Bulletin: Western Michigan College Summer Session 1948

Western Michigan University

Follow this and additional works at: https://scholarworks.wmich.edu/course_catalogs

Part of the Higher Education Commons

WMU ScholarWorks Citation
Western Michigan University, "Bulletin: Western Michigan College Summer Session 1948" (1948). Western Michigan University Course Catalogs (1904-present). 128.
https://scholarworks.wmich.edu/course_catalogs/128

This Catalog is brought to you for free and open access by the Western Michigan University at ScholarWorks at WMU. It has been accepted for inclusion in Western Michigan University Course Catalogs (1904-present) by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.
1. Administration Building
2. Campus Training School
3. Science Building
4. Library
5. Health and Personnel Building
6. Men's Gymnasium
7. Industrial Arts Building
8. Mechanical Trades Building
9. The Temporary Building
10. Vandercook Residence Hall for Men
11. Lavina Spindler Residence Hall for Women
12. The Theatre
13. Fine Arts Building (Proposed)
14. Walwood Residence Hall for Women
15. Union Building
16. Tennis Courts
17. Cable Cars
18. Women's Physical Education Playground
19. Waldo Stadium
20. Hyames Baseball Field
This College is a member of the American Association of Teachers Colleges.

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

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

a) Requests for catalogs, bulletins, blanks for recording high school credits, and other literature—The Registrar.
b) Concerning the adjustment of credits—The Registrar.
c) Concerning board, rooms, 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 life and education—The Director of the Department of Rural Life and 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 the summer session—The Director of the Summer Session.
j) Concerning personnel and guidance matters—The Director of Personnel and Guidance.
k) Concerning veterans' matters—The Veterans' Counselor.
l) Concerning vocational education—The Director of Vocational Education.
m) Other general inquiries—The Registrar.

INFORMATION FOR NEW STUDENTS

A student applying for admission should

a) If entering as a freshman, 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) If entering the graduate division, secure application-for-admission blank from the director of the graduate division.
d) Have credits sent in at as early a date as possible.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map of Campus</td>
<td>2</td>
</tr>
<tr>
<td>Directions to New Students</td>
<td>4</td>
</tr>
<tr>
<td>College Calendar</td>
<td>7</td>
</tr>
<tr>
<td>Program of Summer Session Events</td>
<td>8</td>
</tr>
<tr>
<td>Administration</td>
<td>10</td>
</tr>
<tr>
<td>Faculty</td>
<td>12</td>
</tr>
<tr>
<td>Faculty Committees</td>
<td>22</td>
</tr>
<tr>
<td>Faculty Council</td>
<td>23</td>
</tr>
<tr>
<td>General Information</td>
<td>24</td>
</tr>
<tr>
<td>Summer Workshops and Clinics</td>
<td>29</td>
</tr>
<tr>
<td>Student Service Facilities</td>
<td>32</td>
</tr>
<tr>
<td>Undergraduate Division—Rules and Regulations</td>
<td>40</td>
</tr>
<tr>
<td>Undergraduate Division—Curricula</td>
<td>54</td>
</tr>
<tr>
<td>Graduate Division</td>
<td>90</td>
</tr>
<tr>
<td>Description of Courses</td>
<td>101</td>
</tr>
<tr>
<td>Index</td>
<td>146</td>
</tr>
</tbody>
</table>
```
<table>
<thead>
<tr>
<th>JANUARY</th>
<th>FEBRUARY</th>
<th>MARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>1 2 3</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>4 5 6 7 8 9 10</td>
<td>8 9 10 11 12 13 14</td>
<td>7 8 9 10 11 12 13</td>
</tr>
<tr>
<td>11 12 13 14 15 16 17</td>
<td>15 16 17 18 19 20 21</td>
<td>14 15 16 17 18 19 20</td>
</tr>
<tr>
<td>18 19 20 21 22 23 24</td>
<td>22 23 24 25 26 27 28</td>
<td>21 22 23 24 25 26 27</td>
</tr>
<tr>
<td>25 26 27 28 29 30 31</td>
<td>29</td>
<td>28 29 30 31</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>1 2</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>3 4 5 6 7 8 9</td>
<td>7 8 9 10 11 12 13</td>
<td>5 6 7 8 9 10 11</td>
</tr>
<tr>
<td>10 11 12 13 14 15 16</td>
<td>14 15 16 17 18 19 20</td>
<td>12 13 14 15 16 17 18</td>
</tr>
<tr>
<td>17 18 19 20 21 22 23</td>
<td>21 22 23 24 25 26 27</td>
<td>19 20 21 22 23 24 25</td>
</tr>
<tr>
<td>24 25 26 27 28 29 30</td>
<td>28 29 30</td>
<td>26 27 28 29 30 31</td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```
COLLEGE CALENDAR
1948-1949

I. 1948 Summer Session (6 weeks)
   June 28, Monday ............................................ Begins
   August 6, Friday ............................................ Ends

II. Semester I (18 weeks)
   September 13, Monday, to September 16, Thursday ... Freshman Days
   September 15, Wednesday ... Registration and Enrollment of Freshmen
   September 16, Thursday .... Registration and Enrollment of Upper-
   classmen
   September 20, Monday ... Recitations Begin
   November 24, Wednesday (12:00 noon) to Monday, November 29,  
   Thanksgiving Recess
   December 17, Friday (4:00 p.m.) to Monday, January 3 ...... Holiday  
   Vacation
   January 29, Saturday .................................. Semester I Ends

III. Semester II (18 weeks)
   February 7 and 8, Monday and Tuesday ... Registration and Enrollment
   February 9, Wednesday ... Recitations Begin
   April 15, Friday (noon) to April 25, Monday .... Spring Vacation
   (April 17 is Easter Sunday)
   May 30, Monday ... Memorial Day Holiday
   June 12, Sunday ... Baccalaureate Services
   June 18, Saturday ... Commencement Exercises
   June 18, Saturday ... Semester II Ends

IV. 1949 Summer Session (6 weeks)
   June 27, Monday ............................................ Begins
   August 5, Friday ............................................ Ends
PROGRAM OF SPECIAL EVENTS
Summer Session, 1948

First Week, June 28-July 3

Monday, June 28—Registration.

Monday, June 28—8:00 P.M. Opening Convocation. George Alexander Bowie, lecturer, author, humorist, in an outstanding address on human relationships, "Who . . . Me?" College Theatre.

Tuesday, June 29—Classes begin.

Thursday, July 1—8:00 P.M. Faculty Reception and Entertainment for Summer Session Students. Music by The Midnite Sons of Chicago, instrumental and vocal quartet. Walwood Hall.

Second Week, July 5-July 10

Annual Book Week

Monday, July 5-Thursday, July 8—Exhibits by the leading book companies and school supply concerns. Women's Gymnasium.

Tuesday, July 6—12:00 Noon. Luncheon of the Faculty and Students of the Graduate Division. Walwood Hall.

Tuesday, July 6—8:00 P.M. General Assembly. Wilson MacDonald, Canada’s Poet Laureate, in a Lecture-Recital of his own poetry. College Theatre.

Thursday, July 8—8:00 P.M. Artist’s Recital. Piero Pierotic, baritone of the Vienna State Opera. Central High School Auditorium.

Third Week, July 12-July 17

Monday, July 12—8:00 P.M. General Assembly. Lecture by Col. Elsie Chung Lyon, China’s first nurse, "The Answer to China’s Problem." College Theatre.

Wednesday, July 14—4:00 P.M. Summer School Faculty Picnic. Pine Lake Camp.

Thursday, July 15—8:00 P.M. Feature Entertainment. Ruth Page and Bentley Stone, premiere dancers of the Chicago Grand Opera Ballet. Central High School Auditorium.

Fourth Week, July 19-July 24

Monday, July 19—8:00 P.M. General Assembly. Richard Corson in a group of character sketches, "Platform Portraits." College Theatre.

Tuesday, July 20—9:00 A.M. Workshop Breakfast, Walwood Hall.

Fifth Week, July 26-July 31

Shakespeare Festival Week

Monday, July 26—8:00 P.M. General Assembly. Joe Callaway, brilliant young actor, critic, and director, in a lecture-recital, "Shakespeare A La Mode." College Theatre.


Thursday, July 29—8:00 P.M. Feature Entertainment. Henry Joyner and Daisy Vivian of the Ben Greet Players present Shakespeare's "Hamlet." Central High School Auditorium.

Sixth Week, August 2-August 7

Music Week

Monday, August 2—8:00 P.M. General Assembly. Program by College Musical Organizations. Women's Gymnasium.

Wednesday, August 4—7:00 P.M. Open Air Concert by the Summer Session Band, Leonard V. Meretta, director. College Quadrangle.

Thursday, August 5—8:00 P.M. Graduation Exercises for Summer Graduating Class. Address by Dr. Lester O. Schriver, author, civic leader, and humorist-philosopher, "Living in Tomorrow's World." College Theatre.

Friday, August 6—Summer Session Ends.

Summer 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 on the campus are provided for students who desire to live in trailers.

Summer Session Newspaper

A weekly newspaper, Summer Session Events, is published each Saturday during the Summer Session to chronicle the events of the preceding and following week. Every student and faculty member is entitled to a free copy.
ADMINISTRATION

STATE BOARD OF EDUCATION

Charles G. Burns
Louisa Durham Mohr
Stephen S. Nisbet
Eugene B. Elliott

President
Secretary

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Eugene B. Elliott

EXECUTIVE COUNCIL OF PRESIDENTS

John M. Munson
Michigan State Normal College

President

Charles L. Anspach
Central Michigan College of Education

Paul V. Sangren
Western Michigan College of Education

Henry A. Tape
Northern Michigan College of Education

Earl E. Mosier
Assistant Superintendent of Public Instruction

Secretary

OFFICERS OF ADMINISTRATION

Paul V. Sangren, Ph.D.
Wynand Wichers, L.L.D.
John C. Hoekje, Ed.M.
Elmer H. Wilds, Ed.D.
Elizabeth Lichty, Ph.D.
Ray C. Pellett, A.M.
*Lofton V. Burge, Ph.D.
Loy Norrix, Ph.D.
Deyo B. Fox, Ph.D.
George H. Hilliard, Ph.D.
Leonard Gernant, A.M.

President
Vice-President
Dean of Administration-Registrar
Director of Summer Session and Graduate Division
Dean of Women
Dean of Men
Director of Teacher Education
Assistant Director of Teacher Education
Director of Vocational Education
Director of Student Personnel and Guidance
Assistant Registrar

*Deceased, February 15, 1948.
EXECUTIVE ASSISTANTS

HELEN H. BECK
Secretary, Dean of Administration

CARL R. COOPER, A.M.
Alumni Secretary

BLANCHE DRAPER
Publicity Secretary

DONALD W. DOLAN, A.M.
Assistant Director of Adult Education

EVA FALK, A.B.
Secretary, Dean of Women

MARGARET FEATHER, A.B.
Secretary, Dean of Men

JOHN A. GOLDSWORTH
Superintendent, Buildings and Grounds

LEONA D. HEPFNER, A.M.
Housemother, Walwood Hall

BERNICE G. HESSELINK
Financial Secretary

MARGARET L. HINDS
Housemother, Vandercook Hall

EDNA L. HIRSCH, B.S.
Secretary, Business Office

DOROTHY P. HOYT
Director, Women's Residences and Housemother, Spindler Hall

LLOYD E. JESSON, A.B.
Secretary to the President

MARGARET J. KOLE, A.B.
Secretary, Student Personnel and Guidance

ELEANORE C. LINDEN, B.S.
Secretary, Training School

CORNELIUS B. MACDONALD, A.M.
Manager, Union Building

HELEN A. MCKINLEY
Secretary, Graduate Division and Summer Session

LERoy W. MYERS
Receiving Secretary

H. DUANE PLOUGH, A.B.
Assistant Manager, Union Building

LUCILLE E. SANDERS, A.B.
Secretary, Rural Life and Education

ALICE SMITH
Placement Secretary

LEAH M. SMITH
Secretary, Extension Division

JOHN M. THOMPSON
Manager, Campus Store

WILLIAM V. WEBER, PH.D.
Director, Veteran's Housing

BENJAMIN H. WHEATLEY, A.M.
Associate Director, Student Personnel and Guidance

AMY WISKOCIL, B.S.
Dietitian, Walwood Hall

OTTO YNTEMA, A.M.
Director of Extension and Adult Education
FACULTY

SUMMER SESSION, 1948

EMERITUS

HELEN M. BARTON, A.M.  ASSISTANT PROFESSOR EMERITUS OF EDUCATION
A.B., Michigan State Normal College; A.M., Teachers College,
Columbia University.

GROVER C. BARTOO, A.M.  PROFESSOR EMERITUS OF MATHEMATICS
A.B., A.M., University of Michigan.

ERNEST BURNHAM, PH.D  PROFESSOR EMERITUS OF RURAL LIFE
AND EDUCATION
Ph.B., A.M., Albion College; Ph.D., Columbia University.

BERTHA S. DAVIS  DEAN OF WOMEN EMERITUS

JOHN P. EVERETT, PH.D.  PROFESSOR EMERITUS OF MATHEMATICS
A.B., A.M., University of Michigan; M.Pd., Michigan State
Normal College; Ph.D., Columbia University.

JOHN E. FOX, A.M.  PROFESSOR EMERITUS OF PHYSICS
B.S., The University of Chicago; A.M., University of Penn-
sylvania.

ANNA L. FRENCH  LIBRARIAN EMERITUS

ANNA L. EVANS, A.M.  ASSISTANT PROFESSOR EMERITUS
OF RURAL LIFE AND EDUCATION
A.B., University of Michigan; A.M., The University of Chicago.

LUCIA C. HARRISON, M.S.  ASSOCIATE PROFESSOR EMERITUS OF GEOGRAPHY
A.B., University of Michigan; M.S., The University of Chicago.

M. AMELIA HOCKENBERRY, A.B.  ASSOCIATE PROFESSOR EMERITUS
OF LANGUAGES
A.B., Wellesley College.

HARPER C. MAYBEE, M. ED.  PROFESSOR EMERITUS OF MUSIC
A.B., Western Michigan College of Education; M. Mus., Univer-

FLORENCE E. MCLOUTH, A.M.  ASSISTANT PROFESSOR EMERITUS OF EDUCATION
B.S., Teachers College, Columbia University; A.M., University
of Michigan.

GRACE E. MOORE  ASSISTANT PROFESSOR EMERITUS OF HOME ECONOMICS

MARY E. MOORE, B.S.  ASSISTANT PROFESSOR EMERITUS OF HOME ECONOMICS
B.S., Western Michigan College.

G. EDITH SEEKELL, A.M.  ASSOCIATE PROFESSOR EMERITUS OF HISTORY
A.B., A.M., University of Michigan.
HEADS OF DEPARTMENTS

BESS BAKER SKILLMAN, A.M. ASSISTANT PROFESSOR EMERITUS OF EDUCATION
Ph.B., The University of Chicago; A.M., University of Michigan.

LAVINA SPINDLER, A.B. PROFESSOR EMERITUS OF EDUCATION
A.B., University of Michigan.

GEORGE SPRAU, A.M. PROFESSOR EMERITUS OF ENGLISH
A.B., Ohio Northern University; A.B., A.M., Ohio University;
A.M., Harvard University.

LOUISE E. STEINWAY, A.M. ASSISTANT PROFESSOR EMERITUS OF EDUCATION
B.S., A.M., Columbia University.

ELISABETH T. ZIMMERMAN, A.M. PROFESSOR EMERITUS OF LANGUAGES
A.B., University of Michigan; A.M., University of Wisconsin.

HEADS OF DEPARTMENTS

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

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

ELWYN F. CARTER, ED.D. MUSIC

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

MANLEY M. ELLIS, PH.D. EDUCATION
A.B., A.M., Ph.D., University of Michigan.

DEYO B. FOX, PH.D. INDUSTRIAL EDUCATION
B.S., M.S., University of Michigan; Ph.D., University of Pittsburgh.

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

LEONARD C. KERCHER, PH.D. SOCIOLOGY
A.B., A.M., Ph.D., University of Michigan.

JAMES O. KNAUSS, PH.D. HISTORY
A.B., Lehigh University; A.M., Harvard University; Ph.D., Cornell University.

ALICE LOUISE LEFEVRE, M.S. LIBRARIESHIPS
A.B., Wellesley College; M.S., School of Library Service, Columbia University.

FLOYD W. MOORE, PH.D. ECONOMICS
A.B., Albion College; A.M., University of Michigan; Ph.D., Northwestern University.
GERALD OSBORN, PH.D.  
A.B., Michigan State Normal College; M.S., Ph.D., University of Michigan.

WM. MCKINLEY ROBINSON, PH.D.  
B.S., Hiram College; A.M., Ph.D., Teachers College, Columbia University.

ARNOLD F. SCHNEIDER, PH.D.  
B.S., Iowa State Teachers College; A.M., State University of Iowa; Ph.D., University of Michigan.

LAURA V. SHAW  
B.S., Ohio Wesleyan University; A.M., University of Michigan.

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

MATHILDE STECKELBERG, A.M.  
A.B., University of Nebraska; A.M., Teachers College, Columbia University.

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

PROFESSORS

WILLIAM H. CAIN, A.M.  
A.B., University of Michigan; A.M., Teachers College, Columbia University.

HOMER L. J. CARTER, A.M.  
(B Director of Psycho-Educational Clinic)  
B.S., Wayne University; A.M., Ohio State University.

JOHN L. FEIRER, Ed.D.  
(Associate Director of Vocational Education)  
A.B., Stout Institute; A.M., University of Minnesota; Ed.D., University of Oklahoma.

ORIE I. FREDERICK, PH.D.  
(Director of Educational Research)  
A.B., A.M., Findlay College; Ph.D., University of Michigan.

WALLACE L. GARNEAU, A.M.  
A.B., Western Michigan College of Education; A.M., University of Michigan.

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

ROBERT R. RUSSEL, PH.D.  
A.B., McPherson College; A.M., University of Kansas; Ph.D., University of Illinois.
ASSOCIATE PROFESSORS

NANCY E. SCOTT, PH.D.  
A.B., A.M., Indiana University; Ph.D., University of Pennsylvania.

RUSSELL H. SEIBERT, PH.D.  
A.B., College of Wooster; A.M., The University of Chicago; Ph.D., Ohio State University.

CHARLES VAN Riper, PH.D.  
A.B., A.M., University of Michigan; Ph.D., University of Iowa.

WILLIAM V. WEBER, PH.D.  
A.B., A.M., Ph.D., University of Iowa.

OTTO YNTEMA, A.M.  
A.B., A.M., Hope College.

ASSOCIATE PROFESSORS

RACHEL ACREE, A.M.  
B.S., University of Kentucky; A.M., Teachers College, Columbia University.

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

THEODORE L. CARLSON, PH.D.  
A.B., Augustana College; A.M., Ph.D., University of Illinois.

ROBERT J. ELDRIDGE, M.S.  
B.S., Kalamazoo College; M.S., The University of Chicago.

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

HARRY P. GREENWALL, A.M.  
B.L., Ohio Wesleyan University; A.B., Western Michigan College of Education; A.M., Teachers College, Columbia University.

WILLIAM HALNON, PH.D.  
A.B., Dublin College; Ph.D., Indiana University.

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

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

CHESTER L. HUNT, PH.D.  
A.B., Nebraska Wesleyan College; A.M., Washington University; Ph.D., University of Nebraska.
FACULTY

MATE GRACE HUNT, A.M. LIBRARIANSHIP
B.S. in Library Science, George Peabody College for Teachers;
A.B., A.M., Southern Methodist University.

GEORGE A. KIRBY, A.M. BUSINESS EDUCATION
B.Ed., Western Illinois State Teachers College; A.M., Columbia
University.

LAWRENCE G. KNOWLTON, PH.D. CHEMISTRY
A.B., Oberlin College; Ph.D., Cornell University.

ROBERT M. LIMPUS, Ph.D. ENGLISH
A.B., Northwestern University; A.M., Ph.D., University of
Chicago.

LESTER R. LINDQUIST, A.M. BUSINESS EDUCATION
B.S., A.M., University of Michigan.

ARTHUR J. MANSKE, PH.D. EDUCATION
A.B., Wayne University; A.M., Ph.D., Teachers College, Colum-
bia University.

WARREN J. MCGONNAGLE, PH.D. PHYSICS
A.B., University of Nebraska; M.S., Ph.D., University of Okla-
homa.

LEONARD V. MERETTA, M.M. MUSIC
B.M., M.M., University of Michigan.

GEORGE R. MILLER INDUSTRIAL EDUCATION
A.B., Western Michigan College of Education; A.M., University
of Michigan.

FRANCES E. NOBLE, PH.D. LANGUAGES
A.B., A.M., Ph.D., Northwestern University.

THOMAS W. NULL, A.M. BUSINESS EDUCATION
A.B., Ottawa University; A.M., State University of Iowa.

DON O. PULLIN, A.M. INDUSTRIAL EDUCATION
B.S., Wayne University; A.M., Teachers College, Columbia
University.

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

GLEN C. RICE, B.S. BUSINESS EDUCATION
B.S., Western Michigan College of Education.

ESTHER D. SCHROEDER, A.M. RURAL LIFE AND EDUCATION
B.S., Bemidji State Teachers College; A.M., George Peabody
College for Teachers.

ROXANA A. STEELE, M.ED. EDUCATION
B.S., A.M., Teachers College, Columbia University; M.Ed.,
Michigan State Normal College.
ASSISTANT PROFESSORS

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

CYRIL L. STOUT, Ph.D.  
B.S., Knox College; Ph.M., University of Wisconsin; Ph.D., George Peabody College for Teachers.

ADRIAN TRIMPE, A.M.  
A.B., Western Michigan College of Education; A.M., University of Michigan.

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

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

ASSISTANT PROFESSORS

SAM B. ADAMS, A.M.  
A.B., University of Kentucky; A.M., Teachers College, Columbia University.

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

GROVER C. BAKER, A.M.  
A.B., Michigan State Normal College; A.M., University of Michigan.

ALBERT B. BECKER, A.M.  
A.B., Western Michigan College of Education; A.M., University of Michigan.

OWEN L. BERGER, A.M.  
B.M., M.M., Boguslawski College of Music; B.S., A.M., Teachers College, Columbia University.

MARY BOTTJE, A.M.  
A.B., Western Michigan College of Education; A.M., University of Michigan.

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

HOMER M. DUNHAM  
A.B., Western Michigan College of Education.

EDITH M. EICHER, A.M.  
A.B., Morningside College; A.M., Columbia University.

HERBERT E. ELLINGER  
INDUSTRIAL EDUCATION
PEARL L. FORD, A.M.       MATHEMATICS
A.B., Western Michigan College of Education; A.M., University of Michigan.

EDWIN S. FOX, B.S.C.E.       PHYSICS
B.S.C.E., University of Michigan.

LORENA M. GARY, A.M.       ENGLISH
A.B., Western Michigan College of Education; A.M., University of Michigan.

ETHEL M. GREEN, A.M.       MUSIC
A.B., Ball State Teachers College; A.M., Teachers College, Columbia University.

JOHN B. HEALEY, J.D.       ECONOMICS AND BUSINESS EDUCATION
B.C.S., Ph.B., A.M., J.D., De Paul University.

HARRY S. HEPNER, A.M.       ART
A.B., Western Michigan College of Education; A.M., Teachers College, Columbia University.

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

DORIS A. HUSSEY, B.S.       PHYSICAL EDUCATION FOR WOMEN
B.S., Western Michigan College of Education.

JOHN G. KEMPER, A.M.       ART
B.F.A., Ohio State University; A.M., Teachers College, Columbia University.

HOMER G. KUIPER       INDUSTRIAL EDUCATION

ANNA E. LINDBLOM, A.M.       SPEECH
A.B., A.M., Iowa State University.

CLAYTON J. MAUS, M.S.       PHYSICAL EDUCATION FOR MEN
B.S., Ashland College; M.S., University of Wisconsin.

GEORGE E. MILLS, A.M.       EDUCATION
A.B., Western Michigan College of Education; A.M., University of Michigan.

LUCILLE A. NOBBS, A.M.       ENGLISH
A.B., Kalamazoo College; A.M., University of Michigan.

HAZEL I. PADEN, A.M.       ART
B.S., Massachusetts School of Arts; A.M., University of Syracuse.

JOHN H. PLOUGH, B.S.       INDUSTRIAL EDUCATION
B.S., Western Michigan College of Education.

FREDERICK J. ROGERS, A.M.       ENGLISH
A.B., Western Michigan College of Education; A.M., Columbia University.
VISITING PROFESSORS

DONALD N. SCOTT, A.M.  
**Physical Education for Men**  
B.S., University of Illinois; A.M., Columbia University.

DOROTHEA S. SNYDER, A.M.  
Music  
A.B., Western Michigan College of Education; A.M., University of Michigan.

OPAL STAMM, A.M.  
Home Economics  
A.B., Berea College; A.M., Teachers College, Columbia University.

DORA G. THOMPSON, O.T.R., B.S.  
Occupational Therapy  
B.S., Michigan State College.

RUTH VAN HORN, A.M.  
English  
A.B., A.M., University of Michigan.

LOUISE J. WALKER, A.M.  
English  
A.B., Albion College; A.M., Columbia University.

INSTRUCTORS

KARL GASSLANDER, A.M.  
Occupational Therapy  
B.S., Northwestern University; A.M., Teachers College, Columbia University.

ROBERT E. MILLER, B.S.  
Industrial Education  
B.S., Parks Air College, Inc.

VISITING PROFESSORS

ROY C. BRYAN, PH.D.  
Education  
A.B., Monmouth College; A.M., Teachers College, Columbia University; Ph.D., University of Cincinnati; Principal, State High School, Kalamazoo.

ANNA CARLIN, A.M.  
Education  

THOMAS M. CARTER, PH.D.  
Psychology  
A.B., Illinois Wesleyan University; A.M., Northwestern University; Ph.D., University of Chicago; Professor of Psychology and Education, Albion College.

GEORGE O. COMFORT, PH.D.  
Political Science  
A.B., Western Michigan College of Education; A.M., University of Michigan; Ph.D., University of Kentucky. Professor of Political Science, Denison University.

ANNE M. GENETTI, B.S.  
Education  
THERAL T. HERRICK, PH.D.  
A.B., A.M., Olivet College; Ph.D., University of Michigan.  
Director of Curriculum, Kalamazoo Public Schools.

LOY NORRIX, PH.D.  
Superintendent of Schools, Kalamazoo.

AVIS L. SEBALY, A.M.  
A.B., Western Michigan College of Education; A.M., University of Michigan.  
Boys' Counselor, State High School.

JOHN P. SIBILIO, Ed.M.  
Ed.B., Boston University; Ed.M., Harvard University; Assistant Director, Kalamazoo Children's Center.

ALFRED R. THEA, M.S.  
B.S., M.S., Washington University.  
Director, Constance Brown Society for Better Hearing, Kalamazoo.

WILLIAM J.B. TRUITT, ED.D.  
A.B., Elon College; A.M., University of Chicago; Ed. D., New York University.  
Principal of Elementary Schools, Norfolk, Va.

FLORENCE VAN HOESEN, B.L.S.  
A.B., University of Rochester; B.L.S., New York State Library School.  
Professor of Library Science, Syracuse University.

HEALTH SERVICE

GAYLE POND, R.N., Director  
Presbyterian Hospital, Chicago; B.S., Northwestern University; A.M., Columbia University.

WALLACE BORGMAN, M.D., Medical Director  
A.B., Kalamazoo College; M.D., Northwestern University Medical School.

RICHARD A. WALKER, D.D.S., Dental Specialist  
B.S., Kalamazoo College; D.D.S., University of Michigan.

ISABEL BEELEER, R.N., Nurse  
Ford General Hospital, Detroit; B.S., University of Michigan.

*EVELYN L. BUERGER, R.N., Nurse  
Deaconess Hospital, Milwaukee, Wisconsin; B.S., Western Michigan College of Education.

HELEN ELIZABETH GIBBENS, R.N., Nurse  
Borgess Hospital, Kalamazoo; B.S., Nazareth College.

GLADYS SHEPHERD, R.N. Nurse  
Hackley Hospital, Muskegon, Michigan.

*Resigned, February 1, 1948.
LIBRARY SERVICE

The General Library

ADA E. BERKEY, A.M., Reference Librarian
A.B., Mount Holyoke; A.B.L.S., University of Michigan; A.M.,
University of Iowa.

HAZEL E. CLEVELAND, A.B., Circulation Librarian
A.B., Western Michigan College of Education; A.B.L.S., Univer-
sity of Michigan.

HAZEL M. DEMEYER, B.S., Order Librarian
A.B., Western Michigan College of Education; B.S., School of
Library Service, Columbia University.

PHOEBE LUMAREE, M.S., Cataloging Librarian
A.B., Western Michigan College of Education; B.S., School of
Library Science, Simmons College; M.S., School of Library Serv-
vice, Columbia University.

TAISTO JOHN NIEMI, B.S., Cataloging Librarian
A.A., Virginia Junior College, Virginia, Minnesota; B.S.,
A.B.L.S., University of Minnesota.

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

GERTRUDE VAN ZEE, A.M.L.S., Cataloging Librarian
A.B., Hope College; A.B.L.S., A.M.L.S., University of Michi-
gan.

The Educational Service Library

WINIFRED CONGDON MACFEE, A.M.
B.S., Western Michigan College of Education; A.M., University
of Michigan.

THE CAMPUS TRAINING SCHOOL

*LOFTON V. BURGE, PH.D., Director
B.S., University of Kentucky; A.M., Ph.D., University of Mich-
gan.

ELSIG L. BENDER, A.M.
B.S., A.M., Iowa State University.

ELIZABETH H. DEUR, A.M.
A.B., Western Michigan College of Education; A.M., University
of Michigan.

MARY P. DOTY, A.M.
B.M., University of Michigan; A.M., Teachers College, Colum-
bia University.

*Deceased, February 15, 1948
CORA EBERT, A.M.  
A.B., Iowa State Teachers College; A.M., Columbia University.

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

EMELINE MCCOWEN, A.M.  
A.B., National College of Education; A.M., Teachers College, Columbia University.

*DOROTHY SHAFFER, B.S.  
B.S., Miami University.

ETHEL SHIMMEL, A.M.  
A.B., Western Michigan College of Education; A.M., Teachers College, Columbia University.

MARCIA SHOOP, A.B.  
A.B., Western Michigan College of Education.

BESS L. STINSON, A.M.  
B.S., A.M., George Peabody College for Teachers.

LOUISE F. STRUBLE, A.M.  
B.S., Western Michigan College of Education; A.M., The University of Chicago.

**FACULTY COMMITTEES 1948-1949**

In each case the name of the chairman appears first.

**ASSEMBLIES**—Seibert, Bottje, Garneau, L. Gary, MacFee, Meretta, Rice, Wichers, three students named by the Student Council.

**ALUMNI RELATIONS**—Wichers, Burge, Cooper, Dunham, MacDonald, MacFee, Nobbs, Weber.

**ATHLETIC BOARD**—Hoekje, Berry, C. Smith, Hyames, MacDonald, two students ex officio.

**BULLETINS**—Wilds, Brink, Hoekje, Frederick, Kemper, Wichers.

**COMMENCEMENT**—Brown, Acree, Bottje, E. Carter, Hoekje, Lichty, Pellett, Siedschlag, Wichers.

**CURRICULA**—Wichers, Burge, Ellis, D. Fox, M. Gary, Gernant, Osborn, Shilling, Steele, Wilds.

**EXTENSION AND ADULT EDUCATION**—Yntema, Burge, Dolan, Ellis, D. Fox, Garneau, Joyce, Moore, Schneider, Wichers.

**FACULTY MEETINGS**—Wichers, Eicher, Giachino, Meyer, Rood, Sams, Walmsley, Yntema.

**FINAL EXAMINATIONS**—Hoekje, Blackburn, Huff, Steckelberg.

*Resigned, February 1, 1948.*
FACULTY COUNCIL

FRIENDSHIP—Cooper, Butler, Master, Purdy, Rynberg, Stinson, Stout, Stulberg, Vincent.

GRADUATE COUNCIL—Wilds, Berry, Brown, D. Fox, Kercher, Osborn, Shilling, Steckelberg.

HEALTH EDUCATION—Crane, Buerger, Hyames, Joyce, Maus, Pond, Schroeder, Taylor.

HONORARY DEGREE—Wichers, Brown, Hoekje.


PINE LAKE CAMP—Wichers, D. Fox, Lawson.

PUBLIC RELATIONS—Wichers, Amey, Cooper, Dunham, D. Fox, Garneau, Hyames, MacDonald, Stout.

SOCIAL LIFE (Faculty Functions)—Lichty, Greenwall, Hoekje, Hoyt, Mac-Donald, MacFee, Pellett, Volle, York.

SCHOLARSHIP AND ADMISSIONS—Seibert, Feirer, Ford, M. Gary, Hoekje, R. E. Miller, Osborn, Steckelberg.

STUDENT LOAN FUNDS—Hoekje, Lichty, Pellett.

STUDENT ACTIVITIES AND WELFARE—Hoejke, Lichty, Matthews, MacDonald, Osborn, Pellett, and five students chosen by the Student Council by ballot.

STUDENT SOCIAL AND GROUP ACTIVITIES—Lichty, Crane, Hoyt, Pellett, D. Scott, L. Thompson, and six students chosen by the Student Council.

SUMMER SESSION—Wilds, H. Carter, Hoekje, Kraft, Lichty, Meretta, Steele, Wichers.

THE FACULTY COUNCIL

I. Members Elected
   Terms expire 1950
   Floyd W. Moore
   Gerald Osborn
   Russell H. Seibert

   Terms expire 1949
   Leonard Gernant
   Frank C. Householder
   Roxana A. Steele

   Terms expire 1948
   Charles H. Butler
   Lillian Meyer
   Otto Yntema

II. Members Appointed
   Terms expire 1948
   Elizabeth McQuigg
   Leonard V. Meretta
   Lawrence S. Thompson

III. Members Ex Officio
   President, Paul V. Sangren
   Vice-President, Wynand Wichers
GENERAL INFORMATION

THE FORTY-FIFTH SUMMER SESSION

The forty-fifth summer session of Western Michigan College of Education will open Monday, June 28, 1948, and continue for six weeks until Friday, August 6, 1948. This will be the only session offered in the summer of 1948. The majority of the instructors will be members of the regular staff. Courses will be offered at both the undergraduate and graduate levels. Departments so arrange their work that it is possible for students to pursue sequences from summer to summer.

PURPOSE

Through its Summer Session, Western Michigan College of Education provides educational opportunities for each of various groups. An exceptional range of courses is offered in both teaching and non-teaching fields applicable to degrees and certificates at both the undergraduate and graduate levels. Although the summer session is of special value to teachers and those preparing to teach, those preparing for other occupations will find its courses adequate for their needs.

The summer session 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 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 at Western Michigan College of Education since its foundation in 1903. In recent years, because of the emergency, the regular six weeks’ session has been supplemented with pre-summer and post-summer sessions. In the summer of 1947, 1465 undergraduates and 242 graduates were enrolled. At the close of the summer session 14 limited certificates were granted, and 45 degrees involving state provisional teaching certificates and 58 general degrees were conferred, with 3 state provisional teaching certificates granted to those with degrees previously conferred. Steadily increasing attendance indicates that these sessions have been found of distinct service both to prospective and experienced teachers and to those preparing for other fields of service as well.
GROUNDS AND BUILDINGS

LOCATION

Western Michigan College of Education is located at Kalamazoo, Michigan, a city of 60,000 people situated midway between Chicago and Detroit on the Michigan Central Railroad. Other railroads and three major highways make the College readily accessible from all points in the Middle West. The city offers students many cultural advantages such as strong churches, community concerts and lectures, a civic orchestra, and a civic theater.

GROUNDS

The campus comprises more than two hundred acres. The site is rolling and beautiful. The grounds are spacious enough, not only for the present facilities, but also for the new classroom buildings and dormitories now under construction. One of the unusual features of the campus is a nine hole golf course available to students. Another is the Kleinstueck Wild Life Preserve deeded to the State Board of Education by the late Mrs. Caroline Hubbard Kleinstueck. This preserve of fifty acres is freely used by classes and student groups for instructional and recreational purposes. Camps at Clear Lake and Pine Lake have been leased from the W. K. Kellogg Foundation and used throughout the year for educational purposes.

BUILDINGS

THE ADMINISTRATION BUILDING—This contains the administrative offices, the campus store, the Extension and the Graduate Divisions, the Departments of Music and of Rural Education, and Western State High School.

THE LIBRARY BUILDING—The main reading room is two stories high and accommodates 290 readers. In the building are several classrooms and the Laboratory of the Department of Librarianship. The Library Collection consists of 70,000 volumes classified according to the conventional system used by most libraries. Over 230 periodicals are currently bound, and the Library receives more than 450 periodicals regularly.

THE SCIENCE BUILDING—This houses the departments of Agriculture, Biology, Chemistry, Geography and Geology, and Physics. Adjoining is a commodious greenhouse stocked with more than 200 species of plants from all parts of the world. Students in Biology also have available the Kleinstueck Wild Life Preserve and the Kellogg Bird Sanctuary.

STUDENT HEALTH AND PERSONNEL BUILDING—This is a recently constructed three story building housing the Health Service and certain student personnel activities. The Health Service includes examining rooms, treatment rooms, and infirmary rooms. The building also contains offices for the Deans of Men and of Women, and the Director of the Division of Personnel and Guidance. In addition there are quarters for the Psycho-Educational and the Speech Correction Clinics as well as the Educational Service Library and the Radio Broadcasting Studio.
THE THEATER—This building contains an auditorium with a seating capacity of 350, two classrooms, dressing rooms, and rehearsal rooms.

THE INDUSTRIAL ARTS BUILDING—This is a modern fireproof structure offering facilities for specialization in the various industrial arts.

THE MECHANICAL TRADES BUILDING—This building was constructed with funds donated by a local Foundation. Its total floor area of 20,000 square feet is utilized in the teaching of the metal trades and aviation mechanics.

THE DORMITORIES—In recent years, the College has constructed a Union Building and three modern and beautiful dormitories.

HENRY B. VANDERCOOK HALL FOR MEN houses 200 residents.

LAVINA SPINDLER HALL FOR WOMEN houses 193 residents. Its exterior and interior design conform to the contour of the hill on which it is located. It has a most attractive lobby, three reception rooms, a large dining room and special facilities such as recreation rooms, music practice rooms, a laundry, three kitchenettes, two sunrooms, and an infirmary.

WALWOOD HALL UNION is one unit of dual-purpose Walwood Hall, the unit which is the campus social center. It has all the modern dining and recreational features usually found in Union Buildings, such as a soda bar, cafeteria, private dining rooms, ballroom, committee rooms, etc.

WALWOOD HALL RESIDENCE FOR WOMEN is the other unit. It accommodates 115 girls. The rooms are double and the furniture is modern in style. Besides the beautiful lounge and a well-lighted dining room, there are reception rooms, a library, a sunroom and several recreation rooms.

THE TRAINING SCHOOLS—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 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 CAMPUS HIGH SCHOOL 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.
THE HURD ONE-TEACHER RURAL SCHOOL is housed in a modern 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.

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 ATHLETIC PLANT—The Athletic Plant comprises the following:

Hyames Baseball Field with concrete stands seating 2500 spectators.

The Men's Gymnasium has adequate facilities for all indoor sports and for the programs in Physical Education. About 4,000 can be seated around the basketball court.

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. In the basement are lockers, shower baths, and a swimming pool.

Ten tennis courts are available.

Around the football field runs an eight-lane quarter-mile cinder track. The straightaway is 220 yards.

Waldo Stadium has two concrete stands, each capable of seating 7,500 people and reaching from goal line to goal line. There are a modern pressbox, locker rooms, officials' rooms, and concession stands.

NEW BUILDINGS—The College is now engaged in a large building program. Under construction are the following:

An office unit connecting the Administration and Training School Buildings.

A substantial two story addition to the Industrial Arts Building.

A classroom building to house the departments of Chemistry, Physics, Art, Home Economics, and Occupational Therapy. The State of Michigan has appropriated $1,000,000 for this purpose.

Thirty-two modern faculty apartments to cost $300,000.

Plans are also complete for the erection of a dormitory to house 450 residents.

KLEINSTUECK WILD-LIFE PRESERVE

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

A 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.

**MICHIGAN VETERANS VOCATIONAL SCHOOL**

The Michigan Veterans Vocational School originated in 1944 through a lease drawn between the W. K. Kellogg Foundation, the State Office of Veterans’ Affairs, and the State Board of Control for Vocational Education, whereby the Foundation’s Pine Lake Camp was turned over to the state for the purpose of a rehabilitation center for veterans of World War II, providing physical and occupational therapy, medical care, and vocational training. It is located 10 miles north and east of Plainwell, on the north side of Pine Lake, 22 miles from Kalamazoo. Western Michigan College of Education assumed the responsibility of operating the school November 1, 1945.

Instruction is available in machine shop, watch and clock repair, machine and architectural drafting, radio service and electronics, office practice including business administration, typing, shorthand, office machines, bookkeeping and accounting, typewriter servicing, printing and appliance servicing. Recent completion of a new shop building makes possible classes in woodworking, pattern making, welding and inspection, etc. Other vocational training courses will be added as needed.

Enrollment is a very simple procedure. Prompt consideration is given to any World War II veteran who is interested in any of the rehabilitation opportunities available at the Michigan Veterans Vocational School. One of the local community Veterans’ Counselors or Rehabilitation Field Agents will assist the interested veteran to secure admission. The veteran may also enter through direct application to the school, Michigan Veterans Vocational School, Pine Lake, Doster, Michigan.
SUMMER WORKSHOPS AND CLINICS

AUDIO-VISUAL WORKSHOP

The workshop-laboratory in Audio-Visual Materials and Methods in Education will be conducted to meet the needs and interests of the classroom teacher, the director of the audio-visual program, and the school administrator. The workshop-laboratory will be concerned with the educational values of audio-visual education and the applications of the various audio-visual materials. There will be opportunity for members of the workshop-laboratory to pursue study of any of the following areas in reference to the audio-visual materials, the administration of the program, the sources and availability of the materials, the classroom utilization of the materials in terms of specific subject area, and the productions of audio-visual materials.

Various makes of all types of projection, recording, and playback equipment will enable the student to learn and develop skill in the operation of audio-visual equipment. The student may learn to make audio-visual materials such as filmstrips, different types of lantern slides, graphic materials, models, recordings, or other materials that will be of value in the teaching of a subject matter field. The student will have the opportunity to preview as many materials as he may desire by himself or in the regularly scheduled film preview program. Actual experience of participating in an audio-visual program may be arranged in terms of the summer session program or the audio-visual service available to each instructor in the summer session. The workshop-laboratory, therefore, will offer the individual participant a well-rounded program in the theory, the practical utilization, the development, and experience in Audio-Visual Materials and Methods in Education.

CURRICULUM WORKSHOP

This workshop is designed to give teachers the opportunity to work on curriculum problems of their own choice. Democratic teaching methods are developed and experienced by those participating in the course. Meetings will be held at Kalamazoo Central High School under favorable workshop conditions. A limited number of elementary and secondary summer school pupils will be available to furnish the members of the workshop the opportunity to apply to classroom situations some of the teaching techniques that they have developed in the workshop. Several resource persons will be available from time to time to act as consultants on the problems being studied. Plans for improving classroom practices rather than term papers will be encouraged. Students will be given the opportunity to evaluate the accomplishments of the workshop upon its completion.

RADIO WORKSHOP

The Radio Workshop is planned for both school administrators and teachers. More and more, superintendents and principals are getting ready for the great strides to be taken in education by radio and transcriptions.
Already plans are progressing to “cover” Michigan by means of a frequency modulation educational network. It is imperative that the school teachers of Michigan become familiar with radio techniques; there will be an increasing demand for teachers who know how to write and produce educational scripts, and who are trained to use radio and recording in the classroom.

Western Michigan College of Education is fully aware of the increasing emphasis placed on education by radio. For the third summer we are offering a radio workshop, covering the fields of educational script-writing, techniques of broadcasting and recording, and the use of radio as a supplementary aid in the classroom.

Western Michigan College is particularly fortunate in having developed a fine modern radio studio with equipment, not only for present needs, but anticipating the needs of the future. The room next to the studio has been adapted for radio instruction, and has a large sound-proof window connecting the two rooms, and a two-way public address system for class laboratory purposes. The institution has a fine professional recorder, which provides excellent facilities for producing programs for electrical transcription.

**SPECIAL EDUCATION WORKSHOP**

The Workshop in Special Education was established to meet the needs of three groups of educational personnel: (1) Teachers and prospective teachers of all types of handicapped children. (2) Teachers in regular grades desiring courses pertaining to exceptional children. (3) Visiting teachers, social workers, school nurses, physio-therapists and occupational therapists who in the course of their work frequently encounter atypical children.

The Workshop seminars will include discussions of the medical, educational, vocational, and social problems of special class children with defective hearing, impaired vision, orthopedic involvements, and retarded mental development. Theory and method courses will be supplemented with class demonstrations and observations of handicapped children enrolled in the Workshop Demonstration School. Opportunities for practice teaching and for special research with any group of atypical children will be provided.

The presence on the campus of the Speech Clinic, the Psycho-Educational Clinic, and the Remedial Reading Workshop makes possible a varied and integrated program in Special Education.

**CONSERVATION WORKSHOP**

The Conservation Workshop is being offered for the first time this summer to meet the growing emphasis in Education for the conservation of natural resources. The workshop will be an integrated cooperative effort of the departments of Geography and Geology, Biology, and Agriculture. It will provide opportunities for investigation into the occurrence, exploita-
tion, and best use of natural resources, including soils and land, forests, minerals, waters, and wild life. Attention will be given also to human resources, particularly health and safety. Students will reserve the entire afternoons daily for class work and field trips.

**READING CLINIC**

For the second successive summer, Western Michigan College of Education is setting up a reading improvement program for both elementary and secondary teachers and administrators. This integrated program will emphasize all phases of the reading problem: the psychology of reading, reading readiness, developmental reading, remedial reading, and the detection and correction of reading disabilities. A class of pupils with various types of reading disabilities and handicaps will be in session daily for observation and demonstration purposes. The latest types of technical equipment for clinical purposes, and instructional reading materials of all kinds will be available. The program will be housed in the Ty House and will be in charge of an able staff of directors, instructors, and consultants.

**DISTRIBUTIVE EDUCATION WORKSHOP**

Western Michigan College has been designated by the State Board of Control for Vocational Education as the teacher training institution for the state in the field of Distributive Education. The Division of Vocational Education is offering to those already engaged and others interested in entering this field of work an opportunity to participate in a workshop next summer on the campus at Kalamazoo. The workshop is one of the first steps taken by the College in satisfying the need of the related subject teachers, coordinators and administrators for training in the operation of school-work programs. The workshop will run for three weeks, from June 28-July 16.

The areas to be covered during the workshop will be operational techniques, factual information and its application to the related instruction in fields of textiles and display. Experts, nationally known in these areas, will compose the administrative staff for the workshop. Individuals enrolled should profit considerably and leave with additional skills in the instructional and operational phases of cooperative training in Distributive Education.

**WORKSHOP FOR LUNCHROOM MANAGERS**

A special workshop for cooks and lunchroom managers will be held during the third week of the summer session, July 12-16. The students enrolled in the Nutrition class will assist with this group.

Anyone interested in these workshops should write to the Director of the Summer Session for further information. Since enrollment in each of these workshops will be limited, applications for admission should be sent in as early as possible.
STUDENT SERVICE FACILITIES

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.

STUDENT PERSONNEL AND GUIDANCE SERVICES

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

Departmental advisers give careful assistance to students on contents 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 these departmental advisers whose names, locations, and office hours will be found listed in the Summer Session Schedule of Classes.

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.

VETERANS COUNSELING SERVICES

A complete counseling service is maintained exclusively for veterans of World War II. Counselors assist veterans in enrolling and preparing the necessary papers for securing Veterans Administration subsistence.

The service is available throughout the school year and veterans avail themselves of the opportunity to secure information, gain assistance in preparing papers and reports demanded by the Veterans Administration, filing applications for loans, and checking on many other matters in which they are interested.
OCCUPATIONAL COUNSELING CLINIC

The Occupational Counseling Clinic has as its primary objective the assistance of individuals in making suitable occupational choices. The Clinic serves both those who have not started a training program and those who desire a change to another course of training. Counseling covers all occupations and is not limited to those requiring degree training.

Any individuals desiring a complete discussion of their interests, aptitudes, and abilities as shown by education or work experiences and by scores on standard tests may seek help from this Clinic. Referrals are being made by college counselors, teachers, and employers who believe the person referred is not well placed occupationally. Individuals may also seek occupational counseling either general or for a specific objective.

It is also the plan of this Clinic to allow a few selected students the opportunity for observing and participating in the various phases of occupational counseling. Students who have not made specific vocational plans are urged to contact the Clinic early in their college careers. Trained counselors are available for helping students find themselves occupationally.

Those interested should contact Division of Student Personnel and Guidance, Room 118, Health and Personnel Building. Services are free to Western Michigan College students.

HOUSING FOR WOMEN

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

Request for information and application for a dormitory reservation should be addressed to the Office of the Dean of Women. The application must be accompanied by a $5.00 deposit.

**Lavina Spindler Hall—Residence for Women**

Room only
- Double rooms (each person for six weeks session) ........ $21.00
- Double rooms rented as single for six weeks session ....... 30.00

**Walwood Hall—Residence for Women**

Room only
- Double rooms (each person for six weeks session) ....... $21.00
- Double rooms rented as single for six weeks session ....... 30.00

For information and reservations for women, write to Dr. Elizabeth Lichty, Dean of Women.

HOUSING FOR MEN

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

Vandercook Hall, Western's dormitory for men, is available for men students upon making application to Mr. Ray C. Pellett, Dean of Men.
Henry B. Vandercook Hall—Residence for Men

Room only
- Three in room (each person for six weeks session) .............. $18.00
- Double rooms rented as single for six weeks session .............. 30.00

For information and reservation for men, write to Mr. Ray C. Pellett, Dean of Men.

THE COLLEGE CAFETERIA

Walwood Hall Cafeteria is maintained for student and faculty use. Wholesome food is provided here at low cost:

The Cafeteria hours are:
- Breakfast ........................................ 7:00 A.M. to 8:30 A.M.
- Lunch ........................................... 11:00 A.M. to 1:15 P.M.
- Dinner ......................................... 5:00 P.M. to 6:30 P.M.
- Sundays ........................................ 12:15 P.M. to 1:45 P.M.

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.

SERVICE TO FOREIGN STUDENTS

Students from many countries give a cosmopolitan atmosphere to Western's campus. Thirty-two citizens from France, Luxembourg, Norway, China, Bolivia, Puerto Rico, Guatemala, Nigeria, Poland, Tunisia, Costa Rica, Honduras, and Canada were enrolled in 1947-1948, and the number of foreign students will steadily increase.

Many of these students live in the dormitories with American roommates. They participate actively in the life of the college and of the Kalamazoo community.

The Committee on Education for International Understanding serves as counselor for the group.

STUDENT HEALTH SERVICE

Health is fundamental to the enjoyment of a student's college life and indispensable to his success as a teacher, or in other professional and business careers. Health signifies the adjustment to living which comes from mental, emotional, and physical well-being.

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

1. Medical examinations and conferences.
2. Dental examinations and conferences.
3. First-aid emergencies.
4. Care of minor ailments and followup treatments, as advised by the doctor during clinic hours.
5. Infirmary care at a moderate cost, if advised by the physician.
6. X-ray pictures, taken for a minimum fee.
7. Laboratory services and other clinical tests for diagnostic purposes.

The clinic is open for consultation and treatments from 8:00 A.M. until 4:30 P.M., Monday through Friday, and from 9:00 A.M. until 12:00 Noon on Saturdays. The college physician is in the office for consultation from 9:00 until 11:00, Monday through Friday. The dentist is in the office on Tuesday and Thursday mornings each week.

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

SERVICES OF THE GENERAL LIBRARY

The General Library’s collections consist of around 70,000 volumes, fully catalogued and available. Over 450 periodicals are currently received, and of these more than 230 are bound for permanent retention. It must be noted, however, that a library should be judged not so much by the volume of its holdings as by the quality and usefulness of the material it houses. In this respect the Western Michigan College Library may be said to hold a high rank according to the customary standards of evaluation.

Three of the seven professional librarians on the Library’s staff devote their time exclusively to public service. The reference librarian’s desk is occupied at all times from 8:00 A.M. to 5:00 P.M. and from 7:00 P.M. to 10:00 P.M. During the day a professional librarian is also on duty at the other two service points in the Library, the Circulation Desk and the Periodical Desk, and at other times these desks are in the hands of competent assistants.

The bookstacks (except the Closed Reserve) are open to all faculty members and graduate students and to any undergraduate student who has a real need for going into the bookstacks and states that need to one of the librarians. Current numbers of periodicals, some bound periodicals, and a representative collection of reference books are on the shelves of the Reading Room where they are available to all patrons of the Library. Also in the Reading Room are special shelves containing selected religious books of current interest and recreational reading.
The Library staff frequently prepares bibliographies on matters of general interest and distributes them to students and faculty members. A mimeographed list of selected current accessions is distributed to all faculty members and to those students who may be interested. These lists are also sent to other libraries in Kalamazoo as a part of a general program of cooperation.

The Library serves not only resident students but also extension students, who enjoy the special privilege of a month-long period of loan. In addition, an attempt is made to extend the services of the Library to all areas of Southwestern Michigan, both rural and urban. The Library has encouraged such groups as ministerial alliances to use the collections intensively, and an aggressive interest is taken by the librarians in making these groups aware of the available services. Inter-library loans are made to all libraries.

EDUCATIONAL SERVICE LIBRARY

The Educational Service Library formerly the Textbook Library and Curriculum Bureau, Rooms 103 and 105, Health and Personnel Building, provides for students of teaching and education a representative collection of the latest editions of textbooks both in the elementary and secondary fields, texts for each of the common branches and special subjects, books in general education, professional books in the different subject areas, teaching and curriculum aids, source and reference material, a fine collection of elementary and secondary courses of study in all subject fields, children's literature, ephemeral materials in all subject fields, and current educational magazines. Loan service is provided and the open shelves aid in reference and research work.

The library serves not only the various departments on the campus, the undergraduate and graduate students in the various subject fields, but also students and teachers who desire help in the solving of problems in the workshop or in the field. In-service use is extended to conferences, visiting teachers, and correspondents.

LIBRARIANSHIP LABORATORY

In addition to the general college library and other campus libraries, a departmental laboratory is maintained for the Department of Librarianship. The collection consists of an extensive professional library of books and periodicals in library science, bibliography, and related fields; a representative collection of books for children, young people, and adults for use in the reading guidance courses; and selected audio-visual materials including records, pamphlets, pictures, and slides illustrative of materials to be found in a library serving a modern school. This library serves the faculty and students of the Department of Librarianship and also serves as a reference library for others who are interested in the selection, organization, and use of books and other teaching aids of value in work with children and youth.
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. This collection is housed in the Library.

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 the dormitories.

PSYCHO-EDUCATIONAL CLINIC

The purpose of the Psycho-Educational Clinic at Western Michigan College of Education is to provide psychological service for maladjusted children and adults, centering not only upon diagnosis but upon remedial measures as well. It is the plan of the clinic, whose laboratory is equipped with modern psychological apparatus, to train a number of competent students to deal with psycho-educational problems involving academic, social, and emotional maladjustment and with educational and vocational counseling. The personnel cooperating in these clinical studies consists of a director, associate director, and three assistants, members of the Health Service, members of the Speech Clinic, and local psychiatrists, pediatricians, and ophthalmologists. The average case load month has consisted of approximately fifty-two clinical, advisory, and vocational 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.

READING LABORATORY

Individuals wishing to improve their reading skill may spend from one to two hours in the Reading Laboratory on Tuesday and Thursday of each week. The personnel of the laboratory consists of the director and three technicians. Twenty-five basic assignments have been prepared, and each student is expected to proceed from assignment to assignment as his ability permits. There are no lectures or discussion periods. The facilities of the Psycho-Educational Clinic will be drawn upon to provide clinical service whenever the student's needs warrant.
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 Teacher Education 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.

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 nonteaching positions.

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.

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 8:30 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. Application for enrollment for directed teaching should be made to the Director of Teacher Education well in advance of the opening of the summer session.

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-three classes are now associated in the organization with a total membership of more than 18,000. The Alumni Secretary's office is in the Administration Building. In this office information regarding any alumnus or alumna may be obtained.

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.

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 credit, when combined with residence credit earned during the regular semester or a summer session, is accepted on certificate and degree-curriculum requirements. Non-credit enrollment is permissible for approved adults.

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

SPECIAL EDUCATION

There are curricula at Western Michigan College of Education in four areas of Special Education. These curricula are for the preparation of teachers of (1) mentally retarded and backward children, (2) occupational therapy, (3) speech correction, and (4) deaf and hard of hearing. 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 speech correction is conducted in connection with the Speech Clinic of Western Michigan College of Education.

AVIATION TEACHER EDUCATION

Due to the importance of aviation and its effect on the social, economic and political structure of the world at large, all teachers should have some understanding of aviation. In order that prospective and in-service teachers may secure a basic knowledge of aviation and be prepared to infuse pertinent aviation materials in the courses which they expect to teach, a sequence of aviation courses has been arranged for this purpose. Those who are particularly interested in aviation may take a minor in this area. For many students, one or two aviation courses is recommended.
Students may be admitted at the opening of any semester or summer session.

GENERAL QUALIFICATIONS

The college expects that those who enter will have shown intellectual capacity, and will be able to apply themselves to their studies and to work systematically. While definite evidence of intellectual capacity is indispensable, the college believes that, after such evidence is established, positive qualities of character and personality should operate as determining factors in admission. Each application will be carefully reviewed and much weight will be attached to character, personality, previous record, and promise, as well as to scholarly attainments. Satisfactory showing in scholarship alone is not of itself sufficient to guarantee admission. The college will arrange for personal interviews whenever possible.

Attendance at Western Michigan College of Education is considered a privilege and not a right. In order to safeguard its ideals of scholarship, character, and personality, the college reserves the right, and the student concedes to the college the right, to require the withdrawal of any student at any time for any reason deemed sufficient to the college.

CREDENTIALS SHOULD BE SENT IN ADVANCE

All students desiring admission to the college are urged to submit their problems of eligibility for entrance to the registrar, who will act upon each case individually.

High school credits should be sent to the registrar in advance, that there may be no delay when the student presents himself for registration and enrollment. A student who has not filed a copy of his high school credits in advance should present it at the time of registration.

A prospective student should confer with his high school principal regarding the filling out of an "Application for Admission" blank.

ENTRANCE FROM HIGH SCHOOLS

Approved by the Michigan State Board of Education, October 2, 1942.

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.

*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.
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 \( \frac{1}{2} \) or 1 unit, Solid Geometry \( \frac{1}{2} \) unit, Trigonometry \( \frac{1}{2} \) 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.
   Physics 1 unit Zoology 1 unit
   Chemistry 1 unit Biology (Botany \( \frac{1}{2} \) unit and
   Botany 1 unit Zoology \( \frac{1}{2} \) unit) 1 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.
   Ancient History 1 unit
   European History 1, 1\( \frac{1}{2} \) units, or 2 units
   American History, \( \frac{1}{2} \) or 1 unit
   American Government \( \frac{1}{2} \) unit
   Economics \( \frac{1}{2} \) unit

\( ^1 \) 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 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 competently 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 or minor sequences, to approved vocational curricula not leading to a degree.

* Commercial subjects will be accepted as follows:
  - Typewriting, ¼ or 1 unit
  - Elementary Business Training, 1 unit
  - Bookkeeping, 1 or 2 units
  - Shorthand, 1 or 2 units
  - Commercial Arithmetic, ½ unit
  - Commercial Law, ½ unit
  - Office Practice, ½ unit
  - Commercial Geography, ½ or 1 unit

* Music subjects will be accepted as follows:
  - Band, 1 unit
  - Orchestra, 1 unit
  - Choir, 1 unit
  - Glee Club, ¼ 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, ¼ unit
  - Studio Art, 1 to 2 units
2. Admission by Examination

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

3. Partial Certificate—Partial Examination Plan

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

4. Admission under the College Agreement Plan

The College agrees to admit the graduates of accredited high schools who have accepted the College Agreement of April 8, 1947, between Michigan College Association and the Michigan Secondary School Association without reference to the pattern of subjects which they have pursued, provided they are recommended by the school from among the more able students in the graduating class.

ADMISSION AS A STUDENT NOT A CANDIDATE FOR A DEGREE

Applicants who meet all the specific requirements for admission to this college, and who wish to pursue special studies not leading to one of the degrees of this college, may, with the consent of the registrar, be permitted to enroll. Such students may elect courses totaling not less than twelve hours during each semester, for which they have the proper prerequisites. These students are subject to all of the general regulations covering scholarship and conduct.

TRANSFERRED STUDENTS

Western Michigan College of Education accepts students with advanced standing from other regularly accredited institutions. They are required to have 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. If a student has attended any college prior to his attendance at junior college, such hours earned will be deducted from the 60 hours he may present.

Students desiring to transfer to this college from other institutions of higher education must furnish complete official transcripts of their records,
listing all credits earned by them up to the beginning of the session they wish to attend. The student should request the registrar of each institution attended to submit the official transcript directly to the admission officer named above. These transcripts should include (1) a complete list of and the record obtained in the college courses pursued and (2) statements of honorable dismissal from the institutions attended. It is also necessary for the student to submit a personal application blank and to request his high school principal to submit an official statement of his preparatory record. Blanks for personal application and for the high school record may be secured from the admission officer named above. Consideration of admission on transfer is on the basis of the entire record of the student, both high school and collegiate. No part of the record may be disregarded.

There are no exceptions to this regulation. Students applying for admission for the summer session are urged to submit their credentials as early as possible.

Inquiries concerning admission from other institutions of higher education should be addressed to Mr. John C. Hoekje, Registrar, in charge of admissions on advanced standing.

Students with unsatisfactory scholarships or conduct records will not be admitted.

**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.

**TRANSFER TO 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 life certificates. 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 the rate of 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.

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 thirty-five cents.

COLLEGE-ABILITY TESTS

Tests of ability to do college work acceptably 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 entrance tests taken at this institution.

These qualifying examinations are used to predict the student's ability to do satisfactory academic work. The tests are also a measure 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 by the examinee.

REGISTRATION, CLASSIFICATION, ETC.

All students are required, at the beginning of each semester or summer session to enroll with the registrar of the college, to pay their fees to the cashier of the college, and to file an election blank properly filled out, showing the courses they expect to pursue during the semester. The completion of the foregoing constitutes registration in this college.

GENERAL INSTRUCTIONS FOR ENROLLMENT

Before the beginning of each semester or summer session the registrar prepares a special form, giving full information for enrollment. A copy of this form may be obtained at the information table.
Enrollment for the summer session will occur on Monday, June 28. 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.

STANDARD CLASS LOAD FOR SUMMER SESSIONS

The normal load for the six weeks session is six semester hours. Credit in excess of these amounts will not be granted unless permission to carry extra hours is obtained from the registrar prior to registration.

EXTRA HOURS

No student may enroll for more than six semester hours in the summer session without the permission of the registrar.

It is deemed more desirable for a student to do work of a high grade of excellence with a normal class load than to take extra studies with mediocre success.

SUB-MINIMUM LOAD

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

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

WITHDRAWAL FROM COURSES

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

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

Permission to drop courses will not be given upper classmen after the end of the third complete week of a semester. Freshmen will not be allowed to drop courses after the end of the fourth complete week of a semester.
ABSENCES AND EXCUSES

The following constitutes the official rulings covering absences and excuses as authorized by the President, following discussion with the Faculty Council and the Scholarship Committee.

1. Students are responsible directly to their instructors for class and laboratory attendance as well as for petitions for excuses for absences.
2. Instructors must file weekly with the Deans detailed records of absences for a given week.
3. The Deans will maintain a cumulative record of absences, but will not issue excuses. These absences will be recorded also on the permanent record and in the placement bureau.

It is to be noted that students who anticipate being absent or who have had prolonged periods of absence should confer with the appropriate dean and give explanation concerning their cases. But such “explanations of absence” are not to be construed by instructors as constituting “excuses for absences.”

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 the following method will be used:

For all students attending from the beginning of the freshman or the sophomore year, semesters 3 to 7 inclusive will be counted.

For all students a minimum of 150 honor points earned here will be required.

Credits earned in correspondence and extension classes and transferred credits will not be counted toward honors.

REGULATIONS RELATING TO EXAMINATIONS

1. A final examination is given in every course in accordance with the schedule issued each semester. No examination may be held except as announced in this schedule, and no date of examination may be changed without special permission of the Examination Schedule Committee.
2. Students are required to take the examinations in all courses except such as they may have dropped officially.
3. Students are in no case examined at any 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 during examination week may be arranged by the instructor with the consent of the registrar.
4. A student desiring to take a second examination in a given subject must make formal application to the registrar 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, tests, and examinations.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
<th>Honor Points (Per hour 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). Freshman grades are mailed directly to parents by the registrar.

**ATTENDANCE AT COMMENCEMENT**

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

**SCHOLARSHIP INDEX**

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

**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.

*For Directed Teaching only.*
SCHOLARSHIP LIST

HIGH SCHOLARSHIP LIST

To have his name placed on the High Scholarship List for a semester a student must have a point-hour ratio of 2.64 or more. No grade below B may be counted. Not more than eight semester hours in any one department may be counted. No more than five semester hours of B credit may be counted. Grades for non-credit courses (library methods, physical education, etc.) are not considered. The minimum number of hours to be taken must be fourteen semester hours.

LOW SCHOLARSHIP LIST

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

CREDIT FOR BAND, 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 one 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.

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 seniors and graduate students;
   e. 500-599, inclusive, are for graduate students.

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

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

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

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

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

5. All consecutive courses are numbered sequentially.

6. Numbers 300-302 inclusive are reserved for courses which are offered in departments other than the Department of Education, the so-called "professional courses."

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.

CREDIT IN SEMESTER HOURS

The unit of credit is the semester hour; the number of semester hours credit given for a course generally indicates the number of class periods a week.

Classes which meet one hour a week for one regular semester will be given 1 semester hour of credit.

Classes which meet two hours a week for one regular semester will be given 2 semester hours of credit.

Classes which meet three hours a week for one regular semester will be given 3 semester hours of credit.

Note.—The courses under d and e above give, within parentheses, the University of Michigan numbers.
Classes which meet four hours a week for one regular semester will be given 4 semester hours of credit.

A minimum of 60 semester hours of credit is required for a State Limited Certificate in the two-year Rural Elementary Curriculum, and 120 semester hours of credit for the A. B. or B. S. degree.

Six semester hours is the standard class load for a summer session.

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

### CLASS PERIODS FOR SUMMER SESSIONS

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Period</td>
<td>7:40-9:20</td>
<td>100 minutes</td>
</tr>
<tr>
<td>Second Period</td>
<td>9:30-10:20</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Third Period</td>
<td>10:30-12:20</td>
<td>100 minutes</td>
</tr>
<tr>
<td>Fourth Period</td>
<td>12:30-1:20</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Fifth Period</td>
<td>1:30-3:20</td>
<td>100 minutes</td>
</tr>
<tr>
<td>Sixth Period</td>
<td>3:30-4:20</td>
<td>50 minutes</td>
</tr>
</tbody>
</table>

*Allows for a 10 minute intermission

### PLAN FOR SCHEDULING CLASSES

- 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

### EXPENSES

#### FEES FOR UNDERGRADUATES

**Tuition Fees**

Schedule of tuition fees for the Summer Session, 1948:

<table>
<thead>
<tr>
<th>Hours of Credit</th>
<th>Resident*</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>$7.50</td>
<td>$12.50</td>
</tr>
<tr>
<td>4-6</td>
<td>15.00</td>
<td>25.00</td>
</tr>
<tr>
<td>7-9</td>
<td>22.50</td>
<td>37.50</td>
</tr>
<tr>
<td>10 or More</td>
<td>25.00</td>
<td>42.50</td>
</tr>
</tbody>
</table>

*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 the 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

Schedule of local fees for the Summer Session, 1948:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>$15.00</td>
</tr>
<tr>
<td>4-9</td>
<td>15.00</td>
</tr>
<tr>
<td>10 or more</td>
<td>15.00</td>
</tr>
</tbody>
</table>

These local fees are collected each session for the support of student activities, health service, student union, library purposes, etc.

A student for whom no identification photograph is on file pays an additional 35 cents, when such photograph is taken.

Departmental Fees

Art ................. Illustrative Handwork, $.50 laboratory fee
Business Education .... Typing, $1.50 laboratory fee
                      Secretarial Practice, $2.50 laboratory fee
Education .............. 378 Problems of Teaching in Elementary and Secondary Schools, $2.00 laboratory fee
Biology ................ $1.00 laboratory fee
Chemistry .............. $2.00 deposit for general chemistry
                      $5.00 deposit for advanced chemistry
                      To be refunded except for $1.00 which will become a laboratory fee.
Home Economics .......... In all one-semester-hour courses in home economics, a fee of $.50 for illustrative materials and books will be charged; in all two- and three-semester-hour courses, a fee of $.75 for these purposes will be charged.
Industrial Arts ......... A laboratory fee of $1.00 per semester hour.
Air Transportation ...... A laboratory fee of $12.00
Trades .................. A laboratory fee of $12.00
Music .................... Special music fee for Applied Music is $20.
                      A $5.00 deposit on all instruments used. Refunded upon return of instrument.
Physical Education (women) ... Locker fee $.50
                      Swimming fee, in addition $.75
Physical Education (men) ...... $5.00 laundry fee and towel and lock deposit. Refund of $2.00
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.

Auditors Fees

Auditors (students who attend classes 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 expenses for the summer session may be formed from the following table:

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room (one-half of a double room)</td>
<td>$18.00 to $27.00</td>
</tr>
<tr>
<td>Board</td>
<td>36.00 to 45.00</td>
</tr>
<tr>
<td>Laundry</td>
<td>0.00 to 12.00</td>
</tr>
<tr>
<td>Textbooks and supplies</td>
<td>15.00 to 20.00</td>
</tr>
<tr>
<td>Incidents</td>
<td>10.00 to 20.00</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>21.00 to 45.00</td>
</tr>
</tbody>
</table>

Total for 6 weeks ................................................. $100.00 to $169.00
OBJECTIVES AND GENERAL SCOPE OF CURRICULA

The Constitution of the State of Michigan places the Michigan Colleges of Education under the authority of the State Board of Education. From time to time the Legislature has 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."

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.

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.

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 above or upon evidence of equivalent work done satisfactorily elsewhere. In addition the student
must satisfy such special tests or examinations as may be prescribed to determine his general intelligence, scholastic aptitude, and fitness for the teaching profession.

SUBJECT GROUPINGS

The 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 Departments of Librarianship and Speech.

Group II. Science
- 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
- Economics, history, philosophy, political science, sociology, certain courses as indicated in the Department of Librarianship.

Group IV. Education
- Education (includes methods courses and directed teaching), certain courses as indicated in the Department of Librarianship.

Group V. Fine Arts
- Art, music, and certain courses in occupational therapy.

Group VI. Practical Arts
- Agriculture, business education, home economics, industrial arts, military science, certain courses as indicated in the Department of Librarianship, and certain courses in occupational therapy.

Group VII. Physical Education and Health
- Health, physical education.

DEGREES DEFINED

BACHELOR OF ARTS (AND TEACHING CERTIFICATE)

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

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

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

BACHELOR OF MUSIC (AND TEACHING CERTIFICATE)

The student who completes a curriculum as outlined by the Department of Music with a major in Public School Music is eligible for certification. A total of 128 semester hours is required for graduation. The student must include 20 semester hours in a single field of Applied Music, which will be offered as his first minor. The second minor must be in a non-music area.

BACHELOR OF MUSIC (WITHOUT TEACHING CERTIFICATE)

Students who indicate by their placement examination certain levels of proficiency will be accepted as majors in the various fields of Applied Music or Composition. A total of 128 semester hours is required for graduation and must include specific requirements as indicated in the curricular outline as well as major and minor requirements as approved by the Department of Music.

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 page 65 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 Music or Bachelor of Science who subsequently becomes a candidate for the degree of Bachelor of Arts, or vice versa, is required, in addition to the credits he already has, to complete 30 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
MAJOR AND MINOR REQUIREMENTS

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.)
5. Courses must be selected so that the requirements in some one of the provisional certificate curricula are fulfilled.
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

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. Under certain conditions students may elect beyond this minimum up to a maximum of 40 hours offered by any department. In the Division of Science and Mathematics and in the Division of Social Sciences group majors and group minors are permitted. 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.
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 latest Annual Catalog 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 Education and Mathematics, etc.

3. Decision concerning field of majors must always be made by students 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. In certain cases, “group” majors totaling a minimum of 30 semester hours and “group” minors totaling a minimum of 20 semester hours are allowed. They usually consist of courses selected from the related departments of a division, (See the Division of Social Sciences and the Division of Science and Mathematics). Students should consult the chairmen of the divisions relative to these group majors and group minors.

6. Group requirements (Groups I, II, and III) of the several curricula may be satisfied through the use of major and minor sequences. Likewise short sequential requirements of some of the curricula may sometimes be included as parts of major or minor groupings.

7. Minors may often be related to majors, so as to recognize naturally or closely related fields; for example, mathematics and physics, history and geography, literature and history, etc.

8. Students who wish to major in any of the “special” fields (art, business education, home economics, industrial arts education, librarianship, music, occupational therapy, 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.

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 Education Problems 370 A, B, C.
c. Professional courses numbered 300 to 302. These are courses in teaching school subjects.

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

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:

I. BACHELOR'S DEGREES

1. Bachelor of Arts
2. Bachelor of Music
3. Bachelor of Science

For the degrees of Bachelor of Arts and Bachelor of Science, the candidate shall present:

1. Credits satisfying a prescribed curriculum for a total of 121 semester hours.
2. Thirty semester hours of satisfactory work in residence at this institution.
3. Residence at this institution during the semester or summer session immediately preceding graduation.

For the degree of Bachelor of Music, the candidate shall present the number of semester hours and course sequences as stipulated in the requirements of that curriculum.

II. TEACHING CERTIFICATES

The following types of teaching certificates are granted:

1. State Elementary Provisional Certificate
2. State Secondary Provisional Certificate

1. State Elementary Provisional Certificate
   a. This certificate 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.
   b. The candidate must meet the requirements for a degree as defined above.
   c. 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:
1) Application must be made to the college within one year following the expiration of the State Elementary Provisional Certificate.

2) The candidate must submit satisfactory evidence that he has taught successfully during the life of the certificate for not less than three years in elementary schools in the State of Michigan.

3) The holder of an Elementary Provisional Certificate issued after July 1, 1945, must have earned in addition 10 semester hours of acceptable college credit.

d. For procedure for permanent certification see below.

2. State Secondary Provisional Certificate

a. This certificate qualifies the holder to teach for a period of five years 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.

b. The candidate must meet the requirements for a degree as defined above.

c. 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:

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

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

3) The candidate must have earned in addition 10 semester hours of acceptable college credit.

d. For procedure for permanent certification see below.

3. State Limited Certificate

a. This certificate qualifies the holder to teach in the State of Michigan for a period of three years from the date of issue in any school district except a school district which maintains an approved high school. (See "Important Directions to Holders of Limited Certificates Based on the Michigan Teachers' Certification Code," below.)

b. The candidate shall present credits satisfying a prescribed curriculum aggregating 60 semester hours.

c. The candidate shall have satisfactorily completed in residence at this institution 15 semester hours.

d. The candidate shall have been in residence at this institution the semester or summer session immediately preceding graduation.
III. PROCEDURE FOR PERMANENT CERTIFICATION

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

1. The candidate will
   a. obtain from 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;
   b. fill out the application as required and return it to the college;
   c. return with the application blank his Provisional Certificate with his Teacher's Oath attached.

2. The college will
   a. investigate the qualifications of the candidate to ascertain if he satisfies requirements for permanent certification;
   b. recommend the candidate to the State Board of Education for permanent certification if his qualifications are found satisfactory;
   c. deliver to the candidate the Permanent Certificate properly executed.

IV. MISCELLANEOUS PROVISIONS REGARDING CERTIFICATES

1. A candidate presenting credits as a graduate of a Michigan County Normal School and who in addition thereto presents entrance credits satisfying the requirements of this institution shall be granted:
   a) Toward the Provisional Certificate, 25 semester hours;
   b) Toward the State Limited Certificate, 25 semester hours.

2. 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.

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

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

DIRECTIONS TO HOLDERS OF LIMITED CERTIFICATES

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

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 12 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 8 semester hours in a single department in the same semester.
4. All students who expect to receive a degree must present at least 6 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. A total of 60 hours must be earned in Groups I, II, and III.
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.
LIST OF THE CURRICULA

The following curricula have been set up and are described in the following pages as indicated.

I. General Degree Curriculum ........................................... Pages 65

II. Curricula for Teachers ................................................ Pages 66-80
   Elementary Curriculum ............................................. Pages 66
   Secondary Curriculum ................................................ Pages 67
   Special Education Curricula ...................................... Pages 68-72
   Deaf and Hard of Hearing ......................................... Pages 68
   Mentally Retarded ................................................... Pages 69
   Occupational Therapy ............................................... Pages 70
   Speech Correction ................................................... Pages 71
   Music Curriculum .................................................... Pages 73
   Librarianship Curriculum ......................................... Pages 74
   Vocational Business Curriculum .................................. Pages 75
   Vocational Industrial Curriculum ................................ Pages 76
   Rural Elementary Curriculum .................................... Pages 78

III. Pre-Professional, Non-Teaching, Professional, and Combined Curricula .......... Pages 81-84
   Agriculture ......................................................... Pages 81
   Business Administration ......................................... Pages 82
   Dentistry ............................................................ Pages 82
   Engineering .......................................................... Pages 82
   Forestry .............................................................. Pages 82
   Journalism ............................................................ Pages 82
   Law ................................................................................ Pages 83
   Medicine, Medical Technology ..................................... Pages 83
   Nursing, Occupational Therapy ................................... Pages 83
   Social Work ................................................................ Pages 84
   Music ............................................................................ Pages 84

IV. Vocational and Practical Arts Education ........................................ Pages 85-89
   Curricula ...................................................................... Pages 85
   Business Administration ............................................. Pages 86
   Secretarial Science and Office Management .................... Pages 86
   Retailing ....................................................................... Pages 86
   Secretarial Training .................................................... Pages 86
   Homemaking .................................................................. Pages 87
   Air Conditioning and Refrigeration ................................ Pages 88
   Airline Hostess ............................................................ Pages 88
   Linotype ....................................................................... Pages 88
   Aviation Mechanics ....................................................... Pages 88
   Machine Shop, Sheet Metal .......................................... Pages 89
   Radio ............................................................................. Pages 89
   Tool and Die Making ..................................................... Pages 89
   Trade Drafting, Welding ............................................... Pages 89
REQUIREMENTS OF THE VARIOUS CURRICULA

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 regulations set forth in the preceding pages and indicate the courses that should be pursued by students.

I. THE GENERAL DEGREE CURRICULUM

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, 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.

GENERAL DEGREE CURRICULUM

A.B. or B.S. Degree

(For liberal and pre-professional education)

Group Requirements

<table>
<thead>
<tr>
<th>Group</th>
<th>Requirements</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Language and Literature: Ancient language and literature, English language and literature, modern language and literature, certain courses as indicated in the Department of Speech.</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Rhetoric (in addition)</td>
<td>6</td>
</tr>
<tr>
<td>II</td>
<td>Science: Anatomy, astronomy, biology, botany, chemistry, geography, geology, hygiene, mathematics, nature study, physics, physiology, psychology, zoology, certain courses as indicated in the Department of Agriculture.</td>
<td>12</td>
</tr>
<tr>
<td>III</td>
<td>Social Science: Economics, history, philosophy, political science, sociology. Must include two semester hours of political science.</td>
<td>12</td>
</tr>
<tr>
<td>VII</td>
<td>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 18 class hours. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)</td>
<td>78</td>
</tr>
</tbody>
</table>

Elective
II. CURRICULA FOR TEACHERS

On the following pages are outlines of the various curricula for teachers offered by Western Michigan College of Education. They are designed to give prospective teachers a broad general education with a reasonable degree of specialization in the subject-matter fields through well-planned majors and minors. In addition, they furnish an adequate background in professional study for the graduate to enter teaching with a knowledge of the purposes and objectives of public education, the nature of child growth and development, the modern methods of teaching, and the means of appraising instruction.

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Requirements</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Language and Literature</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Rhetoric (in addition)</td>
<td>6</td>
</tr>
<tr>
<td>II.</td>
<td>Science</td>
<td>12</td>
</tr>
<tr>
<td>III.</td>
<td>Social Science</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Including two semester hours of political science.</td>
<td></td>
</tr>
<tr>
<td>IV.</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Growth and Development 251</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Psychology of Reading 212</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction to Directed Teaching 351</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Directed Teaching, Laboratory in Education, and General Educational Problems 370 A, B, C</td>
<td>15</td>
</tr>
<tr>
<td>V.</td>
<td>Fine Arts (Art, Music)</td>
<td>6</td>
</tr>
<tr>
<td>VI.</td>
<td>Practical Arts</td>
<td></td>
</tr>
<tr>
<td>VII.</td>
<td>Physical Education and Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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 18 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>Elective</td>
<td></td>
<td>48</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, from among those especially adapted to teaching in the elementary field as a whole, or in any of the following special areas:

- Early Elementary
- Later Elementary
- Rural 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 subjects 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 economics, industrial arts education, librarianship, 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.

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.

### 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**

<table>
<thead>
<tr>
<th>Group</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group I. Language and Literature</strong></td>
<td>12 Semester Hours</td>
</tr>
<tr>
<td><strong>Rhetoric (in addition)</strong></td>
<td>6 Semester Hours</td>
</tr>
<tr>
<td><strong>Group II. Science</strong></td>
<td>12 Semester Hours</td>
</tr>
<tr>
<td><strong>Group III. Social Science</strong></td>
<td>12 Semester Hours</td>
</tr>
<tr>
<td><strong>Including two semester hours of political science</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Group IV. Education</strong></td>
<td></td>
</tr>
<tr>
<td>Human Growth and Development 251</td>
<td>3 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 370 A, B, C</td>
<td>15 Semester Hours</td>
</tr>
<tr>
<td><strong>Group VII. Physical Education and Health</strong></td>
<td></td>
</tr>
<tr>
<td>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 18 class hours. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)</td>
<td>57 Semester Hours</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 academic training shall include one major and two minors in subjects or subject fields in which the applicant expects to teach. Furthermore, a methods course in the major or in one of the minor fields must be taken.

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 education, librarianship, 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.

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.

SPECIAL EDUCATION CURRICULUM—DEAF AND HARD OF HEARING

B.S. Degree

State Elementary Provisional Certificate

(For the preparation of teachers of the deaf and hard of hearing)

| Group I. | Language and Literature | 8 |
| Rhetoric (in addition) | 6 |
| Fundamentals of Speech 105 A, B | 6 |
| Principles of Speech Correction 231 | 3 |
| Phonetics 318 | 3 |
| Basic Voice and Speech Science 319 | 3 |

| Group II. | General Biology 101, A, B | 8 |
| General Psychology 200 | 3 |
| Abnormal Psychology 305 | 3 |
| Mental Testing 307 | 2 |

| Group III. | Principles of Sociology 241 | 3 |
| Modern Social Problems 242 | 3 |
| Political Science | 2 |
| Elective | 4 |

| Group IV. | Problems of the Deaf and Hard of Hearing 234 | 3 |
| Introduction to Lip Reading 235 | 3 |
| Advanced Lip Reading 236 | 3 |
| Audiometry and Hearing Aids 237 | 2 |
| Human Growth and Development 251 | 3 |
| Applied Speech Correction 300 T | 3 |
| Introduction to Special Education 331 | 2 |
| Mental Hygiene 335 | 2 |
| Introduction to Directed Teaching 351 | 3 |
| Directed Teaching, Laboratory in Education, and General Educational Problems 370, A, B, C | 15 |
SPECIAL EDUCATION CURRICULUM

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 18 class hours. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)

Elective ........................................... 26


SPECIAL EDUCATION CURRICULUM—MENTALLY RETARDED

B.S. Degree

State Elementary Provisional Certificate

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Language and Literature</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Rhetoric (in addition)</td>
<td>6</td>
</tr>
<tr>
<td>II</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Biology 101A, B</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Hygiene 112 (or Health Education 285)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>General Psychology 200</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Abnormal Psychology 305</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mental Testing 307</td>
<td>2</td>
</tr>
<tr>
<td>III</td>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principles of Sociology 241</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Modern Social Problems 242</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td>IV</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Growth and Development 251</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction to Special Education 331</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Mental Deficiency 332</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Introduction to Mental Hygiene 335</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Methods of Teaching Subnormal Children 337</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Introduction to Directed Teaching 351</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Directed Teaching, Laboratory in Education, and General Educational Problems 370 A, B, C</td>
<td>15</td>
</tr>
<tr>
<td>V</td>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Illustrative Handwork 107</td>
<td>3</td>
</tr>
</tbody>
</table>
Group VI. Practical Arts
Special Education Shop 208 ........................................ 2

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 18 class hours. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)
Elective .......................................................... 39

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 subjects or subject fields taught in the elementary grades or in special classes for mentally retarded children.
2. A course in library methods is required.

SPECIAL EDUCATION CURRICULUM—OCCUPATIONAL THERAPY
B.S. Degree and Diploma
State Elementary Provisional Certificate
(For the preparation of teachers of occupational therapy)

Group I. Language and Literature

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106 A, B</td>
<td>6</td>
</tr>
<tr>
<td>Fundamentals of Speech 105A</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>11</td>
</tr>
</tbody>
</table>

Group II. Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology 100A, B</td>
<td>8</td>
</tr>
<tr>
<td>Anatomy and Physiology (for Occupational Therapist) 215</td>
<td>4</td>
</tr>
<tr>
<td>Kinesiology 216A, B</td>
<td>4</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>3</td>
</tr>
<tr>
<td>*Neurology and Psychiatry 330</td>
<td>3</td>
</tr>
<tr>
<td>*Clinical Subjects 332</td>
<td>4</td>
</tr>
<tr>
<td>*Clinical Observations 334</td>
<td>4</td>
</tr>
</tbody>
</table>

Group III. Social Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science</td>
<td>2-3</td>
</tr>
<tr>
<td>Sociology 241</td>
<td>3</td>
</tr>
<tr>
<td>*Social Service in Hospitals 351</td>
<td>3</td>
</tr>
<tr>
<td>*Hospital Case Studies 352</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Group IV. Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory of Occupational Therapy 210A, B and 310</td>
<td>6</td>
</tr>
<tr>
<td>Human Growth and Development 251</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Directed Teaching 351</td>
<td>3</td>
</tr>
<tr>
<td>General Educational Problems 370C</td>
<td>3</td>
</tr>
<tr>
<td>Directed Teaching 374</td>
<td>5</td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION CURRICULUM

Group V. Fine Arts
- Elementary Design 105 ........................................ 3
- Modeling 111 .................................................................. 3
- Weaving 303 .................................................................. 4
- Bookbinding 304 ............................................................ 2
- Elective ............................................................................. 2

Group VI. Practical Arts
- Printing 140A ................................................................. 3
- Special Education Shop 208 ............................................ 3
- Therapeutic Crafts 220 or 221 or 222 .......................... 2
- Stitchery 223 .................................................................. 4
- Rug Making 224 ............................................................. 1
- Basketry 226 .................................................................. 1
- Leatherwork 227 .............................................................. 1

Group VII. Physical Education
All students are required to take four class hours of physical education, including Physical Education 100. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)

Clinical Training
Nine calendar months at affiliating hospitals. This includes courses starred above and undifferentiated credit totaling 9 semester hours.

Note.—1. Thirty semester hours of college credit must be earned before the student is admitted to the School of Occupational Therapy. This admittance is based on the approval of the applicant by the Coordinating Committee of the school, on the basis of general aptitude for the work and the scholastic record submitted with the special application blank.

2. Nine calendar months of clinical training shall be taken in two months between the second and third years, and in 7 consecutive months during the second semester of the third year and the time remaining before the fourth year.

3. Granting of the Diploma of Occupational Therapy and registration in the American Occupational Therapy Association is conditional upon the student’s passing a comprehensive examination over all required work.

4. These courses are taught at the Kalamazoo State Hospital.

5. A course in library methods is required.

SPECIAL EDUCATION CURRICULUM—SPEECH CORRECTION

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>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
</tr>
<tr>
<td>Rhetoric (in addition)</td>
</tr>
<tr>
<td>Fundamentals of Speech 105A, B</td>
</tr>
<tr>
<td>Introduction to Speech Correction 230</td>
</tr>
<tr>
<td>Principles of Speech Correction 231</td>
</tr>
<tr>
<td>Phonetics 318</td>
</tr>
<tr>
<td>Basic Voice and Speech Science 319</td>
</tr>
<tr>
<td>Stuttering and Allied Disorders 331</td>
</tr>
</tbody>
</table>
Group II. Science
General Biology 101A, B ........................................ 8
or
Hygiene 112 ....................................................... 2
and
Physical Science 100A, B ...................................... 6
General Psychology 200 ......................................... 3
Abnormal Psychology 305 ...................................... 3
Mental Testing 307 ............................................... 2

Group III. Social Science
Principles of Sociology 241 .................................... 3
Modern Social Problems 242 ................................ 3
Political Science .................................................. 2
Elective ............................................................ 4

Group IV. Education
Psychology of Reading 212 .................................... 3
Human Growth and Development 251 ......................... 3
Allied Speech Correction 300T ................................ 3
Introduction to Speech Education 331 ....................... 2
Mental Hygiene 335 .............................................. 2
Introduction to Directed Teaching 351 ....................... 3
Directed Teaching, Laboratory in Education, and General Educational Problems 370A, B, C.................. 15

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 18 class hours. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)
Elective ............................................................ 26


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.
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.
### MUSIC CURRICULUM

*B.M. Degree with a major in Public School Music

State Elementary or Secondary Provisional Certificate

(For Instrumental or Vocal Supervisor)

#### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106 A, B</td>
<td>6</td>
</tr>
<tr>
<td>Major Performance</td>
<td>4</td>
</tr>
<tr>
<td>English Diction and Song Literature 122 A, B</td>
<td>0</td>
</tr>
<tr>
<td>Fundamentals of Music 105A</td>
<td>3</td>
</tr>
<tr>
<td>Freshman Theory 106A, B</td>
<td>6</td>
</tr>
<tr>
<td>Music Appreciation 107A, B</td>
<td>4</td>
</tr>
<tr>
<td>Elementary Acoustics 110</td>
<td>2</td>
</tr>
<tr>
<td>String Class 118A, B</td>
<td>2</td>
</tr>
<tr>
<td>Elective (non-music)**</td>
<td>5</td>
</tr>
<tr>
<td>Library Methods</td>
<td></td>
</tr>
<tr>
<td>Physical Education or Band</td>
<td></td>
</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italian Diction and Song Literature 222A, B</td>
<td>0</td>
</tr>
<tr>
<td>Advanced Sight-Singing and Ear-Training 205A, B</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Harmony 206A, B</td>
<td>6</td>
</tr>
<tr>
<td>Elementary School Methods and Materials 208A, BT</td>
<td>6</td>
</tr>
<tr>
<td>Woodwind Class 219A, B</td>
<td>2</td>
</tr>
<tr>
<td>Human Growth and Development 251</td>
<td>3</td>
</tr>
<tr>
<td>Elective (non-music)</td>
<td>7</td>
</tr>
<tr>
<td>Physical Education or Band</td>
<td></td>
</tr>
</tbody>
</table>

#### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Performance</td>
<td>6</td>
</tr>
<tr>
<td>Major Performance Literature 232*</td>
<td>0</td>
</tr>
<tr>
<td>or French Diction and Song Literature 322A, B</td>
<td>0</td>
</tr>
<tr>
<td>Junior and Senior High School Methods and Materials 301A, BT</td>
<td>6</td>
</tr>
<tr>
<td>Style and Structure 310A*</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary Music 310B*</td>
<td>3</td>
</tr>
<tr>
<td>or Music Literature 207B</td>
<td>3</td>
</tr>
<tr>
<td>Instrumental Conducting 311A</td>
<td>1</td>
</tr>
<tr>
<td>Choral Conducting 311B</td>
<td>1</td>
</tr>
<tr>
<td>Brass Class 320A, B</td>
<td>2</td>
</tr>
<tr>
<td>Percussion Class 321</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Directed Teaching 351</td>
<td>3</td>
</tr>
</tbody>
</table>
American National Government 230 ............................................ 3
or
American State and Local Government 231 .................................. 3
or
Survey of American Government 234 ........................................... 2
Elective (non-music) ............................................................... 3

Fourth Year

Major Performance ............................................................... 6
Major Performance Literature 323* ........................................... 0
or
German Diction and Song Literature 324A, B ................................ 0
Methods in Major Performance Medium* ................................... 3
History of Music 407A, B ......................................................... 3
Integrated Professional Education 370A, B, C .............................. 6
Elective (non-music)* ............................................................ 2

Note.—1. *Courses not required for students who will become vocal supervisors.
2. **For vocal supervisors, 6 semester hours of non-music electives are required in
first year.

LIBRARIANSHIP CURRICULUM

B.S. Degree with a major in Librarianship
State Elementary or Secondary Provisional Certificate
(For School Librarians)

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106A, B</td>
<td>6</td>
</tr>
<tr>
<td>General Biology 100A, B</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>General Chemistry 100A, B</td>
<td>8</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>Modern Language</td>
<td>8</td>
</tr>
<tr>
<td>Electives</td>
<td>2</td>
</tr>
<tr>
<td>Library Methods</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>(Suggested electives, Fundamentals of Speech, Music or Art Appreciation.)</td>
<td></td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology 200</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 241</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth and Development 251</td>
<td>3</td>
</tr>
<tr>
<td>State and Local Government 231</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
</tbody>
</table>
Psychology of Reading 212 ........................................ 3
English Electives .................................................. 6
Electives .............................................................. 6

(Literature for Children 203 recommended)
(Students may begin their major during this year with Reading Interest of Children 202)
It is strongly recommended that students continue a second year of their modern language and some of the above courses may then be postponed to third year.

Physical Education

Third Year

Reading Interests of Children 202 ................................ 3
or
Reading Interests of Youth 302 .................................... 3
Selection of Reading Materials 303 ................................. 3
Organization of Library Materials 360 .............................. 2
Reference Service 311 ............................................... 3
Cataloging and Classification 370 .................................. 3
Introduction to Directed Teaching 351 ............................. 3
Electives—English ......................................................
History, or Economics ................................................. 3-6
Electives .............................................................. 3

Fourth Year

First Semester

Directed Teaching, Laboratory in Education and General Educational Problems 370A, B, C ........................................... 15
Teaching in minor subject and supervised practice in school library.

Second Semester

Library in the Modern Community 362 .............................. 2
Administration of School Libraries 361 ............................ 2
Curriculum Enrichment 305 .......................................... 3
Electives .............................................................. 8

VOCATIONAL BUSINESS COORDINATORS CURRICULUM

B.S. Degree

State Temporary Vocational Coordinators Certificate
State Secondary Provisional Certificate

(For preparation of teachers and coordinators of vocational business)
The prerequisites to admission to this curriculum are:

1. Junior year standing and completion of certain group requirements.
2. Completion of a minimum of 15 semester hours in Secretarial Training or Retail Training.

3. Satisfactory evidence of having had one year of work experience in a store or office.

Note.—Work experience gained prior to matriculation to this curriculum must be evidenced by signed reports from the store or office in which the experience was gained.

A minimum of two years of approved work experience in the occupational field in which the student is majoring is required for graduation. Graduates meeting the specified requirements will be eligible for a temporary Vocational Coordinator’s Certificate. This certificate is granted by the State Board of Control for Vocational Education.

### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration 321</td>
<td>3</td>
</tr>
<tr>
<td>Labor Problems 325A, B</td>
<td>4</td>
</tr>
<tr>
<td>Survey of American Government 234</td>
<td>2</td>
</tr>
<tr>
<td>Secretarial or Retailing (Groups A or B)²</td>
<td>9</td>
</tr>
<tr>
<td>Elective (Group II)</td>
<td></td>
</tr>
<tr>
<td>Elective (Group I)</td>
<td>2</td>
</tr>
</tbody>
</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed Teaching 370A</td>
<td>8</td>
</tr>
<tr>
<td>Laboratory in Education 370B</td>
<td>4</td>
</tr>
<tr>
<td>Business Problems 339</td>
<td>3</td>
</tr>
<tr>
<td>*Principles of Vocational Education 570 (E100)</td>
<td>2</td>
</tr>
<tr>
<td>Secretarial or Retailing (Groups C or D)²</td>
<td>7</td>
</tr>
<tr>
<td>Elective (Group III)</td>
<td>7</td>
</tr>
</tbody>
</table>

### Post Graduate—Summer Session

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Analysis and Preparation of Industrial Materials 502 (E152)</td>
<td>2</td>
</tr>
<tr>
<td>*Methods of Teaching Vocational Education 503 (E153)</td>
<td>2</td>
</tr>
<tr>
<td>*Coordination in Vocational Education 575 (E106)</td>
<td>2</td>
</tr>
</tbody>
</table>

Note.—1. *Starred courses carry graduate credit toward a Master’s Degree.

2. Group A (Secretarial) includes Secretarial Science 150A, Secretarial Practice 230 A, B, and Filing Principles 236; Group B (Retailing) includes Fundamentals of Retailing 140, Merchandise and Job Analysis 151A, and Retail Salesmanship 150; Group C (Secretarial) includes Secretarial Accounting 211A, B or Accounting Principles 210A, B; and Group D (Retailing) includes Retail Publicity 240 or Retail Credits and Collections 241 and Store Organization 251A, B.

### VOCATIONAL INDUSTRIAL CURRICULUM

**B. S. Degree**

State Secondary Provisional Certificate, and
State Trade and Industrial Certificate

(For the preparation of Trade and Industrial teachers for the secondary schools).

This curriculum meets the necessary requirements for a Trade and Industrial Teacher Certificate, as established by the State Department of Public Instruction. Arrangements will be made whereby students may secure trade
or occupational experience in local industries. Coordinated practical work experience is mandatory. It is necessary for a student to work an equivalent of four years, and if at all possible some of this should be accumulated during vacation periods. In general, the type industry selected will be governed by the nature of the student’s interest in the industrial phase which he expects to teach.

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106A and B</td>
<td>6</td>
</tr>
<tr>
<td>Speech 105 A and B</td>
<td>6</td>
</tr>
<tr>
<td>Physical Science 100 A and B</td>
<td>6</td>
</tr>
<tr>
<td>Mechanical Drawing 120</td>
<td>2</td>
</tr>
<tr>
<td>Applied Mathematics 112</td>
<td>2</td>
</tr>
<tr>
<td>Coordinated Industry 150 and 152</td>
<td>6</td>
</tr>
<tr>
<td>†Electives (non-shop)</td>
<td>4</td>
</tr>
<tr>
<td>*Physical Education</td>
<td></td>
</tr>
<tr>
<td>††Library Methods</td>
<td></td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Vocational Education 200</td>
<td>2</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of Personality 207</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Economics 220 A and B</td>
<td>6</td>
</tr>
<tr>
<td>Coordinated Industry 250 and 252</td>
<td>6</td>
</tr>
<tr>
<td>**Electives (shop)</td>
<td>6</td>
</tr>
<tr>
<td>†Electives (non-shop)</td>
<td>6</td>
</tr>
<tr>
<td>*Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and Organization of a School Shop 347</td>
<td>2</td>
</tr>
<tr>
<td>Course Making in Vocational Industrial Education 351</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth and Development 251</td>
<td>3</td>
</tr>
<tr>
<td>Labor Problems 325A</td>
<td>2</td>
</tr>
<tr>
<td>American National Government 230, or</td>
<td></td>
</tr>
<tr>
<td>American State and Local Government 231</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Sociology 241</td>
<td>3</td>
</tr>
<tr>
<td>Coordinated Industry 350 and 352</td>
<td>6</td>
</tr>
<tr>
<td>**Electives (shop)</td>
<td>6</td>
</tr>
<tr>
<td>†Electives (non-shop)</td>
<td>5</td>
</tr>
</tbody>
</table>

33
### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching of Vocational Industrial Education 352</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Directed Teaching 351</td>
<td>3</td>
</tr>
<tr>
<td>Basic Elements of a Guidance Program 323A</td>
<td>2</td>
</tr>
<tr>
<td><strong>Electives (shop)</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives (non-shop)</strong></td>
<td>6</td>
</tr>
<tr>
<td>Integrated Professional Education 370 A, B, and C</td>
<td>15</td>
</tr>
</tbody>
</table>

Total of 128 Semester Hours for Graduation.

*Twelve class hours of physical education are required.

**Students are encouraged and requested to elect at least six hours of mechanical drawing.

†Students are urged to use some of the non-shop electives in the study of mathematics, the number of hours depending on high school preparation.

‡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."*

<table>
<thead>
<tr>
<th>Group</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group I. English</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td>6</td>
</tr>
<tr>
<td>Rhetoric 106A (in addition)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Group II. Science</strong>&lt;sup&gt;2&lt;/sup&gt;</td>
<td>8</td>
</tr>
<tr>
<td><strong>Group III. Social Science</strong>&lt;sup&gt;3&lt;/sup&gt;</td>
<td></td>
</tr>
<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>
<tr>
<td><strong>Group IV. Education</strong>&lt;sup&gt;4&lt;/sup&gt;</td>
<td></td>
</tr>
<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>4</td>
</tr>
<tr>
<td>Rural Education 340</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Groups V and VI. Fine and Practical Arts</strong>&lt;sup&gt;5&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Personal and Social Problems 120 or equivalent</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td><strong>Group VII. Physical Education and Health</strong>&lt;sup&gt;6&lt;/sup&gt;</td>
<td>5 class hours&lt;sup&gt;6&lt;/sup&gt;</td>
</tr>
<tr>
<td>Men: Elective</td>
<td></td>
</tr>
<tr>
<td>Women: Physical Education 100, Rural School Physical Education 233, and an elective</td>
<td></td>
</tr>
</tbody>
</table>
The accelerated curriculum may be completed in three semesters or, possibly, in two semester 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 LIFE AND 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 Life and 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 (or a group major and two 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.
III. PRE-PROFESSIONAL, NON-TEACHING PROFESSIONAL, AND COMBINED CURRICULA

Most of the 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 has in late years been materially increased. A number of professions are now entirely on the graduate level; that is, a 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.

Preprofessional curricula have been developed in Business Administration, Dentistry, Engineering, Forestry, Journalism, Law, Medicine, and Social Work. In addition to the standard preprofessional curricula, combined curricula 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 requirements for the bachelor's degree have been satisfied.

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. 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 College of Law, University of Illinois; the Schools of Commerce and Journalism of Northwestern University; the Divisions of Agriculture, Business Administration, and Engineering of Michigan State College; Nursing with Bronson Hospital; and Medical Technology with the Michigan Department of Health and Bronson Hospital.

For specific details of the preprofessional and combined curricula, consult the Annual Catalog or curriculum advisers.

AGRICULTURE

The successful completion of this curriculum 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.
BUSINESS ADMINISTRATION

The department of Business Education offers a differentiated program for students interested in preparing for a business career. While the department does not prescribe a definite curriculum leading to the professional degree of B.B.A., it does offer a major sequence of courses in accounting, business law, and related subjects in the General Degree curriculum.

Students interested in pursuing, during their freshman and sophomore years, the preprofessional curriculum given below and transferring their credits to the professional schools at the University of Michigan or Northwestern University should exercise care to see that specific requirements for admission have been met.

DENTISTRY

Two programs of work are open to the student: The preprofessional college requirements for entrance to the study of dentistry and a combined curriculum in college and professional work by which a student taking three years at Western Michigan College of Education and the first year at the College of Dentistry of the University of Michigan can earn the Bachelor's degree from the former institution.

ENGINEERING

This college has arranged with the several branches of the Engineering School of the University of Michigan for a combined curriculum in letters and engineering. Each of the six or more special fields of engineering has basic courses in mathematics, physics, and chemistry. These may well become the basis for the degree of Bachelor of Science. By arrangement with the several schools of engineering at the University, a student who has 90 semester hours credit at Western and at least 30 semester hours in a school of engineering at the University may, if properly counselled, be given the degree of Bachelor of Science from this institution.

FORESTRY AND CONSERVATION

This is highly technical, but there are basic courses in mathematics and the sciences which may be taken at Western and become a part of a combined academic and professional course. Three years of college and one year at the University of Michigan in the department of Forestry may lead to the degree of Bachelor of Science from this college.

JOURNALISM

There are schools of journalism that require a bachelor's degree for entrance, others that admit undergraduates to their courses. Western Michigan College of Education has a curriculum which has been approved as
meeting part of the requirements for a degree in journalism at the University of Michigan, Northwestern University, Michigan State College, and the University of Missouri.

---

**LAW**

Western Michigan College of Education offers preprofessional course requirements for entrance to the study of Law and a combined college and law school curriculum planned to shorten preparation by one year. Such agreements for combined curricula exist with law schools of the University of Michigan, University of Illinois, and the Detroit College of Law.

---

**MEDICINE**

The better schools of medicine require three years (90 semester hours) of college work for entrance to the study of medicine. The College has curricula which meet the requirements of entrance to the medical schools of Wayne University and the University of Michigan. Consult the curriculum advisers or the *Annual Catalog.*

---

**MEDICAL TECHNOLOGY**

The first three years of this curriculum meet the scholastic requirements for admission to the laboratory training school of the Michigan Department of Health and of the Registry of the American Society of Clinical Pathologists. Upon successful completion of the fourth year, the student may be granted the degree of Bachelor of Science, if all requirements have been satisfied.

---

**NURSING**

*Bronson Methodist School of Nursing, 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.

---

**OCCUPATIONAL THERAPY**

A curriculum which, satisfactorily completed, meets the requirements of the Council on Medical Education and Hospitals of the American Medical Association and the American Occupational Therapy Association. Graduates of this course are entitled to take the examination for registration in the American Occupational Therapy Association. Those who satisfy the require-
ments may also receive the Bachelor of Science degree. For full details see the Annual Catalog.

Thirty semester hours of college credit is a prerequisite for admission to this curriculum.

---

**OCCUPATIONAL THERAPY**

**Diploma Course for Advanced Standing Students**

This course meets the requirements of the American Occupational Therapy Association and has been planned for college graduates who already have a major in some field allied to occupational therapy. Students accepted for this course must be approved by the Coordinating Committee and may be enrolled either in the fall or spring semester. The course consists of two semesters' work on campus and nine months of clinical training in various types of hospitals. The curriculum for this course must include: Theory A, B, and 310; Kinesiology A and B, and other courses from the occupational therapy curriculum as are needed to supplement previous training and to make a total of 30 semester hours. An additional 27 semester hours are allowed for clinical training successfully completed. At the conclusion of this course the student is eligible to take the required examination for registration in the National Occupational Therapy Association.

---

**SOCIAL WORK**

Professional training for social work is today largely restricted to the graduate level by the leading schools of social work. This preprofessional curriculum permits from 49 to 53 hours of recommended courses. 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.

---

**MUSIC**

The Department of Music offers curricula in applied music leading to the Bachelor of Music degree. The Bachelor of Music degree is very highly professional in its requirement aims and permits the student to do much more of his work in the field of music. It is strongly recommended that students who wish to major in voice, instruments, or composition aim for the Bachelor of Music degree. All candidates for the Bachelor of Music degree are required to study their applied music performance field, e.g., piano, voice, violin, etc., during their full four-year course. The Bachelor of Music degree requires a minimum of 128 semester hours of credit for graduation. For full details consult the head of the Department of Music.
IV. VOCATIONAL AND PRACTICAL ARTS EDUCATION CURRICULA

Western Michigan College of Education accepts as one of its functions the training, on a pre-service as well as in-service basis, of teachers and other persons interested in acquiring technical instruction of a highly specialized character. At present there is a fairly wide range of instructional programs offered in Business Training, Home Economics, and Industrial Education. The primary objective of these curricula is training for vocational competency. Some of the courses of study are open to youths and adults whose academic background does not necessarily include subject matter sequences required for regular college admission. However, the student should present evidence of high school graduation.

Employees in offices, stores, and industries may be admitted as special students in the in-service vocational courses without reference to previous school experience, provided they are recommended for such training by a responsible official of the employing firm.

For specific details of the Vocational and Practical Arts Curricula consult the Annual Catalog or curriculum advisers.

BUSINESS TRAINING

In the field of business, there are at present three programs available to the student interested in qualifying for selling, secretarial, or junior administrative positions. The two-year terminal curricula in retail selling and secretarial practice accommodate students who wish to secure comprehensive occupational training on a standard college basis but who do not choose to remain in college for the full four-year course. Both of these programs are on a cooperative work-and-study basis, thus assuring the student of every available opportunity to meet, on a practicable paid basis, the requirements of the full-time job for which he is preparing. For students interested in preparing for a career in business on a junior administrator level, the Department of Business Education makes available a four-year vocational training program in secretarial science and office management.

HOME ECONOMICS

A two-year terminal course is offered to students who do not intend to graduate. This course is planned to help young women who wish to make homemaking a career.

The Department of Home Economics is working toward a four-year curriculum for training dietitians. It is planned to offer more courses in this curriculum each year.

INDUSTRIAL ARTS EDUCATION

This department offers a wide variety of opportunities for vocational training. The areas of instruction cover woodwork, drawing, printing, and metal shop. All the elementary courses are open to women.
INDUSTRIAL EDUCATION

Courses are offered for aviation mechanics, air transportation, draftsmen, machine tool operators, machinists, tool and die makers, sheet metal workers, arc and oxy-acetylene welders, radio service and communications specialists. There are courses in air conditioning, refrigeration, radio, printing, shop maintenance, cabinet making, pattern making, shop mathematics, blueprint reading, trade science, and drafting. Courses are set up in units and vary in length.

Note.—Students can begin courses on the first day of any calendar week following proper enrollment and payment of tuition and fees.

BUSINESS ADMINISTRATION CURRICULUM (Four Years)

The business administration curriculum is designed for students interested in business training as preparation for employment in business or for ownership of a small business establishment. While the program is eight semesters in length, an effort has been made to incorporate a broad business training in the first four semesters so that students may terminate their training at that time, if need be, with a feeling of definite vocational preparation. The program permits degree candidates to concentrate in one of the following fields of business specialization: accounting, retailing, or general business.

Any high school graduate is eligible for admission to the first four semesters of the program. To be eligible to continue beyond the fourth semester as a degree candidate, regular college entrance requirements must be met.

A minimum of two years of approved work experience in the occupational field in which the student is majoring is required for graduation.

SECRETARIAL SCIENCE AND OFFICE MANAGEMENT CURRICULUM (Four Years)

The Secretarial Science and Office Management Curriculum is designed to provide the student with a professional preparatory background for the higher level office occupations.

The degree program in this field recognizes and makes provision for the fact that during the last few years it has become increasingly clear that business and industry are looking to the college for their future management level employees.

The Secretarial Science and Office Management Curriculum is designed to provide the students with the skills, knowledges, and understandings necessary for entrance into the business world and for future promotion to executive and management levels.

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 coopera-
tion 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, 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 as their schedules, abilities, and work programs will permit. Students should consult their faculty adviser before making a selection of electives.

COOPERATIVE PROGRAM IN SECRETARIAL TRAINING (Two Years)

This curriculum is intended primarily for those students who wish to qualify for various types of clerical and stenographic positions while enjoying the advantages of social and cultural contacts available to regular college students. The courses are so organized that the student may get basic training in fields other than vocational.

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

An important feature of this course is the requirement that the student accept part-time employment during the second year. The work experience is a definite part of the instructional plan of the program and is under the direction of a co-ordinator.

Graduates of this course receive the Secretarial Diploma and are assisted by the college and departmental placement offices in securing suitable full-time positions.

High-school graduates who are admitted to this curriculum without having the regular college entrance sequences may qualify for a degree by removing the deficiencies.

Enrollment in this curriculum is definitely limited. Therefore, students desiring to pursue this curriculum should make application at least thirty days before the date of actual matriculation.

HOMEMAKING CURRICULUM (Two Years)

This curriculum is for the student who does not wish to teach, but who is interested in obtaining some special instruction to make homemaking a career. The opportunity is provided for one to pursue some general education subjects in addition to the specific occupational training.
AIR TRANSPORTATION CURRICULUM (Four Years)

The Air Transportation Curriculum is a four-year course leading to a B.S. degree. It is designed to train students to manage and operate airports and for various administrative, supervisory, and sales positions in the business field of aviation. In addition to meeting the necessary requirements for a Bachelor of Science degree, the curriculum requires concentration in four areas—mechanics, pilot training, business administration, and airport operation. Sufficient work is given in mechanics to meet the requirements for a CAA airplane and engine mechanics license. A minimum of 35 hours of flight training leading to a private pilot's license is required of all students.

AIRCRAFT MECHANICS CURRICULUM (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.

For those students who wish to work for airplane and for engine mechanics licenses issued by the Civil Aeronautics Administration. Upon completion of the course, a certificate is granted.

AIRLINE HOSTESS CURRICULUM (Three Years)

This is a three year program for women desiring a practical educational background to qualify for airline hostess employment with commercial airlines. In addition to being a high school graduate, candidates for this curriculum must meet special airline physical requirements pertaining to height, weight, eyesight, voice, and appearance.

LINOTYPE CURRICULUM (Two Years)

This curriculum provides training, the specific objective for which is linotype operation. The student receives training in layout and design, proof-reading and maintenance, in addition to the several kinds of composition, namely—hand, linotype, newspaper, job, and book.

AIR CONDITIONING AND REFRIGERATION CURRICULUM (Two Years)

This curriculum offers basic training in all the elements governing conditioning of air, the theory and function of refrigeration, basic physical laws involved, and installation techniques. The work prepares specifically for the fields of installation and servicing.
MACHINE SHOP CURRICULUM

MACHINE SHOP CURRICULUM (Two Years)

This two-year curriculum is offered to students who wish to enter the machinist’s trade. The curriculum consists of a number of unit courses which are based upon the training needs of machine tool operators and tradesmen. With this arrangement, the special training needs of each individual can be met. The machinist elects machine shop and related subjects courses to complete two years of training as a machinist.

RADIO CURRICULUM (Two Years)

Basic training for the radio service mechanic, with related subjects that lead to Federal Communications Commission operators’ permits and examinations, and knowledge and skill necessary to service and operate all forms of radio and electronics equipment.

SHEET METAL CURRICULUM (One Year)

The curriculum covers most phases of sheet metal layout and construction of small production parts, blowpipe fabrication, and cabinet sheet metal fabrication accompanied by a comprehensive course in sheet metal drafting.

TOOL AND DIE MAKING CURRICULUM (One Year)

This course leads to the development of superior skills in the precision operation of machine tools. Special tools, jigs, fixtures, and dies to blank, bend, form, or mould duplicate parts, designed, fabricated, and tested on production runs in the machine shop. The two-year machine shop curriculum or its equivalent is a prerequisite.

TRADE DRAFTING CURRICULUM (Two Years)

Practical work assignments are given at the start, involving sketching of machine parts. Blueprints are examined and explained to acquaint the student rapidly with the conventions and symbols used in machine drafting. The machinery handbook is used for reference to familiarize the student with materials, specifications and tolerances, limits and standards common to production work. Detail design from assembly sketches of small machines, giving a consideration of production costs in overhead, labor, and materials.

WELDING CURRICULUM (One Year)

A combination course to train gas welding operators and arc welding operators leads to qualifying tests for certified welders.
GRADUATE DIVISION

An Extra-Mural Unit of the Horace H. Rackham School of Graduate Studies,
University of Michigan

ADMINISTRATIVE OFFICERS
Elmer H. Wilds, Ed.D., Director of the Graduate Division
Helen A. McKinley, Secretary of the Graduate Division

ADVISORY COUNCIL
Elmer H. Wilds, Chairman
Helen A. McKinley, Secretary
Paul V. Sangren, Ex Officio

FACULTY
WILLIAM R. BROWN, Ph.D., Professor of English
ROY C. BRYAN, Ph.D., Professor of Education
THEODORE L. CARLSON, Ph.D., Professor of Economics
THOMAS M. CARTER, Ph.D., Professor of Psychology
MANLEY M. ELLIS, Ph.D., Professor of Education
DEYO B. FOX, Ph.D., Professor of Vocational Education
ORIE I. FREDERICK, Ph.D., Professor of Education
WALLACE L. GARNEAU, A.M., Professor of Speech
THERAL T. HERRICK, Ph.D., Professor of Education
FRANK J. HINDS, A.M., Professor of Zoology
LEONARD C. KERCHER, Ph.D., Professor of Sociology
JAMES O. KNAUSS, Ph.D., Professor of History
ARTHUR J. MANSKE, Ph.D., Professor of Education
GEORGE E. MILLS, A.M., Professor of Education
LOY NORRIX, Ph.D., Professor of Education
ARNOLD E. SCHNEIDER, Ph.D., Professor of Business Education
NANCY E. SCOTT, Ph.D., Professor of History
D. C. SHILLING, Ph.D., Professor of Political Science
JOHN P. SIBILIO, Ed.M., Professor of Educational Psychology
ALFRED THEA, M.S., Professor of Special Education
ADRIAN TRIMPE, A.M., Professor of Distributive Education
W. J. B. TRUITT, Ed.D., Professor of Education
WILBUR D. WEST, Ph.D., Professor of Education
INFORMATION

GENERAL STATEMENT

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.

ORGANIZATION

Graduate courses have been offered by the Graduate Division of Western Michigan College of Education since February, 1939. The graduate courses for which credit is given have been selected through cooperation of the Advisory Council of Western Michigan College of Education and the Adviser to the Colleges from the University, but these courses are under the control of the Executive Board of the Graduate School of the University of Michigan. The work is conducted as a part of the regular program of the University of Michigan Graduate School.

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.

ADMISSION

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 Division, Western Michigan College of Education, 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 out-
lining of their programs may wait until they can confer with their advisers. No students 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 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 is six hours. 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 permanent certificate must earn ten semester hours of credit, which the Michigan Teachers' 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. 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, June 26, from 8 to 12 A. M., and Monday, June 28 from 9 to 12 A. M. and from 1 to 4 P. M. All students who enroll later than June 28 must pay in addition to the regular fee a penalty of one dollar for each day of late registration until a maximum penalty of three dollars is incurred.

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

Classes for the summer session will begin on Tuesday, June 29, and will continue through Friday, August 6. 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>Six credits</td>
<td>$35</td>
<td>$75</td>
</tr>
<tr>
<td>Four credits</td>
<td>$35</td>
<td>75</td>
</tr>
<tr>
<td>Two credits</td>
<td>20</td>
<td>40</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.
Courses dropped after the fourth week will be recorded with the grade of E.

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 of Education; 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.

**COURSES OFFERED**

**Summer 1948**

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>197*</td>
<td>Programs of Social-Economic Reform</td>
<td>Carlson</td>
</tr>
<tr>
<td>B124</td>
<td>Administration of Secondary Schools</td>
<td>Bryan</td>
</tr>
<tr>
<td>B133*</td>
<td>Audio-Visual Education</td>
<td>Mills</td>
</tr>
<tr>
<td>B156</td>
<td>Supervision of High School Subjects</td>
<td>Bryan</td>
</tr>
<tr>
<td>B192</td>
<td>Methods of Research in Education</td>
<td>West</td>
</tr>
<tr>
<td>B227a</td>
<td>Seminar in the Secondary Curriculum</td>
<td>Herrick,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Frederick</td>
</tr>
<tr>
<td>B227b</td>
<td>Seminar in the Secondary Curriculum</td>
<td>Herrick,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Frederick</td>
</tr>
<tr>
<td>B250</td>
<td>Principals of Educational Administration</td>
<td>Norrix</td>
</tr>
<tr>
<td>B251</td>
<td>Supervision of Elementary School Instruction</td>
<td>Norrix</td>
</tr>
<tr>
<td>C107a</td>
<td>Psychology of Reading</td>
<td>Sibilio</td>
</tr>
<tr>
<td>C117</td>
<td>Vocation and Aptitude Tests</td>
<td>Manske</td>
</tr>
<tr>
<td>C120*</td>
<td>Mental Hygiene</td>
<td>Ellis</td>
</tr>
<tr>
<td>C130*</td>
<td>Education of Exceptional Children</td>
<td>Thea</td>
</tr>
<tr>
<td>C132a</td>
<td>Clinical Study of Physically Handicapped Children</td>
<td>Thea</td>
</tr>
<tr>
<td>C132b</td>
<td>Clinical Study of Reading Disabilities</td>
<td>Truitt</td>
</tr>
<tr>
<td>C217</td>
<td>Techniques of Guidance</td>
<td>Manske</td>
</tr>
<tr>
<td>D265</td>
<td>The Teaching of Business Subjects</td>
<td>Schneider</td>
</tr>
<tr>
<td>E103a</td>
<td>Methods of Teaching Distributive Subjects</td>
<td>Trimpe</td>
</tr>
<tr>
<td>E106</td>
<td>Coordination in Vocational Education</td>
<td>Fox</td>
</tr>
<tr>
<td>E201a</td>
<td>Seminar in Distributive Education</td>
<td>Trimpe</td>
</tr>
<tr>
<td>F208</td>
<td>Community Recreation</td>
<td>West</td>
</tr>
</tbody>
</table>
CURRICULA FOR THE MASTER’S DEGREE

English 160* Shakespeare’s Tragedies Brown
History 201 Studies in Michigan History Knauss
262 Studies in Russian History Scott
Pol. Sci. 184* American Political Thought Shilling
Psychology 121* Mental Measurements Carter
142* Psychology of the Abnormal Carter
Pub. Health 171* Methods and Materials of Public Health Practice Hinds
Sociology 115* Advanced Studies in Population Kercher
Speech 151* Fundamentals of Broadcasting Garneau

* Open to undergraduate seniors.

Full descriptions of these courses with hours of credit and time scheduled will be found under the various departments on pages 101-145.

CURRICULA FOR THE MASTER’S DEGREE

The following Schedules of Study are drawn up with a view to bringing together those courses which have some degree of functional unity. Some of the courses listed may not be given in every semester or summer session, but will be offered at some time. Substitutions will be made whenever necessary. In some cases it may be wise to depart from a given schedule in order that the needs of a student may be more adequately met. This may be done with the approval of the Director of the Graduate Division, provided the general requirements for the Master’s degree are satisfied.

TEACHING IN THE ELEMENTARY SCHOOL

REQUIRED COURSES, 10 hours

B105 Elementary School Curriculum
C107a or C107b Psychology of Elementary School Subjects
C175 Psychology of Child Development
B192 Methods of Research in Education

ELECTIVE COURSES IN EDUCATION, 6 hours

Any Education course counting for graduate credit may be elected. The following are suggested: A125, B151, B251, C102, C119, C120, C130, C132, F190, F191.

COGNATE COURSES, 8 hours

Political Science 141, 163, 184; Sociology 115, 158, 159, 160, 243; Economics 193; Health Practice 171; or any course in subject-matter fields taught in the elementary schools.

TEACHING IN THE SECONDARY SCHOOL

REQUIRED COURSES, 10 hours

B120 Improving High School Teaching
B156 High School Supervision
C102 Educational Psychology, or
C120 Mental Hygiene
B192 Methods of Research in Education
B227 Seminar
Elective Courses in Education, 2 to 6 hours

Any Education course counting for graduate credit may be elected. The following are suggested: A125, B122, B124, C102, C119, C120, C217, E101, F190, F191.

Cognate Courses, 8 to 12 hours

Economics 152, 193, 255; Political Science 141, 163, 184; Sociology 115, 118, 158, 159, 160; Health Practice 171; or any course in subject-matter fields taught in high schools.

Administration and Supervision of Elementary Schools

Required Courses, 10 hours

B250 Principles of Educational Administration
B151 Administration and Supervision of Elementary Schools
B251 Supervision of Elementary School Instruction
B192 Methods of Research in Education
B227 Seminar

Elective Courses in Education, 6 hours

Any Education course counting for graduate credit may be elected. The following are suggested: A125, B105, C102, C119, C120, C130, C132, C165, C217, F190, F191.

Cognate Courses, 8 hours

Economics 152, 193, 255; Political Science 141, 163, 184; Sociology 115, 118, 158, 159, 160, 243; Health Practice 171; Geography 120, 130, 135, 145; Psychology 130; or any course in History, Geography, or English.

Administration and Supervision of Secondary Schools

Required Courses, 10 hours

B250 Principles of Educational Administration
B124 Secondary School Administration
B156 High School Supervision
B192 Methods of Research in Education
B227 Seminar

Elective Courses in Education, 6 hours

Any Education course counting for graduate credit may be elected. The following are suggested: A125, B122, B255, B257, C115, C119, C120, C130, C165, C217, E100, S101, F190, F191.

Cognate Courses, 8 hours

Economics 152, 193, 255; Political Science 141, 163, 184; Sociology 115, 118, 158, 159, 160, 243; Psychology 130; Speech 151; History 182, 201; Geography 145.
GENERAL EDUCATIONAL ADMINISTRATION

REQUIRED COURSES, 12 hours
B250 Principles of School Administration
B124 Secondary School Administration
B151 Elementary School Administration and Supervision
B255 Social Interpretation
B192 Methods of Research in Education
B227 Seminar

ELECTIVE COURSES IN EDUCATION, 4 hours
Any Education course counting for graduate credit may be elected. The following are suggested: A125, B105, B122, B156, B257, C115, C119, C120, C130, C165, C217, E100, E101, F190, F191.

COGNATE COURSES, 8 hours
Economics 152, 193, 255; Political Science 141, 163; 184; Sociology 158, 159, 160; Psychology 130; Speech 151; History 182, 201; Geography 145.

PUPIL GUIDANCE AND PERSONNEL

REQUIRED COURSES, 12 hours
C117 Vocational and Aptitude Tests
C119 Educational Guidance and Adjustment
C217 Techniques of Guidance
C120 Mental Hygiene
B192 Methods of Research in Education
B220 Seminar

ELECTIVE COURSES IN EDUCATION, 4 hours
Any Education course counting for graduate credit may be elected. The following are suggested: A125, B124, B182, C115, C130, C165.

COGNATE COURSES, 8 hours
Psychology 130; Health Practice 171; Sociology 158, 159, 160; Economics 193; History 182.

INDUSTRIAL EDUCATION

REQUIRED COURSES, 12 hours
E100 Principles of Vocational Education
E101 Principles and Techniques of Vocational Guidance
E102 Legal and Industrial Relations Aspects of Vocational Education
E106 Coordination in Vocational Education
B192 Methods of Research in Education
E201 Seminar in Vocational Education

ELECTIVE COURSES IN EDUCATION, 4 hours
Any Education course counting for graduate credit may be elected. The following are suggested: B124, B250, B255, C119, E103, E109, E113, E114.
Cognate Courses, 8 hours
  Economics 121, 141, 152, 255, Psychology 131, 132, Political Science 184,
  Sociology 158, 160, 162.

**Business Education**

Required Courses, 12 hours
  D265 The Teaching of Business Subjects
  E151 Principles of Business Education
  E157 The Curriculum of Business Education
  E106 Coordination of Vocational Education
  B192 Methods of Research in Education
  E201 Seminar in Vocational Education

Elective Courses in Education, 4 hours
  Any Education course counting for graduate credit may be elected. The
  following are suggested: B124, B250, C117, C119, E101, E102, E103, E105,
  E109, E113.

Cognate Courses, 8 hours
  Economics 121, 141, 152, 255, Psychology 130, 132, Political Science 141,
  184, Geography 145, Sociology 158, 160, 162.

Many other curricula in additional fields are available. Schedules of
Study for such curricula may be planned in consultation with the Director
of the Graduate Division.
## DESCRIPTION OF COURSES*

<table>
<thead>
<tr>
<th>Course</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>134</td>
</tr>
<tr>
<td>Art</td>
<td>102-103</td>
</tr>
<tr>
<td>Biology</td>
<td>115-116</td>
</tr>
<tr>
<td>Business Education</td>
<td>137-139</td>
</tr>
<tr>
<td>Chemistry</td>
<td>116-117</td>
</tr>
<tr>
<td>Economics</td>
<td>122-123</td>
</tr>
<tr>
<td>Education</td>
<td>127-131</td>
</tr>
<tr>
<td>English</td>
<td>106-109</td>
</tr>
<tr>
<td>Geography and Geology</td>
<td>117-118</td>
</tr>
<tr>
<td>History</td>
<td>123-124</td>
</tr>
<tr>
<td>Home Economics</td>
<td>140-141</td>
</tr>
<tr>
<td>Industrial Education</td>
<td>141-145</td>
</tr>
<tr>
<td>Languages</td>
<td>109-110</td>
</tr>
<tr>
<td>Library</td>
<td>133</td>
</tr>
<tr>
<td>Librarianship</td>
<td>131-133</td>
</tr>
<tr>
<td>Mathematics</td>
<td>118-119</td>
</tr>
<tr>
<td>Music</td>
<td>103-104</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>104-105</td>
</tr>
<tr>
<td>Physical Education for Men</td>
<td>112-114</td>
</tr>
<tr>
<td>Physical Education for Women</td>
<td>114</td>
</tr>
<tr>
<td>Physics</td>
<td>119-120</td>
</tr>
<tr>
<td>Political Science</td>
<td>125</td>
</tr>
<tr>
<td>Psychology</td>
<td>120-121</td>
</tr>
<tr>
<td>Rural Life and Education</td>
<td>135-136</td>
</tr>
<tr>
<td>Sociology</td>
<td>125-126</td>
</tr>
<tr>
<td>Speech</td>
<td>110-111</td>
</tr>
</tbody>
</table>

Note.—* For information regarding the significance of course numbers and credit for courses see pages 49-51.
DIVISION OF FINE ARTS
Lydia Siedschlag, Chairman

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

ART

HARRY HEFNER
HAZEL I. PADEN

105 Elementary Design

106 Art Structure
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. M. W. Th. F. 10:30-12:20. Miss Paden. Three semester hours.

107 Illustrative Handwork
An elementary course in crafts, with emphasis on the doing process and allowing for the individual creative release achieved through the handling of different materials. Problems relate to interests in primary grades.

108 Lettering and Poster Making
Special problems for grades; poster work to advertise school activities. The work has been planned to be of special help to students other than those specializing in art. M. Tu. W. S. F. 7:40-9:20. Mr. Kemper. Two semester hours.

205 Figure Drawing
Anatomy of the human figure is studied. Rapid sketches, line drawings, and memory sketches are made, after which the work progresses from gesture lines, shadow edges, planing and contour drawing to finished drawing. Prerequisite: Art Structure 106 or consent of instructor. M. Tu. W. F. 9:30-1:20. Mr Kemper. Three semester hours.
310 Painting

Painting of still life and landscape, in the studio and outdoors. Water color is used. The course involves the study of composition, color value, and technique. Prerequisite: Art Structure 106, Elementary Design 105, Art Composition 208, or consent of instructor. M. Tu. W. Th. F. 7:40-9:20. Miss Paden. Two semester hours.

MUSIC

SAMUEL B. ADAMS
OWEN L. BERGER
ELWYN F. CARTER

DOROTHEA SNYDER

MARY P. DOTY
ETHEL M. GREEN
LEONARD V. MERETTA

107A Music Appreciation

This course, primarily a listening one, is designed for students wishing a general cultural course to increase their knowledge and discrimination of music. Various types of music from the folk song and dance to the symphony, oratorio, and opera are presented and discussed. Concerts and outstanding radio programs are related to this course. M. Tu. W. Th. F. 3:30-4:20. Mrs. Snyder. Two semester hours.

133S Band

This organization affords to the student who plays some instrument an opportunity for development in both marching and playing. Many of the instruments are furnished. Tu. Th. 4:30-6:00. Mr. Meretta. One semester hour. (May be substituted for physical education credit.)

134S Summer School Choir

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. M. W. 4:30-6:00. Mrs. Snyder. One semester hour.

207B Music Literature

Designed to satisfy the needs of music majors and minors. Some formal analysis and historical background of the material studied is included. The larger musical forms are stressed in the selection of material. M. Tu. Th. F. 10:30-12:20. Miss Green. Three semester hours.

208A Elementary School Methods and Materials

The purposes, problems, and procedures of teaching music in the first six grades. The following topics are discussed: development of independent sight-singing (syllables and words), two- and three-part singing, introduction of tonal and rhythmic problems found in music designed for these grades, introduction of notation, creative music for children, the child voice, and directed listening. M. Tu. Th. F. 7:40-9:20. Miss Doty. Three semester hours.
309S Instrumental Organization and Administration in Public Schools
Techniques of marching band, small and large instrumental ensembles. The organization of equipment, classes, schedules, and library management and materials. The development of the elementary and secondary school instrumental programs. M. Tu. W. Th. F. 9:30-10:20. Mr. Meretta. Two semester hours.

310A Style and Structure
A study of the finest musical compositions with particular reference to design. Tracing the development of musical form from the phrase through the sonata form. Particular emphasis on the eighteenth and nineteenth century composers. Prerequisite: Advanced Harmony 206A, B. M. Tu. Th. F. 1:30-3:20. Miss Green. Three semester hours.

311B Choral Conducting
A continuation of 311A, working in the field of choral music. Opportunity is provided to prepare choral works with respect to tone quality, range of nuance, phrasing, tempo, and balance of parts. M. Tu. Th. 12:30-1:20. Dr. Carter, Mrs. Snyder. One semester hour.

360 Workshop in Special Problems
Designed for students interested in some special field of music not formally listed for instruction. All special problems must be approved by the head of the Department of Music, but may be under the direct guidance of any of the members of the music faculty. This course may be elected as many as three times. M. Tu. Th. F. 10:30-12:20. Dr. Carter and others. One to three semester hours.

Individual Instruction
Individual instruction in Orchestration, Composition, Advanced Composition, and Counterpoint, and individual lessons in Applied Music, such as Wind Instrument Instruction, Piano Instruction, and Voice Instruction, can be elected for college credit by any student in the college. Such elected study is granted two semester hours credit in the summer session with the exception of Orchestration, Composition, and Counterpoint, which are granted three semester hours. Consult the head of the department concerning enrollment for individual instruction.

OCCUPATIONAL THERAPY

KARL GASSLANDER

DORA THOMPSON

227 Leatherwork
Fundamental processes and techniques of leatherwork as used in occupational therapy. Includes designing, cutting, stamping, tooling, and lacing of leather. M. W. F. 12:30-1:20.* Mrs. Thompson. One semester hour.
230 Recreational Therapy
A course planned to enable teachers or therapists to conduct games, square dances, and songs with various age groups. Fiesta meal planning, reading and writing of poetry and prose are studied. M. Tu. W. Th. 1:30-3:20.* Mr. Gasslander. Three semester hours.

231 Hobbycrafts
This course deals with photography, drawing and painting, nature study, costume design, stage setting, puppets and plays. May be adapted to work with children or adults. M. Tu. W. Th. 10:30-12:20.* Mr. Gasslander. Three semester hours.

303 Weaving
Designed to give a working knowledge of hand looms. Includes the history of textiles, assembling of looms, functional adaptations of them for special treatments, reading and drafting patterns, warping and threading looms, and types of weaving. M. Tu. W. Th. F. 7:40-9:20.* Mrs. Thompson. Four semester hours.

*Additional laboratory periods to be arranged by instructor.
DIVISION OF LANGUAGES AND LITERATURE

William R. Brown, Chairman

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

ENGLISH

WILLIAM R. BROWN
EDITH M. EICHER
LORENA M. GARY
FRANK C. HOUSEHOLDER

Louise J. Walker

LANGUAGE

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

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. Sec. I—M. Tu. Th. F. 10:30-12:20, Sec. II—M. Tu. Th. F. 1:30-3:20. Mr. Rogers. Three semester hours.

106B Rhetoric

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. Sec. I—M. Tu. Th. F. 10:30-12:20, Sec. II—M. Tu. Th. F. 1:30-3:20. Miss Walker, Mr. Householder. Three semester hours.
325 History of the English Language
A course in the development of the language, treating the historic and linguistic forces which have brought about changes in the form, grammar and vocabulary of English. Required of all English majors and minors and elective for any other student in the college. Sec. I—M. Tu. W. Th. F. 9:30-10:20. Sec. II—M. Tu. W. Th. F. 12:30-1:20. Miss Eicher, Dr. Limpus. Two semester hours.

327 Writing by Types
An advanced elective course in writing for especially qualified students of Junior or Senior standing with a grade of A or B in Rhetoric 106. Reading and practice in writing with emphasis on literary qualities. M. Tu. W. Th. F. 9:30-10:20. Miss Nobbs. Two semester hours.

328 Creative Writing
Original writing in the field of the student's choice. Open only to Juniors and Seniors who have gained permission. Students are requested to mail the instructor at least one original manuscript before enrollment. M. Tu. W. Th. F. 1:30-3:20. Miss VanHorn. Three semester hours.

LITERATURE

121 Chief American Poets
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. M. Tu. Th. F. 1:30-3:20. Miss Gary. Three semester hours.

122 American Prose
The work of this course consists of wide reading in the prose of Irving, Emerson, Hawthorne, Melville, Thoreau, and Mark Twain. This is supplemented by individual study of other prose writers as recent as Henry James and William Dean Howells. M. Tu. Th. F. 10:30-12:20. Mr. Householder. Three semester hours.

210 Literary Interpretation
In this course an attempt is made to introduce the student to the general field of literary study and to develop in him some skill in critical interpretation. The typical forms of literature are carefully studied, and different ways of approaching the subject are considered. The course is intended to be a foundation for further study of literature. M. Tu. Th. F. 7:40-9:20. Miss Eicher. Three semester hours.

218A The English Bible
In this course an attempt is made to study the Bible as a body of great literature. Facts of history and composition, insofar as they are known, are carefully studied as a background for intelligent interpretation and appreciation of Biblical literature. Students who enroll in the course for
credit are required to read the major part of the Bible and to study intensively certain books that are especially rich in literary value. M. Tu. W. Th. F. 12:30-1:20. Miss Gary. Two semester hours.

219 The Short Story

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. M. Tu. W. Th. F. 3:30-4:20. Miss Van Horn. Two semester hours.

309A Nineteenth Century Poetry

This course aims to cultivate in the student a richer appreciation of poetry and to develop some skill in the critical interpretation of literature. The work consists of wide reading in poetry of the century, supplemented by critical and interpretive lectures on the thought of the period as it was reflected in the work of the chief English poets. Wordsworth, Coleridge, Byron, Shelly, Keats, Scott, and Landor. M. Tu. Th. F. 1:30-3:20. Dr. Limpus. Three semester hours.

315 The European Novel


Note—This course cannot be counted for credit by students who elect General Literature 124B.

322 American Literature

This course is intended primarily for juniors and seniors who have had no other courses in American literature and who desire more intimate acquaintance with the subject. The work consists of lectures, discussions, and as wide reading as the time will permit. M. Tu. Th. F. 10:30-12:20. Miss Nobbs. Three semester hours.

Note—This course cannot be counted for credit together with the courses American Poets 121 and American Prose 122.

Open to Seniors and Graduates

414(160) Shakespeare’s Tragedies

Students who enroll in the course must have had some course in Shakespeare or in the early English drama. M. Tu. W. Th. F. 10:30-11:20. Dr. Brown. Two semester hours.
TEACHING

300 Teaching of English
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 junior and senior high school. Students should plan to take the course before enrolling for practice teaching in English. M. Tu. W. Th. F. 9:30-10:20. Miss Walker. Two semester hours.

LANGUAGES

HARRY P. GREENWALL            FRANCES E. NOBLE
MATHILDE STECKELBERG

FRENCH

202S Reading from Modern French Novels and Stories
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, and other material meant to broaden the culture of the students while increasing their speaking and reading ability by careful study of functional grammar and vocabulary. M. Tu. W. F. 10:30-12:20. Dr. Noble. Three semester hours.

207S France of Today
This course will be conducted entirely in English and is planned to give an understanding of France's place in the modern world. There will be lectures and discussions on geography, art, education, economic and political problems of contemporary France. The course is open to all students without prerequisite and may be counted toward a major or minor in place of French 207A and B. M. Tu. W. Th. F. 9:30-10:20. Dr. Noble. Two semester hours.

GERMAN

100B Elementary German
This course is the second semester of Elementary German and must be completed if the student wishes credit for 100A. The study of additional principles of grammar is correlated with the reading of approximately 100 pages of prose to increase the ability to read, write, and speak simple idiomatic German. Prerequisite: German 100A. M. Tu. W. Th. F. 7:40-9:20. Miss Steckelberg. Four semester hours.

103S German for Science Students
This is a brief course for the preprofessional student in the reading of scientific material in German from the fields of medicine, chemistry, physics, and biology. Material to meet the needs of those in the class will be selected. Problems of vocabulary and of constructions common in technical material will be studied. Prerequisite: one year of college German or two years of high school German. M. Tu. W. Th. F. 9:30-10:20. Miss Steckelberg. Two semester hours.
SPANISH

100A Elementary Spanish

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.
M. Tu. W. Th. F. 1:30-3:20. Mr. Greenwall. Four semester hours.

202S Readings in Intermediate Spanish

A short novel will be read to increase the student's vocabulary. The subject matter will be the basis for conversation. Idioms and the reflection of the life of the people in their speech will be studied. Prerequisite: Spanish 100A, B, or two years of high-school Spanish. M. Tu. W. Th. F. 12:30-1:20. Mr. Greenwall. Two semester hours.

SPEECH

ALBERT B. BECKER
WALLACE L. GARNEAU
CHARLES VAN RIPER

105A Fundamentals of Speech

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. Sec. I—M. W. Th. F. 7:40-9:20, Miss Lindblom; Sec. II—M. Tu. W. Th. F. 10:30-12:20, Mr. Becker; Sec. III—M. Tu. Th. F. 1:30-3:20, Mr. Becker. Three semester hours.

105B Fundamentals of Speech

Further study of principles, with additional opportunity for individual practice. Students interested in speech are advised to elect both 105A and 105B the first year. Prerequisite: Fundamentals of Speech 105A. M. Tu. W. F. 10:30-12:20. Miss Shaw. Three semester hours.

206 Public Speaking

Introductory study of the rhetorical principles of public speech and audience psychology. The primary aim is to develop clear thinking and ease and effectiveness in speaking. Frequent opportunity for platform work is given. Designed for upperclassmen. Prerequisite: Fundamentals of Speech 105A, B. M. W. Th. F. 10:30-12:20. Miss Lindblom. Three semester hours.

210 Interpretive Reading

231 Principles of Speech Correction

A course intended especially for students in speech, speech correction, special education, and elementary education. The course is designed to acquaint the student with the general principles of speech correction as they relate to the types, causes, and development of the various speech disorders. M. W. Th. F.—10:30-12:20. Dr. Van Riper. Three semester hours.

300 Applied Speech Correction

This course is for students interested in the actual practice of speech correction. The course will involve training in the remedial treatment of speech defectives in the college clinic and schools associated with the college, service in a traveling speech clinic, and the study of the principles of clinical practice. Prerequisite: Fundamentals of Speech 105A, B, Principles of Speech Correction 231, and consent of instructor. M. W. Th. F. 1:30-3:20. Dr. Van Riper. Three semester hours.

341 Utilization of Radio and Recordings in the Classroom

An exhaustive study will be made of the sources of radio programs and transcriptions available to supplement other teaching aids. Educational programs and transcriptions will be studied and evaluated. The group will study methods of preparation for utilization, techniques of class-listening, and follow-up procedures. Each student will be given an individual utilization project. Resource persons will be brought in. Prerequisite: Junior standing. M. Tu. W. Th. F. 9:30-10:20. Mr. Garneau. Two semester hours.

Open to Seniors and Graduates

440 (151) Fundamentals of Broadcasting

Instruction concerning every department of the broadcasting studio. Prerequisite: Fundamentals of Speech 105A, B, Public Speaking 206, or Interpretive Reading 210, or consent of instructor. M. Tu. W. Th. F. 2:30-3:20. Mr. Garneau. Two semester hours.
DIVISION OF PHYSICAL EDUCATION AND HEALTH

Judson A. Hyames, Chairman

The Division includes the Department of Physical Education for Men and the Department of Physical Education for Women. It functions through a committee consisting of the respective heads of these departments. The heads of the departments and the departmental counselors will advise students relative to requirements for majors or minors in these departments and concerning any special requirements set up by the departments. Major and minor requirements and special departmental requirements are listed under the individual departments in the Annual Catalog.

PHYSICAL EDUCATION FOR MEN

MITCHELL J. GARY
JOHN W. GILL
DONALD N. SCOTT

CLAYTON J. MAUS
HERBERT W. READ

206 History and Principles of Physical Education

Courses formerly taught separately as History of Physical Education and Principles of Physical Education are combined in this course. Cycles in types of physical education practices are seen as related to political and economic cycles, while at the same time underlying principles common to all epochs have due consideration. The final effort is to arrive at guidance in setting up a sound program of physical education for the secondary schools. Lectures, assigned reading, discussions, and reports. M. W. Th. F. 10:30-12:20. Mr. Scott. Three semester hours.

207 Camping and Scouting

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. M. Tu. W. Th. 10:30-12:20. Mr. Read. Three semester hours.

208 Fundamentals and Techniques of Football

209 Fundamentals and Techniques of Basketball


210 Fundamentals and Techniques of Baseball

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. M. Tu. W. Th. F. 3:30-4:20. Mr. Gill. Two semester hours.

310 Swimming

This course for physical education majors and minors is basic. Instruction is given to beginners with emphasis on the various strokes. Competent swimmers may participate in qualification tests for Senior Life Saving. M. Tu. Th. 12:30-1:20. Mr. Read. One semester hour.

312 Psychology of Coaching

This course is designed primarily for those who are planning to make coaching a profession, although playground leaders will find the course helpful in working out their problems. The first part of the semester is given over to the discussion of certain principles of educational psychology and their application to athletics, along with a physiological analysis of the principal sports. The latter part of the semester is confined to athletic coaching. Some of the topics discussed are the following: getting ready to coach, planning the practice sessions, presenting material effectively, planning the season's campaign, playing the game, the "jinx" and how to handle it, the element of fear and how to conquer it, morale, personality, and will power; the personal touch in coaching. M. Tu. W. Th. F. 9:30-10:20. Mr. Gill. Two semester hours.

320 Playground and Community Recreation

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. M. W. Th. F. 1:30-3:20. Mr. Scott. Three semester hours.

343 Organization and Administration of Physical Education

The planning of physical education programs for city, village, and rural schools; the organization of health lessons, games, tests, meets, tournaments, and seasons of play; principles of supervision; construction and equipment of buildings, grounds, swimming pools, athletic fields, stadia. M. Tu. W. Th. 7:40-9:20. Mr. Gary. Three semester hours.
Intra-Mural Activities

Intra-mural tournaments, covering such activities as tennis and golf, will be held during the summer. There will also be a softball league, playing a regular schedule of games. Consult Mr. Maus concerning such activities.

PHYSICAL EDUCATION FOR WOMEN

MARY BOTTJE

CRYSTAL WORNER

DORIS A. HUSSEY

101 Early American Dancing
M. W. 7:00-8:15 P. M. Miss Worner.

110 Swimming

113 Tennis

118 Archery

120 Badminton

122 Social Dancing
Tu. Th. 7:00-8:15 P. M. Miss Bottje.

285 Health Education
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. M. Tu. W. Th. F. 9:30-10:20. Miss Worner. Two semester hours.

334 Public School Physical Education
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. M. Tu. W. Th. F. 3:30-4:20. Miss Bottje.
DIVISION OF SCIENCE AND MATHEMATICS

Gerald Osborn, Chairman

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

BIOLOGY

LAVERNE ARGABRIGHT
FRANK J. HINDS

100A General Biology

This course gives a general survey of the principles of plant and animal life and may serve as part of the foundation for a cultural education or as the basis for advanced courses in biology. It covers the structural organization and general physiology of plants and animals and the study of the lower groups of organisms with special stress upon their importance to man. Lectures and laboratory work are included in the course. M. Tu. W. Th. F. 7:40-10:20. Dr. Kenoyer. Four semester hours.

100B General Biology

This is a continuation of 100A, which should precede it, and deals with the structure and classification of the higher groups of animals and plants, and the larger aspects of genetics, embryology, evolution, and ecology. M. Tu. W. Th. F. 10:30-1:20. Dr. Steen. Four semester hours.

112 Hygiene

This course deals with the fundamental principles of health promotion and disease prevention and control, guiding the student toward a more satisfactory adjustment to his environment. The functional rather than the anatomical phases of hygiene are emphasized, and some attention is given to mental and social hygiene. M. Tu. W. Th. F. 9:30-10:20. Dr. Steen. Two semester hours.

231B Nature Study

The materials of this course are: rocks, minerals, electricity, summer flowers, pond life, migratory and resident birds. Field trips are a part of the scheduled work. M. Tu. W. Th. F. 7:30-10:20. Miss Argabright. Four semester hours.
234 Bird Study

This course undertakes to develop knowledge and appreciation of the birds, through study of their plumage, song, flight, migration, and nesting habits, their relation to environment, and their importance to man. The student learns to identify a minimum of fifty birds in the field and one hundred in the laboratory. Use is made of the Kellogg Bird Sanctuary, Kleinstueck Preserve, and Wolf Lake. Th. W. Th. 5:30-7:20 A. M. Miss Argabright. Two semester hours.

235S General Conservation, 236S Game Bird Ornithology, 223S Botany of Flowering Plants

These courses are given jointly by the teachers' colleges of Michigan and Michigan Department of Conservation at the Conservation Training School at Higgins Lake near Roscommon, Michigan, during the week June 13 to 19, 1948. The student may combine a delightful camping experience with one semester hour credit in any one of the three courses. Write to the Director of Extension, Western Michigan College for particulars.

312S Conservation of Natural Resources

An investigation into the occurrence, exploitation and best use of natural resources including soils and land, forests, minerals, waters, and wildlife. Attention is given also to human resources, particularly to health. Students should reserve the entire afternoon for class work and field trips. Credit may be applied in Agriculture, Biology, or Geography and Geology. M. Tu. W. Th. F. 1:30-3:20. Dr. Berry, Dr. Kenoyer, Mr. Corbus, and resource people. Four semester hours.

Open to Seniors and Graduates

414(171) Public Health Practices

A practical course of lectures and demonstrations designed to familiarize the student with the facts and methods necessary for making an effective health supervision of school children. The principles and practices of health teaching in the various grades are considered. The interrelation of health teaching and the teaching of other subjects in the school curriculum is emphasized. M. Tu. W. Th. F. 11:30-12:20. Mr. Hinds. Two semester hours.

CHEMISTRY

ROBERT J. ELDREDGE  LAWRENCE G. KNOWLTON

GERALD OSBORN

101A General Chemistry

This is a more advanced course than 100A. The theory and fundamental principles of chemistry are emphasized. It is a foundation course. Classroom, 8 hours a week; laboratory, 12 hours a week. Prerequisite: one unit of high-school chemistry and one unit of algebra. M. T. Th. F. 7:40-9:20. Lab. M. Tu. W. Th. F. 10:30-12:20. Mr. Eldridge. Four semester hours.
101B General Chemistry

A continuation of course 101A. Classroom, 8 hours a week; laboratory, 12 hours a week. Prerequisite: General Chemistry 101A. M. W. Th. F. 1:30-3:20; Lab. M. Tu. W. Th. F. 7:40-9:20. Mr. Knowlton. Four semester hours.

201 Qualitative Analysis

The work includes the detection of both basic and acidic radicals. Classroom, 5 hours a week; laboratory, 16 hours a week. Prerequisite: General Chemistry 100A, B, or 101A, B. M. Tu. W. Th. F. 9:30-10:20; Lab. 1:30-4:20. Dr. Osborn. Four semester hours.

202 Quantitative Analysis

This course includes the theory and practice of volumetric and gravimetric analysis, and gravimetric separations. Classroom, 5 hours a week; laboratory, 16 hours a week. Prerequisite: General Chemistry 100A, B, or 101A, B, and Qualitative Analysis 201. A knowledge of quadratic equations and of common logarithms is essential. M. Tu. W. Th. F. 12:30-1:20; Lab. 7:40-11:30. Mr. Knowlton. Four semester hours.

306A Organic Chemistry

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, 8 hours a week; laboratory, 16 hours a week. Prerequisite: General Chemistry 100A, B, or 101A, B. Open to qualified sophomores. M. Tu. Th. F. 10:30-12:20; Lab. M. Tu. W. Th. F. 1:30-4:20. Dr. Osborn. Four semester hours.

GEOGRAPHY AND GEOLOGY

WILLIAM J. BERRY

206 United States and Canada

Study of a real differentiation in Anglo-America and of present-day problems, with emphasis upon occupational crises in selected regions. Prerequisite: Introductory Geography 105A, B or Geography 305. M. Tu. Th. F. 7:40-9:20. Dr. Berry. Three semester hours.

209 Mexico and the Caribbean Lands

Includes the geography of Mexico, Central America, the Guianas, and the West Indian Island; present economic, social, and political development of these regions; their potentialities and trends. Prerequisite: Introductory Geography 105A, B or Geography 305. M. Tu. W. Th. F. 9:30-10:20. Dr. Stout. Two semester hours.
230 General Geology

The work of streams, underground water, glaciers, wind, and waves in creating earth features; common rocks and rock-forming minerals; the origin of mountains; the nature of the geologic record; the geologic time table; the history of past changes in the location of areas of land and sea; periods of mountain building and of degradation and deposition; past climates. A minimum of three field trips is required. M. Tu. W. F. 10:30-12:20. Dr. Stout. Three semester hours.

312S Conservation of Natural Resources

An investigation into the occurrence, exploitation and best use of natural resources including soils and land, forests, minerals, waters, and wildlife. Attention is given also to human resources, particularly to health. Students should reserve the entire afternoon for class work and field trips. Credit may be applied in Agriculture, Biology, or Geography and Geology. M. Tu. W. Th. F. 1:30-3:20. Dr. Berry, Dr. Kenoyer, Mr. Corbus, and resource people. Four semester hours.

MATHEMATICS

CHARLES H. BUTLER
WILLIAM H. CAIN

PEARL L. FORD
WILLIAM HALNON

100A Intermediate Algebra

Designed for students who present for admission only one year of algebra. For such students it should precede all other college courses in mathematics. The course includes a review of the important topics of the first year's course, together with the work usually given in the third term of the high-school course: numerical and literal quadratic equations; problems; fractional, negative, and literal exponents; radicals; imaginaries; functions and graphs. Prerequisite: one year of high-school algebra and one year of high-school geometry. M. Tu. W. F. 1:30-3:20. Mr. Cain. Three semester hours.

100C Plane Trigonometry

Trigonometric ratios, identities and equations, inverse functions, theory and use of logarithms, circular measure of angles, solution of triangles. Prerequisite: Intermediate Algebra 100A or a year and a half of high-school algebra, and at least one year of Euclidean geometry. Sec. I—M. Tu. Th. F. 7:40-9:20, Sec. II—M. Tu. W. F. 10:30-12:20. Miss Ford, Mr. Cain. Three semester hours.

101 Arithmetic

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. M. Tu. Th. F. 10:30-12:20. Miss Ford. Three semester hours.
115 College Algebra
A review of exponents, radicals, and quadratic equations, including systems of quadratic equations, progressions, and binomial theorem, complex numbers; theory of equations, including Horner’s method, determinants, permutations, and combinations. Prerequisite: one and one-half years of high-school algebra and one or one and one-half years of high-school geometry, or the equivalent. M. Tu. Th. F. 10:30-12:20. Dr. Halnon. Three semester hours.

116 Analytic Geometry
Analytic geometry of the straight line, circle, and conic sections; change of axes; properties of conics, involving tangents, diameters, and asymptotes. Prerequisite: trigonometry and college algebra. M. Tu. W. Th. F. 10:30-12:20. Dr. Butler. Four semester hours.

201 Field Work in Mathematics
Designed to familiarize the student with the nature and use of common mathematical instruments. Classroom discussion will be supplemented by practical field work. This course will be highly useful to teachers of mathematics or science, and to persons interested in scouting. It supplements the teaching of Mathematics 401T, the two courses being offered in alternate years. With the approval of the head of the department course 201 may be offered in place of course 401T in fulfilling the requirements for student teaching. Prerequisite: high-school algebra and geometry and plane trigonometry. M. Tu. W. F. 1:30-3:20. Dr. Butler. Three semester hours.

205A Calculus
Functions, limits, continuity, the derivatives of algebraic, trigonometric, inverse, exponential, and logarithmic functions; applications of the derivatives, the differential, curvature, motion. Prerequisite: College algebra and analytic geometry. M. Tu. W. Th. F. 7:40-9:20. Dr. Halnon. Four semester hours.

PHYSICS

GROVER C. BAKER  WARREN J. McGOINNAGLE  EDWIN FOX

203A Mechanics, Sound, and Heat
A general course in mechanics of solids and fluids, together with a study of heat and sound. Demonstrations, lectures, and recitations. Classroom, 8 hours a week; laboratory, 4 hours a week. Prerequisite: high school physics and trigonometry. M. Tu. W. Th. F. 7:40-9:20; Lab. Tu. Th. 1:30-3:20. Dr. McGonnagle. Four semester hours.

204A Problems
A course in the solution of problems in Mechanics, Sound, and Heat. It is designed to supplement course 203A. It must be elected by all engineering students. M. W. F. 3:30-4:20. Mr. Baker. One semester hour.
203B Electricity and Light

Same general plan of presentation as in 203A. Classroom, 8 hours a week; laboratory, 4 hours a week. Prerequisite: Mechanics, Sound, and Heat 203A. M. Tu. W. Th. F. 10:30-12:20; Lab. Tu. Th. 1:30-3:20. Mr. Fox. Four semester hours.

204B Problems

A course in problems in Electricity and Light designed to supplement course 203B. It must be elected by all engineering students. M. W. F. 3:30-4:20. Mr. Fox. One semester hour.

220 Photography

This is an elementary course in the theory and use of photographic materials. The time is divided between lecture-demonstrations and laboratory work by the student. To enroll in this course students should get permission from the instructor. M. Tu. Th. F. 10:30-12:20. Mr. Baker. Three semester hours.

340 Atomic Physics

A study is made of the electron, electron waves, x-rays, artificial and natural radio-activity, nuclear structure, photoelectricity, quantum theory, and cosmic ray.


PSYCHOLOGY

HOMER L. J. CARTER

THOMAS CARTER

JOHN P. SIBILIO

200 General Psychology

This course affords a brief survey of the field of general psychology. M. W. Th. F. 7:40-9:20. Mr. Sibilio. Three semester hours.

207 Psychology of Personality

This course will consider the individual as a biological and social unit, relating each group of factors to the development of personality. Attention will be given to the differentiation of the individual; individual differences and abilities, personality, attitudes, and adjustment; modification of behavior; varieties of adjustive behavior; and behavior deviations. M. Tu. Th. F. 7:40-9:20. Mr. H. Carter. Three semester hours.
Open to Seniors and Graduates

(402)121 Mental Measurement

Introduction to the construction, administration, and evaluation of mental tests. Laboratory study of representative examples of various types of measures of aptitudes, achievement, interests, personality, etc. M. Tu. W. Th. F. 9:30-10:20. Dr. T. Carter. Two semester hours.

(405)142 Psychology of the Abnormal

A critical survey of the more important facts of mental derangement that throw light upon the principles of general psychology. M. Tu. W. Th. F. 1:30-2:20. Dr. T. Carter. Two semester hours.
DIVISION OF SOCIAL SCIENCES
Floyd W. Moore, Chairman

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

ECONOMICS

THEODORE L. CARLSON
FLOYD W. MOORE

220A Principles of Economics
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. M. W. Th. F. 7:40-9:20. Dr. Carlson. Three semester hours.

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
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 form of our economic system. Prerequisite: Economics 220A. M. Tu. W. F. 10:30-12:20. Dr. Healey. Three semester hours.

323 Marketing
A study of the principles, methods, and problems of marketing. The following are some of the topics covered in this course: the marketing functions; the marketing of farm products, raw materials, and manufactured goods; the operation of middlemen and their place in the market structure; retail types and policies; consumer and producer cooperation; market finance; brands and trade names; specialization; price maintenance; unfair
competition; cost of marketing; prices and price factors; general criticism of existing market structure and proposals for its reform. Prerequisite: Economics 220A, B. M. T. Th. F. 1:30-3:20. Dr. Moore. Three semester hours.

326 Business and Government

This course will deal with the problem of economic concentration, including the implications of large-scale production as manifested in corporate consolidations, monopoly, the current wave of anti-trust prosecutions, and governmental application of the Sherman Act, the Federal Trade Commission Act and other laws to so called “big business.” Prerequisite: Economics 220 A, B. Work in government may be substituted in special cases by the permission of the instructor. M. T. Th. F. 7:40-9:20. Dr. Moore. Three semester hours.

Open to Seniors and Graduates

426(197) Programs of Social-Economic Reform

A comparative study of economic systems. Socialist, cooperative, and capitalistic institutions are examined in the light of history and theory, and in relation to problems of inequality and democracy. The Soviet economy is given special attention. Prerequisites: Economics 220 A, B. M. Tu. W. Th. F. 9:30-10:20. Dr. Carlson. Two semester hours.

HISTORY

JAMES O. KN AUSS
ROBERT R. RUSSEL
OTTO YNTEMA

108A Modern Europe, 1500-1815

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. This course should not be taken by students who have had Foundations of Western Civilization 100B. M. Tu. Th. F. 7:40-9:20. Dr. Seibert. Three semester hours.

108B Modern Europe, 1815 to the Present Time

The reactionary period after 1815; the industrial revolution; the liberal and national movements of the nineteenth century; the Near-Eastern question; the expansion of Europe in Asia and Africa; international relations; the World War; the problems of reconstruction and causes of World War II. This course should not be taken by students who have had Foundations of Western Civilization 100B. M. W. Th. F. 10:30-12:20. Dr. Scott. Three semester hours.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>PREREQUISITES</th>
<th>DESCRIPTION</th>
<th>DAYS</th>
<th>TIMES</th>
<th>INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>201A</td>
<td>United States History to 1860</td>
<td></td>
<td>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.</td>
<td>M. Tu. Th. F.</td>
<td>10:30-12:20</td>
<td>Mr. Yntema.</td>
</tr>
<tr>
<td>201B</td>
<td>United States History, 1860 to the Present Time</td>
<td></td>
<td>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.</td>
<td>M. Tu. W. F.</td>
<td>1:30-3:20</td>
<td>Dr. Russel.</td>
</tr>
<tr>
<td>305B</td>
<td>United States History, 1845-1877</td>
<td></td>
<td>This course is primarily concerned with the great sectional quarrel over slavery, secession, the Civil War, and Reconstruction. It is conducted in the same manner as 305A. Prerequisite: Six semester hours of history.</td>
<td>M. Tu W. Th. F.</td>
<td>9:30-10:20</td>
<td>Dr. Russel.</td>
</tr>
<tr>
<td>313</td>
<td>History of Michigan</td>
<td></td>
<td>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.</td>
<td>M. Tu. Th. F.</td>
<td>1:30-3:20</td>
<td>Dr. Knauss.</td>
</tr>
<tr>
<td>315</td>
<td>Downfall of the Old Regime, to 1792</td>
<td></td>
<td>A study of the life and thought of the eighteenth century, with special emphasis upon France; the causes of the French Revolution; belated efforts at reform; and the overthrow of the French Monarchy.</td>
<td>M. Tu. W. Th. F.</td>
<td>12:30-1:20</td>
<td>Dr. Seibert.</td>
</tr>
<tr>
<td>519(262)</td>
<td>Studies in Russian History</td>
<td></td>
<td>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, and (b) the evolution of Soviet institutions.</td>
<td>M. Tu. W. Th. F.</td>
<td>1:30-2:20</td>
<td>Dr. Scott.</td>
</tr>
</tbody>
</table>
DIVISION OF SOCIAL SCIENCES

POLITICAL SCIENCE

GEORGE O. COMFORT

W. M. V. WEBER

D. C. SHILLING

230 American National Government

231 American State and Local Government
Since the citizen has many contacts with the state, city, and county government, an effort is made to acquaint the student with the organization, aims, and problems of state, county, and municipal government. Special emphasis on Michigan. M. Tu. Th. F. 7:40-9:20. Dr. Comfort. Three semester hours.

234 Survey of American Government
This course covers 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. M. Tu. W. Th. F. 9:30-10:20. Dr. Weber. Two semester hours.

335 Comparative Governments
The organization and procedure of the political institutions of England, the British self-governing dominions, and Switzerland, together with an examination of the political trends and forces challenging or reshaping democratic institutions. Prerequisite: American National Government 230 or six hours of Modern European history. M. Tu. Th. F. 10:30-12:20. Dr. Weber. Three semester hours.

Open to Seniors and Graduates

430(184) American Political Thought
A survey of the leading American contributions to our political thought, grouped around each of several great eras and issues of our national development. Lectures, textbooks, and source material will be used. Prerequisite: American National Government 230, American State and Local Government 231. M. Tu. W. Th. F. 12:30-1:20. Dr. Shilling. Two semester hours.

SOCIOLOGY

CHESTER L. HUNT

LEONARD C. KERCHER

241 Principles of Sociology
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. M. Tu. Th. F. 7:40-9:20. Dr. Hunt. Three semester hours.

242 Modern Social Problems

A general survey of some of the major social problems now confronting American society, such as family disorganization, physical and mental ill health, economic insecurity, juvenile delinquency and crime, population changes, and industrial hazards. Special consideration is given to the cultural background and the social significance of these problems as well as to the various public and private proposals for their alleviation. Prerequisite: Principles of Sociology 241. M. Tu. Th. F. 10:30-12:20. Dr. Hunt. Three semester hours.

342 Criminology

A study of crime as a social problem. Beginning with a survey of the various theories of crime and punishment, both past and present, this course leads to an analysis of the various factors involved in criminal conduct; a critical study of the organization and functioning of American police systems and of the American courts; a survey of the problems of penology, including prison types, prison government, prison labor, parole, and probation; and finally, a consideration of crime prevention. Visits to institutions may be arranged. Prerequisite: Principles of Sociology 241. M. Tu. Th. F. 1:30-3:20. Dr. Kercher. Three semester hours.

Open to Seniors and Graduates

443(115) Advanced Population Studies

This course deals primarily with the quantitative and qualitative aspects of population trends in the United States, but is also concerned with the quantitative aspects of the world population situation. The basic objectives are: to become familiar with the theory and concepts of population changes, to understand their underlying causes, to interpret their significance, and to evaluate the social policies aiming to control them. Prerequisite: Principles of Sociology 241 or equivalent. M. Tu. W. Th. F. 12:30-1:20. Dr. Kercher. Two semester hours.
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 other equivalents offered by the department to total 15 semester hours. The specific curricula, however, usually prescribe one course in special methods, and one course involving a survey of the student's particular field in education. Students with irregularities in their professional work should confer with the departmental adviser at the earliest possible date.

In accordance with the major and minor requirements and regulations 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.

212 Psychology of Reading
A summary of the results of the scientific studies made in the field of reading, with suggestions as to the bearing of these studies upon the materials and methods of teaching. M. Tu. Th. F. 7:40-9:20. Mr. Sebaly. Three semester hours.

251 Human Growth and Development
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.

*Deceased, February 15, 1948.
This 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. Prerequisite: as many honor points as semester hours of credit acquired. Sec. I—M. Tu. Th. F. 10:30-12:20. Sec. II—M. Tu. Th. F. 1:30-3:20. Dr. Ellis, Mr. Sebaly. Three semester hours.

351 Introduction to Directed Teaching
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. Prerequisite: Human Growth and Development 251, or equivalent. M. Tu. Th. F. 10:30-12:20. Miss Steele. Three semester hours.

353 Foundations of Modern Education
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. Prerequisite: Human Growth and Development 251. M. Tu. Th. F. 7:40-9:20. Dr. Frederick. Three semester hours.

378 Problems of Teaching in Elementary and Secondary Schools
Consideration will be given to problems which teachers face in the classroom, school, and community. The major topics studied and discussed in the course include: working with other teachers, supervisors, administrators, homes, and community; guiding pupils and providing for their interests and needs; teaching procedures and aids to instruction; sponsoring special activities; adapting curriculum to present-day needs; and evaluation of the outcomes of instruction. M. Tu. Th. F. 1:30-3:20. Miss Steele. Three semester hours. (In lieu of Laboratory in Education 370B for students not enrolled during the regular school year.)

Open to Seniors and Graduates

431(C130) The Education of Exceptional Children
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. M. Tu. W. Th. F. 9:30-10:20. Mr. Thea. Two semester hours.

435(C120) Mental Hygiene of Adolescence
Problems and adjustment of youth of high school age. Emotional growth and development. Among topics considered are: physical and sex develop-
ment in adolescence; adjustment and maladjustment in adolescence; personality disorders; behavior problems and juvenile delinquency; mental hygiene of religion, courting, mating, marital adjustment; adjustment and maladjustment in college. M. Tu. W. Th. F. 8:30-9:20. Dr. Ellis. Two semester hours.

438(B133) Visual Aids in Education

Acquaints school administrators and teachers with the values and uses of visual materials and auditory aids in education. M. Tu. W. Th. F. 12:30-1:20. Mr. Mills. Two semester hours.

Open to Graduates

510A(C107a) Psychology of Elementary School Subjects: Language and Reading with Special Emphasis on Remedial Reading

Involves a consideration of the laws of learning with special emphasis on the psychological principles in 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 process. M. Tu. W. Th. F. 9:30-10:20. Mr. Sibilio. Two semester hours.

513(B251) Supervision of Elementary School Instruction

Primarily for elementary school supervisors and administrators. Required of students majoring in elementary school supervision for the master's degree and of students preparing for the preliminary examination for the doctorate in elementary education. Presupposes training and experience in elementary education and at least a rudimentary knowledge of public school administration. M. Tu. W. Th. F. 8:30-9:20. Dr. Norrix. Two semester hours.

524(B124) Administration of Secondary Schools


525(B156) Supervision of High School Subjects

Deals with the measure, aims, and principles of supervision of secondary school subjects. M. Tu. W. Th. F. 8:30-9:20. Dr. Bryan. Two semester hours.

526(C117) Aptitude and Vocational Tests

The nature of vocational aptitudes and the means of disclosing them. Practice in the application of tests and the interpretation of data will be provided. M. Tu. W. Th. F. 11:30-1:20. Dr. Manske. Two semester hours.

527A(B227a) Seminar in the Secondary School Curriculum

527B(B227b) Seminar in the Secondary School Curriculum

529(C217) Techniques of Guidance
Familiarizes the student with the instruments of guidance and how to apply them. Stresses the interpretation and application of basic data to guidance situations and techniques of counseling. Systematic observations of practice employed in selected institutions and agencies are a requirement of the course. M. Tu. W. Th. F. 12:30-1:20. Dr. Manske. Two semester hours.

531A(C132a) Clinical Study of Exceptional Children
This course is intended to illustrate methods of diagnosing and treating the problems of exceptional children with physical disabilities. M. Tu. W. Th. F. 10:30-12:20. Mr. Thea. Four semester hours.

531B(C132b) Clinical Study of Exceptional Children
This course is intended to illustrate methods of diagnosing and treating the problems of exceptional children with reading disabilities. M. Tu. W. Th. F. 10:30-12:20. Dr. Truitt. Four semester hours.

560(B250) Principles of Educational Administration
Deals with the philosophy and principles underlying school administration. Required for the master's degree in general administration and of all students preparing for the preliminary examination for the doctorate in educational administration. Presupposes a rudimentary knowledge of administration and some practical field experience. M. Tu. W. Th. F. 10:30-11:20. Dr. Norrix. Two semester hours.

562(B192) Methods of Research in Education
Introduces students to the theories and techniques of educational research. Study is made of the selection of problems, preparation of bibliography, statistical treatment of educational data, and the writing of the thesis. M. Tu. W. Th. F. 11:30-12:20. Dr. West and others. Two semester hours.

581(F208) Community Recreation
Deals with the development, administration, and community use of leisure time. Stresses the social and economic factors which have given rise to the present-day movement toward education for leisure. M. Tu. W. Th. F. 2:30-3:20. Dr. West. Two semester hours.

DIRECTED TEACHING
The Campus Training School is open in the summer session from 8:30-12:00 A. M. Courses in observation and directed teaching are offered for a period of six weeks.
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. 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.

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 of observation and one hour of 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.

LIBRARIANSHIP

ALICE LOUISE LEFEVRE

FLORENCE R. VAN HOESEN

These courses are planned to serve the needs of (1) students who wish to qualify for positions as librarians in elementary or secondary schools under the requirements of the Teachers' Certification Code, Bulletin No. 601, 1942; (2) students who wish to prepare for library service in small communities and rural areas; (3) teachers and prospective teachers who
feel the need of wider acquaintance with books and other library materials in work with children and youth.

With the exception of the course, Reading Interests of Children 202, for which students of sophomore standing are eligible, the courses are open to juniors and seniors who meet the general college requirements specified in the introductory sections of the college catalog. Candidates for the A.B. or B.S. degrees may present a major of 24 semester hours in library science. Provision is also made for students to present a minor in prescribed courses in library science, in preparation for part-time school library service. Those students who wish to qualify for school library certification must also meet the requirements for the provisional teaching certificate.

Consult with the head of the department concerning required courses for majors and minors and the distribution of courses by subject groupings.

In planning the courses to be offered during the summer session, provision is made for completion of a library science major of 24 semester hours in consecutive summers.

202 Reading Interests of Children

In association with children, the class will read and evaluate a wide range of books on varying reading levels as a basis for consideration of present day children’s interests in the light of the development of children’s reading. There will be opportunity to examine, evaluate, and use printed aids for the selection of books for children. M. Tu. Th. F. 7:40-9:20. Miss Hunt. Three semester hours.

303 Selection of Reading Materials

Building the book collection for the library with emphasis on the needs of the school clientele and of the community. Attention is given to the evaluation and effective use of sources for selection of books, periodicals and other materials. M. Tu. Th. F. 10:30-12:20. Miss Hunt. Three semester hours.

305 Curriculum Enrichment

Study of books, pamphlets, periodicals and audio-visual materials in relation to the elementary and secondary school curriculum. Stresses sources of selection and evaluation of content on the basis of values for various purposes and reading levels. Attention is also given to discussion and practice in methods of instruction in the use of books and other library materials. M. Tu. Th. F. 10:30-12:20. Miss LeFevre. Three semester hours.

311 Reference Service

Students will have opportunity to examine, evaluate, and use the kinds of books valuable for use in connection with the curriculum and with the varied needs and interests of children and youth. Includes study of the sources for selection of reference materials. Stresses responsibility of instructing pupils in the use of books and libraries. M. Tu. Th. F. 1:30-3:20. Miss Van Hoesen. Three semester hours.
360 Organization of Library Materials

Methods of organizing various types of materials such as books, periodicals, pamphlets and audio-visual aids for effective use in relation to the demands of schools and of the community. Emphasis is placed upon practical methods of keeping essential business records, book buying, processing and distributing books with a minimum of routine in schools and in small public libraries. M. Tu. W. Th. F. 12:30-1:20. Miss Van Hoesen. Two semester hours.

362 The Library in the Modern Community*

The course aims to give the student professional background and opportunity to broaden his own reading program. Surveys the development of libraries in the United States from the Colonial period to the present day with consideration of various types of libraries in relation to their contribution in society. Attention is given the adult education program, county and regional library service and the services rendered through national, state, and local library agencies. M. Tu. W. Th. F. 9:30-10:20. Miss LeFevre. Two semester hours.

* Starred courses open only to Majors and Minors in the Department of Librarianship.

LIBRARY

HAZEL M. DEMEYER

Library Methods

A course of six lessons in the use of the library. Tu. 9:30-10:20. Miss DeMeyer.

Non-credit course required of all freshmen.
DIVISION OF RURAL LIFE

Wm. McKinley Robinson, Chairman

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

AGRICULTURE

HOWARD D. CORBUS

201 Soils

Soils and their management are studied as the source of livelihood, not only of those living on farms but also of others in related occupations. Soil types, productivity, and methods of building and maintaining fertility are studied. Observations of actual soil management are made on the college farm: profiles, commercial fertilizer applications, liming, and organic-matter content are seen and studied on this representative, family-sized farm. Laboratory exercises to illustrate important principles are used in addition to classroom work. Soil conservation districts, and their organization are observed at first hand. M. Tu. W. Th. 10:30-12:20. Mr. Corbus. Three semester hours.

203 Horticulture

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 home gardens. Organization, locations, and care of school and backyard 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 by towns and cities. M. Tu. W. Th. F. 9:30-10:20. Mr. Corbus. Two semester hours.

312S Conservation of Natural Resources

An investigation into the occurrence, exploitation and best use of natural resources including soils and land, forests, minerals, waters, and wildlife. Attention is given also to human resources, particularly to health. Students should reserve the entire afternoon for class work and field trips. Credit may be applied in Agriculture, Biology, or Geography and Geology. M. Tu. W. Th. F. 1:30-3:20. Dr. Berry, Dr. Kenoyer, Mr. Corbus, and resource people. Four semester hours.
145 Curriculum

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 some reference to the research in the several fields and the present-day classroom practices in each; a detailed study of the Michigan Department of Public Instruction bulletins dealing with the curriculum; and a brief examination of the courses of study of other states. M. Tu. Th. F. 7:40-9:20. Miss Schroeder. Three semester hours.

240 Introduction to Directed Teaching

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. M. Tu. Th. F. 10:30-12:20. Miss Schroeder. Three semester hours.

241 Rural Economics

The fundamental principles of economics are considered in terms of rural life, both as they relate to the local community and to the national and international scene. Professional as well as economic interpretation is given to those topics touched upon in the elementary and secondary school curricula; notably, conservation, agricultural extension services, co-operatives, insurance, consumer education, etc. M. Tu. Th. F. 7:40-9:20. Dr. Robinson. Three semester hours.

345, 346 Rural Education (Seminar)

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. An abundance of resource material is utilized. In 345, reports by individual members on minor problems will be given; in 346, reports on major problems will be given. Prerequisite: consent of instructor. M. Tu. W. Th. F. 3:30-4:20. Dr. Robinson, Miss Schroeder. Two semester hours.

347, 348, Rural Life (Seminar)

In course 345, critical study of a recent advanced textbook in rural sociology is supplemented with references including research studies presenting primarily the essentials in social life. In course 346, social research, such as local, county, or regional planning of various services and agencies, 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. Prerequisite: consent of instructor. M. Tu. W. Th. F. 3:30-4:20. Dr. Robinson. Two semester hours.

349 Special Problems of Village and Consolidated Schools (Seminar)

Discussion of the following and other topics as related to village and consolidated schools; aims and functions of the school in relation to the
community; school law; location and planning of buildings; transportation; selection of teachers; salaries; tenure; supervision; in-service education; classification of pupils; records and reports; the junior high school; curriculum; extra-curricular activities; publicity; and the Parent-Teacher Association. Prerequisite: consent of instructor. M. Tu. W. Th. F. 3:30-4:20. Dr. Robinson. Two or three semester hours, depending on amount of field work done.
DIVISION OF VOCATIONAL AND PRACTICAL ARTS EDUCATION

Deyo B. Fox, Chairman

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

BUSINESS EDUCATION

JOHN B. HEALEY  GEORGE A. KIRBY  LESTER LINDQUIST

THOMAS W. NULL  GLEN C. RICE  ARNOLD E. SCHNEIDER

ADRIAN TRIMPE

101A Elementary Typewriting

The mastery of the keyboard and the proper techniques of typewriting are developed in this course. Students are taught the various parts of the typewriter and the care of the machine. The form and content of business letters, addressing envelopes, centering, tabulation, and manifolding are emphasized. Remedial testing and drill form a part of this course. Class meets five 100-minute periods a week.

A fee of $1.50 will be charged for materials supplied in this course. Not open to students with one year high school typewriting credit, but may be taken by other students in all curricula as an elective. M. Tu. W. Th. F. 9:30-10:20 and 3:30-4:20. This class meets for two 50-minute periods each day. Mr. Null. Two semester hours.

150 Retail Salesmanship

The accepted principles of good selling applied to the problems of the retailer in meeting the needs of consumers. What the sale is, customer reactions, how the seller can improve his practices, analysis of the steps in a sale. Sales demonstrations and practice. M. Tu. W. Th. F. 7:40-9:20. Mr. Rice. Three semester hours.

200A Coordinated Business Experience

The enrollment in this course is limited to those students who are admitted to the cooperative office or retail training programs and who are currently enrolled in Secretarial Practice 230A or in Store Organization 251A. The requirements for college credit will be: (1) a minimum of 200 clock hours of approved office or store work, (2) monthly reports from the
employer and the coordinator made in writing to the head of the department, and (3) a term report by the student. M. Tu. W. Th. F. 10:30-11:20. Mr. Rice. One semester hour.

210A Accounting

This course deals with the elementary principles of accounting and considers the more common technical devices for recording business transactions according to those principles. Particular attention is given to the effect of transactions on balance-sheet accounts and to the theory and practice of recording temporary changes of proprietorship in expense and revenue accounts. The importance of properly reporting from the records significant financial facts for the purpose of control is emphasized. Problems and sets to be worked under the direct supervision of the instructor are assigned. M. Tu. W. F. 7:30-9:20. Mr. Kirby. Three semester hours.

210B Accounting

A continuation of course 210A, applying the principles developed in the preceding course to partnerships and corporations. Manufacturing accounts and statements, reserves and funds, the voucher system, and the analysis and interpretation of simple financial statements are among the topics considered. Prerequisite: Accounting 210A. M. Tu. W. F. 10:30-12:20. Mr. Kirby. Three semester hours.

230A Secretarial Practice

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 five 100-minute periods a week. A fee of $2.50 will be charged. Prerequisite: Typing speed of 40 words per minute. M. Tu. W. Th. F. 7:40-9:20. Mr. Null. Two semester hours.

232 Business Correspondence and Report Writing

Provision is made in this course for an analysis of and practice in writing various types of business letters and reports. A study is made of the principles of effective expression in such correspondence as credit and collection letters, letters of adjustment, sales letters, form letters, follow-up techniques, and statistical report writing and editing. Considerable attention will be given to the mechanics of styles, sentence structure, punctuation, spelling, vocabulary, and letter arrangement. M. Tu. W. F. 1:30-3:20. Mr. Lindquist.

310A Advanced Accounting Principles

This course is to supplement Accounting 210A, B by a consideration of advanced principles of accounting theory and practice. The following topics are considered: evaluation of assets; temporary and permanent investments; depreciation, appraisal, and depletion of fixed assets; current,
contingent, and fixed liabilities; capital stock; surplus, and reserves. Pre-requisite: Accounting 210A, B. M. Tu. W. F. 10:30-12:20. Dr. Schneider. Three semester hours.

251A Store Organization

Opportunity is given to each student to make a study of some particular phase of retailing in which he is especially interested. This may be further and more detailed investigation of something already studied or work along a line not as yet studied. M. Tu. W. Th. F. 9:30-10:20. Mr. Rice. Two semester hours.

320A Business Law

Organized to meet the particular need of teachers of business law in secondary schools, this course undertakes primarily to develop an appreciation and respect for law through a study of its sources, development, and social significance. The legal rules of ordinary business transactions are learned for the most part from a study of actual cases involving circumstances from which these rules have been developed and applied. Students who elect this course should plan to continue in the second semester with 320B. M. Tu. W. F. 1:30-3:20. Dr. Healey. Three semester hours.

Open to Graduates

503(D265) Improvement of Instruction in Business Subjects

This course is designed primarily for the experienced teacher of business subjects, providing an opportunity for the study of latest research findings, materials, teaching procedures, tests and measurements, and possible future developments in the various business subject-matter fields. M. Tu. W. Th. F. 8:30-9:20. Dr. Schneider. Two semester hours.

506(E103a) Instructional Aids in Distributive Education

A study of the various instructional aids used in the teaching of distributive subjects. It consists of examination of texts, pamphlets, bulletins, and trade journals. It also includes the use of films, demonstrations, exhibits, manuals, and any other available instructional materials. Three weeks, June 28-July 16. M. Tu. W. Th. F. 7:40-9:20. Mr. Trimpe. Two semester hours.

512(E201A) Seminar in Vocational Education

This course is planned especially for directors and teachers of Federally aided programs, who wish to work toward a Master's degree. A thesis may be started in this course.

Each student selects a problem, presents his plans, and reports his progress to the class for criticism and discussion. Prerequisite: Students should have completed at least three courses in vocational education and have met one-half of the general requirements for a Master's degree before enrolling in this course. Three weeks, June 28-July 16. M. Tu. W. Th. F. 1:30-3:20. Mr. Trimpe. Two semester hours.
120 Personal and Social Problems
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. M. W. F. 3:30-4:20. Miss Acree. One semester hour.

203 Clothes and Personality
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. M. Tu. W. Th. F. 1:30-3:20. Miss Stamm. Two semester hours.

219 Nutrition
A study of nutrition in relation to the health of the individual and of family groups; adequate nutrition on reduced food budgets; relation of individual to community nutrition problems. Elective for non-majors. M. Tu. W. Th. F. 12:30-1:20. Miss Acree. Two semester hours.

304S Tailoring
This course is planned to give experience in tailoring techniques, with emphasis on the making of coats and suits. Prerequisite: Clothing 205 or consent of instructor. M. Tu. W. Th. F. 7:40-9:20. Miss Volle. Two semester hours.

319 Experimental Food Study

321 Housing and House Planning
This course is planned for advanced students, to show the interrelation of social and aesthetic phases of housing. The adoption of the house to the needs and interest of the young, adolescent, and adult members of a family is studied. An analysis is made of recent developments in rural single and multiple-housing projects. Prerequisite: Elementary Design 105 and Principles of Sociology 241 or consent of instructor. Open to both men and women. M. Tu. W. Th. F. 9:30-10:20 Miss Volle. Two semester hours.
324 Home Management Practice

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. Prerequisite. Home Management 322. M. Tu. W. Th. F. Sat. Sun. 3:30-4:20. Miss Stamm. Three semester hours.

Special Workshop

A workshop for cooks and lunchroom managers will be held the third week of summer school, July 12-16. The students enrolled in 219 Nutrition will help with this group.

INDUSTRIAL EDUCATION

HERBERT E. ELLINGER
DEYO B. FOX
JOHN L. FEIERER
FRED S. HUFF
HOMER G. KUIPER

GEORGE R. MILLER
ROBERT E. MILLER
CHARLES S. NICHOLS
JOHN H. PLOUGH
DON O. PULLIN

INDUSTRIAL ARTS

121A Mechanical Drawing


121B Mechanical Drawing

More advanced problems in mechanical drawing, detailing, design, theory, and application, ranging from simple geometrical problems, through surface development to machine details, cams, gears, and some architectural drawing. Special emphasis on review of the fundamentals of drawing and discussions of practical problems. Prerequisite: Mechanical Drawing 121A. M. Tu. W. Th. F. 1:30-2:20. Mr. Huff. Two semester hours.

221 Mechanical and Machine Drawing

Special attention is given to orthographic projection, detailing assemblies, and other fundamentals of drafting. This course is the equivalent of Drawing I of the College of Engineering, University of Michigan, and satisfies the requirements of engineering students. Prerequisite: General Mechanical Drawing 120 or equivalent. M. Tu. W. Th. F 10:30-12:20; 1:30-3:20. Mr. Huff. Three semester hours.

225A Architecture

Architectural details, plans, elevations, rendering, tracing, and blueprinting, and estimating of simple one- and two-story buildings. Outside
DESCRIPTION OF COURSES

reading for architectural appreciation. Prerequisite: General Mechanical Drawing 120 M. Tu. W. Th. F. 1:30-3:20. Mr. Huff. Two semester hours.

202 General Shop
A comprehensive course covering a variety of mediums used in the Industrial Arts field with introductory laboratory experiences. This course is planned for students who will teach in a general shop organization. The theory and organization of the shop will also be included. M. Tu. W. Th. F. 1:30-4:20. Mr. Plough. Three semester hours.

203B Jewelry
A craft course in jewelry, plating, and glazing of art projects suitable to leisure-time activity. The making of artistic and practical projects will be emphasized. M. Tu. W. Th. F. 1:30-3:20. Dr. Feirer. Two semester hours.

204A Farm Shop
Experience in repairing farm machinery, rope work, cement work, glazing, farm electrical work, farm metal work, engine repair, farm organization, and other activities as a farm shop teacher. M. Tu. W. Th. F. 10:30-12:20. Mr. Plough. Two semester hours.

234A Machine Shop
A course in the fundamentals of machine tool operation, involving turning, milling, shaping, and grinding practices in machining parts of selected projects to be assembled at the bench. M. Tu. W. Th. F. 9:30-12:20. Dr. Feirer. Three semester hours.

234B Machine Shop

140A Printing
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. This course is open to both men and women. M. Tu. W. Th. F. 7:40-10:20. Mr. Pullin. Three semester hours.

140B Printing
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. Prerequisite: Printing 140A. M. Tu. W. Th. F. 9:30-12:20. Mr. Pullin. Three semester hours.

Wood

100 Woodshop (Rural)
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. M. Tu. W. Th. F. 1:30-3:20. Mr. Nichols. Two semester hours.

207 Finishing
A course in the plans and methods in modern wood finishing. All types of finishes will be studied. Related information on color theory, mixing, and the application of finishes to various surfaces will be included. M. Tu. W. Th. F. 10:30-12:20-1:30-3:20. Mr. Nichols. Three semester hours.

208 Furniture Construction
A course covering the design and construction of fine furniture. Each student will be required to design and carry to completion a finished piece of furniture. M. Tu. W. Th. F. 10:30-12:20. Mr. Nichols. Three semester hours.

Open to Graduates

575(E106) Coordination in Vocational Education
Seeks to aid teachers and other workers in the field of business and industrial education in bringing into their proper relationship school, employment, and home factors affecting students engaged in a part-time cooperative education program. Especially adapted to prospective coordinators. M. Tu. W. Th. F. 12:30-1:20. Dr. Fox. Two semester hours.

INDUSTRIAL TRADES

156 Aircraft Welding

252 Aircraft Hydraulics and Brakes
262 Aircraft Servicing
A course designed to provide experience in servicing airplanes, daily and periodic inspections, licensing airplanes, shop lay out, ordering materials, and analyzing labor costs. M. Tu. W. Th. F. 7:40-4:20. Mr. Ellinger. Six semester hours.

294 Pilot Training and Flight Theory
A flight training course consisting of 35 to 40 hours of flight instruction leading to a private pilot's license. In connection with the flight training, 30 hours of classroom study is given to prepare the student for the written part of the private pilot's examination. The subject matter includes fundamentals of navigation, civil air regulations, meteorology, and general service of aircraft. M. Tu. W. Th. F. 9:30-10:20 (hours to be arranged for flight training at airport). Mr. R. Miller. Two semester hours. Laboratory fee: $360 plus $21.00 for ground school instruction.

Machine Shop

163 Machine Shop
A course in the fundamentals of machine tool operation, involving turning, milling, shaping, and grinding practices in machining parts of selected projects to be assembled at the bench. M. Tu. W. Th. F. 7:40-10:20. Mr. G. Miller. Three semester hours.

263 Machine Shop

Radio

288 Radio Servicing
An intensive course in the technique and method of satisfactorily repairing radio receivers offered to all radio students with at least one year of radio instruction or equivalent experience. This course covers practical service methods and use of modern testing equipment. M. Tu. W. Th. F. 7:40-9:20; 10:30-12:20. Mr. Kuiper. Three semester hours.

Related Trade Subjects

176 Related Drawing
A course in mechanical drawing as related to the particular trade instruction that the student is pursuing. M. Tu. W. Th. F. 12:30-1:20. Mr. G. Miller. One semester hour.

177 Related Science
A course in simple mechanics of forces and motions applicable to trade practices and processes that are common in the handling of tools, and ma-
terials in the shop. Especially related to the particular trade instruction that the student is pursuing. M. Tu. W. Th. F. 1:30-3:20. Mr. G. Miller. One semester hour.

178 Related Mathematics

A course presenting the mathematics needed in solving typical shop problems using arithmetic, algebra, and trigonometry as may be needed. Short cuts are pointed out in using the Machinery Handbook for simple formulae that help in the solution of problems that arise in connection with machine tools and materials. Especially related to the shop instruction. M. Tu. W. Th. F. 1:30-3:20. Mr. G. Miller. One semester hour.

276 Related Drawing


277 Related Science (Machine Shop)


277 Related Science (Radio)

Treats the theory of amplitude modulation and frequency modulation of radio transmitters. Circuit analysis and function of components is emphasized and the theory of operation of standard broadcast transmitters is included in this course. M. Tu. W. Th. F. 9:30-10:20. Mr. Kuiper. Two semester hours.

278 Related Mathematics

Vandercook Hall for Men ........................................... 26
Veterans' Counseling Services ................................. 32
Vocational and Practical Arts Education Curricula ........ 85-89
Vocational Business Coordinators Curriculum ............... 76-76
Vocational Industrial Curriculum .............................. 76-78
Vocational and Practical Arts, Division of .................... 137-145

Page

Waldo Stadium ...................................................... 27
Walwood Hall Residence .......................................... 28
Welding Curriculum ................................................ 89
Wild-Life Preserve .................................................. 27
Withdrawal from courses ......................................... 46
Women's Dormitories .............................................. 26, 33
Women's Gymnasium .............................................. 27
Work, opportunities for .......................................... 32
Workshops and Clinics ............................................. 29-31