1944

Bulletin: Western Michigan College v39 n2: Summer Session 1944

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Bulletin

1944 Summer Session

ESTERN MICHIGAN COLLEGE
THE FORTY-FIRST
SUMMER SESSION

PRE-SUMMER SESSION—MONDAY, MAY 29 THROUGH FRIDAY, JUNE 23

SIX WEEKS SESSION—MONDAY, JULY 3 THROUGH FRIDAY, AUGUST 11
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, and remunerative work for men—*The Dean of Men*.

d) Concerning board, rooms, 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 and in-service education—*The Director of the Extension Division*.

g) Concerning educational research—*The Director of the Bureau of Educational Measurements and Research*.

h) Concerning graduate work—*The Director of the Graduate Division*.

i) Concerning personnel and guidance matters—*The Director of Personnel and Guidance*.

j) 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, 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

**July 1, 1944—June 30, 1945**

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COLLEGE CALENDAR
1944-1945

First Trimester (Term 24)

July 1 through October 20

Saturday, July 1 . . . . . . . . . . . . . Orientation Day
Saturday, July 1 and Monday, July 3 . . . Registration of Graduate students
Monday, July 3 . . . Registration and enrollment of all Civilian and V-12 students
Tuesday, July 4 . . . . . . . . . . . . . Holiday
Wednesday, July 5 . . . . . . . . . . . . . Recitations begin
Monday, September 4 . . . . . . . . . . . . . Training Schools open
Friday, October 20 . . . . . . . . . . . . . First trimester (Term 24) ends

Second Trimester (Term 34)

November 1 through February 21

Wednesday, November 1 through Friday, November 3 . . . . . . Orientation Days ("Freshman Days" for Civilian students)
Thursday, November 2 . . . Registration and enrollment of Civilian freshmen
Thursday, November 2 . . . . . . . Enrollment of V-12 First Term freshmen
Friday, November 3 . . . Registration and enrollment of Civilian upperclassmen
Friday, November 3 . . . . . . . . . . . . . Enrollment of V-12 Second Term freshmen and V-12 upperclassmen
Monday, November 6 . . . . . . . . . . . . . Recitations begin
Thursday, November 30 through Sunday, December 3 . . . . . . Thanksgiving recess
Wednesday P.M., December 20 to Thursday A.M., December 28 . . . . . . Christmas recess
Monday, January 1 . . . . . . . . . . . . . Holiday
Wednesday, February 21 . . . . . . . . . . . Second trimester (Term 34) ends

Third Trimester (Term 15)

March 1 through June 21

Thursday, March 1 . . . . . . . . . . . . . Orientation Day
Friday, March 2 . . . Registration and enrollment of all Civilian students
Friday, March 2 . . . . . . . . . . . . . Enrollment of all V-12 students
Monday, March 5 . . . . . . . . . . . . . Recitations begin
Friday, March 30 through Sunday, April 1 . . . . . . Easter recess
Wednesday, May 30 . . . . . . . . . . . . . Memorial Day recess
Friday, June 15 . . . . . . . . . . . . . Training Schools close
Thursday, June 21 . . . . . . . . . . . . . Third trimester (Term 15) ends

Summer Sessions, 1944

Pre-Summer Session

Monday, May 29 . . . . . . . . . . . . . Pre-Summer session begins
Monday, May 29 . . . Registration of students
Friday, June 23 . . . . . . . . . . . . . Pre-Summer session ends

Regular Summer Session

Monday, July 3 . . . . . . . . . . . . . Summer session begins
Monday, July 3 . . . Registration of students
Wednesday, July 5 . . . Recitations begin
Friday, August 11 . . . . . . . . . . . . . Summer session ends

Summer Sessions, 1945

Monday, May 28 . . . . . . . . . . . . . Pre-Summer session begins
Friday, June 22 . . . . . . . . . . . . . Pre-Summer session ends
Monday, July 2 . . . . . . . . . . . . . Summer session begins
Friday, August 10 . . . . . . . . . . . . . Summer session ends
PROGRAM OF SUMMER SESSION EVENTS, 1944

Pre-Summer Session, May 29-June 23

To accommodate teachers whose schools close early and who wish to have a longer period for summer session work or to do their summer session work early, certain programs will be offered during the four-week period between May 29 and June 23. One of the features will be a rural refresher workshop designed for teachers who are returning to teaching and for teachers holding emergency certificates. Short intensive courses in Industrial Arts will also be given. Other courses will be scheduled according to demand. Anyone wishing to take advantage of this Pre-Summer Session should write to the Director of the Summer Session immediately.

Field Courses, June 26-July 1

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 with an excellent bathing beach. Lectures and field trips in botany, forestry, geology, and zoology are included in the course. 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 is limited. One semester hour of extension credit is 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 pages 87 and 88 of this bulletin.

Summer Session, July 3-August 11

First Week, July 3-July 8

Monday, July 3—Registration
Tuesday, July 4—Holiday
Wednesday, July 5—8:00 A. M. Opening Convocation. Address by Dr. J. Raymond Schutz, well known educator, traveler, and business leader, "Priorities for Youth." College Theatre.
Thursday, July 6—8:00 P. M. Faculty Reception and Dance for Summer Session Students. Walwood Hall Ballroom.

Second Week, July 10-July 15

Tuesday, July 11—10:00 A. M. General Assembly. Charles Lampkin presents "From the Bosom of the Congo." College Theatre.
Tuesday, July 11—7:00 P. M. Dinner of the Faculty and Students of the Graduate Division. Spindler Hall.
Wednesday, July 12—Thursday, July 13—Institute on Professional and Public Relations, under auspices of the National Education Association and cooperating State Educational organizations. Walwood Hall and College Theatre.
Thursday, July 13—8:00 P. M. Concert by Ador Berger and His Continental Ensemble of Gypsy Musicians. Central High School Auditorium.
PROGRAM OF SUMMER SESSION EVENTS, 1944

Third Week, July 17-July 22

Annual Book Week

Monday, July 17—8:00 P. M. Jessie Roe Taylor presents “Personality Portraits of Great Characters in Literature.” College Theatre.
Tuesday-Thursday, July 18-20—Exhibits by the leading book companies and school-supply concerns. Women’s Gymnasium.
Thursday, July 20—8:00 P. M. Feature entertainment. “Bubbles Concerto”, one of the most unique programs on the American platform. Central High School Auditorium.

Fourth Week, July 24-July 29

Thursday, July 27—8:00 P. M. Feature entertainment. Program by the Alexander Novelty Trio, instrumental music, songs, and dances in costume. Central High School Auditorium.

Fifth Week, July 31-August 5

Monday, July 31—8:00 P. M. Ethel Hanley and her Happy-Go-Lucky Marionettes. College Theatre.
Tuesday, August 1—9:00 A. M. General Assembly. Address by Dr. Simon Davidian on “What America Means to Me.” College Theatre.
Wednesday, August 2—4:00 P. M. Women’s Tea. Bertha S. Davis Room, Walwood Hall.
Thursday, August 3—8:00 P. M. Feature entertainment. Program by “The Serenaders”, the popular male quartet of stage and radio. Central High School Auditorium.

Sixth Week, August 7-11

Tuesday, August 8—10:00 P. M. General Assembly. Musical Program by College Musical Organization. College Theatre.
Wednesday, August 9—8:00 P. M. Graduation Exercises for Summer Graduating class. Address by Dr. Stewart W. McClelland, President of Lincoln Memorial University. College Theatre.
Thursday, August 10—8:00 P. M. Feature Entertainment. Birch, America’s Master Magician, and his company of assisting artists, presenting a spectacular show of illusions and magic. Central High School Auditorium.

Special “Refresher” Program

Special Refresher Workshops and special “refresher” courses will be offered during the four weeks pre-summer session as well as during the regular session for those who are planning to return to teaching after an absence from the profession. These 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. 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 scho-
lastic 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 re-
quirements 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 1945
and 1946, there are some possibilities of change of specializing field before
graduation.
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THE FACULTY

The Department of Agriculture

HOWARD D. CORBUS, M. S.
B. S., Michigan State College; M. S., Cornell University; University of Michigan.

The Department of Art

JOHN G. KEMPER, A. M.
B. F. A., Ohio State University; A. M., Teachers College, Columbia University; The Chicago Academy of Fine Arts.

HAZEL I. PADEN, A. M.
B. S., Massachusetts School of Arts; A. M., University of Syracuse; Massachusetts Normal Art School; Boston University; Cornish School of Art; University of Oregon.

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; Woods Hole Biological Station.

LAVERNE ARGABRIGHT, A. M.
Ph. B., The University of Chicago; A. M., Columbia University; University of California.

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

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

The Department of Business Education

ARTHUR L. WALKER, M. A.
B. S., North Texas State Teachers College; M. A., Colorado State College of Education; Colorado State College; University of Southern California; The George Washington University.

JOHN C. BRICKNER, A. M.
B. S., Central Michigan College of Education; A.M., University of Michigan.

The Department of Chemistry

ROBERT J. ELDRIIDGE, S. M.
B. S., Kalamazoo College; S. M., The 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.

KENNETH T. BORDINE, A. M.
A. B., Michigan State College; A. M., University of Michigan; Colorado State Teachers College.

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., Wayne University; 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.

HOWARD D. CORBUS, M. S.
B. S., Michigan State College; M. S., Cornell University; University of Michigan.

MANLEY M. ELLIS, Ph. D.
A. B., A. M., Ph. D., University of Michigan; Michigan State Normal College; The University of Chicago.

FRANCIS G. LANKFORD, JR., Ph. D.
M. S., Ph. D.; Assistant Professor of Education, University of Virginia.

ARTHUR J. MANSKE, Ph. D.
A. B., Wayne University; A. M., Ph. D., Teachers College, Columbia University.

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A. B., Huntington College; A. B., A. M., University of Michigan.

EFFIE B. PHILLIPS, A. M.
B. S., University of Minnesota; A. M., Teachers College, Columbia University.

GRACE SPAETH, A. M.
B. E., Superior State Teachers College; A. M., Teachers College, Columbia University; University of Minnesota; The University of Chicago; George Peabody College for Teachers.

ROXANA A. STEELE, M. Ed.
B. S., A. M., Teachers College, Columbia University; M. Ed., Michigan State Normal College; The Johns Hopkins University; New School of Social Research.

ALMON V. VEDDER, Ph. D.
A. B., Michigan State Normal College; A. M., Ph. D., University of Michigan.

WILBUR D. WEST, Ph. D.
B. P. E., M. P. E., International Y. M. C. A. College; Ph. D., University of Michigan.

ELMER H. WILDS, Ed. D.

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

GEORGE SPRAU, A. M.
A. B., Ohio Northern University; A. B., A. M., Ohio University; A. M., Harvard University.

ELDA O. BAUMANN, Ph. D.
A. B., A. M., Ph. D., University of Wisconsin.

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

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 (Ecole Française, Scuola Italiana); Diplôme de professeur de française à l'étranger, Université de Paris.

LORENA M. GARY, A. M.
A. B., Western Michigan College of Education; A. M., University of Michigan; The University of Chicago; Duke University.

MINNIE D. LOUTZENHISER, A. M.
B. S., Northwestern State Teachers College, Maryville, Missouri; A. M., University of Washington; University of Iowa; Columbia University.

MILDRED K. MAGERS, Ph. D.
A. B., University of Illinois; A. M., Pennsylvania State College; Ph. D., University of Michigan; Columbia University; The University of Chicago; Yale University.

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

LUCILE A. NOBBS, A. M.
A. B., Kalamazoo College; A. M., University of Michigan; The University of Chicago; University of Jena; University of Grenoble.

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

LOUISE J. WALKER, A. M.
A. B., Albion College; A. M., Teachers College, Columbia University; Central Michigan College of Education; University of Colorado; University of Miami; University of Michigan.

The Department of Geography and Geology

WILLIAM J. BERRY, Ph. D.
A. B., Iowa State Teachers College; S. M., Ph. D., The University of Chicago.

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

The Department of Health

ELLIS J. WALKER, Ph. B., R. N.
Ph. B., University of Wisconsin; Augustana Hospital Training School for Nursing; Registered Nurse, Illinois, Wisconsin, Michigan; Columbia University; State Normal School, Oshkosh, Wisconsin.

EVELYN L. BUERGER, R. N., B. S.
Deaconess Hospital, Milwaukee, Wisconsin; B. S., Western Michigan College of Education.
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; Obstetrics, Johns Hopkins Hospital.

Mildred Rude, R. N., B. S.
Passavant Hospital, Jacksonville, Illinois; B. S., Western Michigan College of Education.

The Department of Home Economics

Sophia Reed, A. M.
Ph. B., The University of Chicago; A. M., Teachers College, Columbia University; University of Iowa.

Reinou Maurits, A. M.
B. S., University of Illinois; A. M., Teachers College, Columbia University.

Mary A. Moore, B. S.
B. S., Western Michigan College of Education; Kalamazoo College; Teachers College, Columbia University; Cornell University.

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.

Arthur J. Manske, Ph. D.
A. B., Wayne University; A. M., Ph. D., Teachers College, Columbia University.

John H. Plough, B. S.
B. S., Western Michigan College of Education.

Don O. Pullin, A. M.
B. S., Detroit Teachers College; A. M., Teachers College, Columbia University.

The Department of Languages

Eunice E. Kraft, A. M.
A. B., A. M., University of Michigan; American Academy at Rome; Teachers College, Columbia University; Cornell University.

Frances E. Noble, Ph. D.
A. B., A. M., Ph. D., Northwestern University; University of Wisconsin; Sorbonne, Paris; Middlebury College.

Mathilde Steckelberg, A. M.
A. B., University of Nebraska; A. M., Teachers College, Columbia University; University of Jena; Ludwig-Maximilian University, Munich; University of Wisconsin.

Myrtle Windsor, A. M.
A. B., A. M., University of Michigan; Western Reserve University; The University of Chicago.

The Department of Mathematics

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.

LEOTI C. BRITTON, M. S.
B. S., Western Michigan College of Education; M. S., Northwestern University; University of Pennsylvania; Vineland Training School; Columbia University.

MARY P. DUTY, 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 Giuliant and Moskowki.

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

The Department of Physical Education for Men

JUDSON A. HYAMES, A. M.
A. B., Western Michigan College of Education; A. M., University of Michigan; Michigan State Normal College; New York University.

JOHN W. GILL, A. M.
A. B., Western Michigan College of Education; A. M., Teachers College, Columbia University; Wayne University.

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

CLAYTON J. MAUS, M. S.
B. S., Ashland College; M. S., University of Wisconsin; University of Colorado.

RONALD B. MYERS, B. S.
B. S., Western Michigan College of Education; College Swedish Massage, Chicago.

ROBERT I. QUIRING, A. B.
A. B., Western Michigan College of Education.

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

DONALD N. SCOTT, B. S.
B. S., University of Illinois; Whitewater State Teachers College; Western Michigan College of Education; Northwestern University.

ROY J. WETZ, A. M.
B. S., University of Illinois; A. M., Columbia University; Ohio State University.

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.

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.
DOROTHY VESTAL, B. S.
B. S., University of Michigan; Sargent School for Physical Education; Butler College; University of Minnesota; Northwestern 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., Wayne University; A. M., Ohio State University; Michigan State Normal College.

The Department of Rural Education

WM. MCKINLEY ROBINSON, Ph. D.
B. S., Hiram College; A. M., Ph. D., Teachers College, Columbia University; Michigan State Normal College; Bowling Green State University, Ohio; The University of Chicago.

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.

HOWARD F. BIGELOW, A. M.
A. B., Wesleyan University; A. M., Harvard University; Kalamazoo College; University of Michigan; University of Illinois.

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.

ARTHUR J. MANSKE, Ph. D.
A. B., Wayne University; A. M., Ph. D., Teachers College, Columbia University.

NANCY E. SCOTT, Ph. D.
A. B., A. M., Indiana University; Ph. D., University of Pennsylvania; Charles University, Prague, Czechoslovakia.

G. EDITH SEEKELL, 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.

CLYDE B. SIMSON, M. D.
M. D., University of Buffalo.

GRACE SPAETH, A. M.
B. E., Superior State Teachers College; A. M., Teachers College, Columbia University; University of Minnesota; The University of Chicago; George Peabody College for Teachers.
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.

The Department of Speech

WALLACE L. GARNEAU, A. M.
A. B., Western Michigan College of Education; A. M., University of Michigan; School of Radio Technique, Radio City, New York.

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

CHARLES VAN RIPER, Ph. D.
A. B., A. M., University of Michigan; Ph. D., University of Iowa; Northern Michigan College of Education; University of Minnesota.

The Department of Vocational Aviation Mechanics

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

HEBER B. BENDER
Western Michigan College of Education.

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

GEORGE R. MILLER
Western Michigan College of Education.

RALPH O. WILLIAMS
Michigan State College; University of Michigan.

RONALD O. WILLIAMS
Western Michigan College of Education.

HARRY R. WILSON
University of Michigan; Michigan State College; 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.

HELEN M. BARTON, A. M.
A. B., Michigan State Normal College; A. M., Teachers College, Columbia University; University of California; University of Munich.

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.

CORAL EBERST, 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; University of Southern California.

ANNA C. LUBKE, A. M.
Ph. B., The University of Chicago; A. M., George Peabody College for Teachers.

HELEN K. MCMANUS, A. M.
B. S., Kent State University; A. M., Teachers College, Columbia University; Muskingum College; Indiana State Teachers College.

FLORENCE E. MCLOUTH, A. M.
B. S., Teachers College, Columbia University; A. M., University of Michigan; Michigan State Normal College; University of Pittsburgh; The University of Chicago; University of Southern California.

LOUISE S. 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.

The Library

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

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., Circulation and Training School Library
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, M. S., Catalog
A. B., Western Michigan College of Education; B. S., Simmons College School of Library Science; Lake Forest College; M. S., Columbia School of Library Service.

PAUL L. RANDALL, A. B., Reference
A. B., Western Michigan College of Education; B. S., in Library Science, University of Illinois.
Walwood Hall Union Building

Cornelius B. MacDonald ........................................... Manager
H. Duane Plough .................................................. Assistant Manager
Rosalyne K. Zitney .................................................. Dietitian
Rita K. Kohn ........................................................ Assistant Dietitian
Roseanna N. Smith ................................................ Bookkeeper
Kathryn M. Metzger ................................................ Clerk

Lavina Spindler Hall Cafeteria

Grace E. Moore .................................................... Dietitian
Annette Ogilvie ..................................................... Dietitian

The Offices, Etc.

Ruth Bachelder ..................................................... Clerk, Records Office
Ellen Day ........................................................... Clerk, Administration Office
Nina DeKoning ........................................................ Clerk, State High School Office
Blanche Draper .................................................... Publicity
Homer M. Dunham .................................................. Publicity
Eva Falk ............................................................... Recorder
Margaret E. Feather ................................................ Secretary to the Dean of Men
Eleanor M. Filarski .................................................. Secretary, Physical Education Office
Maxine A. Hautala .................................................. Secretary, Physics Office
Bernice Hesselink ................................................... Financial Secretary
June Hewitt ........................................................... Clerk, Records Office
Edna Hirsch ........................................................ Clerk, Administration Office
Betty Jane Ippel .................................................. Secretary, Speech Clinic Office
Patricia Jerrett ................................................... Bookkeeper
Lloyd Jesson ........................................................ Secretary to the President
Eleanore Linden ..................................................... Secretary, Training School
Avis McCammon ...................................................... Secretary, Education Office
Helen McKinley ................................................... Secretary, Graduate Division
LeRoy Myers ........................................................ Receiving Clerk
Lorraine OptHoff .................................................. Clerk, High School Office
Betty Ossewaarde .................................................. Clerk, Campus Store
Athel Packard ..................................................... Bookkeeper, Vocational Aviation Mechanics Office
Hester Pellegrom .................................................. Secretary to the Registrar
Dorothy Preston .................................................... Clerk, Records Office
Virginia Reva ...................................................... Clerk, Student Personnel and Guidance Office
Lucille Sanders .................................................... Secretary, Rural Department
Josephine Shane ................................................... Clerk, Records Office
Alice Smith ........................................................ Secretary, Placement Bureau
Leah Smith ........................................................ Secretary, Extension Division
Roseanna Smith ................................................ Clerk, Union Building
Carrie Stoeri ........................................................ Secretary to the Dean of Women
John Thompson .................................................... Manager, Western's Campus Store
Joan Tutbill ........................................................ Clerk, Records Office
Marian VanZee .................................................... Clerk, Home Economics Department
The Faculty Council

1. Members elected
   Terms expire 1946
   Isabel Crane
   John E. Fox
   Elizabeth L. McQuigg
   Terms expire 1945
   Pearl L. Ford
   Leonard C. Kercher
   James O. Knauss
   Terms expire 1944
   Hugh M. Ackley
   Anna L. French
   Floyd W. Moore

2. Members appointed
   Terms expire 1944
   Manley M. Ellis
   Lucille A. Nobbs
   G. Behrens Ulrich

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

The Emergency Administrative Council

The Chairman of the Faculty Council (Ex-officio)
The Registrar (Ex-officio)
The Director of the Training Schools (Ex-officio)
### FACULTY COMMITTEES
**Summer Session, 1944**

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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 1943, 541 undergraduates and 130 graduates were enrolled; 12 limited certificates were granted; and 39 degrees involving state provisional certificates and 63 general degrees were conferred. In addition, 1 provisional certificate was granted to a student who previously had earned a degree. Steady attendance indicates that these sessions have been found of distinct service to prospective and experienced teachers.

THE FORTY-FIRST SUMMER SESSION

The forty-first summer session will open July 3 and continue until August 11. A four weeks pre-summer session will open on May 29 and continue until June 23. Students will be enrolled and classified on Monday, July 3. Instruction will begin in all classes on Wednesday, July 5. 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.

Unless otherwise specified, courses run for six weeks.

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 campus store. The Extension Division, the Graduate Division, the Department of Music, the Department of Rural Education, and Western 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 1925. 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 calisthenic 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 Home Economics, and three classrooms.

4. The **Industrial Arts Building** is a fireproof structure of the modern factory type. It offers facilities for specialization in woodworking, metal working, and drafting. There are separate units for elementary woodworking, advanced woodworking, forging, sheet metal, machine shop, foundry, pattern making, and gas-engine and automobile repair work. The drafting-room receives north and west light. Washrooms and showerbaths adjoin the locker room.
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 are two classrooms and one large lecture room. The basement provides more classrooms.

The library consists of 59,276 volumes, arranged according to the decimal classification and indexed by a card catalog of the dictionary type. There are 81 complete files of periodicals; 361 periodicals and 14 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 140,962 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 150-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.

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 Kleinsteck Wild Life Preserve and other interesting localities in the region, in addition to the campus itself, furnish abundant material for field studies in the biological sciences. The Kellogg Bird Sanctuary and the Wolf Lake Fish Hatchery are within easy driving distance.

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, 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 driers. 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 bedspread, sheets, and a pillow case. With the exception of seven singles, all rooms accommodate two girls.

For the duration, the dormitories have been made available to military students.

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; classrooms for instruction in health, education, and psychology; the educational service library; and the radio broadcasting studio.

The Department of Psychology. All the instruments necessary for standard introductory and advanced courses in psychology are at the disposal of the student. Chronoscopes, 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 Elementary 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, a twenty-three 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 to Walwood Hall. This modern dormitory houses 200 residents. Besides providing student rooms, equipped in modern style, the dormitory also 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.

For the duration, the dormitories have been made available to military students.

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.

For the duration, the dormitories have been made available to military students.

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 TO WESTERN MICHIGAN COLLEGE OF EDUCATION

1. Admission on Certificate

A graduate of a four-year high school, accredited by the University of Michigan, will be admitted to Western Michigan College of Education provided he is recommended* by the principal of the high school, and meets conditions indicated below.

I. General

Prescribed Preparatory Work

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

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

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

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

C. Mathematics—Physics Group
   A minor sequence in this group must include 1 unit of Algebra and 1 unit of Geometry. A major sequence is formed by adding to this minor sequence one or more from the following:
   - Advanced Algebra 1/2 or 1 unit
   - Solid Geometry 1 unit
   - Trigonometry 1/2 unit
   - Physics 1 unit

D. Science Group
   Any two units selected from the following constitute a minor sequence and any three or more units constitute a major sequence.
   1. Physics 1 unit
   2. Chemistry 1 unit
   3. Botany 1 unit
   4. Advanced Algebra 1/2 unit
   5. Solid Geometry 1 unit
   6. Trigonometry 1/2 unit

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

E. Social Studies Group
   A total of two or two and one-half units selected from the following constitutes a minor sequence; a total of three or more units constitutes a major sequence.
   1. Ancient History 1 unit
   2. European History 1, 1 1/2 units, or 2 units
   3. American History 1 1/2 or 1 unit
   4. American Government 1 1/2 unit
   5. Economics 1/2 unit

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

1 Physics may not be counted in both Groups C and D.
2 English History may be included under European History.
3 Half units in the social studies are acceptable as part of a sequence only if taken in the 11th or 12th grade.
F. Vocational Studies
A total of two or two and one-half units selected from any one of the following constitutes a minor sequence; a total of three units of any one constitutes a major sequence.
- Agriculture
- Commerce
- Home Economics
- Industrial Arts

G. Fine Arts
A total of two or two and one-half units selected from any one of the following constitutes a minor sequence; a total of three units of any one constitutes a major sequence.
- Music
- Art

The remaining units, required to make up the necessary fifteen units, are entirely elective from among the subjects listed above and from any others which are counted toward graduation by the accredited school, except that single half units in language and quarter units in any subject will not be accepted and at least ten of the total units must be from Groups A to E inclusive.

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

II. Approved Vocational Curricula
Michigan Colleges of Education admit graduates of high schools without regard to major and minor sequences to approved vocational curricula not leading to a degree.

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.

* Commercial subjects will be accepted as follows:
  - Typewriting, \( \frac{1}{2} \) or 1 unit
  - Elementary Business Training, 1 unit
  - Bookkeeping, 1 or 2 units
  - Shorthand, 1 or 2 units
  - Commercial Arithmetic, \( \frac{1}{2} \) unit
  - Commercial Law, \( \frac{1}{2} \) unit
  - Office Practice, \( \frac{1}{2} \) unit
  - Commercial Geography, \( \frac{3}{2} \) to 1 unit

* Music subjects will be accepted as follows:
  - Band, 1 unit
  - Orchestra, 1 unit
  - Choir, 1 unit
  - Glee Club, \( \frac{1}{2} \) unit
  - Theory Class, 1 unit
  - History and Appreciation, 1 unit
  - Vocal or Instrumental Class Instruction, 1 unit

* Art subjects will be accepted as follows:
  - General Art, 1 to 2 units
  - School Art Activities, \( \frac{1}{2} \) unit
  - Studio Art, 1 to 2 units
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 students with advanced standing from other regularly accredited institutions. 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 students of Western Michigan College of Education should furnish, together with their request, as much of the information indicated as possible.

EXPENSES

Tuition Fees for Undergraduates

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, eight, or nine semester hours, $9.00; $1.00 for each additional hour beyond nine semester hours.

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. (This is in addition to tuition.)

Students enrolled for the pre-summer session of four weeks only will pay a suplementary fee totaling $6.00. (In addition to tuition.)

Students enrolled in both four and six weeks courses, will pay the higher supplementary fee.
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 of a session, will be charged an additional fee of $2.00.

**Auditor's Fees**

Auditors (students who attend but 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>Item</th>
<th>Cost</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>Incidentals</td>
<td>8.00 to 12.00</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>17.75 to 18.00</td>
</tr>
<tr>
<td><strong>Total for 6 weeks</strong></td>
<td><strong>$75.75 to $101.00</strong></td>
</tr>
</tbody>
</table>

**THE COLLEGE CAFETERIA**

The beautiful new Lavina Spindler Cafeteria is being maintained for civilian student and faculty use during the time Walwood Hall Cafeteria is needed for the V-12 Naval Training Unit. Wholesome food is provided here at low cost.

The Cafeteria hours are:

- **Breakfast** ................................................................. 6:30 A.M. to 8:30 A.M.
- **Lunch** ................................................................. 11:15 A.M. to 1:15 P.M.
- **Dinner** ................................................................. 5:15 P.M. to 6:30 P.M.
- **Sundays** ........................................................... 12:00 M. to 1:30 P.M.
Students may purchase $5.50 meal tickets for $5.00 at the Walwood Hall Union Building Office.

**HOUSING FOR MEN**

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

Vandercook Hall, Western's dormitory for men is now occupied by the V-12 Naval Training Unit. In the event this dormitory is no longer required for naval training personnel, it will be available for civilian men students upon making application to 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 are now occupied by the V-12 Naval Training Unit. In the event these dormitories are no longer required for naval training personnel, they will be available for civilian women students upon making application to the Dean of Women.

**ACCOMMODATIONS**

For the summer session, 1944, in the residence halls.*

**Lavina Spindler Hall—Residence for Women**

Room only
- Double rooms (each person for six weeks session) $18.00
- Double rooms rented as single for six weeks session 24.00

**Walwood Hall—Residence for Women**

Room only
- Double rooms (each person for six weeks session) $18.00
- Double rooms rented as single for six weeks session 24.00

**Henry B. Vandercook Hall—Residence for Men**

Room only
- Double rooms (each person for six weeks session) $18.00
- Double rooms rented as single for six weeks session 24.00

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.

**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.

*Note.—Western's dormitories will be available to civilian students only on condition the Naval Training Unit has no further need for them.
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, July 3. 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 advisors 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.
1944 SUMMER SESSION

Official Plan for Scheduling Classes

CLASS PERIODS FOR SUMMER SESSIONS

First Period ................................ .......... (1) 7:10-8:50 (100 minutes)
(2) 8:00-8:50 (50 minutes)
Second Period ........................................ 9:00-9:50 (50 minutes)
Third Period ......................................... 10:00-10:50 (50 minutes)
Fourth Period ........................................ 11:00-11:50 (50 minutes)
Fifth Period .......................................... (1) 12:40-2:20 (100 minutes)
(2) 1:30-2:20 (50 minutes)
Sixth Period .......................................... 2:30-3:20 (50 minutes)
Seventh Period ....................................... (1) 3:30-4:20 (50 minutes)
(2) 3:30-5:10 (100 minutes)

PLAN FOR SCHEDULING CLASSES

Six-Weeks Session Courses

1 hour credit ......................................... Three 50-minute periods weekly
2 hours credit ....................................... Five 50-minute periods weekly
3 hours credit ....................................... Four 100-minute periods weekly
4 hours credit ....................................... Five 100-minute periods weekly

Four-Weeks Pre-Summer Session Courses

1 hour credit ......................................... Four 50-minute periods weekly
2 hours credit ....................................... Five 50-minute periods weekly (additional 150 minutes
                                             of work to be arranged by instructor)
3 hours credit ....................................... Five 100-minute periods weekly (additional 100 minutes
                                             of work to be arranged by instructor)
4 hours credit ....................................... Five 100-minute periods weekly (additional 300 minutes
                                             of work to be arranged by instructor)

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 num-
   bered to correspond with their official classification. But exceptions may
   be made with the approval of curricula advisers for such reasons as ma-
   turity, experience, necessity of meeting prerequisites to other courses, etc.

II. Explanation of Numbering

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

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.”

STANDARD CLASS LOAD FOR SUMMER SESSIONS

No student may take more than six semester hours nor less than four semester hours in the pre-summer session nor more than ten semester hours nor less than six semester hours in the regular summer session, without special written permission from the registrar.

EXTRA HOURS

No student may enroll for more than six semester hours of work in the pre-summer session nor more than ten semester hours in the regular summer session without the permission of the Scholarship Committee.

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 pre-summer session or less than six 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.
3. A student desiring to take a second examination in a given subject must make formal application to the Chairman of the Scholarship Committee at least ten days before the time for the second examination.

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>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>

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) near the end of the semester. If a large sized, self-addressed, stamped envelope is left at the Records Office, semester grades will be mailed as soon as they have been filed. The grades should then be recorded in the Credit Book by the student. Freshmen grades are mailed to the parents by the registrar direct.

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 students of Western Michigan College of Education should furnish, together with their request, as much of the above information as possible.

*Note.—For Directed Teaching only.*
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

**Education**

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 92 and 94. Various departments offer courses dealing with the teaching of their particular subjects.
Summer Workshops

Workshops will be offered in several fields. These workshops are adapted to the special needs of teachers in service. Workshops in Guidance and Personnel work, Camping and Camp Counseling, Radio Script Writing and Broadcasting, and Rural Education will be offered.

Special Courses

Several courses are offered which deal with new developments in teaching and community emphasized aspects of the curriculum. Attention is called to such courses as School-Community Relations 361S, Health Education 285, Character Education 386, Occupational Information for Teachers 235S, Community Hygiene 212B, and Field Course in Conservation 235S.

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. Forty 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.

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. Alumni giving annually to the Alumni Loyalty Fund are entitled to the Western Michigan College News Magazine, which is published four times a year.

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. Many of the ceramics in the Todd collection have been used in the furnishing of our dormitories.
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.

CAMPUS 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.

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 to 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.

COUNTY COMMISSIONERS SUMMER CONFERENCE

Each year the Department of Rural Education calls a conference of the county school commissioners of Southwestern Michigan during the early part of the summer session to consider their professional problems. This conference usually includes reports of progress by the different commissioners and by representatives of the State Department of Public Instruction, supplemented by an address by a speaker of national reputation. This meeting gives 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 each week 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.

EDUCATIONAL SERVICE LIBRARY

The Educational Service Library, Rooms 103 and 105, Health and Personnel Building, affords for students of teaching and education, a representative collection of up-to-date school textbooks from the elementary and secondary fields, texts for each of the common branches and special subjects, a shelf or so of professional books, teaching and curricular helps, and magazines. Loan service is provided and reference use is aided by open shelves.

The library serves not only the regular undergraduate and graduate students while they pursue professional courses, but also students and teachers who seek a helpful resource in the solving of problems in the workshop or in the field.

EXTENSION DIVISION

Through the Extension Division, Western Michigan College of Education offers to capable students who are unable to be in residence opportunities to study for credit in absentia. 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, Michigan.

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 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 or an insurance arranged for unexpected illness and accidents which might threaten college success. Such preparations are essential at all times; today but emphasizes those needs.

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: general, dental, etc.
6. Daily observations and care at Health Service
7. Hospitalization at rates especially advantageous
8. Laboratory services and clinical tests to determine diseases
9. Reports to home physicians and dentists
10. Cooperation with home physicians and dentists in furthering observations and treatments
11. As the times allow, other services will be re-established and new services instituted.

Many industrial and professional positions now ask health credentials. Every student completing college should be physically as perfect as possible; the position to which he goes expects that.

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.

KLEINSTUECK WILD 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 seventeen-year-old stand of pines covers portions of the area, while other portions are occupied by hardwood forest, swamp, and lake.

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

NAVY COLLEGE PROGRAM—V-12

Western Michigan College of Education has been selected as the site of one of the V-12 Naval training schools under the authority of the Bureau of Naval Personnel in Washington. To make for uniformity in its nation-wide program, the Navy has stipulated that the college year be divided into three 16-week terms, the first beginning on or about July 1, 1943, and continuing through October; the second beginning on November 1 and continuing through February; the third beginning March 1 and continuing through June.

The college year for civilian students, both men and women, will conform to this same schedule. Students may enter at the beginning of any term, though entrance in July, the first term, is recommended.

Except for the change in calendar, there will be little disruption of the normal academic program. The curricular offerings of peacetime will be available, augmented by special wartime courses. Women students and men students not eligible for military service will attend Western Michigan College of Education as usual, continuing their normal programs on the new three-term basis. If a student prefers, he may attend only two terms of the three.

Information concerning both the Naval training school and the regular college is available upon request. Western Michigan College of Education advisers will be pleased to counsel with prospective college students in connection with their individual problems.

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 an institutional service maintained, primarily, to aid graduating students and alumni of Western Michigan College of Education in securing suitable teaching positions. 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 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 Michigan College of Education, 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 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

The educational, social, and economic aspects of rural life—life in the open country and centers of less than 2,500 in population—are the primary concerns of the Department of Rural Education.

To those who enjoy teaching in a community small enough that they may know intimately the family and community influences bearing upon their pupils; to those who prefer positions in which they are left to their own initiative with a minimum of restriction from administration, supervision, and tradition; to those who enjoy working cooperatively in a potentially flexible organization, rather than as cogs in the impersonal set-up which a large system necessitates; and to those who would capitalize upon their rural home and community backgrounds, rural education is a challenge. All too many are aware of the handicaps under which rural schools work, but these are not unchangeable. All too few are aware of the progress rural schools have made and of the natural advantages, both physical and social, which rural schools enjoy.

A service, essential in times of war and in times of peace, is in jeopardy. For the one half of the nation's children—over one third of Michigan's—residing in rural communities, there is an acute shortage of teachers with adequate professional preparation. Not only is the present school generation suffering, but rural schools bid fair to lose much of the gain made slowly and against great odds since World War I. The more critical the conditions, the less can the rural schools afford to serve as the proving ground of the profession. Professionally prepared superintendents, principals, county school commissioners, supervisors, and helping teachers, as well as teachers, are in demand.

The state has shown its concern by offering scholarships covering tuition for the two-year rural curricula of the state teachers colleges. In keeping with its charter, from the beginning Western Michigan College of Education has offered specialized professional education for rural teachers. 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 an 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 the four-year secondary curriculum may be followed, under the guidance of the Director of the Department of Rural Education, with major attention given to preparation for work in rural communities.

The better to acquaint the student professionally with actual school conditions and the relation of school and community, selected rural students are permitted to do practice teaching while in residence for six weeks in one-teacher school districts in the several counties in the service area of the college. Other rural students do their practice teaching in the Hurd one-teacher 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 County Life Club, frequent opportunities arise to do field work in rural education or community programs. The County Life Club affords students social life and experiences in organized activities related to college and community life.

Those looking forward to service in rural communities as ministers, doctors, public health workers, veterinarians, librarians, social workers, editors, county extension agents, managers of co-operatives, recreational and cultural leaders in music, art, and the drama, as well as in the several other governmental and service occupations, will find helpful courses and guidance offered in the Department of Rural Education.
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 by 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 in operation 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. Three semester hours credit in directed teaching will be offered for students with teaching experience who are unable to be in residence during a regular semester. Three grades will be designated as demonstration rooms for observation and discussion courses. 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 trained airplane mechanics, licensed engine mechanics, and airplane factory mechanics. Special consideration is giving to young men desiring to prepare for specialist mechanic ratings available in the Air Forces of the Army and Navy prior to induction.

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 COLLEGES OF EDUCATION

The Constitution of the State of Michigan [Act XI, Sec. 10] places the Michigan Colleges of Education under the authority of the State Board of Education subject to such relations 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 Colleges of Education. 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 Colleges of Education 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 Colleges of Education have always stood and do now stand for two things paramount and inseparable in an Institution for the training of teachers:

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

SUBJECT GROUPINGS

The Instructional Departments of the Michigan Colleges of Education are classified in groups 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
Astronomy, anatomy, botany, chemistry, geography, geology, mathematics, physics, physiology, hygiene, psychology, zoology, certain courses as indicated in the Department of Agriculture.

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

Group IV. Education
Education (includes methods courses and directed teaching)
WELSTERN MICHIGAN COLLEGE OF EDUCATION

Group V. Fine Arts
Art, music

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

Group VII. Physical Education and Health
Health, physical education

Objectives and General Scope of Curricula

A. The program of study outlined for the first and second years in the curricula of the Michigan Colleges of Education 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 Colleges of Education 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.

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 47 to 55, except the professional requirements 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 resident credit and to satisfy any other specific requirements for the degree.

DEGREE REQUIREMENTS

Any curriculum leading to the Bachelor's Degree and Teacher's Certificate consists of at least 120 semester hours of credit and must include:

Group I .................................................. at least 12 semester hours
Group II .................................................. at least 12 semester hours
Group III ............................................... at least 12 semester hours
Group IV ............................................... at least 20 semester hours
Rhetoric .................................................. at least 6 semester hours

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

1. Not more than 40 semester hours may be taken in any one subject.
2. At least three-fourths of the work beyond the second year must be in courses not open to first year students.
3. The student must complete a major subject of at least 24 semester hours and at least two minor subjects of not less than 15 semester hours. (A candidate for the elementary provisional certificate may present, instead, 4 minors, 15 semester hours each.) Credits in the required English composition and credits in Education which are required in general on all curricula do not count toward majors or minors.
4. No candidate is eligible for the Bachelor's degree who has not 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 65).
5. 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 62).
6. Students who wish to qualify for the Bachelor's Degree without the teacher's certificate will not be required to take the work prescribed under Group IV but must satisfy all the other requirements.
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 two minors. (See page 62).

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 84 to 119, 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 the close of sophomore year or beginning of junior year.

4. Decision concerning pursuance of elementary or secondary curriculum must be made by the 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, 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* as 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.

*Note.—See State Certification Code, page 18, paragraph 5.
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 240 or 351, and Directed Teaching, Laboratory in Education, and General Educational Problems 370 A, 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:

A. The degree of Bachelor of Arts and the degree of Bachelor of Science.

B. 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.)

C. 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.)

D. The State Limited Certificate. Qualifies the holder to teach in the State of Michigan for a period of three years from date of issue in any school district except a school district which maintains an approved high school. (See Note 3; also "Important Directions to Holders of Limited Certificates Based on the Michigan Teachers' Certification Code" on pages 53 and 54).

Academic and Residence Requirements for Degrees and Certificates

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

B. For the State Elementary Provisional Certificate the candidate shall—
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.

C. 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.

D. 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 at this institution 15 semester hours;
c. have been in residence at 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 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;

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.
PERMANENT CERTIFICATES AND RENEWALS

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.

Procedure for Permanent Certification

The holder of an Elementary Provisional or a Secondary Provisional Certificate, who has fully met the requirements (see notes page 52), may be issued a Permanent Certificate. Below is outlined the procedure to be followed:

A. The Candidate will

1. obtain from Western Michigan College of Education an application blank. This may be done after three years of teaching under the Provisional Certificate, but it must be done within one year following the expiration of the Provisional Certificate;
2. fill out the application as required and return it to the College;
3. return with the application blank his Provisional Certificate with his Teacher's Oath attached.

B. The College will

1. investigate the qualifications of the candidate to ascertain if he satisfies requirements for permanent certification;
2. recommend the candidate to the State Board of Education for permanent certification if his qualifications are found satisfactory;
3. deliver to the candidate the Permanent Certificate properly executed.

"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 Education. These credits must be applicable toward the requirements
of the curriculum prescribed for the State Provisional Certificate eventually desired.

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

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.

(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. 1942 Revision.

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 except those enrolled in the two-year curricula must have had at least six class hours of physical education.

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 240 or 351, and Directed Teaching, Laboratory in Education, and General Educational Problems 370 A, B, C.

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.
CURRICULA FOR UNDERGRADUATES

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 needs, his interests, and his 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>Type</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>57</td>
</tr>
<tr>
<td>General Degree</td>
<td>62</td>
</tr>
<tr>
<td>Pre-Professional</td>
<td>66-74</td>
</tr>
<tr>
<td>Secondary</td>
<td>58</td>
</tr>
<tr>
<td>Special Education</td>
<td>59-61</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 63.

3. Details concerning the Accelerated Rural Elementary curriculum (Fifty semester hours) are given on page 64.

4. Courses for the two-year curriculum in Vocational Aviation Mechanics, and the Pilot Training Ground School are listed on pages 118 and 119.

5. Two two-year curricula are offered in Business Education—Cooperative Program in Retailing, page 75, and Secretarial Training, page 76.

6. Accelerated Programs of Study.

As part of its adjustment to wartime conditions, Western is offering accelerated programs to undergraduate students who may wish to elect them. 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, his counselor 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 decide 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.

Full information regarding accelerated programs may be secured from the registrar.
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 47 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 370 A, B, C .............................. 15 semester hours

Group V. Fine Arts (Art, Music) ..................................... 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 sub-
jects or subject fields taught in the elementary grades.

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

3. Students majoring in art, music, or physical education for women may
choose either the State Elementary Provisional Certificate or the State Secondary
Provisional Certificate. Either certificate will authorize the candidate (student)
to teach his specified special subject in (both) the elementary and the secondary
grades when the candidate qualifies in both fields.

4. Certain courses in some departments may not be counted toward satisfying
the minimum group requirements. See course descriptions, pages 84 to 119.

5. A course in library methods is required.

6. For further information regarding details of specialization in a department
or field, see introductory paragraphs for each department, pages 84 to 119.
## 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 47 for Subject Groupings)

<table>
<thead>
<tr>
<th>Group I. Language and Literature</th>
<th>12 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>8 semester hours</td>
</tr>
</tbody>
</table>

| 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 370 A, 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 semester.) | |

| 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 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 education.
3. Students majoring in art, music, or physical education for women may choose either the State Elementary Provisional Certificate or the State Secondary Provisional Certificate. Either certificate will authorize the candidate (student) to teach his specified special subject in (both) the elementary and the secondary grades when the candidate qualifies in both fields.
4. Certain courses in some departments may not be counted toward satisfying the minimum group requirements. See course descriptions, pages 84 to 119.
5. A course in library methods is required.
6. For further information regarding details of specialization in a department or field, see introductory paragraphs for each department, pages 84 to 119.
SPECIAL EDUCATION CURRICULUM

B.S. Degree

State Elementary Provisional Certificate

(For the preparation of teachers of mentally retarded and backward children)

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

Group II. Science
General Biology 101A, B ..................................................... 8 semester hours
Hygiene 112 (or Health Education 285) ................................ 2 semester hours
General Psychology 200 ....................................................... 3 semester hours
Abnormal Psychology 305 ..................................................... 3 semester hours

Group III. Social Science
Principles of Sociology 241 .................................................. 3 semester hours
Modern Social Problems 242 ................................................ 3 semester hours
Political science .................................................................
Elective .................................................................................

Group IV. Education
Human Growth and Development 251 ...................................... 3 semester hours
Mental Testing 307 ................................................................. 2 semester hours
Mental Deficiency 332 ............................................................ 2 semester hours
Introduction to Mental Hygiene 335 ....................................... 3 semester hours
Methods of Teaching Subnormal Children 337 ....................... 2 semester hours
Introduction to Directed Teaching 351 ................................... 3 semester hours
Directed Teaching, Laboratory in Education, and General 
Educational Problems 370 A, B, C ......................................... 15 semester hours

Group V. Fine Arts
Illustrative Handwork 107 ...................................................... 3 semester hours

Group VI. Practical Arts
Special Education Shop 208 .................................................... 2 semester hours

Group VII. Physical Education and Health
Physical education: Women are required to take ten class 
hours, including Physical Education 100 and one indi-
vidual 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 ................................................................................. 37 semester hours

Note.—1. The academic training shall include a major (this may be a group major) 
and two minors, or four minors. The equivalent of two minors must be in sub-
jects or subject fields taught in the elementary grades or in special classes for 
mentally retarded children.

2. A course in library methods is required.
OCCUPATIONAL THERAPY CURRICULUM

B.S. Degree

State Elementary Provisional Certificate

(For the preparation of teachers of occupational therapy)

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

Group II. Science
Science or mathematics ......................................................... 5 semester hours
General Biology 101A, B ......................................................... 8 semester hours
General Psychology 200 .......................................................... 3 semester hours
Abnormal Psychology 305 ......................................................... 3 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 Special Education 331 ..................................... 2 semester hours
Introduction to Directed Teaching 351 ...................................... 3 semester hours
Foundations of Modern Education 353 ....................................... 3 semester hours
Methods of Teaching Arts and Crafts (Kalamazoo State Hospital) ... 2 semester hours
Directed Teaching 374 ............................................................ 5 semester hours

Group V. Art
Occupational Therapy ............................................................ 20 semester hours
Undifferentiated credit (Kalamazoo State Hospital) ..................... 18 semester hours

Group VI. Practical Arts
Special Education Shop 208 ................................................... 2-3 semester hours
Electives .............................................................................. 6-7 semester hours

Note.—1. In addition to the above 80 semester hours of college work, the student must spend 25 months at the Kalamazoo State Hospital and affiliated hospitals for which 40 semester hours of college credit are allowed on this curriculum only. Two semester hours of the 40 allowed are credited in education, and 20 semester hours are credited toward a major in occupational therapy.

2. Thirty semester hours of college credit must be earned before the student is admitted to the study of occupational therapy at the Kalamazoo State Hospital. Fifty additional hours of credit must be earned by the student during the 27 months of training in occupational therapy.

3. 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.)

4. A course in library methods is required.

5. This course is open to women students only.
SPEECH CORRECTION CURRICULUM

B.S. Degree

State Elementary Provisional Certificate

(For the preparation of teachers of speech correction)

<table>
<thead>
<tr>
<th>Group I. Language and Literature</th>
<th>8 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (in addition)</td>
<td>8 semester hours</td>
</tr>
<tr>
<td>Fundamentals of Speech 105A, B</td>
<td>5 semester hours</td>
</tr>
<tr>
<td>Introduction to Speech Correction 230</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Principles of Speech Correction 231</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Phonetics 318</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Basic Voice and Speech Science 319</td>
<td>3 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II. Science</th>
<th>8 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology 101A, B</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>or Hygiene 112</td>
<td></td>
</tr>
<tr>
<td>and Physical Science 100A, B</td>
<td>6 semester hours</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Abnormal Psychology 305</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Mental Testing 307</td>
<td>2 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III. Social Science</th>
<th>3 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Sociology 241</td>
<td></td>
</tr>
<tr>
<td>Modern Social Problems 242</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Political science</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Electives</td>
<td>4 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group IV. Education</th>
<th>3 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology of Reading 212</td>
<td></td>
</tr>
<tr>
<td>Human Growth and Development 251</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Applied Speech Correction 300T</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Introduction to Special Education 331</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Mental Hygiene 335</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Introduction to Directed Teaching 351</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Directed Teaching, Laboratory in Education, and General Educational Problems 370A, B, C</td>
<td>15 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VII. Physical Education and Health</th>
<th>28 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

Note.—1. The student, in conference with his counselor, should choose courses on the basis of his special needs and interests.
2. The student must present a major in special education (speech correction). Two minors are also required and are usually in social science, science, languages, or psychology.
3. Certain courses in some departments may not be counted toward satisfying the minimum group requirements. See course descriptions, pages 84 to 119.
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 84 to 119.
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 47 to 55, 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, English language and literature, modern 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, hygiene, mathematics, nature study, physics, physiology, psychology, zoology, certain courses as indicated in the Department of Agriculture.

Group III. Social Science ............................................................. 12 semester hours
Economics, history, philosophy, political science, sociology. Must include two semester hours of political science.

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 two minor sequences must be included.
3. A course in library methods is required.
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†

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 105A (in addition)</td>
<td>6</td>
</tr>
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</table>

Rhetoric 106A

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric</td>
<td>3</td>
</tr>
</tbody>
</table>

Group II. Science‡

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Economics 240</td>
<td>3</td>
</tr>
<tr>
<td>Rural Sociology 240</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Group III. Social Science§

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Economics 240</td>
<td>3</td>
</tr>
<tr>
<td>Rural Sociology 240</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Group IV. Education¶

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum 145</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Directed Teaching 240</td>
<td>3</td>
</tr>
<tr>
<td>Directed Teaching 271</td>
<td>3</td>
</tr>
<tr>
<td>Rural Education 340</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
</tr>
</tbody>
</table>

Groups V. and VI. Fine and Practical Arts∥

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and Social Problems 120 or equivalent</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
</tbody>
</table>

Group VII. Physical Education and Health¶

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men: Elective</td>
<td>5</td>
</tr>
<tr>
<td>Women: Physical Education 100, Rural School Physical Education 233, and an elective.</td>
<td>5</td>
</tr>
</tbody>
</table>

Library Methods

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Methods</td>
<td>Non-credit</td>
</tr>
</tbody>
</table>

Electives¶

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fundamentals of Speech 105A; Chief American Poets 121; American Prose 122; Literature for Children 203.</td>
<td>13</td>
</tr>
<tr>
<td>2. Rural School Agriculture 105 or Nature Study 231A or Nature Study 231B; Introductory Geography 105A; Health Education 285 or Hygiene 112.</td>
<td></td>
</tr>
<tr>
<td>3. United States History 201B and &quot;... a course of six one hour lectures or the equivalent shall be given in political science. ...&quot;—Michigan School Laws. Section 898; Revision of 1946.</td>
<td></td>
</tr>
<tr>
<td>4. Arithmetic 101T; 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.</td>
<td></td>
</tr>
<tr>
<td>5. Art Structure 106; Rural School Music 109; Industrial Art 110; Auxiliary Choir 134; Home Nursing 220.</td>
<td></td>
</tr>
</tbody>
</table>

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.

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.

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 115; Badminton 120.

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 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.

ACCELERATED RURAL ELEMENTARY CURRICULUM

(Fifty Semester Hours)

Because of the present shortage of rural teachers, an accelerated rural elementary curriculum is being offered. Special teaching permits are granted upon the completion of not less than fifty of the sixty semester hours in the two-year Rural Elementary Curriculum. Directed Teaching 271 and certain other subjects selected under the guidance of the departmental counselor must have been included.

The accelerated curriculum may be completed in three semesters, one calendar year, or, possibly, in two semesters and two summer sessions. The special certificate is valid for one year only and is not subject to renewal. Following its expiration, the requirements for the State Limited or some other certificate must be met.

DEGREES IN RURAL EDUCATION

Elementary or Secondary Degree Curricula with major attention given to preparation for work in rural communities: The Rural Elementary Curriculum (two-year) includes foundation courses for the degree, and students are encouraged to complete one of the four-year curricula—elementary or secondary—at the earliest possible time. Additional courses, as well as counsel, are provided by the Department of Rural Education for those wishing further professional specialization as teachers, principals, county commissioners, supervisors, or helping teachers in rural communities—open country, village, or town.

Students preparing to work in the elementary schools, choose four minors and additional courses from among both group and general electives, with thought to individualization on the basis of personal and professional needs. They become familiar with the grades and subject areas of the entire elementary field.

Students preparing to work in the secondary schools choose majors, minors, and additional subject matter areas with thought to the variety of teaching and extra-curricular demands to be met in the smaller high schools.

Those preparing to serve rural people in the several professions and service occupations other than teaching will find considerable basic work in these curricula. For them, as well as for degree students preparing to work in either elementary or secondary school positions, advanced courses in rural education and rural life are offered.
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 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 62). 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, Business Administration, Forestry, and Law of the University of Michigan. There are also combined curricula with the College of Medicine, Wayne University; the Detroit College of Law; the Schools of Commerce and Journalism of Northwestern University; the Divisions of Agriculture, Business Administration, and Engineering of Michigan State College and of Occupational Therapy of the Kalamazoo State Hospital.

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

The successful completion of the courses outlined below will permit the student to enter the junior year at Michigan State College for the bachelor's degree in Agricultural Science and the certificate for the teaching of vocational agriculture in the secondary schools of Michigan.

First Year

Rhetoric 106A, B ........................................... 6 semester hours
General Biology 100A, B ....................................... 8 semester hours
Animal Husbandry 106, 107, 108 .............................. 8 semester hours
Electives (to be selected from United States History 201A, B; Trigonometry and College Algebra 103A; or Trigonometry 100C) ........................................... 9-10 semester hours

Second Year

General Chemistry 100A, B, or 101A, B .......................... 8 semester hours
Farm Crops 202 ................................................ 3 semester hours
Soils 201 .................................................... 3 semester hours
Fundamentals of Speech 105A ................................. 3 semester hours
General Psychology 200 ...................................... 3 semester hours
Horticulture 203 .............................................. 2 semester hours
Electives (to be selected from Principles of Economics 220A, B; Bacteriology 212A; Surveying 210; or United States History 210A, B) ........................................... 8-10 semester hours

BUSINESS ADMINISTRATION

The University of Michigan and Michigan State College now give the degree of Bachelor of Business Administration. The first two years consist of liberal arts subjects which may be taken at Western Michigan College of Education and transferred to these institutions. The course outlined below meets these requirements. The same agreement exists with the School of Commerce, Northwestern University.

First Year

Rhetoric 106 A, B ........................................... 6 semester hours
Trigonometry and College Algebra 103 A, College Algebra and Analytic Geometry 103 B ........................................... 10 semester hours
or
College Algebra and Analytic Geometry 104 A, B ............. 8 semester hours
General Biology 100 A, B ...................................... 8 semester hours
or
General Chemistry 100 A, B, or 101 A, B ...................... 8 semester hours
History 105 A, B, or 108 A, B, or 109 A, B .................. 6-8 semester hours
Fundamentals of Speech 105 A, B .............................. 5 semester hours
French or German or Spanish 100 A, B, or 102 A, B .......... 8 semester hours

Second Year

English (selected in the field of literature) ...................... 2-8 semester hours
Principles of Economics 220 A, B ............................... 6 semester hours
Mathematics 200, or 205 A, B, or 211, or 227, or 228 .......... 2-9 semester hours
Accounting (Business Education) 210 A, B ...................... 6 semester hours
General Psychology 200 ...................................... 3 semester hours
Political Science 230 A, B .................................... 6 semester hours
Principles of Sociology 241 .................................... 3 semester hours
Modern Social Problems 242 .................................... 3 semester hours
French or German or Spanish 100 A, B, or 102 A, B .......... 8 semester hours
# DENTISTRY
(Combined Curriculum in Letters and Dentistry)

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106 A, B</td>
<td>6 semester</td>
</tr>
<tr>
<td>General Biology 100 A, B</td>
<td>8 semester</td>
</tr>
<tr>
<td>Electives (see note below)</td>
<td>16 semester</td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Chemistry 100 A, B, or 101 A, B</td>
<td>8 semester</td>
</tr>
<tr>
<td>Mechanics, Heat, and Sound 203A,</td>
<td>10 semester</td>
</tr>
<tr>
<td>Electricity and Light 203B</td>
<td>12 semester</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Rhetoric 323</td>
<td>2 semester</td>
</tr>
<tr>
<td>Organic Chemistry 306 A, B</td>
<td>8 semester</td>
</tr>
<tr>
<td>Electives</td>
<td>20 semester</td>
</tr>
</tbody>
</table>

Note.—In the selection of electives the student should plan to meet the General Degree requirements in Groups I, II, and III. See page 62.

# 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 106 A, B</td>
<td>6 semester</td>
</tr>
<tr>
<td>Trigonometry and College Algebra 103A,</td>
<td></td>
</tr>
<tr>
<td>College Algebra and Analytic Geometry 103B</td>
<td>10 semester</td>
</tr>
<tr>
<td>or College Algebra and Analytic Geometry 104 A, B</td>
<td>8 semester</td>
</tr>
<tr>
<td>General Chemistry 100 A, B, or 101 A, B</td>
<td>8 semester</td>
</tr>
<tr>
<td>Mechanical and Machine Drawing 221</td>
<td>3 semester</td>
</tr>
<tr>
<td>Descriptive Geometry 222</td>
<td>3 semester</td>
</tr>
<tr>
<td>Electives</td>
<td>2-4 semester</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 semester</td>
</tr>
<tr>
<td>Mechanics, Heat, and Sound 203A,</td>
<td></td>
</tr>
<tr>
<td>Electricity and Light 203B</td>
<td>10 semester</td>
</tr>
<tr>
<td>Engineering Materials 210</td>
<td>3 semester</td>
</tr>
<tr>
<td>Qualitative Analysis 201, Quantitative Analysis 202</td>
<td>8 semester</td>
</tr>
<tr>
<td>Metal Processing 211</td>
<td>2 semester</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 semester</td>
</tr>
<tr>
<td>Organic Chemistry 306A, B</td>
<td>8 semester</td>
</tr>
<tr>
<td>Language (German preferred)</td>
<td>8 semester</td>
</tr>
<tr>
<td>Statics 320</td>
<td>3 semester</td>
</tr>
</tbody>
</table>
Advanced Rhetoric 323 ........................................ 2 semester hours
Fundamentals of Speech 105A .................................... 3 semester hours
Social science electives ........................................ 6 semester hours
Electives .................................................................. 2-4 semester hours

Second Year

Aeronautical, Civil, Electrical, Marine, and Mechanical
Calculus 205A, B ....................................................... 8 semester hours
Mechanics, Heat, and Sound 203A, Electricity and Light 203B ......................................................... 10 semester hours
Engineering Materials 210 ........................................ 3 semester hours
Metal Processing 211 ................................................. 2 semester hours
Fundamentals of Speech 105A .................................... 3 semester hours
Group I electives ...................................................... 6-8 semester hours

Third Year

Aeronautical, Civil, Electrical, Marine, and Mechanical
Principles of Economics 220A, B .................................. 6 semester hours
Foreign language ..................................................... 8 semester hours
or
Group III elective ..................................................... 6 semester hours
Differential Equations 321 or elective ....................... 3 semester hours
Statics 320 or elective ............................................. 3 semester hours
Advanced Rhetoric 323 ............................................. 2 semester hours
Theoretical Mechanics 425 or elective ....................... 3 semester hours
Electives to total ...................................................... 32 semester hours

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)
University of Michigan

First Year

Rhetoric 106 A, B ..................................................... 6 semester hours
General Biology 100 A, 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 221 A, 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

Advanced Rhetoric 323 ............................................. 2 semester hours
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 306 A, B; Zoology 242; Botany 335; Geography 312 or 325) ........................................ 22 semester hours

JOURNALISM

(Approved by the University of Michigan, Michigan State College, and Northwestern University as part of requirement toward degree in Journalism.)

First Year

Rhetoric 106 A, B ....................................................... 6 semester hours
General Biology 100 A, B ............................................. 8 semester hours
or
General Chemistry 100A, B, or 101A, B ................................ 8 semester hours
United States History 201A, B ........................................ 6 semester hours
French, German, or Spanish 100A, B .................................. 8 semester hours
Electives ................................................................. 2-3 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 ................................................................. 3-4 semester hours

Note.—1. 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 take a course in typewriting.

2. Northwestern University requires a reading knowledge of a modern language or two years of college work in one language.
LAW  
(Combined Curriculum in Letters and Law)  
University of Michigan Law School  
Detroit College of Law  

First Year  
Rhetoric 106 A, B ........................................... 6 semester hours  
Trigonometry and College Algebra 103A, College Algebra and Analytic Geometry 103B ........................................... 10 semester hours  
or General Chemistry 100A, B, or 101A, 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 preferred) ........................................... 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  
Advanced Rhetoric 323 ....................................... 2 semester hours  
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) ........................................... 13 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 from an accredited college. An average scholarship of one and three-quarters honor points is required. The college pre-medical requirements must include the following:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry</td>
<td>14</td>
</tr>
<tr>
<td>Physics</td>
<td>8</td>
</tr>
<tr>
<td>Biology</td>
<td>8</td>
</tr>
<tr>
<td>French, German, or Spanish</td>
<td>12-16</td>
</tr>
<tr>
<td>Electives to total</td>
<td>90</td>
</tr>
</tbody>
</table>

Wayne University College of Medicine
(Combined Curriculum in Letters and Medicine)

The Medical School requires 90 semester hours of pre-medical work from an accredited college.*

**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>General Biology 100A, B</td>
<td>8</td>
</tr>
<tr>
<td>General Chemistry 100A, B, or 101A, B</td>
<td>8</td>
</tr>
<tr>
<td>French or German</td>
<td>8</td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature 107A</td>
<td>3</td>
</tr>
<tr>
<td>Mechanics, Sound, and Heat 203A, Electricity and Light 203B</td>
<td>10</td>
</tr>
<tr>
<td>Qualitative Analysis 201, Quantitative Analysis 202</td>
<td>8</td>
</tr>
<tr>
<td>French or German</td>
<td>8</td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature 107B</td>
<td>3</td>
</tr>
<tr>
<td>Organic Chemistry 306A, B</td>
<td>8</td>
</tr>
<tr>
<td>Principles of Economics 220A, B</td>
<td>6</td>
</tr>
<tr>
<td>Principles of Sociology 241</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy 211A</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Rhetoric 323</td>
<td>2</td>
</tr>
</tbody>
</table>

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.
3. For the duration of the war, Wayne University will accept 60 semester hours for entrance. For details see Wayne University catalog for 1943, pages 36-37.
MEDICAL TECHNOLOGY

This curriculum meets the pre-clinic requirements of the Michigan Board of Health and the American Society of Clinical Pathologists. Upon the successful completion of the clinical work the student may be granted the degree of Bachelor of Science, if all requirements have been satisfied.

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106A, B</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 100A, B, or 103A, B, or 104A, B</td>
<td>6-10</td>
</tr>
<tr>
<td>Chemistry 100A, B, or 101A, B</td>
<td>8</td>
</tr>
<tr>
<td>Biology 100A, B</td>
<td>8</td>
</tr>
<tr>
<td>Group I electives</td>
<td>4-6</td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative Analysis 201, Quantitative Analysis 202</td>
<td>8</td>
</tr>
<tr>
<td>Bacteriology 212, Zoology 242B</td>
<td>8</td>
</tr>
<tr>
<td>Group I electives</td>
<td>6-8</td>
</tr>
<tr>
<td>Group III electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics, Sound, and Heat 203A, Electricity and Light 203B</td>
<td>10</td>
</tr>
<tr>
<td>Organic Chemistry 306A</td>
<td>4</td>
</tr>
<tr>
<td>Bio-Chemistry 350, 351</td>
<td>3</td>
</tr>
<tr>
<td>Physiology 211</td>
<td>4</td>
</tr>
<tr>
<td>Group I electives</td>
<td>3-4</td>
</tr>
<tr>
<td>Group III electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**NURSING**

(Combined curriculum in Letters and Nursing)

Bronson Hospital, Kalamazoo

A five-year curriculum leading to the B. S. degree and the R. N. diploma. The first and fifth years are spent entirely in work at Western Michigan College of Education. The work of the third and fourth years is in the hospital. During the second year two-thirds of the work is at the college.

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit 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>Modern European History 108A, B</td>
<td>6</td>
</tr>
<tr>
<td>Electives*</td>
<td>10</td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology (for Nurses) 213</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry (for Nurses) 106</td>
<td>4</td>
</tr>
<tr>
<td>Hygiene and Bacteriology (for Nurses) 214</td>
<td>5</td>
</tr>
<tr>
<td>Sociology (for Nurses) 244</td>
<td>2</td>
</tr>
<tr>
<td>Nutrition 219</td>
<td>2</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>3</td>
</tr>
</tbody>
</table>
Third and Fourth Years at Bronson Hospital

Fifth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>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>Survey of American Government 334</td>
<td>2</td>
</tr>
<tr>
<td>Modern Social Problems 242</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>11</td>
</tr>
</tbody>
</table>

Note.—1. General Chemistry 100 A, B is required unless high-school chemistry was presented for entrance.

2. In addition to the 80 semester hours of work outlined above, the student is credited with 40 semester hours for the work done in the hospital. This credit may be used only in the Nursing curriculum. Nursing may constitute a major in this curriculum.

3. 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.)

4. A course in library methods is required.

OCCUPATIONAL THERAPY

(Combined Curriculum in Letters and Occupational Therapy)

Kalamazoo State Hospital

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>Biology 101A, B</td>
<td>8</td>
</tr>
<tr>
<td>Art</td>
<td>4</td>
</tr>
<tr>
<td>Electives under guidance</td>
<td>12</td>
</tr>
</tbody>
</table>

Second Year (First Semester)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Special Education 331</td>
<td>2</td>
</tr>
<tr>
<td>Anatomy and Physiology (for Occupational Therapists) 215</td>
<td>4</td>
</tr>
<tr>
<td>Special Education Shop 208</td>
<td>3</td>
</tr>
<tr>
<td>Electives under guidance</td>
<td>4-6</td>
</tr>
</tbody>
</table>

(Three afternoons per week are spent at the Kalamazoo State Hospital.)

Second Year (Second Semester) and Third Year

Student spends full time at Kalamazoo State Hospital for eleven months during which time she completes the courses in arts and crafts required under Occupational Therapy in the teacher preparation curriculum (page 60). After this, she goes on affiliation to other hospitals for nine months, all of which will occupy her time until the first month of her fourth year when she returns to Kalamazoo.

Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Rhetoric 323</td>
<td>2</td>
</tr>
<tr>
<td>Abnormal Psychology 305</td>
<td>3</td>
</tr>
<tr>
<td>or Mental Hygiene 335</td>
<td>3</td>
</tr>
<tr>
<td>Electives sufficient to satisfy requirements for graduation. (Three afternoons per week during the first semester are spent at the Kalamazoo State Hospital.)</td>
<td></td>
</tr>
</tbody>
</table>

Note.—1. Forty semester hours of college credit applicable to this curriculum only are allowed for the work done at the Kalamazoo State Hospital and affiliated hospitals. Twenty semester hours of the 40 allowed may be credited toward a major in occupational therapy. The remaining 20 hours is undifferentiated credit which may not be counted on minors or group requirements.
2. A student may transfer credit earned at other colleges acceptable to the registrar of Western Michigan College of Education, but in no case may a student receive a degree who has earned less than 30 semester hours of credit from this institution beyond the 40 semester hours allowed for the work at the Kalamazoo State Hospital. Credits earned must satisfy group requirements and also that of a major and two minors.

3. The student may accelerate her program by attending the summer session of her first year and by taking correspondence or extension courses while she is away from the campus. It is possible in this way to graduate with the degree in three and one-half years.

4. A student who elects not to take the degree may spend one month at the Kalamazoo State Hospital immediately following her last affiliation. She may then be graduated by the Kalamazoo State Hospital with a diploma allowing her to work one year in the field after which she becomes eligible for certification as a Registered Occupational Therapist. To be graduated with the Occupational Therapy diploma, a student must fulfill all the requirements specified in the first, second, and third years above plus the one month of residence at the Kalamazoo State Hospital mentioned in this note.

5. Four class hours of physical education are required.

6. A course in library methods is required.

7. This curriculum is at present open only to women students.

**SOCIAL WORK**

**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>Modern Europe 108A, B, or Foundations of Western Civilization 100A, B (unless the student plans to take United States history in the sophomore year)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Second 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>
<tr>
<td>Principles of Economics 220A, B</td>
<td>6</td>
</tr>
<tr>
<td>United States History 201A, B (unless the student has taken the history suggested for the freshman year)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Rhetoric 323</td>
<td>2</td>
</tr>
<tr>
<td>Any 2 or 3 of the following advanced sociology courses:</td>
<td>2 semester hours</td>
</tr>
<tr>
<td>Social Psychology 243</td>
<td></td>
</tr>
<tr>
<td>Problems of Family Life 247</td>
<td>3</td>
</tr>
<tr>
<td>Criminology 342</td>
<td>3</td>
</tr>
<tr>
<td>Mental Deficiency 332</td>
<td>2</td>
</tr>
<tr>
<td>Mental Hygiene 335</td>
<td>3</td>
</tr>
<tr>
<td>American National Government 230</td>
<td>3</td>
</tr>
<tr>
<td>American State and Local Government 231</td>
<td>3</td>
</tr>
</tbody>
</table>

*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.
Fourth Year

Any 1 or 2 of the following (to complete 4 required courses in advanced sociology):

- Rural Sociology 245, 3 semester hours
- Urban Community 340, 2 semester hours
- Population 343, 3 semester hours
- Social Control 441 (158), 3 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
- Clinical Psychology 309, 2 semester hours

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, pages 47 to 55), 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 their schedules, abilities, and work programs 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 Credit and Collections 241, 3 semester hours
- Store Organization 251A, B, 4 semester hours
- Coordinated Business Experience 200A, B, 2 semester hours
- Retail Publicity 240, 3 semester hours
- Electives, 15 semester hours

Note.—For course descriptions see Catalog.
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, pages 47 to 55), 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>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 130 A, 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>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>4</td>
</tr>
<tr>
<td>Filing Principles and Techniques 236</td>
<td>2</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 100A and Typewriting 101A.

2. Students should consult their faculty adviser before making their selections for electives.

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

4. A course in library methods is required.

VOCATIONAL AVIATION MECHANICS (Two Years)

This two-year curriculum is offered to students who wish to enter the field of aviation for their life work. Special preparation is given for service and maintenance positions with the airlines, repair depots, and commercial and private owners of aircraft.

Twenty-five to thirty hours per week in shop work and related subjects are offered in a modern, well-equipped, government-approved repair station located in our Mechanical Trades Building. All repair work on airplane engines and aircraft structures is supervised by licensed mechanic instructors. A major part of the instruction is given on aircraft to be re-licensed after repairs and the overhaul are completed. Facilities leased at the Municipal
Airport provide inspection and service of licensed aircraft used in daily flight operations.

An accurate log book is kept by each student listing repairs and service work completed. This log is retained by the student as evidence of practical experience. A student who is recommended may write the government-sponsored examinations for the airplane mechanic's or the airplane-engine mechanic's license. A diploma is granted upon successful completion of the course.

Specialist ratings can be acquired in machine shop, sheet-metal, welding, hydraulics, propellers, instruments, and aircraft radio. These ratings are of interest to those preparing to enter the air services as ground mechanics.

Ground school courses are offered in preparation for the private and commercial pilot certificate of aeronautical knowledge. These courses are adapted to teachers preparing to offer pre-flight aeronautic courses sponsored in many high schools. Actual flight training can be included for those actively interested; either glider, sail-plane, or ground-flight instruction is to be made available at nominal cost.

Pilot training sponsored by the Civil Aeronautics Administration for enlisted men in the Naval Cadet Reserve will be continued for the duration.

Note.—For course descriptions see page 118.
GRADUATE DIVISION

ADMINISTRATIVE OFFICERS

Elmer H. Wilds, Ed.D., Director of the Graduate Division
HeLEN A. MCKINLEY, Secretary of the Graduate Division

ADVISORY COUNCIL

WILLIAM J. BERRY  PAUL ROOD
WILLIAM R. BROWN  MATHILDE STECKELBERG
LEONARD C. KERCHER  PAUL V. SANGREN, Ex officio
GERALD OSBORN

Elmer H. Wilds, Chairman
HeLEN A. MCKINLEY, Secretary

FACULTY

Resident Members

Elmer H. Wilds, Director of the Graduate Division and Professor of Education; A.B., Allegheny College; A.M., The University of Chicago; Ed.M., Ed.D., Harvard University; Teachers College, Columbia University.
Elda O. Baumann, Professor of English; A.B., A.M., Ph.D., University of Wisconsin.
Roy C. Bryan, Professor of Education; A.B., Monmouth College; A.M., Teachers College, Columbia University; B.Ed., Teachers College, University of Cincinnati; Ph.D., Teachers College, Columbia University.
Manley M. Ellis, Professor of Education; A.B., A.M., Ph.D., University of Michigan; Michigan State Normal College.
George H. Hilliard, Professor of Education; A.B., A.M., Ph.D., University of Iowa; Iowa State Teachers College; Teachers College, Columbia University.
Frank J. Hinds, Professor of Biology; A.B., Western Michigan College of Education; A.M., University of Michigan.
Leonard C. Kercher, Professor of Sociology; A.B., A.M., Ph.D., University of Michigan; University of London.
Arthur J. Manske, Professor of Education; A.B., Wayne University; A.M., Ph.D., Teachers College, Columbia University.
Nancy E. Scott, Professor of History; A.B., A.M., Indiana University; Ph.D., University of Pennsylvania; Charles University, Prague, Czechoslovakia.
D. C. Shilling, Professor of Political Science; Pd.B., Ohio Northern University; A.B., Miami University; A.M., University of Wisconsin.
Clyde B. Simson, Professor of Psychiatrics; M.D., University of Buffalo; Director, Kalamazoo Children's Center.
Arthur L. Walker, Professor of Business Education; B.S., North Texas Teachers College; A.M., Colorado State College of Education; University of Southern California; George Washington University.

Nonresident Members

Francis G. Lankford, Jr., Professor of Secondary Education; M.S., Ph.D.; Assistant Professor of Education, University of Virginia.
Almon V. Vedder, Professor of Education; A.B., Michigan State Normal College; A.M., Ph.D., University of Michigan.
Wilbur D. West, Professor of Physical Education, Wittenberg College; B.P.E., M.P.E., International Y.M.C.A. College; Ph.D., University of Michigan.
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 Colleges of Education 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 Director of the Graduate Division.

An attempt is made to keep the work balanced by offering a considerable proportion of the courses in cognate fields and by giving at the same time all courses in education for which there is a demand. Courses give two or three semester hours credit. 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 advanced degrees at the University. Such students should ascertain in advance whether the particular courses offered may be included as a part of their program for the master's or doctor's degree.

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. Undergraduates within six hours of graduation, may enroll in the Graduate Division and take graduate courses while completing their undergraduate work.

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

1. Two complete official transcripts of scholastic records to date should be sent to the Graduate School Office, University of Michigan, in advance of registration. The transcript should specify degrees obtained, courses completed, scholarship grades attained, and the basis of grading. One copy of the transcript is kept permanently on file in the Graduate School Office at Ann Arbor and another in the Graduate Division Office at Western Michigan College of Education.

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.
3. Application for admission blanks may be secured from the Graduate Division Office, Room 106, Administration Building.

Students who fail to make previous arrangements for admission may submit their credentials to the director of the Graduate Division and be given tentative admission, pending review by the Dean of the Graduate School. Students who plan to begin their graduate work in the Graduate Division of Western Michigan College of Education may make application on blanks provided for that purpose by the Director of the Graduate Division, and may have their transcripts sent directly to his office. Graduates of Western Michigan College of Education may have their transcripts automatically transferred by filling out these application blanks.

Course Requirements

Every student planning to work toward a degree is expected to acquire an intimate knowledge of his field of study and the methods employed in that field so that he will be able to approach his subject in an independent and critical spirit. A mere accumulation of credits is not advisable. A student should have in view a fairly complete program of studies before enrolling in the courses offered. The Director 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 the Colleges of Education 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.

Degrees

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. Courses may be taken in the Graduate Division for credit toward the doctor's degree. All doctoral students must meet the admission requirements of the Graduate School of the University in full and should be approved by their department of specialization before proceeding very far with their work. Doctoral students are required to fill in the first two pages of the Schedule of Study form, but the actual outlining of their programs may wait until they can confer with their advisers. No student can have a doctoral committee appointed until the Schedule of Study form is on file.

Residence Requirement

The minimum amount of credit which must be earned in residence is eighteen hours. The residence requirement may be met by attendance in any of the Graduate Residence Centers of the University of Michigan. The eighteen-hour minimum residence requirement must be supplemented by acceptable credit to the extent of six hours, which if not also taken in residence may be advanced credit for work taken in a recognized graduate school of another institution or University of Michigan Extension credit.

Time Limitation

A student enrolled after September, 1935, must complete the work for the master's degree within six consecutive years after his first enrollment in the Graduate School. The time limit for acquiring the degree will be extended during the period of the present emergency in all cases when a student can
present satisfactory evidence that he has been engaged in active government defense service which prevented him from continuing his graduate work.

Credit Requirement

The minimum credit requirement for the master's degree (Master of Arts or Master of Science) is twenty-four hours. This minimum is sufficient, however, only if the student's undergraduate record is satisfactory both as to quality of work done and quantity in relation to the proposed program of graduate work. This minimum also presupposes the preparation of a master's thesis. In meeting the twenty-four-hour requirement for the master's degree, the following conditions must be met: (1) at least twelve hours must be earned while the student is carrying a full-time program of work during a term or during two summer sessions, with attendance during one of the summer sessions or its equivalent being on the campus at the University of Michigan; (2) at least twelve hours must be earned in courses in which enrollment is restricted to graduate students.

Substitution of Course Work for Thesis

After a student has completed twelve hours of his graduate work, he may exercise the option of taking six hours work in lieu of the thesis, thus making the credit requirement thirty hours without a thesis. If a student desires to substitute six hours work in lieu of a thesis, he will obtain a petition blank from the office of the Director.

The substitution of six hours of course work for the thesis does not remove the requirement of two seminars (or B192 or C192 and one seminar). An individual intending to go on for the doctorate must prepare a master's thesis or its equivalent. Usually the courses to be substituted consist of two courses in education and one cognate course.

Seminar Requirement

In so far as possible, two types of seminars are provided: (a) for those students preparing a master's thesis, and (b) for those not preparing a thesis. Under most circumstances Education B192, or its equivalent, is prerequisite or must be taken simultaneously with either type of seminar. Those not preparing a master's thesis usually elect Education B192 or C192 and one seminar; those preparing a master's thesis, two seminars, although if they complete the thesis in one, some other course may be substituted for the second seminar. Most seminars are specifically designed to aid students in bringing the thesis to completion. It is permissible to begin the preparation of a thesis in any one of the nonseminar courses (consult instructors and advisers about this).

Scholarship Requirement

Students who desire credit must meet all the requirements set by the instructor with reference to attendance, supplementary reading, term reports, examinations, etc. The master's degree is awarded only to those students who maintain an average of B in all their work. 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. Hours of D and E grades are used to determine the average grade of each student, but are not included in the number of hours required for the degree. A graduate student will not be allowed credit for a course unless it is completed and reported in the Office of the Graduate School within a year of the official termination of the course.
Program of Work

For a student devoting full time to graduate study, the normal load during a term is twelve hours; the maximum program of work allowed during a six weeks summer session in six hours. A student who enrolls in both the eight weeks and the six weeks summer session will be allowed to earn a maximum of eight hours credit provided he enrolls in two three-hour courses of the eight weeks session and one two-hour course of the six weeks session. During a term the program of work done by students devoting only part time to graduate study and paying the reduced schedule of fees varies from two to six hours, but no student in part-time attendance who is engaged in full-time teaching or other such employment shall be allowed to elect more than four hours of work during a term. During the summer session the program of work for such students will be determined by the Director of the Graduate Division according to the proportion of the student’s time available for graduate study.

The Permanent Teacher’s Certificate

The candidate for the secondary permanent certificate must earn ten semester hours of credit, which the State Certification Code recommends to be obtained in graduate courses leading toward the master’s degree. The required ten hours may be earned in either a subject-matter or a professional field; the program to be followed is determined in each case by the present and probable future needs of the individual. Although the candidate for the elementary permanent certificate is not required to earn additional semester hours of credit, there are undoubted advantages to be gained from taking graduate work during the provisional period. The Director of the Graduate Division of Western Michigan College of Education will advise students in regard to desirable graduate courses available for this purpose. Even though the candidate plans to secure his permanent certificate through the institution in which he completed the requirements for the provisional certificate, he may take the required ten hours at Western Michigan College of Education.

Probably the most satisfactory way to meet the requirements for the permanent certificate is to pursue work toward the master’s degree. The attainment of the degree will not only insure meeting the credit requirements for the permanent certificate but will also improve the opportunities for advancement in the teaching profession. The Director of the Graduate Division will be glad to discuss with candidates the possibilities of satisfying the requirements for the permanent certificate while at the same time working toward the master’s degree.

Registration

Registration for the summer session of the Graduate Division will be on Saturday, July 1, and Monday, July 3, from 9 to 12 A. M. and from 1 to 4 P. M. All students who enroll later than July 3 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, July 4, and will continue through Friday, August 11, or Friday, August 25, as indicated. All classes meet one hour a day, five days a week, Monday through Friday. 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.

* Fees *

The fees must be paid in advance and no student can 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>Non-resident Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eight credits</td>
<td>$35</td>
<td>$50</td>
</tr>
<tr>
<td>Six 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>

In case of complete 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, fifty per cent of the fee; (3) at the end of the third week, forty per cent of the fee; (4) after the third week, no refund.

The above fees include health service and all other non-academic services of the summer session.

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. Enrolling for undergraduate credit should follow the regular plan for undergraduates.

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.

*Other Information* 

For details concerning other information, see the Announcement of the Graduate Division, Western Michigan College; the Announcements of the Graduate School and of the School of Education, University of Michigan; and the booklet, Advanced Study in Education, prepared by the School of Education, University of Michigan.

Questions not answered by these sources should be addressed to Dr. Elmer H. Wilds, Director of the Graduate Division, Western Michigan College of Education, Kalamazoo, Michigan.
DETAILS OF DEPARTMENTAL COURSES*

AGRICULTURE

HOWARD D. CORBUS

The demand for teachers of agriculture and shop, and agriculture and science is greater than at any previous time, due to the movement of young men from agricultural high schools into the armed services. What the future will bring in these schools no one can accurately foretell, but we are assuming that the need for instruction in the production of foodstuffs will be as great as or greater than it was. With this assumption, the Department of Agriculture is continuing its program of combinations of courses with other departments and the combination with the Michigan State College of Agriculture.

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 includes 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, demonstration farm provides opportunity for first-hand observation and for participation in actual farm experiences.

105. Rural School Agriculture. 3 semester hours. Mr. Corbus.

This course is planned to assist teachers who are going into rural schools in districts where farming provides the main source of cash income. Attention is given to the sources and amounts of cash likely to be derived from farm enterprises in such districts, to the environment that surrounds the rural pupil during the time he is not in school, to the major problems confronting patrons of the rural school, to adaptation of elementary science work to the nature of the pupils' experiences, and to intelligent counsel with pupils regarding their personal problems.

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

This is the regular course offered during the year 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.
2. For information regarding the significance of course numbers and credit for courses see pages 35 to 39.
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, Elementary Design 105, Art Appreciation 113A, B or History of Art 213A, B, and art electives to complete 15 semester hours of credit.

A major in art consists of:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Elementary Design 105</td>
<td>3</td>
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<tr>
<td>Art Structure 106</td>
<td>3</td>
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<tr>
<td>Industrial Art 110</td>
<td>2</td>
</tr>
<tr>
<td>Figure Drawing 205</td>
<td>3</td>
</tr>
<tr>
<td>Art Composition 208</td>
<td>3</td>
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<tr>
<td>Commercial Art 214</td>
<td>3</td>
</tr>
<tr>
<td>History of Art 213A</td>
<td>3</td>
</tr>
<tr>
<td>History of Art 213B</td>
<td>3</td>
</tr>
<tr>
<td>Demonstration Drawing 306</td>
<td>2</td>
</tr>
</tbody>
</table>

Art Observation 300T and Art Supervision 302T are offered as required educational courses for art majors.

105. **Elementary Design.** 3 semester hours. Miss Paden.
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 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. Mr. Kemper.
Problems relating to interests in primary grades, worked out in wood, paper, clay, and other mediums. Required of early-elementary students.

110. **Industrial Art.** 2 semester hours. Miss Stevenson.
Studio course in crafts, designed to meet needs of groups with varied interests.
200S. **Art Experiences in the Rural Schools.** 2 semester hours. 4 weeks.

Art Department Staff.

This course gives the student an opportunity to attend a variety of art classes in session. They are classes in art appreciation, art supervision, design, handicraft, and industrial art. Weekly conferences with instructors are based on the observation and participation in these classes with special attention to their adaptation to the rural school program.

214. **Commercial Art.** 3 semester hours. Prerequisite: Art Structure 106.

Mr. Kemper.

This course is designed to offer special work in the study of advertising. Posters for school and business activities, monograms, and greeting cards are made; lithograph, pencil, ink, and various color mediums are used. Silk-screen process has recently been added.

310. **Painting.** 2 semester hours. Prerequisite: Art Structure 106, Elementary Design 105, Art Composition 208, or consent of instructor. Miss Paden.

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**BIOLOGY**

**FRANK J. HINDS**

**ROY E. JOYCE**

**LESLIE A. KENOYER**

**LAVERNE ARGABRIGHT**

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
- **(g)** Cytology and Histology 341 and Vertebrate Embryology 342.

For students anticipating medicine or dentistry, a major consists of Groups (a) and (c) required, and either (d), (e), or (g) recommended. The latter three, however, will not be recognized by medical schools as filling the requirements in these subjects nor will they be accepted as a part of the 90 semester hours required by most medical schools.

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. 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.

205S. Field Biology. 2 semester hours. Dr. Kenoyer.
This course deals with the collection, care, preservation, culturing of, and techniques for observing both plant and animal forms of the Kalamazoo area. It is useful to the high school teacher of biology, to the elementary teacher who wishes to develop skill in keeping plants and animals in the classroom, and to all who desire a better acquaintance with the life forms of this area.

212B. Community Hygiene. 3 semester hours. Mr. Joyce.
This course is a broad study of all forms and agencies of public health. Topics receiving major expansion are: history of health promotion; the classification and prevention of disease; the purity of water, milk, and other foods; sewage disposal; housing; recreation; school health; and the functions of organized health agencies. Classwork, demonstrations, and field trips.

223S. Field Botany. 1 semester hour. Extension credit only. Prerequisite: one year of college biology or consent of instructor. Higgins Lake, June 25-July 2, 1944. 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, and Gray's Manual and other works on classification will be found useful. For fees, transportation, and clothing, see course 235S.

231B. Nature Study. 4 semester hours. Miss Argabright.
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.

233S. Nature Study Materials and Methods. 2 semester hours. Miss Argabright.
Collecting, preserving, and organizing materials for the teaching of Nature Study will be the chief aim of this course. Some time will be spent in the survey of aids to be used in the teaching of science to children. This will include field trips, use of museums, the radio, and children's books.

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 is 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 $23.00. 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.


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. For fees, transportation, and clothing see course 235S.

OPEN TO SENIORS AND GRADUATES

441S. (60). Advanced Ornithology. 2 semester hours. Prerequisite: 8 hours of college courses in laboratory biology and zoology or consent of instructor. Mr. Hinds.

Following a review of elementary ornithology, this course covers the details of song, habitat, habits, and identification of Michigan birds. Emphasis is placed on aquatic and marsh birds. Skins of birds resident and migrant in Michigan are provided to develop skill in identification. Early morning field trips are a part of the scheduled work. Students are expected to provide their own field glasses.

BUSINESS EDUCATION

ARTHUR L. WALKER

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

The following courses are required:

- Introduction to Economics 120A, B
- Accounting 210A, B, or 211A, B
- Secretarial Science 130A, B
- Secretarial Practice 230A

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

Mr. Brickner.

Students who plan to teach and desire a minor in the field of business education should take the following courses:

- Introduction to Economics 120A, B
- Accounting 210A, B
- Secretarial Science 130A

Teaching of Business Subjects 300T is prerequisite to directed teaching in business education.

100B. Shorthand. 3 semester hours. Mr. Brickner.

This is a refresher course in Gregg Shorthand for teachers. It includes discussion, application, and thorough review of the principles of Gregg shorthand as presented in 100A. The writing of shorthand notes under careful supervision from dictation at various rates of speed is developed and extensive reading of expertly prepared shorthand plates is encouraged. This course is not open to regular college freshmen business education students. This class will meet four 100-minute periods weekly.
101B. Typewriting. 2 semester hours. Mr. Brickner.
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. Class meets four 100-minute periods weekly.
A fee of $1.50 will be charged for materials supplied in this course.

230A. Secretarial Practice. 2 semester hours. Prerequisite: typing speed of 40 words per minute. Mr. Walker.
A course for the secretarial and business education student and also for the prospective teacher of office practice in the secondary school. The content of this course provides opportunity for acquiring an operating knowledge of such office machines as the adding-listing machines, comptometer, duplicating machines and techniques, rotary calculating machines, dictaphone, and other office appliances. This class will meet four 100-minute periods weekly. A fee of $2.50 will be charged.

236. Filing Principles and Techniques. 2 semester hours. Mr. Walker.
A study of the indexing and filing rules and their application to the following filing methods: card systems; direct name, Varidex, Triple-Check Automatic, Numeric, Geographic, Subject, and Soundex correspondence filing. Other topics covered include cross reference, transfer, follow-up, filing equipment and supplies, and the organization and maintenance of a filing system for a particular type of filing situation. This class will meet five 50-minute periods weekly.

OPEN TO SENIORS AND GRADUATES

404. (E154). Organization and Teaching of Office Practice. 2 semester hours. Mr. Walker.
A consideration of the aims and content of office practice courses in the secondary school, with plans and techniques for organizing and teaching the subject matter of the course and its laboratory material.

CHEMISTRY
ROBERT J. ELDREDGE

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, 400 minutes per week; laboratory, 8 hours per week for 6 weeks.

306A. Organic Chemistry. 4 semester hours. 8 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, 300 minutes per week; laboratory, 12 hours per week for 8 weeks.
Courses in the Department of Education are designed primarily to meet the professional needs of the student preparing to teach. All such students are affected by certain regulations with respect to certification and graduation.

Students in all provisional-certificate curricula are required to take Introduction to Directed Teaching 240 or 351.

All students pursuing a curriculum for a provisional certificate and a degree are required to take as a minimum, 21 semester hours of professional work in education. The following, or their equivalent, are required: Human Growth and Development 251, 3 semester hours; Introduction to Directed Teaching 240 or 351, 3 semester hours; and Directed Teaching: Laboratory in Education and General Educational Problems 370A, B, C, 15 semester hours. Since the latter are not offered during the summer session, students may substitute such courses as Foundations of Modern Education 353, 3 semester hours; Directed Teaching 371S, 372S, 3 semester hours each, and such equivalents offered by the department to total 15 semester hours. The specific curricula, however, usually prescribe one course in special methods (such as The Teaching of Secondary Mathematics 301T, for students majoring in mathematics), and one course involving a survey of the student's particular field in education (such as Later Elementary Education 312 for students preparing to teach in the elementary school). Students with irregularities in their professional work should confer with the departmental adviser at the earliest possible date.

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 pages 50 and 51), 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 Mr. Carter.

145. Curriculum. 3 semester hours. Miss Evans.

For description of course see Department of Rural Education, page 110.
208. **Stories for Childhood.** 2 semester hours. Mrs. Phillips.
A study of stories and poems suitable to childhood. Classroom practice in story telling.

212. **Psychology of Reading.** 3 semester hours. Dr. Hilliard.
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. **Introduction to Directed Teaching.** 3 semester hours. Miss Evans.
For description of course see Department of Rural Education, page 110.

251. **Human Growth and Development.** 3 semester hours. Prerequisite: as many honor points as semester hours of credit acquired. Dr. Ellis.
This class will meet four periods each week, one of which will be devoted to the presentation of illustrative materials and lectures from the fields of sociology, biology, psychology, and other fields of interest which contribute to the objectives in this course.
The course is designed to help the student understand efficient guidance through appreciating the varied problems of the developing human being on each and every growth level from conception to maturity.

285. **Health Education.** 2 semester hours. Miss Worner.
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.

311B. **The Elementary Curriculum.** 2 semester hours. 2 weeks. Dr. Frederick.
A continuation of 311A (See College Catalog). Emphasis will be placed on developing and organizing course of study materials for actual use in school systems represented by those taking the course.
Note.—Not open to those who have not had 311A during the preceding semester.

331. **Introduction to Special Education.** 2 semester hours. Prerequisite: Human Growth and Development 251. Mr. Thea.
A beginning course in the field of special education, dealing with the education of gifted, subnormal, neurotic, delinquent, speech-defective, blind, deaf, and crippled children. Special emphasis this summer on hard of hearing.

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 bibliography of references to methods and materials is collected. Consideration of the individual and respect for personality are stressed. Life-situations are the center of interest, 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.
351. **Introduction to Directed Teaching.** 3 semester hours. **Prerequisite:**
   Human Growth and Development 251, or equivalent. Mrs. Phillips.

   The immediate aim of this course is to prepare students for successful student-teaching. It deals with the particular problems of organization and management of the school, and with the selection, organization, adaptation, and presentation of materials of instruction that function in teaching-learning situations.

353. **Foundations of Modern Education.** 3 semester hours. **Prerequisite:**
   Human Growth and Development 251. Mr. Bordine.

   This course 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.

361S. **School-Community Relations.** 2 semester hours. Mr. Bordine.

   This course is designed to aid teachers in becoming more conscious of the inter-relationship of the school and the community. It includes a study of techniques used in determining the educational needs and desires of the community, and of methods employed to help the public understand the purpose, value, needs, and opportunities of the school. Special emphasis is placed upon the function of the classroom teacher in interpreting the educational program.

371S, 372S. **Directed Teaching.** 3 semester hours each. **Prerequisite:** Human Growth and Development 251 and Introduction to Directed Teaching 240 or 351; adequate academic and professional training in the subject or subjects to be taught; and as many honor points as semester hours of credit earned. Dr. Burge, grade and special supervisors.

   For description of courses see Training Department, page 117.

375S. **Problems in Elementary Education.** 3 semester hours. **Prerequisite:**
   teaching experience. Dr. Burge and others. Daily conferences.

   For description of courses see Training Department, page 117.

OPEN TO SENIORS AND GRADUATES

431. (C130). **The Education of Exceptional Children.** 2 semester hours.
   Dr. Ellis.

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

439S. **Problems in Guidance and Adjustment: The Guidance Workshop.** 6 semester hours. Dr. Manske, Miss Spaeth, Miss Steele.

   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. Excursions, lectures, conferences, observations, demonstration clinics, and the like will be featured. Application for membership in the workshop should be made in advance to Dr. Elmer H. Wilds, Director of the Summer Session.

480S. (F190). The Camp as an Educational Agency: The Camping Workshop. 6 semester hours. Dr. West, Director.

This workshop has been planned to meet the needs of those who are preparing for positions in summer camps. The workshop staff is made up of persons who have had practical experience in camp organization and the different phases of the camping program. The work includes an extensive study of the literature on camping, group discussion of camp problems, and actual participation in the various activities of camps. Nearby camps, such as the Pretty Lake Camp and the Kellogg camps, will be utilized as laboratories. Each student admitted to the workshop will devote a major portion of his time to a specific camping problem, and those with similar problems will be encouraged to work together in small, informal groups. Applications for membership in the workshop should be made in advance to Dr. Elmer H. Wilds, Director of the Summer Session.

507. (C177). Education of Young Children. 2 semester hours. Dr. Vedder.

Primarily for teachers and supervisors of nursery-school, kindergarten, and elementary-school children. Reviews the planning of school programs and the scientific bases for innovating practices.


Deals with the psychological principles underlying present and projected practices in the teaching of arithmetic, spelling, and the social studies. Involves a consideration of the laws of learning with special emphasis on the psychological principles of specific learning situations in the school subjects stressed in this course. Units of instruction, courses of study, and textbooks will be reviewed in terms of the results of experimental studies of the learning processes.

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. Lankford.

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.

523. (C119). Principles of Guidance and Adjustment. 2 semester hours. Dr. Manske.

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

524. (B124). Administration of Secondary Schools. 2 semester hours. Dr. Bryan.

Designed for superintendents, principals, and experienced teachers interested in administrative matters. Makes detailed study of the general prob-
lens of organization, supervision, and management of the high school. A master’s thesis may be begun.

527. (B227). Seminar. 2 semester hours. Dr. Wilds and others.
Designed for students prepared to do curriculum research work in secondary education. Prerequisites: Education B192 or equivalent and one or more other courses in secondary education.

551. (E120). Improvement of Teaching in Secondary Schools. 2 semester hours. Dr. Lankford.
For teachers of experience, high-school principals, and superintendents who desire to consider the larger problems of classroom instruction and especially the adaptation of teaching materials to individual differences. Students are advised to bring with them any courses of study which they may have.

571. (ElOl). Principles and Techniques of Vocational Guidance. 2 semester hours. Dr. Manske.
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.

ENGLISH

GEORGE SPRAU
ELDA O. BAUMANN
WILLIAM R. BROWN
LOUIS FOLEY
LORENA M. GARY

Minnie D. Loutzenhiser
Mildred K. Magers
Helen E. Master
Lucille A. Nobbs
Charles A. Smith

LOUISE J. WALKER

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 Anglo-Saxon 390 and Chaucer 391, and should take Shakespeare 214A, B, The English Novel 213, some course in non-fiction prose, some course in American literature, and 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 Gary.
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. Miss Walker.
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. Mr. Foley, Miss Nobbs.
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. Dr. Magers.
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. 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.

207B, S. Representative English Prose. 3 semester hours. Mr. Smith.
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.

212. The Familiar Essay. 1 semester hour. 4 weeks. Mr. Sprau.
This course aims to introduce the student to careful and accurate reading of English literary prose, and to cultivate in him some appreciation of the familiar essay as a type of literature. The familiar essay is studied in its historical development, with special emphasis on the essay as written by the best essayists of our own time.

214A. Shakespeare. 3 semester hours. Mr. Sprau.
The purpose of the course is to help the student read Shakespeare with better understanding and appreciation. One of the great tragedies and one of the better comedies are carefully studied in class. Other tragedies, comedies, and histories are read more rapidly with such critical comment as time will permit.
219. The Short Story. 2 semester hours. 4 weeks. 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.

296B. Masterpieces. 2 semester hours. Miss Loutzenhiser.
The purpose of this course is to study intensively some of the masterpieces of English literature. The masterpieces studied are as follows: Heroes and Hero Worship, The Ring and the Book, Pride and Prejudice.

311. Browning. 2 semester hours. Mr. Sprau.
An introduction to the poetry of Robert Browning.

313. The Contemporary Novel. 2 semester hours. Dr. Brown.
A study of the tendencies in English and American prose fiction since 1898, together with wide reading from the chief novelists of the period. Book reviews and a long report will be required.

TEACHING

300T. Teaching of English. 2 semester hours. 4 weeks. Miss Walker.
The aim of the course is to give the prospective teacher the best educational information relative to the content and teaching of various phases of English in the later elementary grades and the junior high school.

OPEN TO SENIORS AND GRADUATES

416. (177). English Literature from the Restoration to 1730. 3 semester hours. 8 weeks. Dr. Baumann.
The works of leading literary figures of the period, with emphasis on satire.

GEOGRAPHY AND GEOLOGY

WILLIAM J. BERRY

Introductory Geography, either 105A, B or 305, must precede all other undergraduate geography courses except Conservation of Natural Resources 312, and Introduction to Commercial Geography 218. 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 sequence in geography as a part of their general cultural or professional training. There is no required sequence in the courses in regional geography.

A student will not receive departmental recommendation for directed teaching or for a teaching position in geography who has not successfully completed Geographic Techniques 303.

A major in geography consists of 24 semester hours, including Field Geography 340, Climatology 325, and either General Geology 230A or Dynamic Geology 230A, and Geographic Techniques 303. 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, French, or Spanish. A minor in geography consists of 15 semester hours, including Field Geography 340.

A major in earth science consists of Geology 230A, B and 16 hours additional in geography and geology.

Some recommended sequences to meet particular interests are the following:

1. If major is history: 105A, B or 305, 310, 316 and the regional geography of the continent of special interest.

2. If major is business administration or business education: 105A, B or 305, and 318.
3. If major is general science: 105A, B or 305, 325, 340, and Geology 230S or 230A, B.

Two of the six semester hours earned in Physical Science 100A, B may be counted toward a major or a minor in earth science.

207. Europe. 3 semester hours. Prerequisite: Introductory Geography 105A, B or 305. Dr. Berry.

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

303. Geographic Techniques. 3 semester hours. Prerequisite: Introductory Geography 105A, B or 305. Miss Logan.

Guidance is given in the selection, interpretation, and use of all major types of geographical materials such as texts, library materials, pictures, maps, and the like. Special emphasis is placed upon the organization of geographic findings.

312. Conservation of National Resources. 2 semester hours. Dr. Berry.

A critical evaluation of certain of the natural resources of the United States such as minerals, soils, forests, water, and wildlife; and a study of the utilization of these resources so as to yield the greatest ultimate good.

341. Advanced Field Geography: Independent field investigation. 1, 2, or 3 semester hours. Prerequisite: Field Geography 340. Dr. Berry.

The course is planned for students who desire to do independent field work in geography and to receive credit, the amount of which will depend on the size of the project and the intensity with which the work is done. A complete report written in scientific style is required. The course offers a good opportunity for college men in service to do some collegiate work. It should not be taken while the student is in residence. Students may take this course only by special permission of the instructor. Enrollment must then be made with the Extension Department and fees paid at that office. Residence credit is given.

SOPHIA REED
REINOU MAURITS

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.

Courses are planned in the Home Economics Department for a major or a 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.

SOPHIA REED
MARY A. MOORE
REINOU MAURITS
REVA VOLLE

HOME ECONOMICS
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, Home Furnishings 221.

**Home Economics**—Problems in Home Living 100, Clothing Clinic and Textiles 103, Foods 111, Clothing 205, Nutrition 211, Family Clothing 305, Advanced Foods 311, Quantity Food Management 312, Home Management Practice 324, Marriage and Family Relationships 325, and elective, two or more semester hours.

**Education**—Problems in Home Economics Education 300T, Human Growth and Development 251, and other 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.

111. **Food.** 3 semester hours. Miss Moore.
A study of foods and the principles of cookery. The course includes planning, preparing, and serving of meals to family groups. Emphasis is placed on the cost of meals.

120. **Personal and Social Problems.** 1 semester hour. Miss Volle.
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.

203. **Clothes and Personality.** 2 semester hours. 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 garments to develop a knowledge of construction. Emphasis is placed on selection of clothes to suit personality types.

209. **Costume Design.** 2 semester hours. Prerequisite: Elementary Design 105 or consent of instructor. Miss Volle.
This course is intended to develop more discriminating judgment in the selection of appropriate clothes for individuals, through a better understanding of the relation to this selection of art principles, psychology, fashion, personality, and physical characteristics of individuals. Emphasis will be placed on the relation of wardrobe needs to social and economic status. Laboratory work will consist of an interpretation and adaptation of current fashion-magazine designs to individual needs and original designing. A brief study of historic costume is made as a basis for understanding recurring cycles in fashions.
300T. Problems in Home Economics Education. 3 semester hours. 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
textbooks, magazines, and illustrative material; how to secure a position, and
professional ethics; investigation of laboratory equipment; value of state and
national associations.

312. Quantity Food Management. 2 semester hours. Prerequisite: Advanced
Foods 311 or consent of instructor. Miss Moore.
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 Maurit.
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. 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 adjust-
ments in family living for changing age groups. It places emphasis on prepa-
ration 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.

339. Consumer Buying. 2 semester hours. Prerequisite: Economics of
Consumption 223 or consent of instructor. Miss Maurit.
A study of the consumer-education movement: sources of information for
the consumer; laws affecting the consumer; the labeling, grading, and stand-
ardization of consumer goods; the theory of buying; and an analysis of
factors involved in prices.

INDUSTRIAL ARTS

Marion J. Sherwood
Arthur J. Manske

John H. Plough
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 se-
quence of courses, with the help of their adviser, to prepare them for par-
ticipation in their chosen specialty.
Suggested Course Sequences

WOOD

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<th>Prerequisite</th>
<th>Instructors</th>
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<td>Fundamentals of Shopwork 106</td>
<td>2 semester</td>
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<td>Mr. Sherwood</td>
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METAL

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<td>Pattern Making 201</td>
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<td>Machine Shop 234A</td>
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<td>Machine Shop 234B</td>
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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.

All elementary courses are open to women. Those who show sufficient ability will be accepted in the advanced courses and may earn a minor in Industrial Arts.

SHOP COURSES

100. Woodshop. 2 semester hours. Mr. Sherwood.

An introductory course, including shop drawing, blueprint reading, and fundamental tool processes. A combination theory and laboratory course suitable for students enrolled in other departments, both men and women.

106. Fundamentals of Shopwork. 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 principles of pattern making, moulding, shop sketching, and bench metal tools.

202. General Shop. 3 semester hours. Mr. Plough.

A comprehensive course covering a variety of mediums used in the industrial-arts field with introductory laboratory experiences. The course is particularly helpful to those preparing for administrative positions and those interested in the unspecialized phases of industrial-arts work.

203A. Farm Shop. 2 semester hours. Prerequisite: General Shop 202. Mr. Plough.

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. Mr. Plough.
A continuation of Farm Shop 203A. Forging; electricity; general tool repair; farm machinery; organization, management, and planning of the farm plant and home shop.

205A. General Woodshop. 3 semester hours. Mr. Plough.
An introductory course in the use of woodworking machinery: elementary spindle and face-plate turning, skeleton furniture construction, wood steaming and bending, caning, and furniture design.
Note.—This course is strongly recommended for all students following a woodworking sequence or for students who have a hobby in woodworking.

205B. General Woodshop. 3 semester hours. Prerequisite: General Woodshop 205A. Mr. Plough.
To develop the skills and techniques of spindle turning; types of furniture; upholstery; care, buying, and installation of woodworking machines, with cost estimating.
Note.—This course is strongly recommended for Industrial Arts majors following a woodworking sequence.

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 materials 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. The course is open to both men and women.

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

571. (E101). Vocational Guidance. 2 semester hours. Dr. Manske.
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.
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, if taken as a part of a curriculum leading to a secondary teaching certificate.

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 and Teaching of Modern Foreign Languages 301T to directed teaching in French, German, or Spanish.

A course in Phonetics is required of students majoring or minoring in French.

A course in modern European history is desirable for students majoring or minoring in a modern language.

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 or B. Elementary French.** 4 semester hours. Dr. Noble.

The rudiments of grammar, drill in pronunciation, writing French from dictation, and memorizing of French and poems. The course aims, from the outset, to give training in understanding spoken French. From 100 to 150 pages of reading material of worth-while cultural value are included in the second semester.

**202A. Reading from Modern French Novels and Stories.** 2 semester hours. Dr. Noble.

This course is intended for students beyond the first-year French level, and is suited to the average ability of the class, yet takes into account, through individual work, differences in preparation. The course consists of reading of novels, short stories, cultural material meant to broaden the culture of the students while increasing their speaking and reading ability by careful study of functional grammar and vocabulary.

**GERMAN**

**100A. Elementary German.** 4 semester hours. Miss Steckelberg.

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. Miss Steckelberg.

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**

**100B. Elementary and Second-year Latin.** 4 semester hours. Miss Kraft.

This course is designed for those students who need a second unit of Latin. It covers the work of the second unit of high-school language requirement.

**102B. Cicero and Ovid.** 4 semester hours. Miss Kraft.

Selections from Cicero, Ovid, and other Latin authors are read. There is a general review of grammar. This course will serve as a refresher for those who wish such or give credit as indicated.
205S. Latin Literature in English. 2 semester hours. Miss Kraft.
No knowledge of the Latin language is required for this course. Selections from representative authors will be read in English translations. Those desiring to apply this credit to a major or minor in Latin may make arrangements to read the works in the original. The development of Roman literature will be studied with special emphasis upon the masterpieces and their contribution to the thought of today.

SPANISH

100A. Elementary Spanish. 4 semester hours. Miss Windsor.
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.

100B. Elementary Spanish. 4 semester hours. Miss Windsor.
This course is a continuation of Elementary Spanish 100A.

LIBRARY

Anna L. French
Phoebe Lumaree
Hazel E. Cleveland

A course of eight lessons in the use of the library. Required of all freshmen.

306S. Administering the Small School Library. 3 semester hours. Miss Cleveland.
A course in the place of the library in the school and the methods of administering the library to fulfill these functions.

MATHEMATICS

Pearl L. Ford

Note: The opening day of this summer session coincides with the opening day of the first semester (Navy Term 24) of the College year 1944-1945. In view of this circumstance it has been deemed unnecessary to present the usual array of classes arranged strictly for the summer school. Instead, summer school students will be admitted to classes of the regular semester and those who complete a substantial proportion of the work of any course will be given proportionate credit. See the regular catalog and confer with members of the department regarding individual schedules.

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. Note that the four sequences are mutually exclusive.
Elementary Sequences in Mathematics

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<tbody>
<tr>
<td>104A</td>
<td>103A</td>
<td>M 1 or M 3</td>
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<td>104B</td>
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Solid Euclidean Geometry 100B may be taken in combination with course 100A or course 100C, any semester.

* * * *

205A M5
205B M6

Following course 205B or M6, a student has the privilege of electing several courses for which calculus is a prerequisite. A junior might elect Advanced Calculus 331, Theory of Equations 322, or Differential Equations 331.

For students who have studied calculus a main array is offered consisting of Differential Equations 321, Theory of Equations 322, Solid Analytic Geometry 323, Theoretical Mechanics 325, and Advanced Calculus 331.

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.

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.

101T. Arithmetic. 3 semester hours. Miss Ford.

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.
301T. **Teaching of Secondary Mathematics.** 3 semester hours. Prerequisite: analytic geometry. Miss Ford.

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.

Note.—See the regular catalog or the schedule of the regular semester for other courses open to students of the summer school.

GeVGE E. Amos
LEOTT C. BRITTON

MARY P. DOTY
H. GLENN HENDERSON

**Majors and Minors**

A minor in music in the **Elementary Curriculum** may be obtained by having completed fifteen semester hours in excess of the required courses as a prerequisite, namely:

- Foundations of Music 100A ........................................ 2 semester hours
- Foundations of Music 100B ........................................ 2 semester hours
- Music Education 204 .................................................. 2 semester hours

The fifteen semester hours minor will consist of:

- Voice Culture 116A .................................................. 2 semester hours
- Ensemble Singing 306A, B ........................................... 2 semester hours
- Music Appreciation 307 ............................................. 3 semester hours

and eight semester hours selected from the music courses under advisement of the Staff of the Music Department.

A major in music in the Elementary Curriculum has the same prerequisite as the minor. The twenty-four semester hours will include:

- Voice Culture 116A, B .................................................. 4 semester hours
- Harmony 209A ........................................................... 4 semester hours
- Ensemble Singing 306A, B ........................................... 2 semester hours
- Music Appreciation 307 ............................................. 3 semester hours

and eleven semester hours selected under advisement of the Staff of the Music Department.

A minor in music in the **Secondary Curriculum** may be obtained by completing 15 semester hours in the Music Department in excess of the prerequisite Fundamentals of Music 105A, B, 6 semester hours.

The following courses are required:

- Harmony 209A ........................................................... 4 semester hours
- Music Appreciation 307 ............................................. 3 semester hours
- Ensemble—Vocal or Instrumental .................................. 2 semester hours

The remaining six semester hours may be selected from the music courses under advisement of the Staff of the Music Department.

A major in music in the Secondary Curriculum may be obtained by completing 24 semester hours in excess of the prerequisite Fundamentals of Music 105A, B, 6 semester hours.

The following courses are required:

- Harmony 209A, B ...................................................... 8 semester hours
- Music Appreciation 307 ............................................. 3 semester hours
- Ensemble—Vocal or Instrumental .................................. 4 semester hours

The remaining nine semester hours may be selected from music courses under advisement of the Staff of the Music Department.
Students anticipating teaching music in both the Elementary and the Secondary Curriculum should meet the requirements of both courses as outlined in the catalog. Participation in the various musical organizations is essential for a musical development. A playing knowledge of the instruments used in the band and orchestra is strongly urged. Students should avail themselves of every opportunity within their range of possibilities so as to be able to sing and to play a solo, orchestral or band instrument, or a piano accompaniment acceptably. A fine basic, fundamental musicianship with the ability to perform solos in public is an excellent asset in establishing a music teacher in a community.

116A. Voice Culture. 2 semester hours. Mrs. Snyder.
Stresses the fundamental processes of tone production and breath control. Group vocalizing, singing of songs in small groups, and some individual coaching are included.

134S. Summer School Choir. 1 semester hour. Rehearsals twice a week. Mrs. Snyder.
A summer-school choir, open to all students having had choral experience, will be organized. 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.

212A. History of Music. 4 semester hours. Prerequisite: Fundamentals of Music 105A, B. Mr. Henderson.
This course is designed to acquaint the student with the development of music in its relationship to the other arts; its close adherence to the laws of nature, its dependence upon science, and its place in a changing civilization. An attempt is made to suggest a working philosophy of music in the lives of people.

212B. Music Appreciation. 4 semester hours. Prerequisite: Fundamentals of Music 105A, B. Mrs. Britton.
This course includes a study of the masterpieces from the time of Bach and Handel down to the present-day composers. The development of the song, symphony, opera, oratorio, and various other music forms is worked out with the aid of piano, voice, victrola, and radio.

300T. Music Education. 2 semester hours. Prerequisite: Fundamentals of Music 105A, B or its equivalent. Miss Doty.
The aim of the course is to acquaint the student with the materials, methods, problems, procedure, and development of music in the first six grades.
Observation of the work in the Training School will be included as a part of the course.

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.
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. Wietz.

Tennis instruction will be given as requested. Mr. Householder.

102S. Tennis. 2 class hours. Mr. Householder.

122. Social Dancing. 1 class hour. Miss McRoberts.

207. Camping and Scouting. 3 semester hours. Mr. Read.

Managing and planning of summer camps, including such topics as housing, sanitation, commissary, program, activities; administration of canoeing, hiking, swimming, and various other camp interests.

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. Gill.

Fundamentals of football coaching, with special emphasis on catching, punting, kicking, blocking, interference, tackling, principles of line and backfield work, and the manner of playing the various positions. Building and formations of plays, generalship, signal systems, and scouting. Some problems of the coach. Study of the rules.

209. Fundamentals and Technique of Basketball. 2 semester hours. Mr. Read.


210. Fundamentals and Technique of Baseball. 2 semester hours. Mr. Hyames.

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. Wietz.

The accepted forms of starting, hurdling, distance running, pole vaulting, discus and javelin throwing, and sprinting. Study of physical conditions affecting speed, endurance, and fatigue. The selection and preparation of contestants for the various track and field events. Managing and officiating of games and meets. Study of rules. Practice on the track.

306. First Aid and Athletic Training. 3 semester hours. Mr. Scott.

Knowledge and skill in meeting emergencies, use of massage in treatment of sprains and bruises, use of hot and cold applications.
320. **Playground and Community Recreation.** 3 semester hours. Mr. Hyames.
Nature and function of play; age periods and adaptation of activities; social environment; playground development, construction, management, and supervision. Practice in class instruction in games, story plays, handiwork, and other physical activities. A survey of recreational material, athletic and field meets. Laboratory work with children required.

**OPEN TO SENIORS AND GRADUATES**

480S. (F190). **The Camp as an Educational Agency: The Camping Workshop.** 6 semester hours. Dr. West, Director.
For description of course see Department of Education, page 93.

**PHYSICAL EDUCATION FOR WOMEN**

CRYSTAL WORNER

DOROTHY VESTAL

SARAH H. McROBERTS

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.)

It is advisable for any student who wishes to be recommended by the department for the teaching of physical education to take as electives Methods in Physical Education 300T, 2 semester hours, and Directed Teaching in Physical Education, 4 semester hours. These courses may not be included in the 24 semester hours required for the major nor in the 15 semester hours required for the minor.

**PHYSICAL EDUCATION MAJOR**

Requirements in science and in physical education for students who wish to make physical education their major field are:

Group II. Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Biology 100A, B</td>
<td>8</td>
</tr>
<tr>
<td>Hygiene 112</td>
<td>2</td>
</tr>
<tr>
<td>Anatomy 211A</td>
<td>4</td>
</tr>
<tr>
<td>Physiology 211B</td>
<td>4</td>
</tr>
</tbody>
</table>

Group VII. Physical Education and Health

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Physical Education Theory and Practice 151A, B</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Physical Education 170</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Theory and Practice 251A, B</td>
<td>4</td>
</tr>
<tr>
<td>Elementary School Physical Education 270A, B</td>
<td>4</td>
</tr>
<tr>
<td>First Aid 271</td>
<td>1</td>
</tr>
<tr>
<td>Applied Anatomy 273</td>
<td>2</td>
</tr>
<tr>
<td>Secondary School Physical Education 274A, B</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 285</td>
<td>2</td>
</tr>
<tr>
<td>Methods in Physical Education 300T</td>
<td>2</td>
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<tr>
<td>Administration and Organization 301T</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Theory and Practice 351A, B</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Theory and Practice 361A, B</td>
<td>2</td>
</tr>
<tr>
<td>Individual Gymnastics 373</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Physical Education 374</td>
<td>2</td>
</tr>
<tr>
<td>Community Recreation, Scouting, and Camp Fire 376</td>
<td>2</td>
</tr>
</tbody>
</table>
TWENTY-FOUR HOUR MAJOR

(This is not to be confused with the requirements for students who are specializing in this field.)

Physical Education Theory and Practice .................. 12 semester hours
Introduction to Physical Education 170 .................. 2 semester hours
Elementary School Physical Education 270A, B .......... 4 semester hours
or
Secondary School Physical Education 274A, B ........ 3 semester hours
First Aid 271 ........................................ 1 semester hour
Health Education 285 .................................... 2 semester hours
Principles of Physical Education 374 .................... 2 semester hours
Community Recreation, Scouting, and Camp Fire 376 ... 2 semester hours

PHYSICAL EDUCATION 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:
The remaining five or six hours may be selected from the following courses:
Introduction to Physical Education 170 .................. 2 semester hours
First Aid 271 ........................................ 1 semester hour
Health Education 285 .................................... 2 semester hours
Community Recreation, Scouting, and Camp Fire 376 ... 2 semester hours

110. Swimming. 1 class hour. Miss McRoberts.
113. Tennis. 1 class hour. Miss Vestal.
114. Golf. 1 class hour. Miss Vestal.
118. Archery. 1 class hour. Miss Vestal.
120. Badminton. 1 class hour. Miss McRoberts.
122. Social Dancing. 1 class hour. Miss McRoberts.

334S. Public School Physical Education. 2 class hours. Miss Vestal.
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.

OPEN TO SENIORS AND GRADUATES

6 semester hours. Dr. West, Director.
For description of course see Department of Education, page 93.

PHYSICS

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 15 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.

Due to the Navy Program the Physics Department is offering no summer session courses.
A minor in psychology consists of fifteen hours of work. Twelve hours of work in this department will satisfy the minimum requirements in Group II. General Psychology 200 is prerequisite to all other courses in psychology.

204. Applied Psychology. 2 semester hours. Dr. Henry.
A study of the psychological factors in occupational choice and adjustment; and the implications of psychology for advertising and selling, and for the field of industry.

302. Laboratory in Psychological Testing. 3 semester hours. Mr. Carter.
A broad basic course for teachers and others interested in the field of psychology, clinical work, or sociology. The course will consider selection, administration, and interpretation of tests used for elementary and secondary schools; the use of tests in classification, diagnosis, prognosis, and educational and vocational guidance; the principles of teacher-made tests, and the effect of testing on marking systems. A competency in minimal statistics will be developed.

RURAL EDUCATION

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 45 and 46.
Certificates granted, pages 51 to 54.
Curricula offered, pages 63 and 64.
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. Introduction to Directed Teaching. 3 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.

340. Rural Education. 2 semester hours. Dr. Robinson.
This course deals with the problems common to schools, particularly insofar as they are peculiar to rural schools: such as, the community centered school, public relations, support and control of schools, the county commissioner of schools; the state department of public instruction, compulsory attendance, consolidation and transportation, the school plant, school supplies and equipment, integration and articulation of the school system, professional relationships, and school law.

344S. Rural Refresher Workshop. 4 semester hours. 4 weeks. Dr. Robinson and others.
This course is planned to assist in the reorientation of teachers without recent training or experience desiring to return to the profession for the
emergency only. Its content will deal with the newer educational concepts, organization, and methods in their special adaptations to meet the needs of schools in farm and rural non-farm communities. The work of each student will center largely around his own individual problems.

345, 346. Rural Education. (Seminar). 2 or 4 semester hours. Prerequisite: consent of instructor. Dr. Robinson.

This seminar course is for advanced students. Problems related to the curriculum, teaching, supervision, and administration of all types of rural schools and to pre-service and in-service education of teachers are studied. Reports by individual members may be on minor problems given each semester or on major problems given at the end of the second semester. An abundance of resource material, as well as laboratory work in rural schools, is utilized.

345, 346. Rural Life. (Seminar). 2 or 4 semester hours. Prerequisite: consent of instructor. Dr. Robinson.

In the first semester critical study of a recent textbook in rural sociology is supplemented with references including research studies representing primarily the essentials in wholesome social life. In the second semester, an analysis of social research is the subject of class discussion, members of the class devising forms and schedules for a rural community study. A minor study within the scope of available time is undertaken.

SOCIAL SCIENCES

FLOYD W. MOORE
HOWARD F. BIGELOW
GEORGE O. COMFORT
LEONARD C. KIRCHER
JAMES O. KNAUSS
EDWIN M. LEMERT
ARTHUR J. MANKES

NANCY E. SCOTT
G. EDITH SEEKEL
D. C. SHILLING
CLYDE B. SIMSON
GRACE SPAETH
CHARLES R. STARRING
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 at least two 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 requires a minor of 19 semester hours including acceptable courses in at least three of the departments in the Social Science Division.

Teaching of the Social Studies 300T does not count toward either a major or a minor. (See page 51).

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 Spaeth.

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.
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.

Introduction to Contemporary Society 101A, B may be counted as 6 semester hours toward a major in economics or as 3 semester hours toward a minor in economics.

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. Dr. Moore.

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. Prerequisite: Principles of Economics 220. Mr. Bigelow.

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 forms of our economic system.

223. Economics of Consumption. 3 semester hours. Mr. Bigelow.

A study of the present-day problems of the consumer. It helps to establish rational standards of expenditures, based on a careful analysis of human wants and on a consideration of the consumer's available income and of the existing standards of living. Careful analysis is made of the marketing system, investment, insurance, the recent development of installment buying and the wise use of credit by the consumer.

321. Business Administration. 3 semester hours. Prerequisite: Principles of Economics 220A, B. Dr. Moore.

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

HISTORY

The Department of History offers two sequences of courses designed to give a survey of the history of Europe, namely, (1) Foundations of Western Civilization 100A, B, 6 semester hours, and (2) Ancient and Medieval Civilization 105 A, B, and Modern Europe 108 A, B, 12 semester hours. Credit is not given for both Foundations of Western Civilization 100A and Ancient and Medieval Civilization 105 A, B; nor is credit given for both Foundations of Western Civilization 100B and Modern Europe 108 A, B.
Students who are preparing to teach history in high school are advised to take the longer sequence in European history, 105A, B and 108 A, B, rather than the shorter sequence, 100A, B. Courses 100A, B are offered to meet the needs of students who can take only one year of European history but who wish to gain a general knowledge of the origins and development of our Western Civilization.

Students preparing to teach in the later-elementary grades are advised to take one of the sequences in European history and a sequence of courses in United States history.

Students who have had a thorough course in United States history in high school and have made good grades in the subject should not take United States History 201 A, B, but should instead select advanced courses in the field—305 A, B; 306 A, B; 312; 313; 317; 406 B; 418.

Students are advised not to take both English History 109 A, B, and 100 A, B, 105 A, B, or 108A, B, except in special cases. English history is offered primarily to meet the needs of students who are pursuing the pre-law curriculum and students who are specializing in English literature.

A major in history should include at least 12 semester hours in courses numbered above the one hundreds; and at least part of the higher-number courses must be selected from those that deal intensively with a short period and, therefore, afford students a better opportunity to become acquainted with methods of advanced historical study—305 A, B; 306 A, B; 308; 309; 315; 316; 406 B; 418.

A minor in history should include at least 3 semester hours in courses numbered above the one-hundreds.

Since a reading knowledge of French, or German, or both is helpful in advanced courses in history and essential in graduate work in the field, students majoring in history are urged to elect at least two years of French or German.

Students who desire to major or minor in history should confer with the departmental adviser for history as early in their college careers as possible; and those majoring or minoring in history are required to confer with the departmental adviser before enrolling in courses in their junior and senior years.

108A. Modern Europe, 1500-1815. 3 semester hours. This course should not be taken by students who have had Foundations of Western Civilization 100 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 100 B. Miss Seekell.

The revolutionary 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 and causes of World War II.

201A. United States History to 1860. 3 semester hours. Mr. Yntema.

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.
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.

305A. United States History, 1783-1815. 2 semester hours. Prerequisite:
six semester hours of history. Dr. Knauss.
An intensive study of selected topics dealing with the making of the Consti-
tution of the United States, the launching of the new federal government,
and the problems of the young republic. The course is conducted as a pro-
seminar. A principal object is to acquaint students with the various classes
of historical materials and to introduce them to methods of advanced his-
torical study.

309. Europe Since the World War. 3 semester hours. Dr. Scott.
A study of post-war reconstruction; the problems growing out of the peace
treaties, reparations, war-debts, and 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 consecutive work in recent European history for
juniors and seniors. Each unit, however, may be taken separately. A general knowl-
dge of European history, such as may be gained from 100A, B; 108A, B, or 109A, B,
is necessary for an effective understanding of the material studied in these courses.

313. History of Michigan. 3 semester hours. Dr. Knauss.
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 GRADUATES

519. (262). Studies in Russian History. 3 semester hours. 8 weeks. Dr.
Scott.
The course consists of (1) lectures and reading on those phases of Russian
history necessary for an understanding of the present, and (2) the critical
study and use of historical materials in the preparation of papers on topics
of current significance along two general lines: (a) problems connected with
Russia's borderlands, such as the Baltic states, Poland, and the Ukraine;
(b) the evolution of Soviet institutions.

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 instruc-
tion 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 Govern-
ment 231, or Survey of American Government 234.
Majors and minors in the social sciences should include, if possible, Ameri-
can National Government 230 and American State and Local Government 231.
Introduction to Contemporary Society 101A, B may be counted as 6 semester
hours toward a major in political science or as 3 semester hours toward a
minor in political science.

230. American National Government. 3 semester hours. Mr. Shilling.
A study of the national government of the United States, including its
structure, functions, and operations, with special stress on the last two.
334. Survey of American Government. 2 semester hours. Mr. Shilling.
This course covers our national, state, and local governments and is intended for those who do not find time for the more extensive study in American Government 230 and American State and Local Government 231.

OPEN TO SENIORS AND GRADUATES

439. (163). Foreign Policy of the United States. 2 semester hours. 8 weeks.
Prerequisite: six hours of political science or six hours of United States history. Mr. Shilling.
A survey of the diplomatic history of the United States from the American Revolution to the outbreak of World War II.

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 they 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, Dr. Lemert, or Mr. Shilling. (Department of Social Sciences.)

241. Principles of Sociology. 3 semester hours. Dr. Lemert.
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.

247. Problems of Family Life. 3 semester hours. Prerequisite: Principles of Sociology 241. Dr. Lemert.
A study of the institutional functions of the family, with particular attention to their nature, history, and problems. An emphasis will be laid also on the inter-personal adjustments of family life.

OPEN TO SENIORS AND GRADUATES

447. (118). Migrations. 3 semester hours. Prerequisite: Principles of Sociology 241 or equivalent. Dr. Kercher.
A study of major human migrations. While world trends, both historical and contemporary, are surveyed, major stress is placed on modern movements into and within the United States. The nature of these migrations, the factors responsible for them, and the problems arising in relation to them are emphasized.
116 WESTERN MICHIGAN COLLEGE OF EDUCATION

OPEN TO GRADUATES

519. (243). Child Psychiatry. 2 semester hours. Dr. Simson.
Discussion of causation, symptomatology, prognosis, and treatment of mental
and emotional maladjustments of childhood.

SPEECH

WALLACE L. GARNEAU

ANNA E. LINDBLOM

CHARLES VAN Riper

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. Miss Lindblom.
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.

231. Principles of Speech Correction. 3 semester hours. Dr. Van Riper.
A course intended especially for students in speech, speech correction,
special education, and elementary education. The course is designed to ac-
quaint the student with the general principles of speech correction as they
relate to the types, causes, and development of the various speech disorders.

331. Stuttering and Allied Disorders. 3 semester hours. Prerequisite:
Principles of Speech Correction 231. Dr. Van Riper.
This course is designed to provide the student with more detailed knowledge
of the nature, causes, development, and treatment of the more serious speech
disorders. The literature of stuttering, cleft palate, deaf, and aphasic indi-
viduals will be surveyed and the various methods of treating these disorders
will be described in detail.
Case studies and presentation will be provided.

340S. Radio Workshop. 4-6 semester hours. Mr. Garneau and others.
An extensive six weeks course designed primarily for three groups of
people: (1) for college students who have had the equivalent of three semes-
ters of college speech work and who desire an extensive survey of the field
of educational radio; (2) for teachers in elementary and secondary schools
who wish to establish radio as an activity in their classes, or to plan and
produce educational programs in cooperation with their local stations; (3)
for those who wish a survey of the radio speaking field or practice in script
preparation. The entire group will meet together mornings, daily five days
a week, covering the field of educational script writing and simple tech-
niques of broadcasting and recording. Afternoons will be devoted to consul-
tation with the director, to work on individual problems, and to group re-
hearsals. Special emphasis will be placed on the use of radio and recording
as a motivating device in the classroom.
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.

371S, 372S. Directed Teaching. 3 semester hours each. Prerequisite: Human Growth and Development 251 and Introduction to Directed Teaching 240 or 351, or equivalent; adequate academic and professional training in the subject or subjects to be taught; and 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.

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
Heber B. Bender
G. Wayne Blaisdell

George R. Miller
Ronald O. Williams
Harry R. Wilson

A two-year curriculum in vocational training prepares students, if licensing requirements are met, for positions as licensed airplane mechanics, licensed engine mechanics, and airplane-factory mechanics. Successful completion of the course leads to a diploma in aviation mechanics.
Applications are considered in the order received, but preference is given to those presenting superior credentials.

Entrance requirements: graduation from high school, mechanical aptitude of high order, and recommendation of high-school principal or superintendent. A transcript of high-school credits must be filed in advance with the registrar when application is made.

151. **Machine Shop.** 3 semester hours. Mr. Miller.

153A. **Engine Assembly.** 4 semester hours. Mr. Williams.
   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.

153B. **Engine Assembly.** 4 semester hours. Mr. Williams.
   Overhaul and block-testing aircraft engines, timing, valve setting, and other adjustments.

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. Bender.
   Practice on the fundamentals of oxyacetylene and arc welding in approved repair procedures, and the testing of welds to assure high-strength standards.

161A. **Aircraft Repair.** 3 semester hours. Mr. Miller.

161B. **Aircraft Repair.** 3 semester hours. Mr. Weaver.
   Continued training in approved repair procedures as applied to spar splices, rib repairs, welded tubular structures, rigging, and final inspection of aircraft.

162A. **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.

162B. **Aero Drafting.** 3 semester hours. Mr. Blaisdell.
   This course is a continuation of Aero Drafting 162A.

236A. **Primary Pilot Training Ground School.** 3 semester hours. Mr. Wilson.
   This course and 236B are given in conjunction with the Civilian Pilot Training Program and give college credit. It prepares the student for the written part of a private pilot's examination. The subject matter includes fundamentals of navigation, civil air regulations, meteorology, and general service of aircraft.

236B. **Advanced Pilot Training Ground School.** 5 semester hours. Mr. Wilson.
   Classroom and laboratory work covering material necessary for a commercial pilot's license. The division of study is advanced navigation (including radio and celestial navigation), aerodynamics, aircraft, aircraft power-plants, aircraft instruments, and general service of aircraft. Laboratory work is given in aircraft, aircraft power-plants, and aircraft instruments.
252. **Sheet Metal.** 3 semester hours. Mr. Bender.

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. Wilson.

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.
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