester hours. Mr. Kleis.

This course is designed for students who wish to do some work in this field, but who have not time or are not adequately prepared to pursue the more mathematical courses, Mechanics, Sound, and Heat 203A and Electricity and Light 203B, which are required in engineering, medicine, and dentistry and of students preparing to teach physics. This course is open to students who have had high-school physics as well as to those who have had no previous courses in this field.

Selected topics from mechanics, heat, electricity, and magnetism are taken up in this course.

166. Practical Radio. 3 semester hours. 9 weeks. Prerequisite: high-school physics. Mr. Marburger.

This course is designed to meet the needs of teachers and students preparing to teach this subject in high-school physics and general science. It is an elementary course in the fundamental principles underlying radio communication. Types of transmitting and receiving circuits are studied. Laboratory exercises in setting up, testing, and adjusting simple receiving and transmitting equipment are included.

203A. Mechanics, Sound, and Heat. 5 semester hours. 9 weeks. Prerequisite: high-school physics or Introduction to Physical Science 105A, B, and trigonometry. Mr. Marburger.

A general course in mechanics of solids and fluids, together with a study of heat and sound. Demonstrations, lectures, and recitations, with the solution of many problems.

Note.—Either 203A or 203B will be offered in response to the demand. Students desiring either of these courses should consult Mr. Kleis upon arrival on the campus.

203B. Electricity and Light. 5 semester hours. Prerequisite: Mechanics, Sound, and Heat 203A. Mr. Kleis.

Same general plan of presentation as in 203A.

210. Astronomy. 3 semester hours. High-school physics is a highly desirable antecedent. Mr. Kleis.

A non-mathematical course in descriptive astronomy, which will serve as an aid to students in general science and to others who may desire an understanding of the elements of the subject. Open to students of all courses.
The Department of Psychology does not at present offer a major in this field. However, a minor may be secured by taking all the courses offered by the Department, with the proviso that arrangement be made for at least three semester hours of credit in course 309.

Abnormal Psychology 305 is required in the Special Education curriculum, and may be elected in others. This course and Psycho-Educational Problems 309 offer approaches to the field of clinical psychology.

200. General Psychology. 3 semester hours. Dr. Henry.
A survey course serving as the scientific basis for subsequent courses in education, as well as an introduction to the field of psychology itself.

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

305. Abnormal Psychology. 2 semester hours. Prerequisite: General Psychology 200. Dr. Henry.
A discussion of the causes, nature, and forms of mental abnormality.

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

309. Psycho-Educational Problems. 2 semester hours. Prerequisite: Abnormal Psychology 305, Mental Tests 307, or consent of instructor. Mr. Carter.
Clinical studies of pupils presenting psycho-educational problems, such as behavior difficulties, deficiencies in reading, educational and social maladjustment. Work of the course involves individual case studies, home visits, interviewing, conferences, laboratory and clinical procedure. Theory and practice of the case study, including case history, and physical, psychological, and educational examinations, as well as interpretation and treatment, will be considered. Detailed work of the course is carried out under the direction of the Psycho-Educational Clinic. During the summer of 1942 emphasis will be placed upon problems of vocational counseling and guidance.

Note.—1. A student may elect this course a second time. Repetition does not involve repetition of content but additional practice in procedure.
2. This course may not be counted toward fulfillment of a minimum requirement in Group II.

OPEN TO GRADUATES

505. (157). Genetic Psychology. 2 semester hours. Dr. Werner.
A critical study from a psychological point of view of the development of mind in the child from birth to maturity.

506. (165). Psychology of Personality. 2 semester hours. Dr. Werner.
A study of the methods which have been used for investigating character, especially the scientific measurements of moral, emotional, and volitional characteristics and of the conclusions derived therefrom.
Additional information relating to the work of the Department of Rural Education may be found on the following pages:

- Facilities for training for work in rural education available at Western Michigan College of Education, pages 39, 40.
- Certificates granted, pages 47 to 49.
- Curricula offered, pages 55 to 58.

Advanced courses in the field of Rural Education are those numbered 345 to 348.

145. **Curriculum.** 3 semester hours. Miss Evans.
A study of the elementary-school child as a background for the examination of the various areas of the elementary-school curriculum; a survey of these areas, together with the research in the several fields and the present-day classroom practices in each; a detailed study of the *Michigan State Course of Study*; and a brief comparison of the *Michigan State Course of Study* with the courses of other states.

240. **Principles of Teaching.** 2 semester hours. Miss Evans.
A study of the general principles of teaching, with particular application to rural-school situations. Textbook discussions, supplementary reading, and observations in the training school are required. Prerequisite to directed teaching.

240. **Rural Economics.** 3 semester hours. Dr. Amis.
This course attempts to increase specific understanding in rural economics. The work of the semester concludes with a study of the possibilities of elementary and secondary rural-school instruction in vocational subjects.

348. **Special Problems of Village and Consolidated Schools.** 2 semester hours. Dr. Amis.
Discussion of the following topics with respect to village and consolidated schools: aims and functions of the school in relation to the community; school laws; location and planning of school buildings; selection of teachers, teachers' salaries, tenure of teaching, rating and promoting of teachers, supervision of teachers, in-service training; classification and grading of pupils, supervision of pupils' work and measurement of pupils' progress, records and reports, vocational education and guidance, social life of pupils, athletics; curriculum selection; junior high-school organization; transportation; publicity; parent-teacher associations.

**SOCIAL SCIENCES**

| Floyd W. Moore | Robert R. Russel |
| Robert S. Bowers | G. Edith Seekell |
| George O. Comfort | D. C. Shilling |
| Leonard C. Kercher | Charles R. Starking |
| Edwin Lemert | Otto Yntema |

"Social Sciences" is a group title including the four separate and distinct departments of (1) Economics, (2) History, (3) Political Science, and (4) Sociology. Advisers should bear this fact in mind in helping students plan their work. It is frequently desirable that students majoring in one department of this group should minor in another. Candidates for the A. B. degree who major in any department of this group are advised to take a minimum of six semester hours in each of the other coordinate departments in the
group. Students who select a group major in social sciences are required to present at least one minor in a field of study not represented in the social science field. A group minor in social sciences is not recognized.

Students preparing to teach "Community Civics," "Problems of Democracy," and similar subjects, are advised to take United States History 201 A, B, American National Government 230, American State and Local Government 231, and in addition either Principles of Economics 220A and Principles of Sociology 241, or six semester hours in either economics or sociology.

Teaching of the Social Studies 300T does not count toward either a major or a minor.

Additional information of a more specific nature follows the departmental headings below.

300T. Teaching of the Social Studies. 2 semester hours. Prerequisite: nine hours' credit distributed between two social sciences. Miss Zanes.

This course is intended for students in the later-elementary and the secondary school groups. It deals with the nature, aims, content, organization, presentation, and testing of the social studies. Attention is given to the evaluation of texts, the planning of lessons, the selection and gradation of collateral reading, and the correlation of the social studies with the other branches of the curriculum and with the various activities of the school.

ECONOMICS

Courses in economics are designed (1) to contribute to general education by attempting to make students more familiar with the ways and means by which men make their living in modern times; (2) to fulfill the requirements for the training of teachers in certain professional groups, such as commerce and business administration; and (3) to furnish courses and explore areas of economic thought which are prerequisite to graduate study and are recommended as pre-professional in business administration, engineering, journalism, law, medicine, and social work.

All majors and minors in economics must include Principles of Economics 220A, B. These two courses are prerequisite to all other courses offered in the economics department.

220A. Principles of Economics. 3 semester hours. 9 weeks. Mr. Bowers.

A study of the fundamental principles of economics and their application to some of the more important of our economic problems. Special emphasis is placed on the laws of price, the fundamental principles involved in production, and the principles underlying our monetary and banking systems. A few problems, such as those presented by the business cycle, inter-regional trade, business organization, and marketing, are frequently included.

Note.—Principles of Economics 220A and 220B form a single course, which is prerequisite to advanced work in the field. A student planning to take only a single semester's work in economics should consult with the instructor before electing Principles of Economics 220A.

220B. Principles of Economics. 3 semester hours. 9 weeks. Prerequisite: Principles of Economics 220A. Dr. Moore.

Primary emphasis is placed upon the principles involved in what is technically known as distribution of wealth. The list of problems studied includes railroad regulation, the control of Industrial monopolies, risk bearing, insurance, speculation, public finance, taxation, employment relations, and proposed reforms of our economic system.

240. Rural Economics. 3 semester hours. Offered each semester. Dr. Amis.

For description of course see Department of Rural Education, page 105.
325A, B. Labor Problems. 4 semester hours. 9 weeks. Prerequisite: Principles of Economics 220A, B. Mr. Bowers. An analysis of the nature and underlying causes of the problems facing the worker in modern economic society. An attempt is made to connect some of these problems and the impact of organized labor upon current events.

OPEN TO SENIORS AND GRADUATES

450. (225). History of Economic Thought. 2 semester hours. Prerequisite: not fewer than 12 semester hours in economics. Dr. Moore. The course aims to give the student the historical background for modern economic thinking. Beginning with the leaders of ancient economic thought, the main currents of such thinking are brought down through feudalism, mercantilism, the physiocrats, Adam Smith's influence, the English classical school, socialistic tendencies, and the controversial theories of the present experimental era.

HISTORY

Students who desire to major or minor in history should consult an instructor in the history department as early in their college careers as possible and should consult the departmental adviser at the beginning of both their junior and senior years. (See page 45.)

A major in history should include at least 12 semester hours in courses numbered above the one-hundreds. A minor should include at least 3 semester hours above the one-hundreds.

Students who are preparing to teach World History in high school are advised to take both Ancient and Medieval Civilization 105A, B and Modern Europe 108A, B.

Students preparing to teach history in the later-elementary grades are advised to take courses in both American and European history.

Students are advised not to take both Modern Europe 108A, B and English History 100A, B, except in special cases.

Students who have made excellent grades in United States History in high school are advised to take two or more of the advanced courses in United States history—305A, B, 306A, B, 312, and 317—in preference to 201A, B.

Since a reading knowledge of French or German, or both, is helpful in advanced courses in history and essential in graduate work in this field, students majoring in history are urged to elect at least two years of French or German.

105A. Ancient and Medieval Civilization. 3 semester hours. 9 weeks. Miss Seekell.

Development of Civilization from 3,000 B. C. to 27 B. C. Contributions of the cultures of the Nile valley, the Fertile Crescent, and the Aegean basin to the Greeks and to modern civilization; rise of the Greek city-states; development of Athenian democracy and culture of the age of Pericles; the Athenian empire; failure of the Greeks to unify; Alexander and Hellenistic civilization; rise of the Roman republic; struggle of the orders; conquest of Italy and the Mediterranean; break-up of the Roman republic; Roman culture and ideals.

108A. Modern Europe, 1500-1815. 3 semester hours. 9 weeks. This course should not be taken by students who have had Foundations of Western Civilization 100A, B. Mr. Starring.

A study of the Reformation and the religious wars which followed it; the struggle between Spain and England; the rise of the Dutch Republic; the growth of absolutism in France; the establishment of parliamentary supremacy in England; the rise of Russia and Prussia; the world-wide colonial conflict between France and Great Britain; social and political ideas of the eighteenth century; the French Revolution; and the era of Napoleon.
108B. Modern Europe, 1815 to the Present Time. 3 semester hours. This course should not be taken by students who have had Foundations of Western Civilization 100A, B. Mr. Yntema.

The reactionary period after 1815; the industrial revolution; the liberal and national movements of the nineteenth century; the Near-Eastern question; the expansion of Europe in Asia and Africa; international relations; the World War; the problems of reconstruction.

201A. United States History to 1860. 3 semester hours. Dr. Comfort.

This course begins with the European background of American history, traces the origin and growth of the colonies, considers their relations to the mother country, gives special attention to the causes and course of the Revolution and to the beginnings of state and national government. A study is made of the first seventy-five years of national existence, showing the country's territorial, social, political, and economic changes.

201B. United States History, 1860 to the Present Time. 3 semester hours. Dr. Comfort.

The course of the Civil War and its results are discussed. The development of the nation from an agricultural country to an industrial world power is studied, together with the simultaneous social, cultural, and political changes.

250. Causes and Issues of the War. 1 semester hour. 6 or 9 weeks. Elective for all students. Mr. Starring and members of the Social Sciences and Geography Departments.

This course is planned primarily for students who do not have time to take the more specialized courses of the departments but who wish to gain a general view of the fundamental causes and larger issues of the war. It is principally a lecture course, but opportunity is afforded for class discussion. A list of selected readings is provided, and students are required to do collateral reading.

309. Europe Since the World War. 3 semester hours. Mr. Yntema.

A study of post-war reconstruction; the problems growing out of the peace treaties, reparations, war-debts, revisionism; successive changes in Italy, Russia and Germany; the Spanish War; political aspects of the economic tension; causes and progress of the present war.

Note.—Courses 308, 309 represent a consecutive year's work in recent European history for juniors and seniors. Each unit, however, may be taken separately. A general knowledge of European history, such as may be gained from 108A, B, or 109A, B, is necessary for an effective understanding of the material studied in these courses.

312. Economic History of the United States. 3 semester hours. 9 weeks. Dr. Russel.

A general survey of the subject. The object is to give a description of economic growth and expansion in the United States and of the changes that have occurred in technology, economic organization, and standards of living, and to account for and evaluate such changes.

313. History of Michigan. 3 semester hours. 9 weeks. Mr. Starring.

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.

OPEN TO SENIORS AND GRADUATES

418. (177). The Old South. 3 semester hours. 9 weeks. Dr. Russel.

A study of economic, social, and cultural conditions in the ante-bellum South with special attention to the plantation system and Negro slavery and the social and political philosophy of Southern leaders.
POLITICAL SCIENCE

In this division of the social sciences the student has an opportunity to further his acquaintance with the theory and workings of governments at various levels, the nature of political processes and organization, and the privileges and obligations of a citizen. The significance of such knowledge is recognized by the fact that many of the states require that some instruction in this field be given in all tax-supported institutions of higher learning. The Michigan requirement may be met by any one of the following courses: American National Government 230, American State and Local Government 231, or Survey of American Government 334. Majors and minors in the social sciences should include, if possible, American National Government 230 and American State and Local Government 231.

231. American State and Local Government. 3 semester hours. 9 weeks. Mr. Shilling.

Since the citizen has many contacts with the state, city, and county government, an effort is made to acquaint the student with the organization, aims, and problems of state, county, and municipal government. Special emphasis on Michigan.

OPEN TO SENIORS AND GRADUATES

432. (136). American Rural Local Government. 2 semester hours. Pre-requisite: American State and Local Government 231 or written consent of the instructor. Mr. Shilling.

A survey of governmental organizations and functions of counties, townships, and villages.

SOCIOLOGY

Courses in sociology are designed (1) to give students in general a better understanding of the significant social factors and processes of modern life; (2) to meet the needs of students preparing to teach in the social-sciences field; (3) to prepare students for graduate work in sociology and related fields; and (4) to stimulate interest in and provide some prerequisite study for the profession of social work.

Students who desire to major or minor in sociology should plan their work with an instructor in the department as early in their college careers as possible. Courses 241 and 242 are intended to give the student a general knowledge of human relationships and of the more outstanding social problems. They are required of all students majoring or minoring in sociology and should constitute a minimum selection for students preparing to teach “Community Civics.” All courses may be taken separately, and may be taken in any order by students who have had the prerequisite courses.

For students interested in social work there has been prepared a recommended curriculum for pre-professional education. Those students desiring to confer about the field of social work or about the recommended curriculum should see Dr. Kercher, Miss Lewis, or Mr. Shilling. (Department of Social Sciences.)

241. Principles of Sociology. 3 semester hours. 9 weeks. Dr. Kercher.

A study of man’s social nature and of the social world in which he lives. The biological, social, and cultural factors underlying the development of human personality are considered. Chief emphasis, however, is placed upon an analysis of various forms and processes of group association, including such topics as the forms of collective behavior, the structure and functions of community organization, the nature of social interaction, and the character of social change.
243. Social Psychology. 2 semester hours. Prerequisite: Principles of Sociology 241. Dr. Lemert.
A study of the social and cultural aspects of individual personality, together with an analysis of the problems of personal adjustment that arise from the interaction of personalities and from the relation of the individual to the social environment in general. The major divisions of the course include the nature of the individual and society, the processes of socialization, the character of human personality and its problems of adjustment, and the meaning of social situations in personal behavior.

350. Educational Sociology. 2 semester hours. Prerequisite: Principles of Sociology 241. Dr. Kercher.
This course is a study of the relation of education to social conduct. The main inquiry is how education may be effective as an instrument for changing the individual in his social relationships—e.g., in his family, in his group, in his recreation—and in his civic and moral relationships. Emphasis will be placed upon the subject matter, the method of instruction, and the school organization believed to effect desirable changes in the social behavior of individuals and communities.

OPEN TO SENIORS AND GRADUATES

441. (158). Social Control. 3 semester hours. 9 weeks. Prerequisite: Principles of Sociology 241 or its equivalent. Dr. Lemert.
A consideration of the agencies and means of social control from the standpoint of their relation to different socio-cultural systems. Treatment of ridicule, gossip, rewards, coercion, propaganda, and censorship. Term projects in special areas of control.

SPEECH

LAURA V. SHAW
GIFFORD BLYTON

ANNA E. LINDBLOM
ZACK YORk

A major sequence in speech consists of courses 105A, B, 206, 210, 215, 225, 231, 317, 320.
A minor sequence in speech consists of courses 105A, B, 206, 210, and other courses totaling 6 semester hours.
A minor sequence in speech correction consists of courses 105A, 230, 231, 318, 319.
For students specializing in English, courses 105A, B, 210, 310, 315, and 316 are recommended.

Students majoring in speech are strongly urged to minor in English.

105A. Fundamentals of Speech. 3 semester hours. Dr. Blyton, Miss Lindblom, Mr York.
The basic course for all work in the department. A study and application of the fundamental principles underlying the use of the voice and the body for effective communication. Credit will be given for this course alone, but it is strongly urged that 105A and 105B be taken as a unit.
Note.—This course may be counted toward fulfillment of a minimum requirement in Group I.

105B. Fundamentals of Speech. 2 semester hours. Prerequisite: Fundamentals of Speech 105A. Miss Lindblom.
Further study of principles, with additional opportunity for individual practice. Students interested in speech are advised to elect both 105A and 105B the first year.
Note.—This course may be counted toward fulfillment of a minimum requirement in Group I.
206. **Public Speaking.** 2 semester hours. Prerequisite: Fundamentals of Speech 105A, B. Dr. Blyton.

Introductory study of the rhetorical principles of public speech and audience psychology. The primary aim is to develop clear thinking, and ease and effectiveness in speaking. Frequent opportunity for platform work is given. Designed for upperclassmen.

210. **Interpretive Reading.** 3 semester hours. Prerequisite: Fundamentals of Speech 105A, B. Miss Shaw.

Analysis and oral interpretation of the more simple types of prose and poetry.

Note.—This course may be counted toward fulfillment of a minimum requirement in Group I.

215. **Acting.** 3 semester hours. Prerequisite: Fundamentals of Speech 105A, B, Interpretive Reading 210, or consent of instructor. Miss Shaw.

Improvisation and practical work on the stage. Through class discussion and criticism from the instructor, the student acquires an understanding of the basic principles of the art of acting.

220. **Stage Design.** 2 semester hours. Mr. York.

A course for speech and art students. It deals with the basic problems of the visual aspect of play production, and considers elementary art principles and technique as applied specifically to stage design. No special art training or theatrical experience is required.

Note.—This course may be counted for credit in art.

225. **Argumentation and Debate.** 3 semester hours. Prerequisite: Fundamentals of Speech 105A, B, or consent of instructor. Miss Lindblom.

A thorough study of the principles of argumentation and frequent practice in debating current public questions. Attention is also given to the problems of coaching and judging debates. Students planning to participate in intercollegiate debate are advised, so far as possible, to elect this course first.

**TRAINING DEPARTMENT**

**DIRECTED TEACHING**

The Campus Training School is open in the summer session from 9:00 A. M. to 12:00 M. Courses in observation and directed teaching are offered.

Directed teaching assignments are reserved for students who have not been in residence during the other terms, and for those who can complete the work for a certificate. Since the number of such opportunities is limited, application should be made to the Director of the Training School well in advance of the summer-session enrollment day.

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

Students enroll for teaching at the Training School office on enrollment day. At this time assignment is made to a definite grade and supervisor.

Critic meetings with the supervisors are held Mondays, Tuesdays, Thursdays, and Fridays, 7:30-8:30 A. M. All who enroll for teaching must reserve the hours from 8:00 to 12:00.

Students enrolled for directed teaching are advised not to take extra studies the same term.

Students may not enroll for more than 3 semester hours of directed teaching in the summer session.
Directed Teaching 371S, 372S. 3 semester hours each. Prerequisite: General Psychology 200, Educational Psychology 250, Principles of Teaching 240 or 251, adequate academic and professional training in the subject or subjects to be taught, and one-fourth as many honor points as semester hours of credit earned. Dr. Burge, grade and special supervisors.

This work includes the teaching of classes in the training school, the observation of lessons taught by the supervisors, the study and measurement of children as individuals and in groups, and meetings with the supervisors of directed teaching and with the Director of the Training School.

Students are urged to become as familiar as possible with the spirit and general workings of the training school.

375S. Problems in Elementary Education. 3 semester hours. Prerequisite: teaching experience, observations, and general conferences. Dr. Burge and grade supervisors. Daily conferences, Miss Reidy.

This course is open only to experienced people who wish to observe present-day practices in teaching and to study intensively a problem in elementary education. The work will consist of three hours observation and one hour conference five days per week. The conference period provides for both a discussion of the observations of the previous days and guidance of individuals in problems in which they are interested.

VOCATIONAL AVIATION MECHANICS

ELMER C. WEAVER
WAYNE G. BLAISDELL
HARRY R. WILSON

JOSEPH W. GIACHINO
GEORGE R. MILLER

Teacher courses for interested persons who may organize model airplane clubs and offer other aviation instruction in high schools.

Aviation Mechanics for certified teachers, Industrial Arts and Physics majors, and others who may qualify.

151. Machine Shop. 3 semester hours. Mr. Miller.


153. Engine Assembly. 3 semester hours. Mr. Wilson.

Lectures and demonstrations in disassembly, inspection, and assembly of the aircraft engine. Selection and use of wrenches and special tools. Study of relationship of parts and their function. Assembly precautions and procedures.

155. Aero Mathematics. 2 semester hours. Mr. Blaisdell.

Mathematics used by the airplane mechanic in his construction, service, and maintenance work.

157. Aircraft Welding. 2 semester hours. Mr. Giachino.

Practice on the fundamentals of oxyacetylene and arc welding in approved repair procedures, and the testing of welds to assure high-strength standards.

158. Aero Drafting. 3 semester hours. Mr. Blaisdell.

Preparation of working drawings and dimensional free hand sketches of various craft parts subject to alteration and repair as required by the Civil Aeronautics Administration.
161. Aircraft Repair. 5 semester hours. Mr. Giachino.

252. Sheet Metal. 3 semester hours. Mr. Giachino.
Practice in fabrication of sheet metal aircraft parts, involving forming, bumping, use of wood forms and die blocks, seaming, riveting, and patch repairs of approved type.

253. Aero Dynamics. 2 semester hours. Mr. Blaisdell.
Study of air in motion, forces of gravity, lift, thrust, drag and the axis of rotation, stability and control, and load factors of significance to the airplane pilot, mechanic, or rigger.

261. Heat Treat. 3 semester hours. Mr. Miller.
A practical course in the heat treatment of aircraft metal alloys, using the muffle furnace, pyrometer control, and hardness testing with the schlieroscope.
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