BULLETIN

Western Michigan College of Education
KALAMAZOO, MICHIGAN

THE FORTY-SECOND
SUMMER SESSION

PRE-SUMMER SESSION—MONDAY, MAY 28 THROUGH FRIDAY, JUNE 22

SIX WEEKS SESSION—MONDAY, JULY 2 THROUGH FRIDAY, AUGUST 10

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 personnel and guidance matters—The Director of Personnel and Guidance.
j) Concerning veterans' matters—The Veterans' Counselor.
k) Concerning vocational education—The Director of Vocational Education.
l) Other general inquiries—The Registrar.

INFORMATION FOR NEW STUDENTS

A student applying for admission should

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

**July 1, 1945—June 30, 1946**

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COLLEGE CALENDAR
1945-1946
First Trimester (Term 25)
July 1 through October 19

July 2, Monday
Orientation Day
June 30, Saturday, and July 2, Monday
Registration of Graduate students
July 3, Tuesday
Registration and enrollment of all Civilians and V-12 students
July 4, Wednesday
Holiday
July 5, Thursday
Recitations begin
September 3, Monday
Labor Day recess
September 17, Monday
Training Schools open
October 19, Friday
First trimester (Term 25) ends

Second Trimester (Term 35)
October 30 through February 22

October 30 and 31, Tuesday and Wednesday
Orientation Days ("Freshman Days" for Civilian students)
October 31, Wednesday
Registration and enrollment of freshmen
November 1, Thursday
Registration and enrollment of V-12's and Civilian upperclassmen
November 2, Friday
Recitations begin
November 22, Thursday
Thanksgiving recess
December 21, Friday P. M. to December 27, Thursday A. M.
Christmas recess
January 1, Tuesday
Holiday
February 22, Friday P. M.
Second trimester (Term 35) ends

Third Trimester (Term 16)
February 28 through June 22

February 28, Thursday
Orientation Day
March 1, Friday
Registration and enrollment of all Civilian and V-12 students
March 4, Monday
Recitations begin
March 29, Friday 11:00 A. M. through March 31, Sunday
Easter recess
May 30, Thursday
Memorial Day recess
June 14, Friday
Training Schools close
June 22, Saturday
Third trimester (Term 16) ends

Summer Sessions, 1945

Pre-Summer Session

May 28, Monday
Pre-Summer session begins
May 28, Monday
Registration of students
June 22, Friday
Pre-Summer session ends

Regular Summer Session

July 2, Monday
Summer session begins
July 2, Monday
Registration of students
July 3, Tuesday
Recitations begin
August 10, Friday
Summer session ends

Summer Sessions, 1946

May 27, Monday
Pre-Summer session begins
June 21, Friday
Pre-Summer session ends
July 1, Monday
Summer session begins
August 9, Friday
Summer session ends
PROGRAM OF SUMMER SESSION EVENTS, 1945

Pre-Summer Session, May 28-June 22

To accommodate rural teachers whose schools close early and who wish to have a longer period for summer session work or to do their summer session work early, programs leading to an understanding of rural life and education will be offered during the four-week period between May 28 and June 22, 1945. In case of sufficient demand a rural refresher workshop course will be provided for former teachers desiring to return to the profession to help meet the shortage emergency.

Schedules of study for the pre-summer session will be planned to meet the personal and professional needs of each individual, in consultation with the Director of the Department of Rural Life and Education, Dr. Wm. McKinley Robinson. Anyone wishing to take advantage of the opportunities offered in the pre-summer session should schedule an interview with Dr. Robinson as far in advance of this session as possible.

Field Courses, June 25-June 30

Field Course in Conservation. A week will be spent at the Conservation Camp at Higgins Lake, Roscommon, Michigan. This camp is situated on the lake front, with surrounding woods rich in plant and bird life and with an excellent bathing beach. Lectures and field trips in botany, forestry, geology, and zoology are included in the course. The cost of the course is $24.00 for extension credit and $27.00 for residence credit, which covers the expenses of the seven days in camp, including field trips, board, bed, bedding, and towels. Students will furnish their own transportation. Enrollment is limited. One semester hour of credit is given for completion of the work.

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

For further description of these courses, see the Details of Courses in Biology on pages 94 and 95 of this bulletin.

Summer Session, July 2-August 10

First Week, July 2-July 7

Monday, July 2—Registration.
Tuesday, July 3—Classes Begin.
Tuesday, July 3—10:00 A. M. Opening Convocation. Address by Dr. Edgar J. Fisher, assistant director of the Institute of International Education, on "International Educational Reconstruction". College Theatre.
Wednesday, July 4—Holiday.
Thursday, July 5—8:00 P. M. Faculty Reception and Entertainment for Summer Session Students. Walwood Hall Ballroom.

Second Week, July 9-July 14

Tuesday, July 10—10:00 A. M. General Assembly. Illustrated address by Helen Nelson Englund, director of the American-Scandinavian Foundation on "Postwar Scandinavia". College Theatre.
Tuesday, July 10—12:00 Noon. Dinner of the Faculty and Students of the Graduate Division. Spindler Hall.
Thursday, July 12—8:00 P. M. Artists Recital. New York Operatic Duo, Beverly Lubow, soprano and Thomas Hayward, tenor, presenting highlights of both grand and light opera. Central High School Auditorium.
PROGRAM OF SUMMER SESSION EVENTS, 1945

Third Week, July 16-July 21

Annual Book Week


Tuesday-Thursday, July 17-19—Exhibits by the leading book companies and school-supply concerns. Women's Gymnasium.

Tuesday, July 17—10:00 A. M. General Assembly. Address by Frederic Babcock, editor of Sunday Book Section, Chicago Tribune, on “Books and Authors in Wartime”. College Theatre.

Wednesday, July 18—4:00 P. M. Men's Picnic.

Thursday, July 19—8:00 P. M. Feature entertainment. Alice and Harold Allen, radio and screen artists, in an original delightful program, “Sounds of the Air”. Central High School Auditorium.

Fourth Week, July 23-July 28

Tuesday, July 24—10:00 A. M. General Assembly. Lecture-entertainment by Howard Smith, man-a-minute memory expert, on “How to Remember Names and Faces”. College Theatre.

Wednesday, July 25—Institute on Professional and Public Relations, under auspices of the National Education Association and cooperating State Educational organizations. Walwood Hall and College Theatre.

Thursday, July 26—8:00 P. M. Feature entertainment. Iva Kitchell, spectacular dancer and vivid personality, in a program of brilliant dance interpretations. Central High School Auditorium.

Fifth Week, July 30-August 4

Monday, July 30—8:00 P. M. Art Lecture-Demonstration. Edmund Giesbert of the University of Chicago and the Chicago Art Institute, noted creative artist and lecturer, presents “Painting a Portrait”. College Theatre.

Tuesday, July 31—10:00 A. M. General Assembly. Murl Deusing, outstanding nature photographer, presents “Bright Feathers”, illustrated color moving pictures. College Theatre.

Wednesday, August 1—4:00 P. M. Women's Tea. Bertha S. Davis Room, Walwood Hall.

Thursday, August 2—8:00 P. M. Feature entertainment. Soo Yong, distinguished actress of stage and screen, presents her new and original monodrama, “Out from the Inner Apartments”. Central High School Auditorium.

Sixth Week, August 6-August 10

Tuesday, August 7—10:00 A. M. General Assembly. Concert by College musical organizations. College Theatre.

Wednesday, August 8—8:00 P. M. Graduation Exercises for Summer Graduating Class. Address by Dr. Carl S. Winters, pastor of the First Baptist church, Oak Park, Illinois, and minister of the Oak Park Pulpit of the Air. College Theatre.

Thursday, August 9—8:00 P. M. Feature entertainment. The Duprettes, a group of singers from the famous Dupre Victorian choir, in a concert of Negro spirituals and folk songs. Central High School Auditorium.

Special Refresher Program

Special refresher workshops (In case of sufficient demand a rural refresher workshop course will be provided for former teachers desiring to return to the profession to help meet the shortage emergency) and special refresher
courses will be offered during the four weeks pre-summer session as well as during the regular session, for those who are planning to return to teaching after an absence from the profession. These will be of special value in bringing teachers up to date.

Recreational Activities

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

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THE HON. EUGENE B. ELLIOTT ......................................... Secretary
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KENNETH T. BORDINE, A. M. ........................................ Associate Director of Teacher Training
LOY NORRIX, Ph. D. .................................................. Associate Director of Teacher Training
ELMER H. WILDS, Ed. D. ................................................... Director of the Summer Session and
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GEORGE H. HILLIARD, Ph. D. ..................... Director of Personnel and Guidance
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The Department of Physics

PAUL ROOD, Ph. D.
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The Department of Psychology

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

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B. S., Wayne University; A. M., Ohio State University.

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The Department of Rural Life and Education

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

ANNA L. EVANS, A. M.
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The Department of Social Sciences

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

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DONALD DOLAN, A. B.
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JAMES O. KNAUSS, Ph. D.
A. B., Lehigh University; A. M., Harvard University; Ph. D., Cornell University.

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

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D. C. SHILLING, Pd. D.
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CHARLES R. STARRING, A. M.
A. B., A. M., Columbia University; University of London; The University of Chicago.

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

The Department of Speech

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

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

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

The Department of Trade and Industrial Education

DEYO B. FOX, Ph. D.
B. S., M. S., University of Michigan; Ph. D., University of Pittsburgh; Western Michigan College of Education.

HEBER B. BENDER
Western Michigan College of Education.

HERBERT E. ELLINGER
Western Michigan College of Education.

GEORGE R. MILLER
Western Michigan College of Education.

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

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

RALPH O. WILLIAMS
Western Michigan College of Education.

The Alumni Secretary

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

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

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

Louise E. Dietsch, A. M.
B. S., Western Michigan College of Education; A. M., University of Michigan.

The Campus Training School

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

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

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

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

Mary P. Doty, A. M.
B. Mus., University of Michigan; A. M., Teachers College, Columbia University.

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

Grace I. Gish, A. M.
B. S., Kansas State College; A. M., The University of Chicago; Columbia University; University of Southern California.

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

HeLEN K. McCall, A. M.
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Florence E. McClouth, A. M.
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Ethel Shimmel, A. M.
A. B., Western Michigan College of Education; A. M., Teachers College, Columbia University; Olivet College; Michigan State Normal College; Cleary Business College.

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

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

The Library

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

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

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

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

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

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

Educational Service Library

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

Walwood Hall Union Building

Cornelius B. MacDonald ......................... Manager
H. Duane Plongh .......................... Assistant Manager
Rosalyn Z. Panter ..................... Dietitian
Rita K. Kohn .................................. Assistant Dietitian
Lucille Loughead ....................... Bookkeeper
Kathryn M. Metzger .................... Clerk

Lavina Spindler Hall Cafeteria

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

The Offices, Etc.

Vivian Chandler .................... Clerk, Records Office
Nina DeKoning ..................... Clerk, State High School Office
Blanche Draper ..................... Publicity
Homer M. Dunham ..................... Publicity
Eva Falk .......................... Clerk, Records Office
Margaret E. Feather .......................... Secretary to the Dean of Men
Jean Hamlin .......................... Secretary, Speech Clinic Office
Betty Happel .......................... Postmistress
Bernice Hesselink .......................... Financial Secretary
Evelyn Hickmott .......................... Secretary, Adult Education Office
Edna Hirsch .......................... Clerk, Administration Office
Betty J. Ippel .......................... Secretary, Psycho-Educational Clinic
Patricia Jerrett .......................... Bookkeeper
Lloyd Jesson .......................... Secretary to the President
Eleanor Linder .......................... Secretary, Training School
Lucille Loughead .......................... Clerk, Union Building
Avis McCanmon .......................... Secretary, Education Office
Helen A. McKinley .......................... Secretary, Graduate Division
LeRoy Meyers .......................... Receiving Clerk
Lorraine Ophfiff .......................... Clerk, High School Office
Hester Pellegrin .......................... Secretary to the Registrar
Lutheoa Rankin .......................... Clerk, Records Office
Eleanor Sagers .......................... Secretary, Physics Office
Lucille E. Sanders .......................... Secretary, Rural Life and Education Department
Barbara Shane .......................... Clerk, Records Office
Alice Smith .......................... Secretary, Placement Bureau
Leah Smith .......................... Secretary, Extension Division
Carrie Stoeri .......................... Secretary to the Dean of Women
Helen Tanner .......................... Secretary, Mathematics Office
John M. Thompson .......................... Manager, Western's Campus Store
Glenadine B. Vanderberg .......................... Secretary, Physical Education Office
Gene Wood .......................... Clerk, Records Office

The Faculty Council

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

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

3. Members ex-officio
   President Paul V. Sangren
   Registrar John C. Hoekje
### FACULTY COMMITTEES
#### Summer Session, 1945

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<td>Manske, Burge, Crane, Hilliard, Hyames, MacDonald, Reed, West, Wilds, Worner</td>
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<td>2. Consultative and Field Service</td>
<td>Hoekje, Carter, Ellis, Hilliard, Joyce, Van Riper, Wilds</td>
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<td>3. Curricula</td>
<td>Steele, Brown, Ellis, Hoekje</td>
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<td>6. Freshmen Counsellors</td>
<td>Argabright, Cooper, Hinds, Mason, Rice, Robinson, C. Smith, Steele, A. L. Walker, Weaver</td>
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<td>7. Friendship</td>
<td>Cooper, Eldridge, Master</td>
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<td>8. Graduate Council</td>
<td>Wilds, Brown, Kercher, Sangren</td>
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<td>Burge, Cooper, Davis, Rix</td>
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<td>Hoekje, Argabright, Carter, Davis, Hilliard, Osborn, Pellett</td>
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<td>11. Social Life</td>
<td>Davis, Hoekje, MacDonald, MacPee</td>
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<td>12. Student Activities</td>
<td>Manske, Ackley, Comfort, Pellett, A. L. Walker</td>
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Note.—In each case the person whose name appears first is the chairman of the committee.
GENERAL INFORMATION

PURPOSE

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

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

HISTORY

Summer sessions of six weeks duration have been conducted since the foundation of Western Michigan College of Education in 1903. In the summer of 1944, 491 undergraduates and 129 graduates were enrolled; 12 limited certificates were granted; and 21 degrees involving state provisional certificates and 54 general degrees were conferred. In addition, 1 provisional certificate was granted to a student who previously had earned a degree. Steady attendance indicates that these sessions have been found of distinct service to prospective and experienced teachers.

THE FORTY-SECOND SUMMER SESSION

The forty-second summer session will open July 2 and continue until August 10. A four weeks pre-summer session will open on May 28 and continue until June 22. Students will be enrolled and classified on Tuesday, July 3. Instruction will begin in all classes on Thursday, July 5. The majority of the instructors will be members of the regular staff. Departments so arrange their work that it is possible for students to pursue sequences from summer to summer. Unless otherwise specified, courses run for six weeks.

LOCATION

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

The site of the college is one of unusual beauty. Five of the buildings stand upon a hill, which rises a hundred feet above the broad plain of the old glacial Lake Kalamazoo, where are now the celery fields and much of the business and residence part of the city, and through which flows the Kalamazoo River. From the hilltop on clear days can be obtained a pleasing panoramic view, eastward and northeastward, over the wooded city in the bottom lands, to the broken moraine of the Saginaw-Michigan ice lobes. To the west of the hilltop is the old drainage valley of the once large and
vigorou5 Arcadia Creekl along which now runs the main line of the Michigan Central Railroad. In this depression are the Hyames Base Ball Field, the Waldo Stadium, the Men's Gymnasium, the Industrial Arts Building, the Mechanical Trades Building, and classroom buildings.

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

BUILDINGS AND MATERIAL EQUIPMENT

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

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

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

   The Men's Gymnasium was erected in 1925. Its size and equipment make possible adequate training of varsity, basketball and indoor-track teams, the preparation of physical directors and athletic coaches, and the carrying out of an intramural program of physical education and competitive sports during the winter. Between 3,500 and 4,000 people may be seated around the varsity court. There is a regulation basketball floor, with three cross courts for intramural purposes; a fourteen-lap running track; a vaulting and jumping pit; two handball courts; and a dirt floor area for the training of hurdlers, shot putters, and vaulters, and for the early work of the baseball battery men; exercise rooms; wrestling and boxing rooms; and equipment for calisthenic apparatus work. There are also offices, classrooms, and locker rooms.

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

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

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

3. The Industrial Arts Building is a fireproof structure of the modern factory type. It offers facilities for specialization in woodworking, metal working, and drafting. There are separate units for elementary woodworking, advanced woodworking, forging, sheet metal, machine shop, foundry, pattern making, and gas-engine and automobile repair work. The drafting-room receives north and west light. Washrooms and shower baths adjoin the locker room.

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

The library consists of 60,750 volumes, arranged according to the decimal classification and indexed by a card catalog of the dictionary type. There are 81 complete files of periodicals; 309 periodicals and 8 newspapers were subscribed for during the current year.

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

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

5. The Mechanical Trades Building, constructed largely with funds donated by a local foundation, was completed in 1941. This is a two story building of brick and concrete construction and has a total floor space of some twenty thousand square feet.

Housed in the building are the shops and classroom facilities utilized in teaching the metal trades and aviation mechanics. The shops are equipped with modern tools and machines and include a machine shop, sheet metal shop, welding and and heat treat shop, radio service shop, instrument repair shop, and a materials testing laboratory. Shops for aircraft engine overhaul, airplane overhaul, propeller overhaul, and doping and spray painting are also included.

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

The Department of Agriculture has its classrooms here. (The laboratory is a 150-acre farm of fertile silt loam, located in Portage township. Here a pure-bred herd of Guernsey cattle is raised, feeder cattle are kept, pure seed is grown, and a fine flock of laying hens is housed in a modern poultry house. A young orchard of good varieties of fruit is available for observation. Alfalfa fields, cover-crop demonstrations, and modern machinery are maintained.)

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

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

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

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

(In the chemistry section of the general library are many of the current chemical journals, together with a large number of works of authoritative chemists.)
The Department of Geography and Geology. The equipment includes a file of the United States topographic maps; a collection of the United States Geological Survey folios; a collection of foreign topographic maps; rainfall, vegetation, physical, political, population, and economic maps; collections of rocks, minerals, and fossils; meteorological instruments; and a balopticon with several hundred slides.

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

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

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

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

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

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

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

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

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

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

9. The Temporary Building. Housed in the building used as a barracks during the S. A. T. C. days are the Department of Art, the Department of Home Economics, the Department of Occupational Therapy, and three class-rooms.

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

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

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

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

The Hurd One-Teacher Rural School on West Main Street is housed in a 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. All elementary grades, junior- and senior-high schools, and special departments are included, and the best types of modern equipment are used. There are at present twenty-nine faculty members.

The Portage Center Consolidated School, a twenty-three teacher school, organized on the eight-four plan, includes a kindergarten, all the elementary grades, and a high school. The school building is especially constructed both to meet the needs of the local community and to extend the directed-teaching facilities of the college into this type of situation.
The Richland Township Unit School, a sixteen-teacher school, has a building and facilities similar to those of the Portage school above described. It is organized on the six-six plan. For each of the off-campus training schools the buildings and material equipment are supplied by the local community; but the faculties are employed and the schools are administered by the college.

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

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

For the duration, this dormitory has been made available to military students.

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

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

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

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

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

1. Admission on Certificate

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

I. General

Prescribed Preparatory Work

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

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

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

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

C. Mathematics—Physics Group
- A minor sequence in this group must include 1 unit of Algebra and 1 unit of Geometry. A major sequence is formed by adding to this minor sequence one or more from the following:
  - Advanced Algebra $\frac{3}{2}$ or 1 unit,
  - Solid Geometry $\frac{3}{2}$ unit,
  - Trigonometry $\frac{3}{2}$ 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.

\[
\begin{align*}
\text{Physics } & 1 \text{ unit} & \text{Zoology } & 1 \text{ unit} \\
\text{Chemistry } & 1 \text{ unit} & \text{Biology (Botany } & \frac{3}{2} \text{ unit and} \\
\text{Botany } & 1 \text{ unit} & \text{Zoology } & \frac{3}{2} \text{ unit) } 1 \text{ unit} \\
\end{align*}
\]

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.

\[
\begin{align*}
\text{Ancient History } & 1 \text{ unit} \\
\text{European History } & 1, 1\frac{1}{2} \text{ units, or } 2 \text{ units} \\
\text{American History } & \frac{3}{2} \text{ or } 1 \text{ unit} \\
\text{American Government } & \frac{3}{2} \text{ unit} \\
\text{Economics } & \frac{3}{2} \text{ unit} \\
\end{align*}
\]

*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.

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

*English History may be included under European History.

*Half units in the social studies are acceptable as part of a sequence only if taken in the 11th of 12th grade.
F. Vocational Studies
A total of two or two and one-half units selected from any one of the following constitutes a minor sequence; a total of three units of any one constitutes a major sequence.

Agriculture
Commerce
Home Economics
Industrial Arts

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

Music
Art

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

The registrar shall have the authority, with the consent and approval of the departments of instruction most immediately concerned, to accept other courses as substitutes for certain of the units listed in the various groups. Only courses well organized and 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 and minor sequences to approved vocational curricula not leading to a degree.

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

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.

4Commercial subjects will be accepted as follows:
   Typewriting, ½ or 1 unit
   Elementary Business Training, 1 unit
   Bookkeeping, 1 or 2 units
   Shorthand, 1 or 2 units
   Commercial Arithmetic, ½ unit
   Commercial Law, ¼ unit
   Commercial Geography, ½ or 1 unit

5Music subjects will be accepted as follows:
   Band, 1 unit
   Orchestra, 1 unit
   Choir, 1 unit
   Glee Club, ½ unit
   Theory Class, 1 unit
   History and Appreciation, 1 unit
   Vocal or Instrumental Class Instruction, 1 unit

6Art subjects will be accepted as follows:
   General Art, 1 to 2 units
   School Art Activities, ½ unit
   Studio Art, 1 to 2 units
of the principal's recommendation covering the units satisfactorily completed plus examination covering the units in which he is deficient. For this purpose examinations will be provided only in the subjects listed in the five groups.

High-School Credentials Should be Sent in Advance

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

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

Transferred Students

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

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

College-Ability Tests

Standard intelligence and achievement tests are required of each student upon entrance. This applies not only to freshmen but to upper classmen as well. The results of these tests are not used as a part of the entrance qualifications, but are of service in advising students regarding their scholastic work. Credits will be withheld from students for whom there is no record of such tests taken at this institution.

The qualifying examinations are used to predict the student's ability to do satisfactory academic work. These tests are also measures of the student's ability to read and interpret content material at the college level. The ability to use language is the criterion for the predictions and interpretations of the tests. These examinations do not deal with specific subject-matter areas, and no intensive preparation should be made on the part of the examinee.

Transient Students

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

CREDIT RELATIONS WITH OTHER COLLEGES AND UNIVERSITIES

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

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

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

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

EXPENSES

Tuition Fees for Undergraduates

A. Resident Students*

Resident students of Michigan who enroll for the summer session will pay tuition as follows: one, two, or three semester hours, $3.00; four, five, or six semester hours, $6.00; seven, eight, or nine semester hours, $9.00; $1.00 for each additional hour beyond nine semester hours.

B. Non-Resident Students

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

*RESIDENCE REQUIREMENTS

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

The residence of minors shall follow that of their husbands.

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

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

Miscellaneous Fees

Students enrolled in six weeks courses will pay a fee of $12.00 for the support of student activities, health service, student union, library purposes, subscription to the Western Michigan Herald, etc. (This is in addition to tuition.) Students enrolled for the pre-summer session of four weeks only will pay a supplementary fee totaling $6.00. (In addition to tuition.) Students enrolled in both four and six weeks courses, will pay the higher supplementary fee.

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

Graduation Fees

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

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

Auditor’s Fees

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

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

Total for 6 weeks: $75.75 to $101.00

THE COLLEGE CAFETERIA

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

The Cafeteria hours are:

- Breakfast: 6:30 A.M. to 8:30 A.M.
- Lunch: 11:15 A.M. to 1:15 P.M.
- Dinner: 5:15 P.M. to 6:30 P.M.
- Sundays: 12:00 M. to 1:30 P.M.

Students may purchase $5.50 meal tickets for $5.00 at the Walwood Hall Union Building Office.

HOUSING FOR MEN

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

Vandercook Hall, Western’s dormitory for men is now occupied by the V-12 Naval Training Unit. In the event this dormitory is no longer required for naval training personnel, it will be available for civilian men students upon making application to the Dean of Men.
**HOUSING FOR WOMEN**

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

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.

**ACCOMMODATIONS**

For the summer session, 1945, in the residence halls.*

**Lavina Spindler Hall—Residence for Women**

<table>
<thead>
<tr>
<th>Room only</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Double rooms (each person for six weeks session)</td>
<td>$19.50</td>
</tr>
<tr>
<td>Double rooms rented as single for six weeks session</td>
<td>27.00</td>
</tr>
</tbody>
</table>

**Walwood Hall—Residence for Women**

<table>
<thead>
<tr>
<th>Room only</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Double rooms (each person for six weeks session)</td>
<td>$19.50</td>
</tr>
<tr>
<td>Double rooms rented as single for six weeks session</td>
<td>27.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Room only</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Double rooms (each person for six weeks session)</td>
<td>$19.50</td>
</tr>
<tr>
<td>Double rooms rented as single for six weeks session</td>
<td>27.00</td>
</tr>
</tbody>
</table>

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

For information and reservations for women, write to Mrs. Bertha S. Davis, Dean of Women.

**EMPLOYMENT FOR MEN AND WOMEN**

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

**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.

*Note.—Western's dormitories will be available to civilian students only on condition the Naval Training Unit has no further need for them.*
Registration, Classification, etc.

General Instructions for Enrollment

Enrollment for the summer session will occur on Monday, July 2. A circular giving detailed information relative to registration may be obtained at the Information Desk in the Women's Gymnasium or at the Administration Office.

Student Personnel and Guidance Services

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

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

Classification of Students

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

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

The above classification relates to eligibility for participation:

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

Credit in Semester Hours

The unit of credit is the semester hour.

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

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

1945 Summer Session

Official Plan for Scheduling Classes

Class Periods for Summer Sessions

<table>
<thead>
<tr>
<th>Class Period</th>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Period</td>
<td>7:10-8:50</td>
<td>100 minutes</td>
</tr>
<tr>
<td>Second Period</td>
<td>9:00-9:50</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Third Period</td>
<td>10:00-11:40</td>
<td>100 minutes</td>
</tr>
<tr>
<td>Noon Recess</td>
<td>11:40-12:30</td>
<td></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>
PLAN FOR SCHEDULING CLASSES

Six Weeks Session Courses

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

SIGNIFICANCE OF COURSE NUMBERS

I. Course Numbering and Availability

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

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

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

II. Explanation of Numbering

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

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

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

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

5. All consecutive courses are numbered sequentially.

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

7. Courses offered as subdivisions of a given department are designated by numbers grouped by decades.
8. A course offered only in the summer session has an “S” added to the number.
9. To the number of a course available by class extension there is added “CI”.
10. To the number of a course available by correspondence there is added “Co.”

STANDARD CLASS LOAD FOR SUMMER SESSIONS

The normal load for the four and the six weeks sessions are, respectively, four and six semester hours. Credit in excess of these amounts will not be granted unless permission to carry extra hours is obtained from the Scholarship Committee prior to registration.

EXTRA HOURS

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

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

SUB-MINIMUM LOAD

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

IDENTIFICATION PHOTOGRAPH

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

RULES RELATING TO EXAMINATIONS

1. Students are required to take the examinations in all courses except such as they may have dropped with consent of the Scholarship Committee.
2. Students are regularly examined at no other time than that set for the examination of the class in which the work has been done. In case of unavoidable conflicts a special examination may be arranged by the instructor with the approval of the registrar.
3. A student desiring to take a second examination in a given subject must make formal application to the Chairman of the Scholarship Committee at least ten days before the time for the second examination.

MARKING SYSTEM

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

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

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

The mark I means that the student has not finished the work of the course, because of illness, unsatisfactory work, or for some other cause, and that he may be given opportunity to complete it.

I's must be removed during the next succeeding semester (except when the student does not return, and then within one year) or they automatically become E's.

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

Upon his entrance to the institution, after the acceptance of his entrance credentials, a "Student's Credit Book" is made out for each student. It may be secured at the Records Office (Room 109, Administration Building) near the end of the semester. If a large sized, self-addressed, stamped envelope is left at the Records Office, semester grades will be mailed as soon as they have been filed. The grades should then be recorded in the Credit Book by the student. Freshman grades are mailed to the parents by the registrar direct.

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

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

WITHDRAWALS FROM COURSES

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

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

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

SCHOLARSHIP INDEX

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

STANDARD FOR GRADUATION

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

LOW SCHOLARSHIP LIST

The name of a student whose point-hour ratio during any semester is less than .6 will be placed on the Low Scholarship List. Such a student is liable

*Note.—For Directed Teaching only.
to disciplinary action by the Scholarship Committee. He may be "Warned", "Probated", or "Dismissed".

HONORS IN COURSE

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

Recipients of honors receive their degrees:

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

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

SPECIAL FEATURES

ADVANCED PROFESSIONAL COURSES OF INTEREST TO EXPERIENCED TEACHERS AND ADMINISTRATORS

Education

The Department of Education announces several courses of special interest to experienced teachers who desire training for supervisory and administrative work. Details of these courses are given on pages 101 to 103. Various departments offer courses dealing with the teaching of their particular subjects.

Summer Workshops

Workshops will be offered in several fields. These workshops are adapted to the special needs of teachers in service. Workshops in Guidance and Personnel work, Camping and Camp Counseling, Social Studies for In-Service Teachers, and Radio Script Writing and Broadcasting will be offered.

Special Courses

Several courses are offered which deal with new developments in teaching and community emphasized aspects of the curriculum. Attention is called to such courses as School-Community Relations 361S, Health Education 285, Character Education 386, Occupational Information for Teachers 235S, Community Hygiene 212B, Field Course in Conservation 235S, and Safety Education 286.

ALUMNI ASSOCIATION

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

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

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

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

ART COLLECTION

Through the courtesy of the family of the late Hon. Albert M. Todd, an interesting collection of pictures and fine porcelains gathered by Mr. Todd through many years is on exhibition in the Library Building. Many of the ceramics in the Todd collection have been used in the furnishing of our dormitories.

BUREAU OF EDUCATIONAL MEASUREMENT AND RESEARCH

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

CAMPUS STORE

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

CARNEGIE GIFT OF BOOKS AND PICTURES

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

CLEAR LAKE CAMP

A five-year lease, on an experimental basis, of the W. K. Kellogg Clear Lake Camp, has been granted to Western Michigan College, with the provision that
at the expiration of that period, the property may be deeded to the college by the W. K. Kellogg Foundation.

The Clear Lake Camp is located on M-37, fifteen miles north of Battle Creek and ten miles south of Hastings. It has a land acreage of twenty-nine acres of wooded land, and a shore line of about one-third of a mile, with splendid beach.

There are thirty buildings in the camp, all excellently constructed and completely equipped.

The ultimate acquisition of this twenty-nine-acre camp, which represents an outlay of $250,000 in buildings and equipment, will add very materially, not only to the physical assets of Western Michigan College, but will also provide increased facilities of exceptional value, for effective teacher preparation in accordance with the most approved of the newer trends, and at the same time afford excellent opportunity for children to profit from the educational contribution of camping experience.

COUNTY COMMISSIONERS SUMMER CONFERENCE

Each year during the early part of the summer session the Department of Rural Life and Education calls a conference of the county school commissioners of Southwestern Michigan to consider their professional problems. This conference usually includes reports of progress by the different commissioners and by representatives of the State Department of Public Instruction, supplemented by an address by a speaker of national reputation. This meeting gives commissioners an excellent opportunity to meet the teachers from their counties in attendance at the summer session.

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

1. A maximum of two semester hours of academic credit annually is given for one year's regular participation in each of the following activities: Band, Glee Club, Orchestra, and Auxiliary Choir.

2. Eight semester hours of academic credit is the maximum allowed for participation in any of the four activities indicated.

3. A grand total of not to exceed twelve semester hours of academic credit is allowed for participation in the four activities noted.

4. Participation in Band may be substituted for physical-education credit. In such cases participation in the Band for one semester is substituted for two and one-half class hours in physical education. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)

5. Official enrollment cards must bear notations of the work in music the student wishes to carry. Semester-hour values must be indicated.

EDUCATIONAL SERVICE LIBRARY

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

The library serves not only the regular undergraduate and graduate students while they pursue professional courses, but also students and teachers who seek a helpful resource in the solving of problems in the workshop or in the field. In-service use is extended to conferences, visiting teachers, and correspondents.

EXTENSION DIVISION

Through the Extension Division, Western Michigan College of Education offers to capable students who are unable to be in residence opportunities to study for credit in absentia. Such non-residence credit, when combined with
residence credit earned during a regular semester or a summer session, is accepted on certificate and degree-curriculum requirements. All instruction is given by members of the regular faculty in classes which meet at frequent intervals at centers within range of the college, or by means of carefully organized courses offered by correspondence. Courses are equivalent to corresponding residence courses.

Residence and extension work are not to be carried simultaneously. A person is not to enroll for extension work with Western Michigan College of Education if he is carrying work with any other educational institution. Special announcements bearing on the work of the Extension Division will be mailed to those interested if they address the Extension Director, Western Michigan College of Education, Kalamazoo, Michigan.

HEALTH SERVICE

The aim of the Health Service is two-fold: health education (an appreciation of maximal health with an understanding of the measures which help to maintain it) and a cooperative effort to guard the health of the students. Prefacing this cooperation, each student should enter college physically as well-equipped as possible, with all obvious remedial defects corrected; teeth in good repair; eyes fitted with glasses, if glasses are needed; menacing tonsils removed or under observation, etc. Further, the budget to meet college needs should include a fund available or an insurance arranged for unexpected illness and accidents which might threaten college success. Such preparations are essential at all times; today but emphasizes those needs.

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

1. Medical examinations and conferences
2. Dental examinations and conferences
3. Consideration (and often care) of emergencies
4. Consultory service for student problems
5. Scheduled clinics: general, dental, etc.
6. Daily observations and care at Health Service
7. Hospitalization at rates especially advantageous
8. Laboratory services and clinical tests to determine diseases
9. Reports to home physicians and dentists
10. Cooperation with home physicians and dentists in furthering observations and treatments
11. As the times allow, other services will be re-established and new services instituted.

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

THE HERALD

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

KLEINSTUECK WILD-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.

**NAVY COLLEGE PROGRAM V-12**

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

The college year for civilian students, both men and women, will conform to this same schedule. Students may enter at the beginning of any term, although entrance in July, the first term, is recommended. Except for the change in calendar, there will be little disruption of the normal academic program. The curricular offerings of peacetime will be available, augmented by special wartime courses. Women students and men students not eligible for military service will attend Western Michigan College of Education as usual, continuing their normal programs on the new three-term basis. If a student prefers, he may attend only two terms of the three.

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

**ORCHESTRA**

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

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

**PLACEMENT BUREAU**

The Placement Bureau is an institutional service maintained, primarily, to aid graduating students and alumni of Western Michigan College of Education in securing suitable teaching positions. Assisting in the work of the bureau is the Placement Committee, which consists of the Director of the Training School and members of the faculty who are in a position to know intimately the records of students in class work, directed teaching, and general school activities.

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

The Bureau aims not only to place its new graduates, but also to afford equally satisfactory replacement service to former graduates qualified for better positions. For superintendents who desire to fill positions requiring a greater degree of maturity and experience, a complete file of alumni is kept, including records of current teaching experience and advanced study in other institutions. Copies of these records are available to superintendents at the time they decide to interview prospective candidates. These credentials are also sent to school administrators upon their request.
In addition to serving the teaching graduates of Western Michigan College of Education, the service is also extended to the General Degree people who prefer positions other than teaching. Each year presents a greater demand on the Bureau for well-trained people who desire non-teaching 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.

**PSYCHO-EDUCATIONAL CLINIC**

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

**READING LABORATORY**

Individuals wishing to improve their reading skill may spend from one to two hours in the Reading Laboratory on Monday, Wednesday, and Friday of each week. The personnel of the laboratory consists of the director and five 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. Enrollment in the laboratory is limited to not more than fifteen individuals.

**RURAL LIFE AND EDUCATION**

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

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

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

The state has shown its concern by offering scholarships covering tuition for the two-year rural curricula of the state teachers colleges. In keeping with its charter, from the beginning Western Michigan College of Education has offered specialized professional education for rural teachers. A two-year elementary curriculum leads to a three-year certificate which permits the holder to teach "in schools not having grades above the eighth". By means of correspondence courses, extension courses, on-campus Saturday classes, and summer sessions, the two-year graduate is given every opportunity and encouragement to complete his degree at the earliest possible time, the more adequately to prepare himself for an exacting and challenging profession. The two-year curriculum may be completed without penalty for the student wishing later to complete one of the other curricula. Either the four-year elementary or the four-year secondary curriculum may be followed, under the guidance of the Director of the Department of Rural Life and Education, with major attention given to preparation for work in rural communities.

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

Those looking forward to service in rural communities as ministers, doctors, public health workers, veterinarians, librarians, social workers, editors, county extension agents, managers of co-operatives, recreational and cultural leaders in music, art, and the drama, as well as in the several other governmental and service occupations, will find helpful courses and guidance offered in the Department of Rural Life and Education.

OPPORTUNITIES IN AGRICULTURAL HIGH SCHOOLS

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

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

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

SPECIAL EDUCATION

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

**TRAINING SCHOOL FACILITIES**

The Campus Training School will be in operation for the summer session. The kindergarten and grades, one to eight inclusive, will be open from 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 the Training School well in advance of the opening of the summer session.
PURPOSE AND CONTROL OF MICHIGAN COLLEGES OF EDUCATION

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

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

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

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

Objectives and General Scope of Curricula

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

1. To provide the student with essential factual information; to give him an introduction to methods of thought and work and to provide such opportunities for study and growth as may lead to a well-rounded general education.
2. To prepare the student for undertaking the more advanced and specialized work embraced in the curricula of the third and fourth years of the Colleges of Education or for more advanced work elsewhere.
B. This program represents sixty semester hours of work, at least half of which must fall in Groups I, II, III. The student must complete during the first year at least six semester hours of Rhetoric and at least fifteen semester hours from Groups I, II, III.

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

1. To pursue more extensively and intensively courses which acquaint him with the fields of his special interest and which broaden his general education.

2. To pursue a curriculum designed to give him the knowledge and skills necessary for teaching in a specific field.

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

SUBJECT GROUPINGS

The Instructional Departments of the Michigan Colleges of Education are classified in groups as follows:

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

Group II. Science
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

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

Group V. Fine Arts
Art, music

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

Group VII. Physical Education and Health
Health, physical education

DEGREES DEFINED

BACHELOR OF ARTS (AND TEACHING CERTIFICATE)

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

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

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

GENERAL DEGREE (WITHOUT TEACHING CERTIFICATE)

Students, who do not have in mind preparation for teaching, may elect basic courses which provide a general education or which satisfy preliminary requirements for other professional curricula. When such a program of work is carried on for four years and conforms to the degree requirements stated on pages 48 to 56 except the professional requirements in Group IV, the degree of Bachelor of Arts or Bachelor of Science may be granted without the teaching certificate.

SECOND BACHELOR’S DEGREE

A graduate of Western Michigan College of Education with the degree of Bachelor of Science who subsequently becomes a candidate for the degree of Bachelor of Arts, or vice versa, is required, in addition to the credits he already has, to complete 30 semester hours of resident credit and to satisfy any other specific requirements for the degree.

DEGREE REQUIREMENTS

Any curriculum leading to the Bachelor’s degree and teacher’s certificate consists of at least 120 semester hours of credit and must include:

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

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

1. Not more than 40 semester hours may be taken in any one subject.

2. At least three-fourths of the work beyond the second year must be in courses not open to first year students.

3. The student must complete a major subject of at least 24 semester hours and at least two minor subjects of not less than 15 semester hours. (A candidate for the elementary provisional certificate may present, instead, 4 minors, 15 semester hours each.) Credits in the required English composition and credits in Education which are required in general on all curricula do not count toward majors or minors.

4. No candidate is eligible for the Bachelor’s degree who has not done at least 30 semester hours of work in residence and who has not been in residence during the semester or summer session immediately preceding graduation. (An exception is made in the combined pre-professional curricula. See page 67.)

5. Courses must be selected so that the requirements in some one of the provisional certificate curricula are fulfilled. (This requirement does
not apply to the General Degree curriculum, without teaching certificate. See page 58.)

6. Students who wish to qualify for the Bachelor's degree without the teacher's certificate will not be required to take the work prescribed under Group IV but must satisfy all the other requirements.

MAJOR AND MINOR REQUIREMENTS AND REGULATIONS

Requirements

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

1. General Degree (without Teaching Certificate.) The academic training shall include a major and two minors. (See page 58.)

2. Bachelor's Degree and State Elementary Provisional Certificate. The academic training shall include four minors, or a major (may be a group major) and two minors. The equivalent of two minors must be in subjects or subject fields taught in the elementary grades.

3. Bachelor's Degree and State Secondary Provisional Certificate. The academic training shall include one major and two minors, in subjects or subject fields in which the applicant expects to teach.

Regulations and Suggestions

1. In the "Details of Departmental Courses," pages 91 to 141, see the introductory statement for each department preceding its description of courses, for its approved major and minor course sequences. Students should consult the departmental advisers for approval of their major and minor programs.

2. All secondary students shall be known as "majors" in the fields of selected departments, e.g., Home Economics, Art, Mathematics, English, etc. If a student chooses to elect a major in each of two or more departments, he will be listed accordingly, e.g., Art and English; Industrial Arts and Mathematics, etc.

3. Decision concerning field of majors must always be made by student before the close of sophomore year or beginning of junior year.

4. Decision concerning pursuit of elementary or secondary curriculum must be made by the close of freshman year or beginning of sophomore year.

5. It is permissible to use as a "group" major a combination of courses from related departments, as in the several science departments and in the several social science departments, if and as approved by departmental advisers.

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

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

8. Students who wish to major in any of the "special" fields (art, business education, home economics, industrial arts, music, 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.

*Note.—See State Certification Code, page 18, paragraph 5.

Restrictions

1. It is usually not permissible to use education as a major or minor in any undergraduate curriculum.

2. The following courses are not to be counted as satisfying major and minor requirements:
   a. Required courses in rhetoric (See Group I).
   b. Uniformly required courses in education from Group IV: Human Growth and Development 251, Introduction to Directed Teaching 240 or 351, and Directed Teaching, Laboratory in Education, and General Educational Problems 370 A, B, C.
   c. Professional courses numbered 300T to 302T. These are courses in teaching school subjects, hence give credit in education.

3. A combination of foreign languages, or of English or American literature with a foreign language, is not permissible. The major or minor must be in one language only.

4. Mathematics may not be combined with Science (physics, geography, chemistry, biology), for a major or minor sequence.

REQUIREMENTS FOR GRADUATION

Degrees and Certificates

The State Board of Education for the State of Michigan, on recommendation of the president and faculty of Western Michigan College of Education, confers degrees and grants teachers' certificates as follows:

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

B. The State Elementary Provisional Certificate, which qualifies the holder to teach for a period of five years from date of issue in the elementary grades (kindergarten to eighth) in any public school in Michigan. (See Note 1.)

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

D. The State Limited Certificate which qualifies the holder to teach in the State of Michigan for a period of three years from date of issue in any school district except a school district which maintains an approved high school. (See Note 3; also "Important Directions to Holders of Limited Certificates Based on the Michigan Teachers' Certification Code", on pages 54 and 55.)

Academic and Residence Requirements for Degrees and Certificates

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

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

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

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

Note 1. The holder of the State Elementary Provisional Certificate may be issued the State Elementary Permanent Certificate when the candidate shall have met the following conditions:
(a) Application must be made to the college within one year following the expiration of the State Elementary Provisional Certificate.
(b) The candidate must submit satisfactory evidence that he has taught successfully during the life of the certificate for not less than three years in elementary schools in the state of Michigan.
(c) The holder of an Elementary Provisional Certificate issued after July 1, 1945, must have earned in addition ten semester hours of acceptable college credit.

Note 2. The holder of the State Secondary Provisional Certificate may be issued the State Secondary Permanent Certificate provided the candidate shall have met the following conditions:
(a) Application must be made to the college within one year following the expiration of the State Secondary Provisional Certificate.
(b) The candidate must submit satisfactory evidence that he has taught successfully during the life of the certificate for not less than three years in secondary schools in the state of Michigan.
(c) The candidate must have earned in addition ten semester hours of acceptable college credit.

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

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

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

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

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

Procedure for Permanent Certification

The holder of an Elementary Provisional or a Secondary Provisional Certificate, who has fully met the requirements (see notes pages 53 and 54), may be issued a Permanent Certificate. Below is outlined the procedure to be followed:

A. The Candidate will

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

B. The College will

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

Important Directions to Holders of Limited Certificates Based on the Michigan Teacher's Certification Code

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

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

(a) Subsequent to the date of issue of the last certificate held, the candidate must have acquired 10 semester hours of credit, of an average grade of "C" or better, earned in an institution or accepted by an institution approved by the State Board of Education. These credits must be applicable toward the requirements of the curriculum prescribed for the State Provisional Certificate eventually desired.

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

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

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

(a) Subsequent to the date of issue of the last certificate held, the candidate must have acquired 10 semester hours of credit, of an average grade of "C" or better, earned in an institution or accepted by an institution approved by the State Board of Education. These credits must be applicable toward the requirements of the curriculum prescribed for the State Limited Certificate and for the State Provisional Certificate.

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

Note.—More complete information concerning the several teachers' certificates may be obtained from Bulletin No. 601, Teachers' Certification Code, published by the Superintendent of Public Instruction, Lansing, Michigan. 1942 Revision.

Additional Regulations Governing Students at Western Michigan College of Education

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

2. At the end of the sophomore year all students except those enrolled in the two-year curricula must have had at least six class hours of physical education.

3. In general, freshmen should not elect two courses in a single department in the same semester. No student should elect more than 10 semester hours in a single department in the same semester.
4. All students who expect to receive a degree must present at least 8 semester hours of credit in rhetoric.

5. Not more than a total of 60 semester hours of credit from Groups IV, V, VI, and VII may be accepted for either the Bachelor of Arts or the Bachelor of Science degree.

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

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

8. All students who expect to obtain a degree and teaching certificate are required to present credits in the following courses: Human Growth and Development 251, Introduction to Directed Teaching 240 or 351, and Directed Teaching, Laboratory in Education, and General Educational Problems 370 A, B, C.

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

10. All students must take the equivalent of six hour lectures in political science. This is a legal requirement.
THE 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 requirements for degrees and certificates and, at the same time, indicate the courses which should be pursued by students preparing to teach in the fields described.

Accelerated Programs of Study

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

If a student decides to enter on the accelerated program, his counselor will help him in his choice of courses in order to see that his curriculum requirements are met, and to see that his major and minor requirements are properly satisfied. For students who have not already done so, of course, it will be necessary to decide upon the departments for majoring and minoring earlier than under the normal circumstances. In not all cases will this choice be the final one.

Full information regarding accelerated programs may be secured from the registrar.
GENERAL DEGREE CURRICULUM

A.B. or B.S. Degree

(For liberal and pre-professional education)

Students who do not have in mind preparation for teaching may elect basic courses which provide a general education or which satisfy preliminary requirements for other professional curricula. When such a program of work is carried on for four years and conforms to the degree requirements stated on pages 48 to 56, except the professional requirements in Group IV and such other special requirements as concern professional training for teaching, the degree of Bachelor of Arts or Bachelor of Science may be granted without a teaching certificate.

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

Group Requirements

Group I. Language and Literature ........................................... 12 semester hours

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

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

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

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

Group III. Social Science ....................................................... 12 semester hours

Economics, history, philosophy, political science, sociology. Must include two semester hours of political science.

Group VII. Physical Education and Health.

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

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

Note.—1. The total minimum requirement is 120 semester hours.
2. One major and two minor sequences must be included.
3. A course in library methods is required.
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.

Curricula for Elementary and Secondary Teachers

Students pursuing the elementary curriculum, page 60, are granted the state elementary provisional certificate which permits them to teach in the kindergarten and grades one to eight, inclusive. They also receive the A.B. or B.S. degree. The secondary curriculum, page 61, leads to the state secondary provisional certificate which permits holders to teach in grades seven to twelve, inclusive. They, too, receive either the A.B. or B.S. degree. Students who major in art, music, or physical education for women (subjects taught in both elementary and secondary grades) choose either the state elementary or state secondary provisional certificate. Either certificate will authorize the holder to teach the specified special subject in both the elementary and the secondary grades when he qualifies in both fields.

Curricula for Special Education Teachers

Students desiring to enter the field of special education should follow the curricula found on pages 62, 63, and 64. The first of these emphasizes the preparation of teachers of the mentally retarded and backward children. Those interested in occupational therapy follow the program outlined on page 63. In like manner, those interested in speech correction pursue the work outlined on page 64. All three of these curricula lead to the B.S. degree and a state elementary provisional certificate is granted to those successfully completing the stated requirements.

Curricula for Rural Teachers

Students interested in a state limited certificate, which entitles them to teach in any primary school district or graded school district not maintaining grades above the eighth, may follow the program outlined on page 65. This is a two-year program and the student earns 60 semester hours credit. The state limited certificate is valid for three years. The curriculum has been arranged to assist students in attaining as broad and at the same time as specific and practical a preparation for working with children in farm and non-farm rural communities as is possible in a period of two years.

The foregoing paragraphs are descriptive of the minimum requirements for the professional education of teachers. However, a student who wishes to become well-rounded in personality as well as to become a good teacher will take advantage of the many, extra-curricular and cultural opportunities available at Western Michigan College of Education. We mention social activities such as parties, receptions, and teas; musical organizations such as glee clubs, orchestra, and band; social dancing, plays, athletics, church relationships, and many other features found in the school and in the city of Kalamazoo.
ELEMENTARY CURRICULUM

A.B. or B.S. Degree

State Elementary Provisional Certificate

(For the preparation of teachers of Kindergarten and Grades 1, 2, 3, 4, 5, 6, 7, 8)

Group Requirements

(See page 49 for Subject Groupings)

Group I. Language and Literature
Rhetoric (in addition) .................................................. 12 semester hours
Group II. Science .................................................. 12 semester hours
Group III. Social Science
Including two semester hours of political science
Group IV. Education
Human Growth and Development 251 .................................. 3 semester hours
Psychology of Reading 212 ......................................... 3 semester hours
Introduction to Directed Teaching 351 ................................ 3 semester hours
Directed Teaching, Laboratory in Education, and General
Educational Problems 370A, B, C .................................. 15 semester hours
Group V. Fine Arts (Art, Music) ......................................... 6 semester hours
Group VI. Practical Arts
Group VII. Physical Education and Health
Physical education: Women are required to take ten class
hours, including Physical Education 100, one individual
sport, and Physical Education 233, 330, or 331. Men are
required to take ten class hours. (A class hour is to be
interpreted to mean one hour of class work each week for
one semester.)

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

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

<table>
<thead>
<tr>
<th>Early Elementary</th>
<th>Rural Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Later Elementary</td>
<td>Special Education</td>
</tr>
</tbody>
</table>

2. The academic training shall include four minors, or a major (This may be
a group major) and two minors. The equivalent of two minors must be in sub-
jects or subject fields taught in the elementary grades.
It is possible for students to specialize by presenting minors not only in
the general subject-matter fields, but in the special fields as well, of art, home
economics, industrial arts, music, physical education, and special education.

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

4. Certain courses in some departments may not be counted toward satisfying
the minimum group requirements. See course descriptions, pages 91 to 141.

5. A course in library methods is required.

6. For further information regarding details of specialization in a department
or field, see introductory paragraphs for each department, pages 91 to 141.
SECONDARY CURRICULUM

SECONDARY CURRICULUM
A.B. or B.S. Degree
State Secondary Provisional Certificate
(For preparation of teachers of Grades 7, 8, 9, 10, 11, 12)

Group Requirements
(See page 49 for Subject Groupings)

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

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

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

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

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

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

Note.—1. The student, in conference with his counselor, should choose courses on the
basis of his special needs and interests.
2. The academic training shall include one major and two minors in subjects
or subject fields in which the applicant expects to teach.
It is possible for students to specialize by presenting minors not only in the
general subject-matter fields, but in the special fields as well, of art, business
education, home economics, industrial arts, music, and physical education.
3. Students majoring in art, music, or physical education for women may
choose either the State Elementary Provisional Certificate or the State Secondary
Provisional Certificate. Either certificate will authorize the candidate (student)
to teach his specified special subject in (both) the elementary and the secondary
grades when the candidate qualifies in both fields.
4. Certain courses in some departments may not be counted toward satisfying
the minimum group requirements. See course descriptions, pages 91 to 141.
5. A course in library methods is required.
6. For further information regarding details of specialization in a department
or field, see introductory paragraphs for each department, pages 91 to 141.
SPECIAL EDUCATION CURRICULUM

B.S. Degree

State Elementary Provisional Certificate

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

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

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

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

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

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

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

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

Electives ............................................................................. 37 semester hours

Note.—1. The academic training shall include a major (this may be a group major) and two minors, or four minors. The equivalent of two minors must be in 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.
OCCUPATIONAL THERAPY CURRICULUM

B.S. Degree and Diploma

State Elementary Provisional Certificate

(For the preparation of teachers of occupational therapy)

Group I. Language and Literature
Rhetoric 106A, B and 323 ........................................... 8 semester hours
Fundamentals of Speech 105A ....................................... 3 semester hours
Electives ........................................................................... 9 semester hours

Group II. Science
General Biology 101A, B .................................................. 8 semester hours
Anatomy and Physiology (for Occupational Therapists) 215 .... 4 semester hours
Applied Kinesiology 216 .................................................. 2 semester hours
General Psychology 200 .................................................. 3 semester hours
*Neurology and Psychiatry 330 ....................................... 3 semester hours
*Clinical Subjects 332 .................................................... 4 semester hours
*Clinical Observations 334 ............................................. 4 semester hours

Group III. Social Science
Political science .......................................................... 2-3 semester hours
Sociology 241 .................................................................. 3 semester hours
*Social Service in Hospital 351 ....................................... 3 semester hours
*Hospital Case Studies 352 ............................................. 3-4 semester hours

Group IV. Education
Theory of Occupational Therapy 210A, B and 310 ............. 6 semester hours
Human Growth and Development 251 .............................. 3 semester hours
Introduction to Directed Teaching 351 .............................. 3 semester hours
General Educational Problems 370C ................................. 3 semester hours
Directed Teaching 374 .................................................... 5 semester hours

Group V. Fine Arts
Elementary Design 105 .................................................. 3 semester hours
Modeling 111 .................................................................. 3 semester hours
Therapeutic Crafts 222A .................................................. 2 semester hours
Weaving 303 .................................................................... 4 semester hours
Bookbinding 304 ............................................................ 2 semester hours
Electives ........................................................................... 2 semester hours

Group VI. Practical Arts
Printing 140A .................................................................. 3 semester hours
Special Education Shop 208 ............................................. 3 semester hours
Therapeutic Crafts 222B .................................................. 2 semester hours
Stitchery 223 .................................................................... 4 semester hours
Rug Making 224 ............................................................. 1 semester hour
Basketry 226 ................................................................. 1 semester hour
Leatherwork 227 ............................................................ 1 semester hour

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
Ten 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 (as listed in First Year, Occupational Therapy Curriculum for Diploma, page 77) 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. The ten calendar months of clinical training shall be taken in two months between the second and third years, and in eight 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. A course in library methods is required.
5. A course in rehabilitation lectures is required.
6. This curriculum is open to women students only.
SPEECH CORRECTION CURRICULUM
B.S. Degree
State Elementary Provisional Certificate

(For the preparation of teachers of speech correction)

Group I. Language and Literature ........................................ 8 semester hours
  Rhetoric (in addition) .................................................. 8 semester hours
  Fundamentals of Speech 105A, B ..................................... 6 semester hours
  Introduction to Speech Correction 230 .......................... 3 semester hours
  Principles of Speech Correction 231 ............................ 3 semester hours
  Phonetics 318 ............................................................. 3 semester hours
  Basic Voice and Speech Science 319 ............................. 3 semester hours
  Stuttering and Allied Disorders 331 ............................. 3 semester hours

Group II. Science
  General Biology 101A, B ............................................... 8 semester hours
  or
  Hygiene 112 ............................................................... 2 semester hours
  and
  Physical Science 100A, B .............................................. 6 semester hours
  General Psychology 200 ............................................... 3 semester hours
  Abnormal Psychology 305 ............................................ 3 semester hours
  Mental Testing 307 ..................................................... 2 semester hours

Group III. Social Science
  Principles of Sociology 241 ........................................... 3 semester hours
  Modern Social Problems 242 .......................................... 3 semester hours
  Political science ....................................................... 2 semester hours
  Electives ................................................................. 3 semester hours

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

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

  Electives ................................................................. 24 semester hours
  Suggested electives: Anatomy 211A, Genetic Psychology
  205, Interpretive Reading 210, Public Speaking 206, Social
  Psychology 243, Principles of Social Work 348, Social
  Work Practice 349, Psycho-Educational Problems 309.

Note.—1. The student, in conference with his counselor, should choose courses on the
basis of his special needs and interests.
  2. The student must present a major in special education (speech correction).
  Two minors are also required and are usually in social science, science, languages, or
  psychology.
  3. Certain courses in some departments may not be counted toward satisfying
  the minimum group requirements. See course descriptions, pages 91 to 141.
  4. A course in library methods is required.
  5. For further information regarding details of specialization in a department
  or field, see introductory paragraphs for each department, pages 91 to 141.
RURAL ELEMENTARY CURRICULUM (Two Years)†

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

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

| Group II. Science | 8 semester hours |
| Group III. Social Science | 3 semester hours |
| Rural Economics 240 | 3 semester hours |
| Rural Sociology 240 | 3 semester hours |
| Elective | 3 semester hours |

| Group IV. Education | 3 semester hours |
| Curriculum 145 | 3 semester hours |
| Introduction to Directed Teaching 240 | 3 semester hours |
| Directed Teaching 271 | 3 semester hours |
| Rural Education 340 | 2 semester hours |
| Elective | 4 semester hours |

Groups V. and VI. Fine and Practical Arts

| Personal and Social Problems 120 or equivalent | 1 semester hour |
| Elective | 5 semester hours |

| Group VII. Physical Education and Health | 5 class hours |
| Men: Elective | |
| Women: Physical Education 100, Rural School Physical Education 293, and an elective | |

Library Methods Non-credit

Electives Non-credit

13 semester hours

Note.—†This "limited-time" curriculum is necessary because of the acceptance of a double standard, despite the call for equal educational opportunity, in the professional preparation of teachers for rural and urban schools. It has been arranged to assist students in obtaining as broad and, at the same time, as specific and practical a professional preparation for working with children in farm and rural non-farm communities, as is possible in a period of two years.

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

1. Fundamentals of Speech 105A; Chief American Poets 121; American Prose 122; Literature for Children 203.
2. Rural School Agriculture 105 or Nature Study 231A or Nature Study 231B; Introductory Geography 105A; Health Education 285 or Hygiene 112.
3. United States History 201B and "... a course of six one hour lectures or the equivalent shall be given in political science..."—Michigan School Laws, Section 898; Revision of 1940.
4. Arithmetic 101T; Psychology of Reading 212; Human Growth and Development 251. Those selected students permitted to do Directed Teaching 271 in the field while in residence there for six weeks receive 5 instead of 3 semester hours credit.
5. Art Structure 106; Rural School Music 109; Industrial Art 110; Auxiliary Choir 134; Home Nursing 220; Clothes and Personality 203; Nutrition 219.
6. A class hour is to be interpreted to mean one hour of class work each week for one semester. Men: Physical Education 102A; 102B; 103A; 103B; Early American Dancing 101; Social Dancing 122. Women: Early American Dancing 101; Social Dancing 122; Swimming 110; Tennis 113; Badminton 120.

7. These elections may well be chosen from among the preferred choices listed in the above notes (1 to 5) not used to meet minimum group requirements, supplemented if necessary from such courses as follow: Rhetoric 106B; Fundamentals of Speech 105B; Literary Interpretation 210; Lyric Poetry 211; The Familiar Essay 212; The English Bible 218A, 218B; Introductory Geography 105B; Physical Science 100A, 100B; United States History 201A; Introduction to Learning and Adjustment 100; Illustrated Handwork 107.


ACCELERATED RURAL ELEMENTARY CURRICULUM

(Fifty Semester Hours)

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

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

DEGREES IN RURAL LIFE AND EDUCATION

Elementary or Secondary Degree Curricula with major attention given to preparation for work in rural communities: The Rural Elementary Curriculum 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 and additional courses from among both group and general electives, with thought to individualization on the basis of personal and professional needs. They become familiar with the grades and subject areas of the entire elementary field.

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

Those preparing to serve rural people in the several professions and service occupations other than teaching will find considerable basic work in these curricula. For them, as well as for degree students preparing to work in either elementary or secondary school positions, advanced courses in rural education and rural life are offered.
PRE-PROFESSIONAL, NON-TEACHING PROFESSIONAL, AND COMBINED CURRICULA

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

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

Pre-professional curricula have been developed in Business Administration, Dentistry, Engineering, Forestry, Journalism, Law, Library Science, Medicine, and Social Work. In addition to the standard pre-professional curricula, combined curricula approved by the State Board of Education have been specially arranged with the various professional schools of certain colleges and universities. In these curricula, the student, after successfully completing the three-year curriculum as outlined, may apply for admission to the professional school or college of which he has met the requirements. If admitted, the student will, after a year of successful work in the professional school, be granted the A.B. or B.S. degree by Western Michigan College of Education, providing all General Degree requirements for the bachelor's degree have been satisfied. (See page 58.) It will be seen that this shortens by one year the time necessary for obtaining both degrees.

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

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

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

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106A, B</td>
<td>6</td>
</tr>
<tr>
<td>General Biology 100A, B</td>
<td>8</td>
</tr>
<tr>
<td>Animal Husbandry 106, 107, 108</td>
<td>8</td>
</tr>
<tr>
<td>Electives (to be selected from United States History 201A, B; Trigonometry and College Algebra 108A; or Trigonometry 100C.)</td>
<td>9-10</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Chemistry 100A, B, or 101A, B</td>
<td>8</td>
</tr>
<tr>
<td>Farm Crops 202</td>
<td>3</td>
</tr>
<tr>
<td>Soils 201</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech 105A</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>3</td>
</tr>
<tr>
<td>Horticulture 203</td>
<td>2</td>
</tr>
<tr>
<td>Electives (to be selected from Principles of Economics 220A, B; Bacteriology 212A; Surveying 210; or United States History 210A, B.)</td>
<td>8-10</td>
</tr>
</tbody>
</table>

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.

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106A, B</td>
<td>6</td>
</tr>
<tr>
<td>Trigonometry and College Algebra 103A, College Algebra and Analytic Geometry 103B</td>
<td>10</td>
</tr>
<tr>
<td>or College Algebra and Analytic Geometry 104A, B</td>
<td>8</td>
</tr>
<tr>
<td>Language or literature</td>
<td>6-8</td>
</tr>
<tr>
<td>Ancient and Medieval Civilization 105A, B</td>
<td>6</td>
</tr>
<tr>
<td>or Modern Europe 108A, B</td>
<td>6</td>
</tr>
<tr>
<td>or English History 109A, B</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>4-0</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 210A, B</td>
<td>6</td>
</tr>
<tr>
<td>Principles of Economics 220A, B</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 211</td>
<td>2</td>
</tr>
<tr>
<td>Language or literature</td>
<td>6</td>
</tr>
<tr>
<td>Secretarial Practice 230A</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>8</td>
</tr>
</tbody>
</table>
DENTISTRY
(Combined Curriculum in Letters and Dentistry)

First Year

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

Second Year

General Chemistry 100A, B, or 101A, B ................................. 8 semester hours
Mechanics, Heat, and Sound 203A, Electricity and Light
203B ........................................................................................ 8 semester hours
Electives ................................................................................ 14 semester hours

Third Year

Advanced Rhetoric 323 ............................................................. 2 semester hours
Organic Chemistry 306A, B ..................................................... 8 semester hours
Electives ................................................................................ 20 semester hours

Note.—In the selection of electives the student should plan to meet the General Degree
requirements in Groups I, II, and III. See page 68.

ENGINEERING
(Combined Curriculum in Letters and Engineering)
University of Michigan

First Year

Rhetoric 106A, B ........................................................................ 6 semester hours
Trigonometry and College Algebra 103A, College Algebra
and Analytic Geometry 103B .................................................. 10 semester hours
or
College Algebra and Analytic Geometry 104A, B ..................... 8 semester hours
General Chemistry 100A, B, or 101A, B ................................. 8 semester hours
Mechanical and Machine Drawing 221 .................................... 3 semester hours
Descriptive Geometry 222 ....................................................... 3 semester hours
Electives ................................................................................ 2-4 semester hours

Second Year

Chemical and Metallurgical

Calculus 205A, B ........................................................................ 8 semester hours
Mechanics, Heat, and Sound 203A, Electricity and Light
203B ........................................................................................ 8 semester hours
Problems 204A, B ..................................................................... 2 semester hours
Engineering Materials 210 ....................................................... 3 semester hours
Qualitative Analysis 201, Quantitative Analysis 202 ............. 8 semester hours
Metal Processing 211 ............................................................. 2 semester hours

Third Year

Chemical and Metallurgical

Principles of Economics 220A, B .............................................. 6 semester hours
Organic Chemistry 306A, B ..................................................... 8 semester hours
or
Language (German preferred) ................................................ 8 semester hours
Statics 320 ............................................................................. 3 semester hours
Advanced Rhetoric 323 ......................................................... 2 semester hours
Fundamentals of Speech 105A .............................................. 3 semester hours
Social science electives ....................................................... 6 semester hours
Electives ................................................................................ 2-4 semester hours
Second Year
Aeronautical, Civil, Electrical, Marine, and Mechanical

Calculus 205A, B ......................................................... 8 semester hours
Mechanics, Heat, and Sound 203A, Electricity and Light
205B ........................................................................... 8 semester hours
Problems 204A, B .......................................................... 2 semester hours
Engineering Materials 210 .............................................. 3 semester hours
Metal Processing 211 ................................................... 2 semester hours
Fundamentals of Speech 105A ......................................... 3 semester hours
Group I electives .......................................................... 6-8 semester hours

Third Year
Aeronautical, Civil, Electrical, Marine, and Mechanical

Principles of Economics 220A, B .................................... 6 semester hours
Foreign language ......................................................... 8 semester hours
of
Group II electives ....................................................... 6 semester hours
Differential Equations 321 or elective ............................ 3 semester hours
Statics 320 or elective .................................................. 3 semester hours
Advanced Rhetoric 323 .................................................. 2 semester hours
Theoretical Mechanics 425 or elective ......................... 3 semester hours
Electives to total ......................................................... 32 semester hours

Note.—1. Language requirement: one year of a foreign language is required unless
two years of a single foreign language were presented for entrance.
2. All students must have 12 semester hours in Group III (Social Science),
including two hours of political science.
3. Electives: Differential Equations 321 is required in Aeronautical Engineer-
ing, Electrical Engineering, and Engineering Mechanics. Geology 230 should be
selected in the third year of the Civil Engineering Curriculum.

FORESTRY
(Combined Curriculum in Letters and Forestry)
University of Michigan

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

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

Third Year
Advanced Rhetoric 323 .................................................. 2 semester hours
General Geology 230 .................................................... 3 semester hours
Surveying 210 .............................................................. 3 semester hours
Electives (to be selected from American Government 230,
American State and Local Government 231; Geology 230
A, B; Organic Chemistry 306A, B; Zoology 242; Botany
335; Geography 312 or 325) ....................................... 22 semester hours
JOURNALISM
(Approved by the University of Michigan, Michigan State College, and Northwestern University as part of requirement toward degree in Journalism)

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

Second Year
Chief American Poets 121 or American Prose 122 .... 3 semester hours
General Psychology 200 ................................... 3 semester hours
Principles of Sociology 241 ................................ 3 semester hours
Modern Social Problems 242 .............................. 3 semester hours
American National Government 230 ...................... 3 semester hours
American State and Local Government 231 .......... 3 semester hours
Principles of Economics 220A, B ......................... 6 semester hours
Economic History of the United States 312 ............. 3 semester hours
Electives ..................................................... 3-4 semester hours

Note.—1. Since journalists are using the typewriter constantly, it is of great advantage to the student to acquire facility in typing. It is strongly recommended that the student who is not already a proficient typist take a course in typewriting.
2. Northwestern University requires a reading knowledge of a modern language or two years of college work in one language.

LAW
(Combined Curriculum in Letters and Law)
University of Michigan Law School
Detroit College of Law

First Year
Rhetoric 106A, B ........................................... 6 semester hours
Trigonometry and College Algebra 103A, College Algebra and Analytic Geometry 103B ...................... 10 semester hours
or General Chemistry 100A, B, or 101A, B .......... 8 semester hours
College Algebra and Analytic Geometry 104A, B ........ 8 semester hours
or Introduction to Physical Science 105A, B .......... 6 semester hours
or General Biology 100A, B ................................. 8 semester hours
English History 109A, B ................................... 6 semester hours
Latin, French, German, or Spanish 100A, B (Latin preferred) ...................................................... 8 semester hours

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Rhetoric 323</td>
<td>2</td>
</tr>
<tr>
<td>American National Government 230</td>
<td>3</td>
</tr>
<tr>
<td>American State and Local Government 231</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Sociology 241</td>
<td>3</td>
</tr>
<tr>
<td>Modern Social Problems 242</td>
<td>3</td>
</tr>
<tr>
<td>Public Finance 320</td>
<td>3</td>
</tr>
<tr>
<td>Electives (to be selected from Speech 105A, B; Money and Credit 221A, B; language or literature, or laboratory science)</td>
<td>13</td>
</tr>
</tbody>
</table>

Note.—1. An average scholarship of two honor points is required by the University of Michigan Law School.
2. The above requirements are those of the University of Michigan Law School. Those of the Detroit College of Law are the same except that for Psychology 200 in the third year, Accounting 210A, B (6 semester hours) is substituted.

### LIBRARY SCIENCE

(Combined Curriculum in Library Training)

The better schools for training in library science require the bachelor's degree for entrance. They also stipulate that certain courses must be taken. To avoid loss in the transference of credits to such schools, Western Michigan College of Education has provided this combined curriculum.

#### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106A, B</td>
<td>6</td>
</tr>
<tr>
<td>French, German, or Spanish</td>
<td>8</td>
</tr>
<tr>
<td>History of Modern Europe 108A, B</td>
<td>6</td>
</tr>
<tr>
<td>General Biology 100A, B</td>
<td>8</td>
</tr>
<tr>
<td>or General Chemistry 100A, B or 101 A, B</td>
<td>8</td>
</tr>
<tr>
<td>Electives</td>
<td>2-4</td>
</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>French, German, or Spanish</td>
<td>8</td>
</tr>
<tr>
<td>Second year foreign language</td>
<td>8</td>
</tr>
<tr>
<td>English or American literature</td>
<td>6</td>
</tr>
<tr>
<td>United States History 201A, B</td>
<td>6</td>
</tr>
<tr>
<td>or American National Government 230, American State and Local Government 231</td>
<td>6</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign language</td>
<td>8</td>
</tr>
<tr>
<td>Principles of Economics 220A, B</td>
<td>6</td>
</tr>
<tr>
<td>or Principles of Sociology 241, Modern Social Problems 242</td>
<td>6</td>
</tr>
<tr>
<td>English or American literature</td>
<td>6</td>
</tr>
<tr>
<td>Advanced Rhetoric 323</td>
<td>2</td>
</tr>
<tr>
<td>Electives from mathematics or science</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language or literature</td>
<td>6</td>
</tr>
<tr>
<td>Principles of Sociology 241, Modern Social Problems 242</td>
<td>6</td>
</tr>
<tr>
<td>or Principles of Economics 220A, B</td>
<td>6</td>
</tr>
<tr>
<td>Electives to complete a major and two minors</td>
<td>18</td>
</tr>
</tbody>
</table>

Note.—The high school course should include two years of Latin, two years of French or German, as much social science as possible, and a mastery of typewriting.
The Medical School requires 90 semester hours of pre-medical work from an accredited college. An average scholarship of one and three-quarters honor points is required. The college pre-medical requirements must include the following:

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

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

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

**First Year**

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

**Second Year**

- **English Literature 107** ....................... 3 semester hours
- **Mechanics, Sound, and Heat 203A, Electricity and Light 203B** ................................. 8 semester hours
- **Qualitative Analysis 201, Quantitative Analysis 202** ............................................. 8 semester hours
- **French or German** .............................. 8 semester hours

**Third Year**

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

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

2. Credit in trigonometry must be presented before the student may begin the study of physics.

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

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.

First Year
Rhetoric 106A, B .......................................................... 6 semester hours
Intermediate Algebra 100A, Solid Euclidean Geometry 100B 5 semester hours
or
Trigonometry and College Algebra 103A, College Algebra and
Analytic Geometry 103B .................................................. 10 semester hours
or
College Algebra and Analytic Geometry 104A, B ..................... 8 semester hours
General Chemistry 100A, B, or 101A, B ................................ 8 semester hours
General Biology 100A, B .................................................. 8 semester hours
Group I electives ................................................................ 4-6 semester hours

Second Year
Qualitative Analysis 201, Quantitative Analysis 202 ....................... 8 semester hours
Bacteriology 212, Zoology 242B ........................................... 8 semester hours
Group I electives .................................................................. 6-8 semester hours
Group III electives ................................................................ 6 semester hours

Third Year
Mechanics Sound and Heat 203A, Electricity and Light 203B .......... 8 semester hours
Organic Chemistry 306A ...................................................... 4 semester hours
Bio-Chemistry 350, 351 ......................................................... 3 semester hours
Physiology 211 ..................................................................... 4 semester hours
Group I electives .................................................................. 3-4 semester hours
Group III electives ................................................................ 8 semester hours

Fourth Year
Medical Technology 335 (400) ............................................... 30 semester hours

During the fourth year, the student registers for Medical Technology 335 (400), a twelve months course given in the laboratory training school of the Michigan Department of Health and/or approved hospital training schools.
NURSING

(Combined curriculum in Letters and Nursing)

Bronson Hospital, Kalamazoo

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

First Year

Rhetoric 106A, B ........................................ 6 semester hours
General Biology 100A, B .................................. 8 semester hours
Modern European History 108A, B ......................... 6 semester hours
Electives* .................................................. 10 semester hours

Second Year

Anatomy and Physiology (for Nurses) 213 .................. 5 semester hours
Chemistry (for Nurses) 106 ................................ 4 semester hours
Bacteriology (for Nurses) 214 ................................ 4 semester hours
Sociology (for Nurses) 244 ................................ 2 semester hours
Nutrition 219 ................................................ 2 semester hours
General Psychology (for Nurses) 202 ....................... 2 semester hours

Third and Fourth Years at Bronson Hospital

Fifth Year

English or foreign language .................................. 12 semester hours
Advanced Rhetoric 323 ..................................... 2 semester hours
Survey of American Government 234 ......................... 2 semester hours
Modern Social Problems 242 ................................ 3 semester hours
Electives ..................................................... 11 semester hours

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

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

3. Four class hours of physical education are required. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)

4. A course in library methods is required.
OCCUPATIONAL THERAPY

B.S. Degree and Diploma

First Year

Rhetoric 106A, B ........................................... 6 semester hours
Fundamentals of Speech 105A ................................. 3 semester hours
General Biology 100A, B .................................... 8 semester hours
Elementary Design 105 ......................................... 3 semester hours
Modeling 111 ................................................................ 3 semester hours
Printing 140A ................................................................ 3 semester hours
Electives from Group I .............................................. 4 semester hours

Second Year

Anatomy and Physiology (for Occupational Therapists) 215 .......... 4 semester hours
Applied Kinesiology 216 ......................................... 2 semester hours
Theory of Occupational Therapy 210A, B .................. 4 semester hours
General Psychology 200 ........................................... 3 semester hours
Special Education Shop 208 ..................................... 3 semester hours
Therapeutic Crafts 222A, B ...................................... 4 semester hours
Stitchery 223 ................................................................ 4 semester hours
Rug Making 224 ...................................................... 1 semester hour
Basketry 226 .......................................................... 1 semester hour
Leatherwork 227 ...................................................... 1 semester hour
Electives ..................................................................... 3 semester hours

Third Year (First Semester)

Advanced Rhetoric 323 ............................................. 2 semester hours
Political science ......................................................... 2-3 semester hours
Sociology 241 ............................................................ 3 semester hours
Weaving 303 ................................................................ 4 semester hours
Electives from Group V .............................................. 2 semester hours

Third Year (Second Semester and additional time to total ten months)

Clinical Training (at affiliating hospitals)

Neurology and Psychiatry 330 .................................... 3 semester hours
Clinical Subjects 332 ................................................. 4 semester hours
Clinical Observations 334 ......................................... 4 semester hours
Social Service in Hospitals 351 ................................... 3 semester hours
Hospital Case Studies 352 ....................................... 3-4 semester hours
Undifferentiated credit .............................................. 9 semester hours

Fourth Year (First Semester)

Theory of Occupational Therapy 310 .......................... 2 semester hours
Bookbinding 304 ....................................................... 2 semester hours
Electives from Group I .............................................. 5 semester hours
Electives ..................................................................... 9 semester hours

Note.—1. Thirty semester hours of college credit (as listed in first year above) 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 Co-ordinating Committee of the school, on the basis of general aptitude for the work and the scholastic record submitted with the special application blank.

2. The ten calendar months of clinical training shall be taken in two months between the second and third years, and in eight 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. A course in library methods is required.

5. A course in rehabilitation lectures is required.

6. This curriculum is open to women students only.
OCCUPATIONAL THERAPY

Diploma

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.

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106A, B</td>
<td>6 semester</td>
</tr>
<tr>
<td>General Biology 100A, B</td>
<td>8 semester</td>
</tr>
<tr>
<td>Elementary Design 105</td>
<td>3 semester</td>
</tr>
<tr>
<td>Modeling 111</td>
<td>3 semester</td>
</tr>
<tr>
<td>Printing 140A</td>
<td>3 semester</td>
</tr>
<tr>
<td>Electives</td>
<td>7 semester</td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology (for Occupational Therapists)</td>
<td>4 semester</td>
</tr>
<tr>
<td>Applied Kinesiology 216</td>
<td>2 semester</td>
</tr>
<tr>
<td>Theory of Occupational Therapy 210A, B</td>
<td>4 semester</td>
</tr>
<tr>
<td>Principles of Sociology 241</td>
<td>3 semester</td>
</tr>
<tr>
<td>General Psychology 200</td>
<td>3 semester</td>
</tr>
<tr>
<td>Special Education Shop 208</td>
<td>3 semester</td>
</tr>
<tr>
<td>Therapeutic Crafts 222A, B</td>
<td>4 semester</td>
</tr>
<tr>
<td>Stitchery 223</td>
<td>4 semester</td>
</tr>
<tr>
<td>Rug Making 224</td>
<td>1 semester</td>
</tr>
<tr>
<td>Basketry 226</td>
<td>1 semester</td>
</tr>
<tr>
<td>Leatherwork 227</td>
<td>1 semester</td>
</tr>
</tbody>
</table>

**Third Year (First Semester)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory of Occupational Therapy 310</td>
<td>2 semester</td>
</tr>
<tr>
<td>Weaving 303</td>
<td>4 semester</td>
</tr>
<tr>
<td>Bookbinding 304</td>
<td>2 semester</td>
</tr>
<tr>
<td>Electives under guidance</td>
<td>7 semester</td>
</tr>
</tbody>
</table>

**Third Year (Second Semester and additional time to total ten months)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neurology and Psychiatry 330</td>
<td>3 semester</td>
</tr>
<tr>
<td>Clinical Subjects 332</td>
<td>4 semester</td>
</tr>
<tr>
<td>Clinical Observations 334</td>
<td>4 semester</td>
</tr>
<tr>
<td>Social Service in Hospitals 351</td>
<td>3 semester</td>
</tr>
<tr>
<td>Hospital Case Studies 352</td>
<td>3-4 semester</td>
</tr>
<tr>
<td>Undifferentiated credit</td>
<td>9 semester</td>
</tr>
</tbody>
</table>

**Note.—1. Thirty semester hours of college credit (as listed in the first year above) 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. The student may take the required ten calendar months of clinical training in either of these two ways: (a) two months between the second and third years and eight consecutive months following the first semester of the third year, or (b) ten consecutive months following the first semester of the third 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. The student must return to the school following clinical training to take this examination and for graduation.

4. A course in library methods is required.

5. A course in rehabilitation lectures is required.

6. Four class hours of physical education are required. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)

7. This curriculum is open to women students only.
SOCIAL WORK*

**First Year**

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

**Second Year**

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

**Third Year**

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

**Fourth Year**

Any 1 or 2 of the following (to complete 4 required courses
in advanced sociology):
Rural Sociology 245 ........................................ 3 semester hours
Urban Community 340 ....................................... 2 semester hours
Population 343 ................................................. 3 semester hours
Social Control 441 (158) .................................... 3 semester hours
Cooperative Social Organization 445 (162) .......... 2 semester hours
Principles of Social Work 348 ............................... 4 semester hours
Social Work Practice 349 ................................... 3 semester hours
Clinical Psychology 300 .................................... 2 semester hours

Note.—*Professional training for social work is today largely restricted to the grad-
uate level by the leading schools of social work. This pre-professional curriculum permits
from 49 to 53 hours of electives, only recommended courses being indicated in the
above outline. Therefore students pursuing it should plan to complete a curriculum
conforming to the degree requirements. Social science should be the field of major
sequences, while a minor sequence may be chosen from any field of special interest to
the student. If a certificate in teaching is also desired, courses must be selected so
that the requirements in one of the certificate curricula are fulfilled.
Western Michigan College accepts as one of its functions the training, on a pre-service as well as an in-service basis, of 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 Administration, Trades and Industrial Education, Home Economics, and Industrial Arts. The primary objective of these courses 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. In most cases, however, the student should present evidence of high school graduation or certain occupational experiences indicating that he could profit from the instruction.

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.

**Business Administration**

In the field of business, there are at present, three programs available to students 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**

Short courses are offered to the adults of the community. These courses consist of various units in nutrition, clothing, home furnishings, consumer buying, etc., of interest to the group. College credit is not given.

The Home Economics Department does not at the present time offer a specific curriculum for the training of dietitians. As the program expands, courses will be added to qualify students for this field. At present, students may take two years at Western Michigan College of Education and then transfer to another institution.

**Industrial Arts**

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 especially in the field of printing. The student may pursue courses leading to a high degree of vocational competency and qualify for jobs in the printing trades.

**Trade and Industrial Education**

Courses are offered for aviation mechanics, machine tool operators, machinists, tool and die makers, sheet metal workers, arc and oxy-acetylene welders, radio service and communications specialists, shop maintenance, cabinet making, pattern making, shop mathematics, blueprint reading, and machine drafting. Courses are set up in units. Each unit can be completed in eighteen weeks.

Note.—Students may begin courses on the first day of any calendar week following proper enrollment and payment of tuition and fees.
SECRETARIAL SCIENCE AND OFFICE MANAGEMENT

B.S. Degree

In keeping with the increasing opportunities for young women in supervisory and junior administrative positions in business offices, the Department of Business Education announces the curriculum in Secretarial Administration, beginning in 1945-1946.

First Year

Rhetoric 106A, B ........................................ 6 semester hours
*Secretarial Science 130A, B .......................... 10 semester hours
College Algebra and Analytic Geometry 104A, B .......... 10 semester hours
*Introduction to Economics 120A, B ...................... 4 semester hours

Second Year

*Accounting Principles 211A, B .......................... 6 semester hours
Principles of Economics 220A, B .......................... 6 semester hours
*Secretarial Practice 230A, B ............................ 4 semester hours
Language or literature ..................................... 6-8 semester hours
Fundamentals of Speech 105A, B .......................... 6 semester hours
Electives ................................................................ 2-0 semester hours

Third Year

*Office Organization and Management 239 .................. 3 semester hours
*Business Law 320A ......................................... 3 semester hours
*Business Correspondence 330 ............................. 3 semester hours
Advanced Rhetoric 233 ....................................... 2 semester hours
General Psychology 200 ..................................... 3 semester hours
Introduction to Statistics 211 ............................... 2 semester hours
Electives ................................................................ 14 semester hours

Fourth Year

*Personnel Administration 336 ............................... 3 semester hours
*Business Problems 339 ...................................... 3 semester hours
Psychology of Personality 207 .............................. 2 semester hours
Electives ................................................................ 22 semester hours

Note. — *1. Courses required for a major sequence in this curriculum are starred.
2. Physical education: Women are required to take ten class hours, including Physical Education 100 and one individual sport. Men are required to take ten class hours. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)
3. A course in library methods is required.
COOPERATIVE PROGRAM IN RETAILING (Two Years)

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

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

Successful completion of the course leads to a diploma in retailing. If, at a later date, such students desire to secure a degree, credit obtained for work taken in the two-year program may be applied toward degree requirements (see degree requirements, pages 48 to 56), provided regular college entrance requirements are met.

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

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Records 111</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Retailing 140A, B</td>
<td>6</td>
</tr>
<tr>
<td>Retail Merchandising 141</td>
<td>3</td>
</tr>
<tr>
<td>Retail Salesmanship 150</td>
<td>3</td>
</tr>
<tr>
<td>Merchandise and Job Analysis 151A, B</td>
<td>6</td>
</tr>
<tr>
<td>Personal and Social Problems 120</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>8</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Accounting 211</td>
<td>3</td>
</tr>
<tr>
<td>Retail Credit and Collections 241</td>
<td>3</td>
</tr>
<tr>
<td>Store Organization 251A, B</td>
<td>4</td>
</tr>
<tr>
<td>Coordinated Business Experience 200A, B</td>
<td>2</td>
</tr>
<tr>
<td>Retail Publicity 240</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>15</td>
</tr>
</tbody>
</table>

Note.—1. Physical education: Women are required to take four hours including Physical Education 100, and one individual sport. Men are required to take four class hours. (A class hour is to be interpreted to mean one hour of classwork each week for one semester.)

2. A course in library methods is required.
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.

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 106A, B</td>
<td>6</td>
</tr>
<tr>
<td>Introduction to Economics 120A, B</td>
<td>4</td>
</tr>
<tr>
<td>Business Mathematics 120</td>
<td>2</td>
</tr>
<tr>
<td>Secretarial Science 130A, B*</td>
<td>10</td>
</tr>
<tr>
<td>Personal and Social Problems 120</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
</tr>
<tr>
<td>Physical education</td>
<td></td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretarial Accounting 211A, B</td>
<td>6</td>
</tr>
<tr>
<td>Principles of Economics 220A, B</td>
<td>6</td>
</tr>
<tr>
<td>Secretarial Practice 230A, B</td>
<td>4</td>
</tr>
<tr>
<td>Filing Principles and Techniques 236</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
</tr>
<tr>
<td>Physical education</td>
<td></td>
</tr>
</tbody>
</table>

Note.—1. *Students who have not had shorthand or typewriting in high school should register for Shorthand 100A and Typewriting 101A.

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

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

4. A course in library methods is required.
AVIATION 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.

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

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

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

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

MACHINE SHOP CURRICULUM (Two Years)

This two-year curriculum is offered to students who wish to enter the machinists' trade. The curriculum consists of a number of unit courses which are based upon the training needs of machine tool operators. With this arrangement, the special training needs of each individual can be met. The machine tool operator need elect only one course covering a specific machine and include the related subjects applying, to complete training in a four months period. The machinist elects a series of unit courses and related subjects courses to complete two years of training as a machinist.

RADIO CURRICULUM (One Year)

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.
TRADE DRAFTING CURRICULUM (One Year)

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 is studied from assembly sketches of small machines, giving a consideration of production costs in overhead, labor, and materials.

TRANSPORTATION MAINTENANCE CURRICULUM (One Year)

Basic training for automobile service men, involving theory and practices in automotive service and maintenance. Includes opportunity for specialization in the different service areas, as engine tune-up, brakes, metal finishing, etc.

WELDING CURRICULUM (Eight Months)

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

ADMINISTRATIVE OFFICERS

ELMER H. WILDS, Ed. D., Director of the Graduate Division
HELEN A. MCKINLEY, Secretary of the Graduate Division

ADVISORY COUNCIL

ELDA O. BAUMANN
WILLIAM J. BERRY
LEONARD C. KERCHER

GERALD OSBORN
PAUL ROOD
MATHILDE STECKELBERG

ELMER H. WILDS, Chairman
HELEN A. MCKINLEY, Secretary
PAUL V. SANGREN, Ex officio

FACULTY

Elmer H. Wilds, Director of the Graduate Division and Professor of Education; A.B., Allegheny College; A.M., The University of Chicago; Ed.D., Harvard University; Teachers College, Columbia University.

William J. Berry, Professor of Geography; A.B., Iowa College; S.M., Ph.D., The University of Chicago.

William R. Brown, Professor of English; A.B., University of Texas; A.M., Ph.D., Harvard University.

Roy C. Bryan, Professor of Education; A.B., Monmouth College; A.M., Teachers College, Columbia University; B.Ed., Teachers College, University of Cincinnati; Ph.D., Teachers College, Columbia University.

Clarence Fielstra, Professor of Education; A.B., Hope College; A.M., Ph.D., University of Michigan; Director of Curriculum, San Diego City Schools.

Deyo B. Fox, Professor of Vocational Education; B. S., M. S., University of Michigan; Ph. D., University of Pittsburgh.

Orle I. Frederick, Professor of Education; A.B., A.M., Findlay College; Ph.D., University of Michigan.

Wallace L. Garneau, Professor of Speech; A. B., Western Michigan College of Education; A. M., University of Michigan; School of Radio Technique, Radio City, New York.

George H. Hilliard, Professor of Education; A.B., A.M., Ph.D., University of Iowa; Iowa State Teachers College; Teachers College, Columbia University.

Frank J. Hinds, Professor of Biology; A.B., Western Michigan College of Education; A.M., University of Michigan.

Harry C. Johnson, Professor of Education; Ph.D., University of Minnesota.

Edwin M. Lemert, Professor of Sociology; A.M., Ph.D., Ohio State University.

Margaret E. Macmillan, Professor of History; A.B., A.M., University of Michigan; Ph.D., Columbia University.

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

D. C. Shilling, Professor of Political Science; Pd.B., Ohio Northern University; A.B., Miami University; A.M., University of Wisconsin; Pd.D., Ohio Northern University.

Alfred R. Thea, Professor of Special Education; B.S., M.S., Washington University.

Arthur L. Walker, Professor of Business Education; B.S., North Texas Teachers College; A.M., Colorado State College of Education; University of Southern California; George Washington University.

Wilbur D. West, Professor of Physical Education; B. P. E., M. P. E., International Y. M. C. A. College; Ph. D., University of Michigan.
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 School Office, University of Michigan, in advance of registration. The transcript should specify degrees obtained, courses completed, scholarship grades attained, and the basis of grading. One copy of the transcript is kept permanently on file in the Graduate School Office at Ann Arbor and another in the Graduate Division Office at Western Michigan College of Education.

2. A student who wishes to become an applicant for an advanced degree must indicate in his request for admission to graduate study a field of specialization; a student who is not an applicant for a degree is held to no special requirements, but he must furnish evidence of graduation from a recognized college.
3. Application for admission blanks may be secured from the Graduate Division Office, Room 106, Administration Building.

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

Course Requirements

Every student planning to work toward a degree is expected to acquire an intimate knowledge of his field of study and the methods employed in that field so that he will be able to approach his subject in an independent and critical spirit. A mere accumulation of credits is not advisable. A student should have in view a fairly complete program of studies before enrolling in the courses offered. The Director of the Graduate Division will assist the student in formulating such a program and recording it on the Schedule of Study blank which must be reviewed by the Graduate Adviser to the Colleges of Education and submitted by him to the Dean of the Graduate School for approval. Alterations in the program, resulting from the dropping or adding of courses, must receive approval in similar fashion.

Degrees

All degrees are awarded by the University of Michigan. Students taking work in the Graduate Division shall be permitted to complete such requirements for the master's degree as may be satisfied by courses offered in the Division. Unless specifically stated otherwise, a minimum of one summer session of full-time work on the campus of the University is required of all applicants for the master's degree. Courses may be taken in the Graduate Division for credit toward the doctor's degree. All doctoral students must meet the admission requirements of the Graduate School of the University in full and should be approved by their department of specialization before proceeding very far with their work. Doctoral students are required to fill in the first two pages of the Schedule of Study form, but the actual outlining of their programs may wait until they can confer with their advisers. No student can have a doctoral committee appointed until the schedule of Study form is on file.

Residence Requirement

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

Time Limitation

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

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

Substitution of Course Work for Thesis

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

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

Seminar Requirement

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

Scholarship Requirement

Students who desire credit must meet all the requirements set by the instructor with reference to attendance, supplementary reading, term reports, examinations, etc. The master's degree is awarded only to those students who maintain an average of B in all their work. An average grade of B is required for graduation. A grade lower than B for a given subject does not necessarily bar a student from obtaining credit for a graduate course, provided such a grade is balanced by other work of uniformly high character. Hours of D and E grades are used to determine the average grade of each student, but are not included in the number of hours required for the degree. A graduate student will not be allowed credit for a course unless it is completed and reported in the Office of the Graduate School within a year of the official termination of the course.

Program of Work

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

The Permanent Teacher's Certificate

The candidate for the secondary permanent certificate must earn ten semester hours of credit, which the State Certification Code recommends to be obtained in graduate courses leading toward the master's degree. The required ten hours may be earned in either a subject-matter or a professional field; the program to be followed is determined in each case by the present and probable future needs of the individual. Although the candidate for the elementary permanent certificate is not required to earn additional semester hours of credit, there are undoubtedly 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 30, from 8 to 12 A. M., and Monday, July 2, from 9 to 12 A. M. and from 1 to 4 P. M. All students who enroll later than July 2 must pay in addition to the regular fee a penalty of one dollar for each day of late registration until a maximum penalty of three dollars is incurred.

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

Classes for the summer session will begin on Tuesday, July 3, and will continue through Friday, August 10, or Friday, August 24, as indicated. All classes meet one hour a day, five days a week, Monday through Friday. Prerequisites for a course should be carefully determined by the student before enrolling in the course.

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

Fees

The fees must be paid in advance and no student can enter upon his work until after such payment. The fees are as follows:
Fee for summer session

<table>
<thead>
<tr>
<th>Credits</th>
<th>Michigan Students</th>
<th>Non-resident Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eight</td>
<td>$35</td>
<td>$50</td>
</tr>
<tr>
<td>Six</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>Four</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>Two</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>

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

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

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

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

Other Information

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

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

AGRICULTURE

HOWARD D. CORBUS

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

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

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

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

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

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

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

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

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

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

*Note.—1. Unless otherwise specified, courses run for six weeks.
2. For information regarding the significance of course numbers and credit for courses see pages 37 and 38.
ART

LYDIA SIEDSCHLAG  JOHN G. KEMPER  MARY E. SMUTZ

Many courses in the Department of Art are designed for students not particularly talented in art, but interested in finding a field of art in which they may do well. Suggested courses which require no prerequisite other than a marked desire to participate in art experiences are:

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

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

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

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

A major in art consists of:

Elementary Design 105 .............................................. 3 semester hours
Art Structure 106 .................................................. 3 semester hours
Industrial Art 110 ............................................... 2 semester hours
Figure Drawing 205 .............................................. 3 semester hours
Art Composition 208 ........................................... 3 semester hours
Commercial Art 214 .............................................. 3 semester hours
History of Art 213A ............................................... 3 semester hours
History of Art 213B ............................................... 3 semester hours
Demonstration Drawing 306 ................................... 2 semester hours

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

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

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

107. Illustrative Handwork. 3 semester hours. Mr. Kemper.
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.
### BIOLOGY

**111. Modeling.** 3 semester hours. Miss Siedschlag.

The course includes the designing, building, and casting of pottery; and the use of the potter's wheel and kiln.

**213B. History of Art.** 3 semester hours. Miss Siedschlag.

Study of the art of the Renaissance in Europe and of modern and contemporary art in Europe and America.

**222A. Therapeutic Crafts** (for Occupational Therapists). 2 semester hours. Miss Spear and Mrs. Thomas.

For description of course see Department of Occupational Therapy, page 120.

**303. Weaving** (for Occupational Therapists). 4 semester hours. Mrs. Thomas.

For description of course see Department of Occupational Therapy, page 121.

**304. Bookbinding** (for Occupational Therapists). 2 semester hours. Mrs. Thomas.

For description of course see Department of Occupational Therapy, page 121.

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### BIOLOGY*

**Leslie A. Kenoyer**  
**Theodosia H. Hadley**  
**Frank J. Hinds**  
**Edwin B. Steen**

To serve as the biological foundation for a cultural education, General Biology 100A, B is recommended.

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

- (a) General Biology 100A, B  
- (b) Botany 221A, B  
- (c) Zoology 242A, B  
- (d) Anatomy 211A and Physiology 211B  
- (e) Bacteriology 212A and Community Hygiene 212B  
- (f) Hygiene 112, Evolution and Genetics 305, and Human Genetics 306.  
- (g) Cytology and Histology 341 and Vertebrate Embryology 342.

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

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

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

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

For occupational therapy students, a minor consists of Group (a), Anatomy and Physiology 215, and Neurology and Psychiatry 330.

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

1. General Biology 100A, B  
2. Nature Study 231A, B  
3. Any one of the groups below:

*Note.—It may be possible to offer other courses, such as General Biology 100A or B, Human Biology, or Bacteriology. Please inform the registrar of your desires.*
(a) Physical Science 100A, B and enough more from the physical-science departments to make up the required hours.
(b) Botany or zoology, any two from 221A, B, or 242A, B
(c) Geology 230A, B
(d) General Chemistry 100A, B, or 101A, B

A minor for elementary teachers may consist of the following courses:
1. General Biology 100A, B
2. Nature Study 231A, B

112. Hygiene. 2 semester hours. Dr. Steen.
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.

For description of course see Department of Occupational Therapy, page 120.

222S. Local Flora. 2 semester hours. Prerequisite: General Biology 100A, B, or satisfactory equivalent. Dr. Kenoyer.
Plants are studied from the standpoint of classification and relationship to their environment. Field work constitutes an important part of the course.

223S. Botany of Flowering Plants. 1 semester hour. Residence or extension credit. Higgins Lake, June 24-June 30, 1945. Dr. Kenoyer.
The rich flora of the Higgins Lake region will be studied from the taxonomic and ecological standpoints. Mornings will be spent in the field, and afternoons in laboratory and discussions. A pocket magnifier, a dissecting set, and Gray's Manual and other works on classification will be found useful.
For fees, transportation, and clothing, see course 235S.

231B. Nature Study. 4 semester hours. Miss Hadley.
The aim of this course is to cultivate the ability to interpret natural phenomena through the study of the animals, plants, and minerals of the student's environment; to develop an understanding of the fundamental natural laws; and to stimulate appreciation of the beauties of nature. It includes the study of wayside and garden flowers, of resident birds, of local aquatic life, of insect life, and of rocks and minerals.

The aim of this course is to develop an appreciation of the necessity of conserving our natural resources. It consists of lectures and field trips in botany, forestry, geology, and zoology.
The course will be given at the Conservation Camp at Higgins Lake. This camp is situated on the lake front, with surrounding woods rich in plant and bird life. There is also an excellent bathing beach.
Field and lecture notebooks will be kept and materials will be gathered for school collections. Students should provide themselves with clothing suitable for field trips; walking shoes, sweater or coat, cloth bags for rock specimens, bird or field glasses, and magnifying glass.
The cost of the course is $24.00 for extension credit and $27.00 for residence credit. This fee covers the expense of seven days in camp, including field trips, board, bed, bedding, and towels. Students will provide their own transportation to and from Higgins Lake.
Those who can provide transportation, those who need transportation, and
those who desire further information address Mr. John C. Hoekje, Director of Extension, Western Michigan College of Education, Kalamazoo, Michigan.


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

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

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

Designed to offer a systematic study of the leading groups of insects. Life habits, structural adaptations, life histories, natural homes, classifications, and economic importance are considered. Frequent field excursions are made for collection of material, identification, and study of habits. Methods of rearing insects and of preparing museum specimens are studied. Control of insects in relation to disease, destruction of crops, and household depredation is especially emphasized.

Lectures, field, and laboratory work.

330. Neurology and Psychiatry (for Occupational Therapists). 3 semester hours. Member of Hospital Staff.

For description of course see Department of Occupational Therapy, page 121.

332. Clinical Subjects (for Occupational Therapists). 4 semester hours. Members of Hospital Staff.

For description of course see Department of Occupational Therapy, page 121.

334. Clinical Observations (for Occupational Therapists). 4 semester hours. Members of Hospital Staff.

For description of course see Department of Occupational Therapy, page 121.

OPEN TO GRADUATES

514. (171). Public Health Practices. 2 semester hours. Mr. Hinds.

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.

BUSINESS EDUCATION

Twenty-four semester hours are required for a major in business education. The following courses are required:

- Introduction to Economics 120A, B
- Accounting 210A, B, or 211A, B
- Secretarial Science 130A, B
- Secretarial Practice 230A,
- Filing Principles and Techniques 236

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

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

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

100B. Shorthand. 3 semester hours. Prerequisite: Shorthand 100A and Typewriting 101A. Mr. Brickner.

The discussion, application, and thorough review of the principles of Gregg shorthand as presented in 100A. The writing of shorthand notes under careful supervision from dictation at various rates of speed is developed, and extensive reading of expertly prepared shorthand plates is encouraged. No credit will be given for this course until the typewriting requirement, 101B or its equivalent, has been satisfied. Class meets five 100-minute periods a week.

101A. Elementary Typewriting. 2 semester hours. Not open to students with one year high school typewriting credit, but may be taken by other students in all curricula as an elective. Miss Anderson, Mr. Walker.

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 four 100-minute periods a week.

A fee of $1.50 will be charged for materials supplied in this course.

101B. Intermediate Typewriting. 2 semester hours. Mr. Brickner.

A course designed to equip the prospective teacher and the professional, vocational, and general student to use the typewriter as a tool of expression in the writing of letters, reports, papers, and notebooks. Special attention will be given to punctuation, capitalization, footnotes and reference citations, bibliographies, proof-reading markings, filing, and letter-writing techniques. Forty words per minute are required for passing.

Class meets four 100-minute periods a week.

A fee of $1.50 will be charged for materials supplied in this course.

130A. Secretarial Science. 5 semester hours. Prerequisite: Shorthand 100B or equivalent. Miss Anderson.

The first of a series of four courses designed for the development of those attitudes, knowledges, and skills essential for the occupational efficiency of a secretary. In this course special emphasis will be given to the development of accuracy and speed in shorthand and typewriting. This course is designed for the two-year secretarial students only. Classes meet for this course four hours a day, five days each week.

A fee of $1.50 will be charged for materials supplied in this course.

210A. Accounting. 3 semester hours. Mr. Kircher.

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 purposes of control is emphasized. Problems and sets to be worked under the direct supervision of the instructor are assigned.

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

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

320A. Business Law. 3 semester hours. Mr. Kircher.
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. Class meets four 100-minute periods a week.

OPEN TO GRADUATES

502. (E152). Curriculum Construction in Business Education. 2 semester hours. Mr. Walker.
Principles, practices, and problems involved in the evaluation and reconstruction of business curricula to meet the needs of a democratic society. It is possible through this course for each class member to study and evaluate his own immediate curriculum problems. Class meets five 50-minute periods a week.

CHEMISTRY

LAWRENCE G. KNOWLTON

Students preparing to teach chemistry in high schools must have as a minimum in chemistry General Chemistry 100A, B, or General Chemistry 101A, B. Through arrangements with the Department of Physics, a major in physical science may be made by taking 15 semester hours of chemistry and 10 semester hours of physics. A minor in chemistry consists of 15 semester hours.
If there is sufficient demand for summer courses not included in this bulletin, we will try to provide such courses.

100A. General Chemistry. 4 semester hours. Prerequisite: high-school algebra. Dr. Knowlton.
The fundamental principles of chemistry are studied in such a way as to prepare those students who wish to teach and those who expect to go on to more advanced work in the subject. This course may also be taken as a cultural subject by students desiring a broader knowledge of their environment. Classroom, 400 minutes per week; laboratory, 12 hours per week.
201. Qualitative Analysis. 4 semester hours. Prerequisite: General Chemistry 100A, B, or 101A, B. Dr. Knowlton.
The work includes the detection of both basic and acidic radicals. Classroom, 300 minutes per week; laboratory, 16 hours per week.

306A. Organic Chemistry. 4 semester hours. Prerequisite: General Chemistry 100A, B, or 101A, B. Open to qualified sophomores. Dr. Meyer.
Preparation and reactions of organic compounds, with special emphasis on the aliphatic series, are studied. The following topics are included: ketones, carbohydrates, amines, fatty acids, esters, dyes, drugs, amino acids, peptides, and proteins. This course is valuable not only to those students who wish to teach chemistry, but also to those who may later study medicine, dentistry, or chemical engineering. Classroom, 300 minutes per week; laboratory, 16 hours per week.

350. Elementary Biochemistry. 2 semester hours. Prerequisite: Organic Chemistry 306A. Dr. Meyer.
Elementary study of the chemistry of the body: digestion, metabolism, excretion, the endocrines, and vitamins. Classroom 300 minutes per week.

351. Biochemistry Laboratory. 1 or 2 semester hours. To accompany Elementary Biochemistry 350. Dr. Meyer.
Analysis of blood, urine, and gastric juices, and other experiments according to the needs of the student and the number of hours credit elected. Laboratory, 8 to 16 hours per week, depending on credit desired.

EDUCATION

GEORGE H. HILLIARD
VIOLET BERGEY
JANE A. BLACKBURN
ROY C. BRYAN
LOFTON V. BURGE
HOMER L. J. CARTER
CARL R. COOPER
HOWARD D. CORBUS
ISABEL CRANE
BEATRICE DENTON
LOUISA DURHAM

CLARENCE FIELSTRA
DEYO B. FOX
ORIE I. FREDERICK
HARRY C. JOHNSON
ARTHUR J. MANSKE
KATHERINE A. MASON
MARION J. SHERWOOD
ROXANA A. STEELE
ALFRED R. THEA
WILBUR D. WEST
ELMER H. WILDS

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

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

In accordance with the major and minor requirements and regulations (see pages 51 and 52), 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 students. Students should feel free to take such electives in education as will give them better professional preparation for teaching and serve their individual interests. Specialization in undergraduate study should as a general rule be confined to the school-subject fields, such as history, mathematics, commerce, and industrial arts.

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

145. Curriculum. 3 semester hours. Miss Evans.
   For description of course see Department of Rural Life and Education, page 126.

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

210A, B. Theory of Occupational Therapy (for Occupational Therapists). 4 semester hours. Miss Spear.
   For description of course see Department of Occupational Therapy, page 120.

212. Psychology of Reading. 3 semester hours. Miss Blackburn, Dr. Hilliard.
   A summary of the results of the scientific studies made in the field of reading, with suggestions as to the bearing of these studies upon the materials and methods of teaching.

235S. Occupational Information for Teachers. 2 semester hours. Mr. Corbus.
   This course has been planned to enlarge the teacher's knowledge of occupations, in order that he may be better able to counsel students in their vocational choices. The course will deal particularly with those occupations most frequently entered into by students in the communities represented by those enrolled in the class. Actual visitation and conferences with employment and personnel officers will be included in the work of the course. Especially valuable to teachers in rural schools and village elementary and secondary schools.

240. Introduction to Directed Teaching. 3 semester hours. Miss Evans.
   For description of course see Department of Rural Life and Education, page 126.

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

285. Health Education. 2 semester hours. Miss Crane.

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

286. Safety Education. 3 semester hours. Mr. Sherwood.

A course dealing with the various phases of accident prevention in school and out, and the school procedures to promote general safety. Particular emphasis is given to teaching aids and methods of putting into practice a school program coordinating safety with the usual laboratory and classroom activities.

309. Nursery School Education. 1 semester hour. Open only to seniors. Miss Blackburn.

This course will acquaint students with the history and present-day status of the nursery-school movement. Consideration will be given to the organization, equipment, and curriculum of the various types of existing nursery schools. A study will be made of the nature of the pre-school child and of the materials and environment necessary to promote correct growth.

310. Theory of Occupational Therapy (for Occupational Therapists). 2 semester hours. Miss Spear.

For description of course see Department of Occupational Therapy, page 120.

311B. The Elementary Curriculum. 2 semester hours. 2 weeks. Dr. Frederick.

A continuation of 311A (See College Catalog). Emphasis will be placed on developing and organizing course of study materials for actual use in school systems represented by those taking the course.

Note.—Not open to those who have not had 311A during the preceding semester.

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

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

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

For description of course see Department of Rural Life and Education, page 126.

351. Introduction to Directed Teaching. 3 semester hours. Prerequisite: Human Growth and Development 251, or equivalent. Miss Mason.

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

353. Foundations of Modern Education. 3 semester hours. Prerequisite: Human Growth and Development 251. Dr. Frederick.

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

361S. School-Community Relations. 2 semester hours. Miss Steele.

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

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

For description of course see Training Department, page 141.

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

For description of course see Training Department, page 141.

OPEN TO SENIORS AND GRADUATES

423. (C219). Cooperative Field Experience in Guidance. 4 semester hours. Prerequisite: open to mature students who have had 523. (C119) and 529. (C217) or equivalent work.

Designed to provide field experience and correlated instruction in guidance. Conducted in Detroit in cooperation with the Chrysler Corporation, the Ford Motor Company, and the Merchants' Retail Association. Those admitted to this course will spend eight weeks in retail trades in the larger stores of Detroit or in war production in industry, at standard rates of pay. The correlated program of instruction will relate such experience to the guidance field. Permission to elect this course must be secured in advance of registration from the Director of the Graduate Division, from whom full particulars may be obtained.

431. (C130). The Education of Exceptional Children. 2 semester hours. Mr. Thea.

Deals with the problems and methods involved in the adjustment and training of exceptional children in the schools, i.e., the mentally retarded, the gifted, the crippled, the deaf, the blind, the emotionally unstable, and the delinquent.
439S. Problems in Guidance and Adjustment: The Guidance Workshop. 6 semester hours. Dr. Manske, Director.

This workshop has been planned to meet the needs of those who have practical problems to solve in the guidance field. Special care has been exercised in the selection of the workshop staff to secure persons with wide experience in the various aspects of guidance with which schools, either large or small, must deal. Faculties of other universities have been drawn upon, as well as the personnel of state and federal departments of guidance and vocational information.

Each student admitted to the workshop will devote the major portion of his time to a given problem. Those with similar problems will be encouraged to work together in small, informal groups. Excursions, lectures, conferences, observations, demonstration clinics, and the like will be featured. Application for membership in the workshop should be made in advance to Dr. Elmer H. Wilds, Director of the Summer Session.

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

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

OPEN TO GRADUATES

510A. (C107a). Psychology of the Elementary School Subjects: Reading and Language. 2 semester hours. Dr. Johnson.

Deals with the psychological principles underlying present and projected practices in the teaching of reading and language. Involves statement of laws of learning, survey of experimental studies, psychological principles in learning situations; selection of subject matter, and examination of textbooks and courses of study.

511. (B105). Elementary School Curriculum. 2 semester hours. Dr. Frederick.

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

520. (B120). Improvement of Teaching in Secondary Schools. 2 semester hours. Dr. Fielstra.

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

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

Deals with the personal, recreational, educational, and vocational guidance of youth. Presents methods of counseling and techniques of gathering pertinent personal data.
525. (B156). Supervision of High School Subjects. 2 semester hours. Open only to graduate students preparing for the responsibilities of a superintendent, principal, supervisor, or head of a department. Dr. Fielstra.

Deals with the materials, aims, and principles of supervision of secondary-school subjects and seeks to aid teachers in their efforts to correlate the work of the different areas of instruction.

527. (B227). Seminar in the Secondary School Curriculum. 2 semester hours. Prerequisite: Education B122 and B192 or equivalents, and one or more other courses in secondary education. Dr. Wilds.

Designed for students prepared to do curriculum research work in secondary education.

529. (C217). Techniques of Guidance. 2 semester hours. Dr. Manske.

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 emphasizes the techniques of counseling. Systematic observations of practices employed in selected institutions and agencies are a requirement of the course.

535. (C120). Mental Hygiene of Adolescence. 2 semester hours. Dr. Bryan.

Deals with the cause, prevention, and resolution of the mental conflicts which arise in the adolescent’s attempt to adjust to his environment. Makes extensive use of case materials and stresses practical school problems.

560. (B250). Principles of Educational Administration. 2 semester hours. Dr. Hilliard.

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.

580s. (F190). The Camp as an Educational Agency. 2 semester hours. Dr. West.

Designed primarily for graduate students who are preparing for or are holding positions in camps. Includes both an extensive study of the literature of camping and, when feasible, visits to several camps.

581s. (F208). Community Recreation. 2 semester hours. Dr. West.

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

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

Students who major or minor in English for the State Secondary Provisional Certificate should have a fundamental acquaintance with Latin, and a reading knowledge of some modern language, preferably French or German. They must take Anglo-Saxon 390 and Chaucer 391, and should take Shakespeare 214A, B, The English Novel 213, some course in non-fiction prose, some course in American literature, and some course in poetry. For a minor, of course, the student will elect 15 semester hours most suited to his needs. In all cases the student's general program of study from year to year should be considered in making his elections in English.

RHETORIC

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

106A. Rhetoric. 3 semester hours. Mr. Householder.

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

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

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

323. Advanced Rhetoric. 2 semester hours. Miss Gary.

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

LITERATURE

122. American Prose. 3 semester hours. Mr. Householder.
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.

203. Literature for Children. 3 semester hours. Miss Walker.
This course aims to give a general survey of the field of literature suited to the needs and tastes of children, to get at the general principles which underlie the selection of literature for children under any given conditions, to organize and give new meaning to the mass of literature already read, and to add largely to its content by further reading.

207AS. Representative English Poetry. 3 semester hours. Miss Gary.
The aim of this course is to help the student become more familiar with representative poets of England and the relation of each to the period and movement in which he worked. Selections are read and discussed in class.

214B. Shakespeare. 3 semester hours. Mr. Sprau.
This course is a continuation of 214A and, in general, assumes some acquaintance with the subject. However, mature students who have had no courses in Shakespeare may enroll in this course with profit. Several plays and the sonnets are studied in class; others are read more rapidly. Some attention is given to the general field of Shakespearean criticism.

216. Contemporary Literature. 2 semester hours. Mr. Slusser.
It is the aim of this course to give the student some acquaintance with the better things in the literature of the last thirty years and to help him choose his reading with more critical discrimination. The classroom work consists of reading and interpreting representative selections, and of lectures upon interesting subjects connected with the literature of today. The course is primarily a reading course; much library work is required.

218A. The English Bible. 2 semester hours. Mr. Sprau.
In this course an attempt is made to study the Bible as a body of great literature. Facts of history and composition, in so far 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 Old Testament and to study intensively certain books that are especially rich in literary value.

219. The Short Story. 2 semester hours. Mr. Foley.
This course traces the development of the short story in England, France, and America, with an account of the various types and its general technique. The required reading will serve to acquaint the student with the best short stories and the method of teaching such material. Themes and reports are required.

322. American Literature. 3 semester hours. Miss Nobbs.
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.
Note.—This course can not be counted for credit together with the courses American Poets 121 and American Prose 122.
Modern Drama. 2 semester hours. Miss Eicher.
A study of the plays of Ibsen, Pinero, Jones, Galsworthy, Shaw, and others, with a careful inquiry into the relations among the Continental, the English, and the American dramas.

Open to Seniors and Graduates

The Modern Novel from the Middle of the Nineteenth Century to the Present. 3 semester hours. Dr. Brown.
A study of social interpretation in the English novel from Jane Austen to John Galsworthy.

Teaching

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

Geography and Geology

William J. Berry
Lucia C. Harrison

Introductory Geography, either 105A and B, or 305, must precede all other undergraduate geography courses except Conservation of Natural Resources 312, Introduction to Commercial Geography 218, Meteorology 225 and Military Uses of Maps and Aerophotographs 250. Course 305 should be taken instead of 105A, B by two groups of students: (1) those who do not begin the study of geography until the junior year and yet desire to complete a minor in the field and (2) upper classmen who are interested in electing a sequence in geography as a part of their general cultural or professional training. There is no required sequence in the courses in regional geography.
A student will not receive departmental recommendation for directed teaching or for a teaching position in geography who has not successfully completed Geographic Techniques 303.
A major in geography consists of 24 semester hours, including Field Geography 340, Climatology 325 or Meteorology 225, and either General Geology 230S or Dynamic Geology 230A, and Geographic Techniques 303. Students majoring in geography are advised to elect Economics 220A, B and modern American and European history, and to acquire the ability to read German, French, or Spanish. A minor in geography consists of 15 semester hours, including Field Geography 340 or an equivalent course. A combined minor in science including geography consists of 19 semester hours.
A major in earth science consists of Geology 230A, B and 16 hours additional in geography and geology.
Some recommended sequences to meet particular interests are the following:
1. If major is history: 105A, B or 305, 310, 316, and the regional geography of the continent of special interest.
2. If major is business administration or business education: 105A, B or 305, and 218.
3. If major is general science: 105A, B or 305, 225, 325, 340, and Geology 230S or 230A, B.
Two of the six semester hours earned in Physical Science 100A, B may be counted toward a major or a minor in earth science or geography.

Michigan. 2 semester hours. Prerequisite: Introductory Geography 105A, B or equivalent. Dr. Berry.
A detailed but non-technical study of Michigan in which are taken up the major economic, social, and recreational activities with a view to explaining their existence in the particular parts of the state where each activity or land use is prominent.
308. Africa. 3 semester hours. Prerequisite: Introductory Geography 105A, B or 305. Miss Harrison.
Earth conditions that have retarded exploration, occupation by the white race, and economic development; factors that have been operative in the evolution of the present political pattern of the continent; problems of governance and commercial exploitation by Europeans; the economic, social, and political geography of the major natural and political regions; economic, cultural, and political trends.

316. Political Geography. 2 semester hours. Prerequisite: at least one year of college geography and history. Miss Harrison.
Relationships between the patterns of states and the patterns of the natural environment. Includes a study of the comparative control by the several world powers of the arable lands, the useful minerals, the ocean highways, and the strategic footholds; of the natural environmental and other bases for the existence of areas of territorial instability; of the modifications in the political system of western Europe that evolved when it was transferred to new natural environments—through the migrations of peoples, as in the Western Hemisphere, Australia, and New Zealand, or through colonial administration, as in Africa; of the Soviet, China, and Japan as they figure in the world structure of states.

340. Field Geography. 3 semester hours. Prerequisite: Introductory Geography 105A, B or 305. Dr. Berry.
An intensive study is made of various type areas within the Kalamazoo vicinity with the purpose of observing how agricultural and industrial development, transportation, commercial organization, and the urban pattern have made adjustments in these areas. The course is based primarily upon field work and affords training in observing geographical facts, field note-taking, and detailed mapping of areas studied. Required of students who specialize in geography.

341. Advanced Field Geography: Independent field investigation. 1, 2, or 3 semester hours. Prerequisite: Field Geography 340. Dr. Berry.
The course is planned for students who desire to do independent field work in geography and to receive credit, the amount of which will depend on the size of the project and the intensity with which the work is done. A complete report written in scientific style is required. The course offers a good opportunity for college men in service to do some collegiate work. It should not be taken while the student is in residence. Students may take this course only by special permission of the instructor. Enrollment must then be made with the Extension Division and fees paid at that office. Residence credit is given.

OPEN TO GRADUATES

506. (120). Cultural Geography of North America. 2 semester hours. Prerequisite: Introductory Geography 105A, B or consent of instructor. Dr. Berry.
The migrations and routes of travel of the various European colonizers, together with the geographical conditions encountered in developing each part of the continent for human use.
Western Michigan College of Education prepares students to qualify as teachers of Vocational Home Economics in Michigan under the provisions of the State and Federal acts on vocational education.

Courses are planned in the Department of Home Economics for a major or a minor in home economics. Plans are also made for meeting the requirements for a vocational certificate in Michigan.

**Major:**

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

**Minor:**

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

**Vocational Certificate:**

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


- **Social Science**—At least one course each in economics and sociology.

- **Fine Arts**—Elementary Design 105, Costume Design 209, Home Furnishings 221.

- **Home Economics**—Problems in Home Living 100, Clothing Clinic and Textiles 103, Foods 111, Clothing 205, Nutrition 211, Home Nursing and Family Health 223, Family Clothing 305, Advanced Foods 311, Quantity Food Management 312, Home Management 322, Home Management Practice 324, Marriage and Family Relationships 325, and elective, two or more semester hours.

- **Education**—Problems in Home Economics Education' 300T, Human Growth and Development 251, and other courses in the Education Department to fulfill the requirement for a secondary provisional certificate.

**Dietetics:**

At present the Department of Home Economics does not prepare students to be dietitians. If a student wishes to enter the department and transfer at the end of two years, it is suggested that she take two years of chemistry (both inorganic and organic) and one year of biology, General Psychology 200, and courses in sociology, besides courses in foods and nutrition.
111. **Foods.** 3 semester hours. Miss Moore.
A study of foods and the principles of cookery. The course includes planning, preparing, and serving of meals to family groups. Emphasis is placed on the cost of meals.

120. **Personal and Social Problems.** 1 semester hour. Miss Acree.
This general course is planned for those who do not intend to teach home economics. Consideration will be given to such units as selection and care of clothing, personal health and grooming, social usage, nutrition, the hot lunch, 4-H Club work, and applied art. The units taught will be selected on the basis of the interests and needs of the students.

203. **Clothes and Personality.** 2 semester hours. Miss Volle.
This course is to help the student who is interested in spending her clothing dollars more wisely. Factors affecting the choice of satisfactory clothes from the standpoint of becomingness, current fashion, and economy are studied. Laboratory work consists of making garments to develop a knowledge of construction. Emphasis is placed on selection of clothes to suit personality types.

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.

220. **Home Nursing (for Rural School Teachers).** 1 semester hour. Prerequisite: consent of the instructor. Miss Acree and member of the Health Service Staff.
A practical course, open to both men and women, in home hygiene and the care of the ill or injured; common ailments, diseases, and emergencies; medicines and home remedies; nutrition; and the promotion and conservation of individual and group health under conditions peculiar to the rural home, school, and community. This course meets the requirements for the Red Cross home nursing certificate.

221. **Home Furnishings.** 2 semester hours. Miss Maurits.
This course is planned especially for students of home economics for the purpose of developing taste and judgment in the selection and arrangement of home furnishings. Color design and historic furniture will be studied.

223. **Stitchery (for Occupational Therapists).** 4 semester hours. Mrs. Thomas.
For description of course see Department of Occupational Therapy, page 120.

224. **Rug Making (for Occupational Therapists).** 1 semester hour. Miss Spear.
For description of course see Department of Occupational Therapy, page 120.

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

304. **Tailoring.** 2 semester hours. Prerequisite: Clothing 205 or consent of instructor. Miss Volle.
This course is planned to give experiences in tailoring techniques, with emphasis on the making of coats and suits.
312. Quantity Food Management. 2 semester hours. Prerequisite: Advanced Foods 311 or consent of instructor. Miss Moore.
This course includes a study of the buying, preparing, and serving of large amounts of food; the management of school lunches; the management of people, supplies, time, and equipment in large quantity cookery and serving. Some practical work is done in the college cafeteria and in the preparing and serving of teas, banquets, luncheons, and dinners.

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

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

INDUSTRIAL ARTS

Deyo B. Fox
Fred S. Huff

Don O. Pullin
Marion J. Sherwood

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

Suggested Course Sequences

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<td>Printing 140B</td>
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<td>General Shop 202</td>
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<td>Farm Shop 203A</td>
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<td>Advanced Presswork and Lockup 241</td>
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<td>General Woodshop 205A</td>
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<td>Linotype Composition 245B</td>
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Students who enter without high-school physics must elect Physical Science 100A, B.
Ordinarily students will be required to take Applied Mathematics 112 and Electricity 160. Those who elect a year of college physics are not required to take either Applied Mathematics 112 or Electricity 160. Those who elect
a year of college mathematics are not required to take Applied Mathematics 112. The first courses in wood, drawing, printing, and metal should be taken as soon as possible. None of these should be taken later than the sophomore year. All elementary courses are open to women. Those who show sufficient ability will be accepted in the advanced courses and may earn a minor in industrial arts.

**SHOP COURSES**

100. **Woodshop.** 2 semester hours. Mr. Sherwood.
An introductory course, including shop drawing, blueprint reading, and fundamental tool processes. A combination theory and laboratory course suitable for students enrolled in other departments, both men and women.

106. **Fundamentals of Shopwork.** 3 semester hours. Prerequisite: Woodshop 100 or equivalent. Mr. Sherwood.
An advanced course in bench woodworking, with particular emphasis on technique of hand tools, grinding, and sharpening. It includes elementary principles of pattern making, molding, shop sketching, and bench metal tools.

202. **General Shop.** 3 semester hours.
A comprehensive course covering a variety of mediums used in the industrial-arts field with introductory laboratory experiences. The course is particularly helpful to those preparing for administrative positions and those interested in the unspecialized phases of industrial-arts work.

203A. **Farm Shop.** 2 semester hours. Prerequisite: General Shop 202.
The application of the principles of General Shop 202 to farm problems: farm woodworking and carpentry; pipe fitting and plumbing, including water supplies, water uses, and water disposals; concrete construction, including floors, foundations, and septic tanks.

203B. **Farm Shop.** 2 semester hours. Prerequisite: General Shop 202.
A continuation of Farm Shop 203A. Forging; electricity; general tool repair; farm machinery; organization, management, and planning of the farm plant and home shop.

**DRAWING COURSES**

120. **General Mechanical Drawing.** 2 semester hours. Mr. Sherwood.
A general elementary course dealing with those phases of the work found in modern high-school courses, with special emphasis on problems correlated with other departments. Open to both men and women.

121A. **Mechanical Drawing.** 3 semester hours. Prerequisite: General Mechanical Drawing or equivalent. Mr. Huff.
A continuation of the principles emphasized in Mechanical Drawing 120. Lettering, sketching, drawing, tracing, and electric blueprinting of suitable shop projects.

121B. **Mechanical Drawing.** 2 semester hours. Prerequisite: Mechanical Drawing 121A. Mr. Huff.
More advanced problems in mechanical drawing, detailing, design, theory and application, ranging from simple geometrical problems, through surface development to machine details, cams, gears, and some architectural drawing. Special emphasis on review of the fundamentals of drawing and discussions of practical problems.
221. Mechanical and Machine Drawing. 2 semester hours. Prerequisite: General Mechanical Drawing 120 or equivalent. Mr. Huff.

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

222. Descriptive Geometry. 2 semester hours. Mr. Huff.

Instruction and exercises are given on combinations of the point, line, and plane, intersections, developments, tangent planes, and warped surfaces. This course is the equivalent of Drawing II of the Engineering Department, University of Michigan.

225A. Architecture. 2 semester hours. Prerequisite: General Mechanical Drawing 120. Mr. Huff.

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

225B. Architecture. 2 semester hours. Prerequisite: Architecture 225A. Mr. Huff.

Plans, elevations, details, mechanical perspective, rendering, tracing, and prints of a modern house. Emphasis placed on styles of architecture and architectural appreciation.

METAL COURSES

130A. General Metal. 3 semester hours.

A survey course presenting proper procedures and practices in handling and shaping metals in a series of units. Basic experiences are offered in sheet metal, art metal, cold metal, forging, welding, and heat treating. Processes are demonstrated and applied in making a variety of projects.

130B. General Metal. 3 semester hours.

A continuation of course 130A in which the student has an opportunity to emphasize work in any particular unit. Advance practices in sheet metal, art metal, forging, and welding are offered. No machine shop experience is available in this course.

PRINTING COURSES

140A. Printing. 3 semester hours. Mr. Pullin.

This course is for beginners and is intended to acquaint the student with the various tools and materials of a print shop and to teach him the fundamentals of plain type composition. Simple jobs are carried through the various stages, from composition to make-ready and presswork. Practical work is given in setting straight composition. This course is open to both men and women.

140B. Printing. 3 semester hours. Prerequisite: Printing 140A. Mr. Pullin.

This course emphasizes proportion, balance, and the study of type faces. Practical work is given in the composition of more complicated printed matter which involves rule work, borders, and ornaments. Practical work is given in make-ready and presswork.

141. Presswork. 2 semester hours. Prerequisite: Printing 140A, B. Mr. Pullin.

This is a beginning course in presswork, which includes simple lockup, make-ready, and feeding.
240. **Printing.** 2 semester hours. Prerequisite: Printing 140A, B, and Presswork 141. Mr. Pullin.

Keeping of records and accounts, purchase of materials, planning and laying out equipment, and study of school publications. Students will work out courses of study with job sheets, using original ideas.

241. **Advanced Presswork and Lockup.** 2 semester hours. Prerequisite: Presswork 141. Mr. Pullin.

This course is a continuation of course 141. Practical presswork and imposition of forms, make-ready of forms for jobbers and cylinder presses. Practical work on the cutter and folder will also be emphasized.

242. **Printing.** 3 semester hours. Prerequisite: Printing 140A, B. Mr. Pullin.

Advanced work in the complete designing and producing of printed matter, with a study of plates, papers, and inks. Advanced imposition and presswork are also included.

243. **Layout and Design.** 3 semester hours. Prerequisite: Printing 140A. Mr. Pullin.

Students will undertake the complete layout, design, and composition of such jobs as tickets, name cards, letterheads, programs, newspaper advertisements, newspaper-page layout, and cover designs. Principles of balance, art, color, copy-writing, copy-fitting, etc., as applied to such jobs will be studied.

**THERAPEUTIC OCCUPATIONS**

222B. **Therapeutic Crafts** (for Occupational Therapists). 2 semester hours. Miss Spear and Mrs. Thomas.

For description of course see Department of Occupational Therapy, page 120.

226. **Basketry** (for Occupational Therapists). 1 semester hour. Mrs. Thomas.

For description of course see Department of Occupational Therapy, page 120.

227. **Leatherwork** (for Occupational Therapists). 1 semester hour. Mrs. Thomas.

For description of course see Department of Occupational Therapy, page 120.

**PROFESSIONAL COURSES**

300T. **Shop Organization.** 1 semester hour. Mr. Sherwood.

This course includes the organization of models, outlines, and various teaching aids, as well as modern tool and equipment arrangements for school shops.

301T. **Teaching of Industrial Arts.** 3 semester hours. Mr. Sherwood.

This course aims to combine the student's previous educational contacts and practical experiences with the best modern school practices in the teaching of industrial arts. It includes observation studies and individual research problems.

**OPEN TO GRADUATES**

572. (E106). **Co-ordination in Vocational Education.** 2 hours credit. Dr. Fox.

For description of course see Department of Education, page 103.
Twenty-four semester hours are required for a major in foreign languages and fifteen for a minor. This minimum requirement does not include the first year of a language, if taken as a part of a curriculum leading to a secondary teaching certificate.

Students desiring to do directed teaching in foreign languages must have completed a minimum of fifteen semester hours and must be approved by the chairman of the department. Teaching of Latin 300T is prerequisite to directed teaching in Latin and Teaching of Modern Foreign Languages 301T is prerequisite to directed teaching in French, German, or Spanish. Phonetics 305 is required of students majoring or minoring in French; France and the French 207A, B is required by those majoring in French. Latin writing 305 is required of all students majoring in Latin.

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

No credit will be given for less than eight semester hours of a beginning language.

Students are urged to take the advanced courses as full year units, although credit may be obtained for one semester upon consultation with the instructor.

**FRENCH**

100A or B. Elementary French. 4 semester hours. Miss Tamin.

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

202S. Reading from Modern French Novels and Stories. 2 semester hours. Miss Tamin.

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

**GERMAN**

100A. Elementary German. 4 semester hours. Mr. Rothfuss.

The work of this course includes the study of the elements of German grammar, oral work, and the reading of simple German. To capable students an opportunity of finishing the year's work by correspondence is offered.

102A or B. Intermediate German. 4 semester hours. Mr. Rothfuss.

The work of this course covers that of the first or second semester of the second year of German.

It includes a review of grammar, the reading of simple modern German texts, composition based upon them, and the study of songs and poems.

**LATIN**

105S. Latin Literature. 3 semester hours. Miss Steckelberg.

Selections from Seneca, Tacitus, Suetonius, and other representative Latin authors will be read. Duplication of material already familiar to members of the class will be avoided.
MATHEMATICS 115
205S. Latin Literature in English. 2 semester hours. Miss Steckelberg.
No knowledge of the Latin language is required for this course. Selections from representative authors will be read in English translations. Those desiring to apply this credit to a major or minor in Latin may make arrangements to read the works in the original. The development of Roman literature will be studied with special emphasis upon the masterpieces and their contribution to the thought of today.

SPANISH

100A. Elementary Spanish. 4 semester hours. Mr. Greenwall.
The elements of grammar and pronunciation are given particular attention. The use of oral Spanish is encouraged, and reading is begun very early in the year.

102A or B. Intermediate Spanish. 4 semester hours. Prerequisite: two years of high-school Spanish or Elementary Spanish 100A, B. Mr. Greenwall.
The study of grammar is continued. A short novel is read each semester and work in composition is based upon the text.

201A, B. Spanish Conversation and Composition. 4 semester hours. Prerequisite: two years of high-school Spanish or Spanish 101A, B.
This course is intended to develop ease and accuracy in the use of everyday Spanish.

LIBRARY

ANNA L. FRENCH
PHOEBE LUMAREE

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

308S. Book Collection of a Small School Library. 3 semester hours. Miss Cleveland.
This course includes the methods of selecting and using books in the general collection and the reference collection of the small school library.

MATHEMATICS

GROVER C. BAETOO
PEARL L. FORD

Courses in the Department of Mathematics are designed to meet the needs of students presenting three types of preparation in the high school. A freshman electing work in mathematics for the first time should be careful to select from courses 100A, 103A, and 104A the one best adapted to the amount of high-school mathematics for which he has credit.
The department offers four sequences leading to calculus. Sequence A is designed for students who present trigonometry as part of their high-school preparation. Sequence B is designed for students who present one and a half years of algebra, but no trigonometry, as part of their preparation. Sequences C and D are for students who have completed but one year of algebra in the high school: Sequence D, the one regularly pursued by such students, requires two years to reach calculus; for exceptional cases, in which students having but one year of high-school algebra desire to enter calculus in the second year of their college course, sequence C is offered; this requires the student to make up deficiencies in his high-school course by taking two courses (115S and 116S) in the summer session following his freshman year. Note that the four sequences are mutually exclusive.
Elementary Sequences in Mathematics

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*Solid Euclidean Geometry 100B may be taken in combination with course 100A or course 100C, either the first or the second semester.

* * *

205A
205B

Following course 205B, a student has the privilege of electing several courses for which calculus is a prerequisite. A junior might elect Advanced Calculus 331, Theory of Equations 322, Differential Equations 331, Solid Analytic Geometry 323, or Theoretical Mechanics 325. One or more of these courses will be offered each semester at nine o'clock. The hours at which other advanced courses are offered will be arranged to suit the convenience of the situation.

For all students, including those not majoring in mathematics, there is offered by the department a group of subjects consisting of the following courses: Mathematics of Finance 227, Mathematics of Insurance 228, Introduction to Statistics 211, College Geometry 230. One or more of these courses will be offered each semester at eleven o'clock.

Opportunity is offered for more varied work in mathematics, but the courses should be chosen with some regard for the particular interests and objectives of the student. Members of the department will be glad to confer with students concerning the arrangement of their courses.

Attention is called to Mathematics of Buying and Investment 200, which is being offered experimentally to and for students of limited mathematical attainment.

Students expecting to teach mathematics are advised to elect the professional courses in the teaching of mathematics best suited to their particular requirements. It should be noted, however, that adequate appreciation of, and acquaintance with, subject matter is the first and inevitable step in the acquisition of professional skill in teaching. Professional preparation for teaching mathematics demands both academic accomplishments and training in proficiency of method, but in general the relative importance of these two types of education is in the order in which they are mentioned here.

A major in mathematics comprises not less than eight semester hours of work completed subsequent to a year's course in calculus and elected with the approval of the departmental adviser.

A minor in mathematics comprises not less than eight semester hours of work completed subsequent to any one of courses 103B, 104B, or 116S and elected with the approval of the departmental adviser.

Students desiring to do directed teaching in mathematics must have completed a major or a minor in this subject and have included in this preparation Teaching of Secondary Mathematics 301T. The History of Mathematics 315A, B is also recommended. Applications for directed teaching in mathematics must be approved by the chairman of this department. Solid Euclidean geometry is a prerequisite to directed teaching in either algebra or geometry.

100A. Intermediate Algebra. 3 semester hours. Prerequisite: one year of high-school algebra and one year of high-school geometry. Mr. Bartoo.

Designed for students who present for admission only one year of algebra. For such students it should precede all other college courses in mathematics.
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 their graphs.

100C. Plane Trigonometry. 3 semester hours. Prerequisite: Intermediate Algebra 100A or a year and a half of high-school algebra, and at least one year of Euclidean geometry. Miss Ford.

Trigonometric ratios, identities and equations, inverse functions, theory and use of logarithms, circular measure of angles, solution of triangles.

101T. Arithmetic. 3 semester hours. Mr. Blair.

Lectures and discussions on the history and teaching of the subject, with assigned reading. Extended treatment of typical problems of applied arithmetic. This course gives credit in education.

115S. College Algebra. 3 semester hours. Prerequisite: one and one-half years of high-school algebra and one or one and one-half years of high-school geometry, or the equivalent. Mr. Blair.

A review of exponents, radicals, and quadratic equations, including systems of quadratic equations, progressions, the binomial theorem, complex numbers; theory of equations, including Horner's method, determinants, permutations and combinations.

116S. Analytic Geometry. 3 semester hours. Prerequisite: trigonometry and college algebra. Miss Ford.

Analytic geometry of the straight line, circle, and conic sections; change of axes; properties of conics, involving tangents, diameters, and asymptotes.

230. College Geometry. 3 semester hours. Prerequisite: one year of college mathematics. Mr. Bartoo.

While this course is designed primarily for those who plan to teach high-school mathematics, it will be of interest to anyone desiring to apply Euclidean methods to many interesting problems beyond the scope of a high-school text. The course consists of the study of such topics as geometric constructions, properties of the triangle, harmonic ranges and pencils, circle of Apollonius, inversions, poles and polars, and orthogonal and co-axial circles.

MARY P. DOTY
DOROTHEA SNYDER
H. GLENN HENDERSON

Majors and Minors

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

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

The fifteen semester hours minor will consist of:

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

and eight semester hours selected from the music courses under advisement of the Staff of the Department of Music.
A **major** in music in the Elementary Curriculum has the same prerequisite as the minor. The twenty-four semester hours will include:

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

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

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

The following courses are required:

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

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

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

The following courses are required:

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

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

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

**105A. Fundamentals of Music.** 3 semester hours. Mrs. Snyder.

This is a course for students preparing to major or minor in music. It presupposes a keen interest in music and the ability to sing music of school-grade difficulty and to play the piano or an orchestral instrument. The work includes a study of the development of musical theory, notation, rhythm, ear-training, scale construction, major and minor keys, interval work, rapid sight singing, chromatics in simple form, rounds, canons, and two- and three-part singing.

**116A. Voice Culture.** 2 semester hours. Mrs. Snyder.

Stresses the fundamental processes of tone production and breath control. Group vocalizing, singing of songs in small groups, and some individual coaching are included.

**134S. Summer School Choir.** 1 semester hour. Rehearsals twice a week. Mrs. Snyder.

A summer-school choir, open to all students having had choral experience, will be organized. Material will be used that will be sung in the following spring at the High School Music Festivals.
209A. Harmony. 4 semester hours. Prerequisite: Fundamentals of Music 105A, B, and at least the ability to play hymns. Mr. Henderson.

The course presented sufficient material to enable a student to gain an intelligent knowledge of modern harmonic treatment. Part writing from given basses and melodies, chord, and melodic progressions is required.

212A. History of Music. 4 semester hours. Prerequisite: Fundamentals of Music 105A, B. Mr. Henderson.

This course is designed to acquaint the student with the development of music in its relationship to the other arts; its close adherence to the laws of nature, its dependence upon science, and its place in a changing civilization. An attempt is made to suggest a working philosophy of music in the lives of people.

212B. Music Appreciation. 4 semester hours. Prerequisite: Fundamentals of Music 105A, B. Miss Doty.

This course includes a study of the masterpieces from the time of Bach and Handel down to the present-day composers. The development of the song, symphony, opera, oratorio, and various other music forms is worked out with the aid of piano, voice, victrola, and radio.

300T. Music Education. 2 semester hours. Prerequisite: Fundamentals of Music 105A, B or its equivalent. Miss Doty.

The aim of the course is to acquaint the student with the materials, methods, problems, procedure, and development of music in the first six grades. Observation of the work in the Training School will be included as a part of the course.

302T. Music Education (instrumental). 2 semester hours. Prerequisite: Fundamentals of band and orchestra instruments. Class instruction such as is used in the grades and the high schools for the development of band and orchestra is stressed. Materials will be studied which will best serve organizations in the lower grades and the high school.

OCCUPATIONAL THERAPY

Marion R. Spear

Jane E. Thomas

In order to meet the increasing demands of both civil hospitals and those of the armed forces, the following courses are given in occupational therapy. They may be taken in any one of the following curricula: B.S. Degree with or without Teacher's Certificate and Diploma in Occupational Therapy or the Diploma course. These curricula are approved by the American Medical Association and graduates are qualified for registration in the American Occupational Therapy Association.

Students enrolling in this department will take their major in occupational therapy and their minors in biology and practical arts. It is expected that students will, as far as possible, choose the electives allowed in the curricula they are following from allied fields such as music, fine arts, or psychology.

Since not all the courses described below are offered in the 1945 summer session, students should consult with the departmental adviser before enrolling in this curriculum.

Note.—The courses given below under Theory are open to occupational therapy students only; the courses under Therapeutic Occupations may be taken by those not enrolled in the Department of Occupational Therapy, with the consent of the instructors.
THEORY

210A. Theory of Occupational Therapy. 2 semester hours. Miss Spear.
Study of the history, purpose, and aims of occupational therapy from ancient
to modern times. Special emphasis is given to professional and hospital ethics
and etiquette. Survey of present day trends and applications in the major
medical fields. Supplemented by orientation trips to near-by hospitals and
allied industries.

210B. Theory of Occupational Therapy. 2 semester hours. Miss Spear.
Specific instructions in applying occupational therapy in the various fields
of service. Further emphasis on adaptation of training to meet patients' needs. Survey of public and private agencies offering facilities for the place-
ment of the handicapped. Supplemented by field trips to hospitals, social
agencies, and allied industries.

216. Applied Kinesiology. 2 semester hours. Prerequisite; Anatomy and
Physiology 215. Mrs. Thomas.
Study of body muscles, classified as to joint motion. Principles of normal
muscle function, measuring and charting joint motion with arthrometer or
goniometer, measuring and charting muscle strength with therapeutic exer-
cises, and muscular re-education following disability or disease. Training
given in this re-education of muscles through adaptation of occupations and
exercise.

310. Theory of Occupational Therapy. 2 semester hours. Miss Spear.
Correlation of all theory courses in occupational therapy. Specific instruc-
tion in the organization and administration of an occupational therapy de-
partment. Includes ordering of equipment and material, maintaining an in-
ventory of supplies, problems of office administration and recording, and dis-
posal of finished articles. Supplemented by field trips to hospitals, social
agencies, and allied industries.

THERAPEUTIC OCCUPATIONS

222A. Therapeutic Crafts. 2 semester hours. Miss Spear and Mrs. Thomas.
Course consists of various short-term projects, such as paper making, con-
struction of favors, table decorations, designing and remaking seasonal greeting
cards, graded projects for pediatrics, decorating fabrics by means of stenciling
with textile paints, batik, or block print, and others.

222B. Therapeutic Crafts. 2 semester hours. Miss Spear and Mrs. Thomas.
Course consists of various short-term projects, such as articles constructed
of waste materials, candle dipping and molding, chip carving, square knotting,
puppetry and marionettes, making or recovering lamps/ades, and others.

223. Stitchery. 4 semester hours. Mrs. Thomas.
Samples of every known simple and decorative stitch, such as Italian hem-
stitching, Assissi, Swedish darning, and others are included; also knitting,
crocheting, tatting, netting, quilting, and the assembling of projects.

The history and development of the art of rug making. Includes study of
materials used and the making of sample rugs.

226. Basketry. 1 semester hour. Mrs. Thomas.
Construction of samples showing stitches used with raffia and pine needles.
Also includes completed projects in reed, combining various weaves, borders,
handles, and finishes.

227. Leatherwork. 1 semester hour. Mrs. Thomas.
Fundamental processes and techniques of leatherwork as used in occupa-
tional therapy. Includes designing, cutting, stamping, tooling, dyeing, and
lacing of leather.
303. **Weaving.** 4 semester hours. Mrs. Thomas.
   Designed to give a working knowledge of hand looms. Includes the history of textiles, assembling looms, functional adaptations of them for special treatments, reading and drafting patterns, warping and threading looms, and types of weaving.

304. **Bookbinding.** 2 semester hours. Mrs. Thomas.
   Instruction in basic processes in construction of portfolio, scrap book, file, and sewn books, as well as pamphlet and magazine binding. Use of paper, cloth, vellum, and buckram are taught. Care and repair of books are included.

### CLINICAL TRAINING

330. **Neurology and Psychiatry.** 3 semester hours. Members of Hospital Staff at Kalamazoo and other State Hospitals.
   Consists of the history and clinical demonstration of mental diseases; their causes and methods of readjustment. Also a study of the structure and function of the nervous system. Study and emphasis of the application of work to individual needs given during practical training.
   **Note.** This course may be counted toward a minor in biology.

332. **Clinical Subjects.** 4 semester hours. Members of Hospital Staff. During clinical training at each hospital.
   Consists of lectures by staff physicians on general medical and surgical conditions, orthopedics, tuberculosis, communicable diseases, cardiac diseases, blindness, and deafness.

334. **Clinical Observations.** 4 semester hours. Members of Hospital Staff. During clinical training at each hospital.
   Consists of observations of clinical activities, including special treatments such as shock therapy, Kenny method for Poliomyelitis, hydrotherapy, and others; operations such as pneumothrax, skin graft, spinal fusion, thoracoplasty, and others; postmortems and dissection of cadavers; ward rounds with physicians, and clinics. Written reports must be submitted to this department.

351. **Social Service in Hospitals.** 3 semester hours. Members of Hospital Staff. During clinical training at each hospital.
   Consists of lectures showing the relationship of the social service department to the hospital, and details of their work. Promotes an understanding between occupational therapists and social service workers necessary to their appreciation of each other and the interrelationship of the two departments.

352. **Hospital Case Studies.** 3 or 4 semester hours. Members of Hospital Staff. During clinical training at each hospital.
   Complete and thorough case histories of typical patients observed in occupational therapy departments. Each history to include summary of background material emphasizing causes of or relations to patient’s present condition, and a special report on physical condition, treatment, and progress of patient in the occupational therapy department. Student must submit two case histories for each semester hour credit.
A student can qualify for a major in physical education and coaching with a minimum of 24 semester hours, but he must check with the director so as to be sure to get the required subjects. It is recommended, nevertheless, that the student take the full 36 semester hours.

Intramural tournaments, covering such activities as tennis and golf, will be held during the summer. There will also be a soft ball league, playing a regular schedule from 3:00 to 5:00. Mr. Wietz.

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

101. Early American Dancing. Miss Crane.

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

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

History, aims, and principles of the Boy-Scout movement. Methods of the patrol and troop are studied. Students are given the opportunity of practical experience in the various phases of scouting and woodcraft. Particular emphasis is placed on the value of the scout program in supplementing the influences of the home, church, and school life of the adolescent boy. Those completing the course satisfactorily are awarded the standard leader’s diploma, issued by the Boy Scouts of America.

208. Fundamentals and Technique of Football. 2 semester hours. Mr. Gill.

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

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


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

Theory and practice in base running, fielding, batting, and pitching; detailed study of each position; offensive and defensive team play; officiating; scoring; study of rules.

211. Fundamentals and Technique of Track and Field. 2 semester hours. Mr. Wietz.

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

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

Knowledge and skill in meeting emergencies, use of massage in treatment of sprains and bruises, use of hot and cold applications.
PHYSICAL EDUCATION FOR WOMEN

320. Playground and Community Recreation. 3 semester hours. Mr. Hyames.
Nature and function of play; age periods and adaptation of activities; social environment; playground development, construction, management, and supervision. Practice in class instruction in games, story plays, handicraft, and other physical activities. A survey of recreational material, athletic and field meets. Laboratory work with children required.

OPEN TO SENIORS AND GRADUATES

480S. The Camp as an Educational Agency: The Camping Workshop. 6 semester hours. Dr. West, Director.
For description of course see Department of Education, page 102.

OPEN TO GRADUATES

580S. (F190). The Camp as an Educational Agency. 2 semester hours. Dr. West.
For description of course see Department of Education, page 103.

581S. (F208). Community Recreation. 2 semester hours. Dr. West.
For description of course see Department of Education, page 103.

PHYSICAL EDUCATION FOR WOMEN

ISABEL CRANE  DOROTHY VESTAL  DORIS HUSSEY

The Department of Physical Education for Women aims to provide an interesting and beneficial program of physical activity for each student. Physical fitness of the individual for participation is determined by medical and physical examinations. No student is excused from physical education, but program adjustments are arranged to take care of those with physical handicaps. Appropriate uniforms, obtainable at the Campus Store, are required for the various activities.

Students other than those majoring in physical education may not earn more than three class hours of physical-education credit in one semester. (A class hour is to be interpreted to mean one hour of class work each week for one semester.)

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

PHYSICAL EDUCATION MAJOR

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

Group II. Science
General Biology 100A, B ........................................... 8 semester hours
Hygiene 112 ......................................................... 2 semester hours
Anatomy 211A ....................................................... 4 semester hours
Physiology 211B ..................................................... 4 semester hours

Group VII. Physical Education and Health
Physical Education Theory and Practice 151A, B ............. 4 semester hours
Introduction to Physical Education 170 ....................... 2 semester hours
Physical Education Theory and Practice 251A, B ............. 4 semester hours
Elementary School Physical Education 270A, B ................ 4 semester hours
First Aid 271 ........................................ 1 semester hour
Applied Anatomy 273 ................................... 2 semester hours
Secondary School Physical Education 274A, B ............ 3 semester hours
Health Education 285 .................................. 2 semester hours
Methods in Physical Education 300T ....................... 2 semester hours
Administration and Organization 301T .................... 2 semester hours
Physical Education Theory and Practice 351A, B ...... 2 semester hours
Physical Education Theory and Practice 361A, B ...... 2 semester hours
Individual Gymnastics 373 ................................ 3 semester hours
Principles of Physical Education 374 ...................... 2 semester hours
Community Recreation, Scouting, and Camp Fire 376 ... 2 semester hours

TWENTY-FOUR HOUR MAJOR

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

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

PHYSICAL EDUCATION MINOR

Required:
Physical Education Theory and Practice .................. 6 semester hours
(Element is the equivalent of 18 class hours of physical education practice.)
Elementary School Physical Education 270A, B ......... 4 semester hours
or
Secondary School Physical Education 274A, B .......... 3 semester hours
Elective:
The remaining five or six hours may be selected from the following courses:
Introduction to Physical Education 170 .................. 2 semester hours
First Aid 271 .......................................... 1 semester hour
Health Education 285 .................................. 2 semester hours
Community Recreation, Scouting, and Camp Fire 376 ... 2 semester hours

100. Physical Education. Miss Vestal.
The aim of this course is to give the student an understanding of the values of participation in physical activities, and to aid her in determining her physical abilities and needs.

101. Early American Dancing. Miss Crane.

105. Physical Education. Prerequisite: Physical Education 100. Miss Vestal.
Volleyball and folk dancing are emphasized. Tactics and gymnastics are included.

110. Swimming. 1 class hour. Miss Hussey.

113. Tennis. 1 class hour. Miss Hussey, Miss Vestal.

118. Archery. 1 class hour. Miss Vestal.

120. Badminton. 1 class hour. Miss Hussey, Miss Vestal.
PSYCHOLOGY

334S. Public School Physical Education. 2 class hours. Miss Crane, Miss Vestal.
A survey of the needs and interests of children as to physical education and presentation of suitable activities. This course may be substituted for Physical Education courses 233, 330, 331, or 332, which appear in the catalog.

OPEN TO SENIORS AND GRADUATES

480S. The Camp as an Educational Agency: The Camping Workshop. 6 semester hours. Dr. West, Director.
For description of course see Department of Education, page 102.

OPEN TO GRADUATES

580S. (F190). The Camp as an Educational Agency. 2 semester hours. Dr. West.
For description of course see Department of Education, page 103.

581S. (F208). Community Recreation. 2 semester hours. Dr. West.
For description of course see Department of Education, page 103.

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PHYSICS

PAUL ROOD

A major in physics consists of 24 semester hours; a minor, 15 semester hours. Information concerning interdepartmental majors and minors may be obtained from the head of the department.

203A. Mechanics, Sound, and Heat. 4 semester hours. Prerequisite: high-school physics and trigonometry. Dr. Rood.
A general course in mechanics of solids and fluids, together with a study of heat and sound. Demonstrations, lectures, and recitations. Class room, 5 hours a week; laboratory, 2 consecutive hours a week.

203B. Electricity and Light. 4 semester hours. Prerequisite: Mechanics, Sound, and Heat 203A. Mr. Baker.
Same general plan of presentation as in 203A. Classroom, 5 hours a week; laboratory, 2 consecutive hours a week.

210. Astronomy. 3 semester hours. Dr. Rood.
A non-mathematical course in descriptive astronomy, which will serve as an aid to students in general science and to others who may desire an understanding of the elements of the subject. Open to students of all curricula.

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PSYCHOLOGY

THEODORE S. HENRY

DOROTHY J. McGINNIS

HOMER L. J. CARTER

A minor in psychology consists of fifteen hours of work. Twelve hours of work in this department will satisfy the minimum requirements in Group II. General Psychology 200 is prerequisite to all other courses in psychology.

204. Applied Psychology. 2 semester hours. Dr. Henry.
A study of the psychological factors in occupational choice and adjustment; and the implications of psychology for advertising and selling, and for the field of industry.
302. Laboratory in Psychological Testing. 3 semester hours. Mr. Carter and Miss McGinnis.

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

RURAL LIFE AND EDUCATION

WM. MCKINLEY ROBINSON  
ANNA L. EVANS

Additional information relating to the work of the Department of Rural Life and Education may be found on the following pages:

Facilities for training for work in rural life and rural education available at Western Michigan College of Education, pages 45 and 46.

Certificates granted, pages 52 to 55.

Curricula offered, pages 65 and 66.

Advanced courses in the field of Rural Life and Education are those numbered 345 to 348.

145. Curriculum. 3 semester hours. Miss Evans.

A study of the elementary-school child as a background for the examination of the various areas of the elementary-school curriculum; a survey of these areas, together with some reference to the research in the several fields and the present-day classroom practices in each; a detailed study of the Michigan State Course of Study; and a brief comparison of the Michigan State Course of Study with the courses of other states.

240. Introduction to Directed Teaching. 3 semester hours. Miss Evans.

A study of the general principles of teaching, with particular application to rural-school situations. Textbook discussions, supplementary reading, and observations in the training school are required. Prerequisite to directed teaching.

240. Rural Economics. 3 semester hours. Dr. Robinson.

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 those topics touched upon in the elementary and secondary school curricula; notably, conservation, agricultural extension services, cooperatives, insurance, consumer education, etc.

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

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

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

In course 345, critical study of a recent textbook in rural sociology is supplemented with references including research studied representing primarily the essentials in wholesome social life. In course 346, an analysis of social research is the subject of class discussion, members of the class devising forms and schedules for a rural community study. A minor study within the scope of available time is undertaken.
“Social Sciences” is a group title including the four separate and distinct departments of (1) Economics, (2) History, (3) Political Science, and (4) Sociology. Advisers should bear this fact in mind in helping students plan their work. It is frequently desirable that students majoring in one department of this group should minor in another. Candidates for the A. B. degree who major in any department of this group are advised to take a minimum of six semester hours in at least two of the other coordinate departments in the group.

Students who select a group major in social sciences are required to present at least one minor in a field of study not represented in the social science field.

A group minor in social sciences requires a minor of 19 semester hours including acceptable courses in at least three of the departments in the Social Science Division.

Introduction to Contemporary Society 101A, B may be counted toward a group major in social science; a major in economics, political science, or sociology; or the two courses may be counted as 3 semester hours of credit toward a minor in economics, political science, or sociology.

Teaching of the Social Studies 300T does not count toward either a major or a minor. (See page 52.)

Additional information of a more specific nature follows the departmental headings below.

400S. Social Studies for Teachers: The Social Studies Workshop, 6 semester hours. Dr. Fielstra, Mr. Dolan, Mr. Gernant, Miss McLaughlin.

This workshop has been planned to meet the needs of those teaching in any area or at any level of instruction. It is a project in the general education of in-service teachers and is designed to broaden social understandings and deepen insights into social problems, thus improving the social, cultural, and professional background of teachers. Care has been taken in the selection of the workshop staff to secure persons with wide acquaintance not only with the various social studies, but also with the social, economic, and political problems of the community and the nation. A wide variety of resource people from the faculty and the field will be available. Application for membership in the workshop should be made in advance to Dr. Elmer H. Wilds, Director of the Summer Session.

Note.—Credit for a workshop course may not be counted to satisfy the requirements for a major or a minor, nor to satisfy a minimum group requirement.

ECONOMICS

Courses in economics are designed (1) to contribute to general education by attempting to make students more familiar with the ways and means by which men make their living in modern times; (2) to fulfill the requirements for the training of teachers in certain professional groups, such as commerce and business administration; and (3) to furnish courses and explore areas of economic thought which are prerequisite to graduate study and are recommended as pre-professional in business administration, engineering, journalism, law, medicine, and social work.
Introduction to Contemporary Society 101A, B, may be counted as 6 semester hours toward a major in economics or as 3 semester hours toward a minor in economics.

All majors and minors in economics must include Principles of Economics 220A, B. These two courses are prerequisite to all other courses offered in the economics department.

220. Principles of Economics. 3 semester hours. Dr. Moore.
A study of the fundamental principles of economics and their application to some of the more important of our economic problems. Special emphasis is placed on the laws of price, the fundamental principles involved in production, and the principles underlying our monetary and banking systems. A few problems, such as those presented by the business cycle, inter-regional trade, business organization, and marketing, are frequently included.

240. Rural Economics. 3 semester hours. Dr. Robinson.
For description of course see Department of Rural Life and Education, page 126.

326. Business and Government. 3 semester hours. Prerequisite: Principles of Economics 220A, B. Work in government may be submitted in special cases by permission of the instructor. Dr. Moore.
The relations of the government to public service corporations and to private businesses. The course includes a study of the necessity for regulation, franchises, intermediate permits, public utility commissions, principles of valuation, rate-making service, capitalization, government ownership, legal and constitutional aspects of regulation, control of corporations and trusts, regulation of competition, government encouragement of business, and national policies toward business. During the war period major attention is given to the economics of war and the economics of reconstruction.

HISTORY

The Department of History offers two sequences of courses designed to give a survey of the history of Europe, namely, (1) Foundations of Western Civilization 100A, B, 6 semester hours, and (2) Ancient and Medieval Civilization 105A, B, and Modern Europe 108A, B, 12 semester hours. Credit is not given for both Foundations of Western Civilization 100A and Ancient and Medieval Civilization 105A, B; nor is credit given for both Foundations of Western Civilization 100B and Modern Europe 108A, B.

Students who are preparing to teach history in high school are advised to take the longer sequence in European history, 105A, B and 108A, B, rather than the shorter sequence, 100A, B. Courses 100A, B are offered to meet the needs of students who can take only one year of European history but who wish to gain a general knowledge of the origins and development of our Western Civilization.

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

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

Students are advised not to take both English History 109A, B, and 100A, B, 105A, B, or 108A, B, except in special cases. English history is offered primarily to meet the needs of students who are pursuing the pre-law curriculum (see page 71), and students who are specializing in English literature.

A major in history should include at least 12 semester hours in courses numbered above the one hundreds; and at least part of the higher-number courses must be selected from those that deal intensively with a short period, and, therefore, afford students a better opportunity to become acquainted
with methods of advanced historical study—305A, B; 306A, B; 308; 309; 315; 316; 319; 406B; 418.

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

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

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

105A. Ancient and Medieval Civilization. 3 semester hours.

A course designed to show the development of the Nile Valley, the Fertile Crescent, and the Aegean basin to the Greeks and modern civilization; rise of the Greek city-states; development of Athenian democracy and culture of the age of Pericles; the Athenian empire; failure of the Greeks to unify; Alexander and Hellenistic civilization; rise of the Roman republic; struggle of the orders; conquest of Italy and the Mediterranean; break-up of the Roman republic; Roman culture and ideals.

108A. Modern Europe. 1500-1815. 3 semester hours.

A study of the Reformation and the religious wars which followed it; the struggle between Spain and England; the rise of the Dutch Republic; the growth of absolutism in France; the establishment of parliamentary supremacy in England; the rise of Russia and Prussia; the world-wide colonial conflict between France and Great Britain; social and political ideas of the eighteenth century; the French Revolution; and the era of Napoleon.

108B. Modern Europe, 1815 to the Present Time. 3 semester hours. Mr. Starring.

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 peace treaties; causes and progress of the present war.

201A. United States History to 1860. 3 semester hours. Dr. Macmillan.

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, and gives special attention to the causes and course of the Revolution and to the beginnings of state and national government. A study is made of the first seventy-five years of national existence, showing the country’s territorial, social, political, and economic changes.

201B. United States History, 1860 to the Present Time. 3 semester hours. Mr. Starring.

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.

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

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

314. History of China and Japan. 2 semester hours. Dr. Knauss.

A course designed to show in outline the development of civilization in the two countries. A study is made of their chief present-day problems.
404. (162). The Era of the American Revolution, 1763-1787. 3 semester hours. Dr. Macmillan.
The causes, character, and consequences of the American Revolution.

POLITICAL SCIENCE

In this division of the social sciences the student has an opportunity to further his acquaintance with the theory and workings of governments at various levels, the nature of political processes and organization, and the privileges and obligations of a citizen. The significance of such knowledge is recognized by the fact that many of the states require that some instruction in this field be given in all tax-supported institutions of higher learning. The Michigan requirement may be met by any one of the following courses: American National Government 230, American State and Local Government 231, or Survey of American Government 234.

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

230. American National Government. 3 semester hours. Dr. Comfort.
A study of the national government of the United States, including its structure, functions, and operations, with special stress on the last two.

231. American State and Local Government. 3 semester hours. Dr. Comfort.
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.

234. Survey of American Government. 2 semester hours. Dr. Shilling.
This course covers our national, state, and local governments and is intended for those who do not find time for the more extensive study in American Government 230 and American State and Local Government 231.

OPEN TO SENIORS AND GRADUATES

430. (184). American Political Thought. 3 semester hours. Prerequisite: American National Government 230, American State and Local Government 231. Dr. Shilling.
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, textbook, and source material will be used.

SOCILOGY

Courses in sociology are designed (1) to give students in general a better understanding of the significant social factors and processes of modern life; (2) to meet the needs of students preparing to teach in the social-science field; (3) to prepare students to do graduate work in the field of sociology; and (4) to stimulate interest in and provide some prerequisite study for the profession of social work.

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

Students who desire to major or minor in sociology should plan their work with an instructor in the department as early in their college career as possible. Courses 241 and 242 are intended to give the student a general knowledge of human relationships and of the more outstanding social problems. They are required of all students majoring or minoring in sociology.
and should constitute a minimum selection for students preparing to teach "Community Civics." All courses may be taken separately, and may be taken in any order by students who have had the prerequisite courses.

For students interested in social work there has been prepared a recommended curriculum for pre-professional education. Those students desiring to confer about the field of social work or about the recommended curriculum should see Dr. Kercher, Dr. Lemert, or Mr. Shilling. (Department of Social Sciences.)

242. Modern Social Problems. 3 semester hours. Dr. Lemert.
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.

248. Cultural Anthropology. 3 semester hours. Dr. Lemert.
Although this course deals primarily with cultural anthropology it opens with a brief survey of physical anthropology, particularly as it relates to the evolution, character, and distribution of modern races. There follows a descriptive and comparative study of the cultures of primitive peoples; their technology, art, social life, and religion. The course concludes with a consideration of the origins and functional interrelationships of significant aspects of contemporary culture.

345, 346. Rural Life (Seminar). 2 or 4 semester hours. Prerequisite: consent of instructor. Dr. Robinson.
For description of course see Department of Rural Life and Education, page 126.

351. Social Service in Hospitals (for Occupational Therapists). 3 semester hours. Members of Hospital Staff.
For description of course see Department of Occupational Therapy, page 121.

352. Hospital Case Studies (for Occupational Therapists). 3-4 semester hours. Members of Hospital Staff.
For description of course see Department of Occupational Therapy, page 121.

OPEN TO GRADUATES AND SENIORS

447. (160). Advanced Studies in the Family. 2 semester hours. Prerequisite: Principles of Sociology 241 or equivalent. Dr. Lemert.
The major aspects of family life will be explored. Attention will be directed to historical family organizations, the family in other cultures, changing institutional functions, major family problems, and family disorganization and reorganization.

SPEECH

LAURA V. SHAW

CHARLES VAN RIPER

A major sequence in speech consists of courses 105A, B, 206, 210, 215, 225, 231, 317, 320.
A minor sequence in speech consists of courses 105A, B, 206, 210, and other courses totaling 6 semester hours.
A minor sequence in speech correction, consists of courses 105A, 230, 231, 318, 319.
For students specializing in English, courses 105A, B, 210, 310, 315, and 316 are recommended.

Students majoring in speech are strongly urged to minor in English.

105A. Fundamentals of Speech. 3 semester hours. Miss Shaw.
   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.

210. Interpretive Reading. 3 semester hours. Prerequisite: Fundamentals of Speech 105A, B. Miss Shaw.
   Analysis and oral interpretation of the more simple types of prose and poetry.

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

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

OPEN TO SENIORS AND GRADUATES

4408. Radio Workshop. 4-6 semester hours. Mr. Garneau and others.
   An extensive six weeks course designed primarily for three groups of people: (1) for college students who have had the equivalent of three semesters of college speech work and who desire an extensive survey of the field of educational radio; (2) for teachers in elementary and secondary schools who wish to establish radio as an activity in their classes, or to plan and produce educational programs in cooperation with their local stations; (3) for those who wish a survey of the radio speaking field or practice in script preparation. The entire group will meet together mornings, daily five days a week, covering the field of educational script writing and simple techniques of broadcasting and recording. Afternoons will be devoted to consultation with the director, to work on individual problems, and to group rehearsals. Special emphasis will be placed on the use of radio and recording as a motivating device in the classroom.

OPEN TO GRADUATES

5408. (151). Fundamentals of Broadcasting. 2 semester hours. Prerequisite: Fundamentals of Speech 105A, B, Public Speaking 206 or Interpretive Reading 210, or consent of instructor. Mr. Garneau.
   A study of the various activities and departments involved in radio broadcasting, and experience in the several activities.
A two-year curriculum in vocational training prepares students, if licensing requirements are met, for positions as licensed airplane mechanics, licensed engine mechanics, and airplane-factory mechanics. Successful completion of the course leads to a diploma in aviation mechanics.

Applications are considered in the order received, but preference is given to those presenting superior credentials.

Entrance requirements: graduation from high school, mechanical aptitude of high order, and recommendation of high-school principal or superintendent.

A transcript of high-school credits must be filed in advance with the registrar when application is made.

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

153A. Engine Assembly. 4 semester hours. Mr. Ellinger.
Lectures and demonstrations in disassembly, inspection, and assembly of the aircraft engine. Selection and use of wrenches and special tools. Study of relationship of parts and their function. Assembly precautions and procedures.

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

155. Aero Mathematics. 2 semester hours. Mr. Plough.
Mathematics used by the airplane mechanic in his construction, service, and maintenance work.

157. Aircraft Welding. 2 semester hours. Mr. Bender.
Practice on the fundamentals of oxyacetylene and arc welding in approved repair procedures, and the testing of welds to assure high-strength standards.

161A. Aircraft Repair. 3 semester hours. Mr. Miller, Mr. Weaver.

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

162A. Aero Drafting. 3 semester hours. Mr. Plough.
Preparation of working drawings and dimensional free-hand sketches of various craft parts subject to alteration and repair as required by the Civil Aeronautics Administration.

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

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

Note.—Courses 236A, B are evening classes.

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

252. Sheet Metal. 3 semester hours. Mr. Bender.
Practice in fabrication of sheet-metal aircraft parts, involving forming, bumping, use of wood forms and die blocks, seaming, riveting, and patch repairs of approved type.

253. Aero Dynamics. 2 semester hours. Mr. Plough.
Study of air in motion, forces of gravity, lift, thrust, drag and the axis of rotation, stability and control, and load factors of significance to the airplane pilot, mechanic, or rigger.

MACHINE SHOP

A three year curriculum giving training for machine tool operators, machinists, tool and die makers. The curriculum consists of a number of unit courses which are based upon the training needs of machine tool operators. With this arrangement the special training needs of each individual can be met. The machine tool operator need elect only one course covering a specific machine and include the related subjects applying to complete training in a four months period. The machinist elects a series of unit and related subjects courses to complete two years of training as a "machinist".

The tool and die making curriculum follows the two year machinist's course which is a prerequisite. However, the individual with previous machine shop experience that is deemed satisfactory may elect the tool and die making course. If a deficiency in knowledge and skills exists, such unit courses as apply must be completed as will make up the deficiency.

Note.—An operator's certificate of competency will be issued each student successfully completing a unit course. A vocational certificate will be granted each student successfully completing the one year tool and die course.

Tuition: In addition to the regular tuition and fees required of all students, a laboratory fee of thirty-five dollars is charged each semester.

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

Successful students will be requested to purchase reference books and tools when needed.

UNIT COURSES

163. Lathe Operation. 6 semester hours. Mr. Miller.
Basic lathe operation is taught in this course covering care of the lathe, safe practices, production methods and setups involving turning, boring, facing, drilling, reaming, tapping, inside and outside threading, and angle turning on chuck and bar work. The use of lathe accessories and measuring tools and other related information will be given at the machine when needed. Safety precautions will be stressed at the time of each operation. 18 weeks. 180-270 hours.

164. Drill Press Operation. 6 semester hours. Mr. Miller.
Practical experience is given in the use of the single spindle, multiple spindle, and radial drills, using drill jigs and other holding devices to per-
form tapping, drilling, spot facing, counter-boring, reaming, and other operations to production limits. The selection of proper speeds and feeds and the use of proper coolants for the job are given special attention. Some layout work prior to drilling operations is included along with safety precautions to observe in each operation. Training includes the proper grinding of drills suited to the various metals encountered.

165. **Milling Machine Operation.** 6 semester hours. Mr. Miller.

Practical experience is given in a wide variety of modern tool setups on the plain, universal, and vertical milling machines, using special fixtures adapted to the various types of milling operations. Special care of milling machines and safe operation are stressed. The use of measuring tools for checking production tolerances is given along with the proper selection of cutting speeds, feeds, and selection of coolants. Simple indexing, precision drilling, and boring are a few of the operations performed.

18 weeks. 180-270 hours.

166. **Shaper and Planer Operation.** 6 semester hours. Mr. Miller.

This course covers the finishing of various metal parts to blueprint specifications. The grinding of tools and the setup procedures for holding work to prevent distortion are given special attention. In addition to the finishing of flat surfaces, instruction is given in the layout of work necessary to machine-formed parts, to cut keyways and splines, to perform slotting and radius cutting operations.

18 weeks. 270 hours.

167. **Grinder Operation.** 6 semester hours. Mr. Miller.

This is a combination course requiring the set up and operation procedures on the cylindrical grinder, surface grinder, and the tool and cutter grinder. Production grinding procedures will be followed, including the mounting and truing of grinding wheels. It will include the use of measuring tools and indicators, the selection of coolants, the uses of special driving and holding devices. Careful attention is given to selection of grinding wheels, cutting speeds and feeds to secure commercial grade finish on a variety of different metals.

18 weeks. 270 hours.

168. **Screw Machine Operation.** 6 semester hours. Mr. Miller.

This course offers basic training which is essential for set up men on the screw machine. Standard set ups included drilling, turning, shoulder turning, threading and cutoff. The set ups are made from blueprint specifications of machine parts and include all operations from tool grinding through inspection of parts completed. Special attention is given to use of special attachments and their use in modern production.

18 weeks. 180-270 hours.

169. **Bench Work and Assembly.** 6 semester hours. Mr. Miller.

This course is based on the selection and proper use of hand tools used by the machinist. Operations in hand reaming, tapping, filing, and scraping are given to familiarize the student with the various types of "fits" used in machine assembly. Balancing of parts, "running in", and final adjustment of machines built in the shops give a well rounded experience.

18 weeks. 180-270 hours.

170. **Layout and Inspection.** 6 semester hours. Mr. Miller.

A basic course dealing with methods and tools used in layout work on machine parts. Practice in use of the Machinery Handbook for formulae and mathematical short cuts is included. In inspection, special instruments and the various types of gauges used in checking to close tolerances. Some material testing experience is included, using the Rockwell and the Riehle Testing machines.

18 weeks. 180-270 hours.
TOOL AND DIE MAKING

171. Tool Making. 6 semester hours. Mr. Miller.
A course leading to the development of superior skills in the precision operation of machine tools. Considerable time is spent in the machining and heat treat of alloy steels. Special tools are designed and fabricated in the shop and their efficiency determined when used in production operations.
18 weeks. 270 hours.

172. Jigs and Fixtures. 6 semester hours. Mr. Miller.
A course in the design and construction of jigs and fixtures for holding in drilling, planing, and milling operations, that speed up production and assure the exact duplication of parts in quantity.
18 weeks. 270 hours.

173. Die Making. 6 semester hours. Mr. Miller.
A course in the design of dies used to blank, bend, form, or mould duplicate metal parts. The selection and characteristics of tool steels used for die construction and their heat treat are given special attention.
18 weeks. 270 hours.

TRADE DRAFTING

Practical work assignments are given at the start, involving the 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.
18 weeks. 270 hours.

175. Trade Drafting. 6 semester hours. Not offered in 1945-1946.
Use of drafting instruments in the production of high grade machine drawings and tracings of machine parts and assemblies. The beginning elements of machine design are introduced, a study is made of metals and their properties and adaptability for use in machine parts, observation in the machine shop gives an insight into the machinability of various metals and the design of parts that facilitate machining operations.
18 weeks. 270 hours.

176. Trade Drafting. 6 semester hours. Not offered in 1945-1946.
Advanced drafting procedures, short cuts and kinks in drafting procedures. Detail design from assembly sketches of small machines, giving a consideration of the production cost in overhead, labor, and materials.
18 weeks. 270 hours.

177. Trade Science. 3 semester hours. Mr. Plough.
A course in simple mechanics of forces and motions applicable to trade practices and processes that are common in the handling of tools and materials in the shop.
18 weeks. 90 hours.

178. Trade Mathematics. 3 semester hours. Mr. Plough.
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.
18 weeks. 90 hours.

179. Trade English. 3 semester hours. Mr. Plough.
A course planned to aid the tradesman in the use of language, leading to reading, understanding, and clear expression in talking and writing.
18 weeks. 90 hours.
180. **Oxy-Acetylene Welding.** 6 semester hours. Mr. Bender.
A course to train gas welding operators to fabricate sheet steel products. Safety precautions, care and operation of welding equipment, selection of tips and welding rods for the various types of welding materials. Leads to the qualifying tests for certified welders.
18 weeks. 270 hours.

181. **Arc Welding.** 6 semester hours. Mr. Bender.
A course to train arc welding operators to fabricate sheet steel and other materials. Selection of welding rods and current setting for various types of welding horizontal, vertical, and overhead welding and the related techniques are stressed. Leads to qualifying tests for the certified arc welder.
18 weeks. 270 hours.

*Note.—Related trade science, trade mathematics, trade English and trade drafting are elected with either welding course.

**SHEET METAL***

182. **Sheet Metal.** 6 semester hours. Mr. Bender.
This introductory course covers the classification and use of sheet metals and the layout of small parts production using seaming, beading, and turning tools, riveting, soldering, and spot welding.
18 weeks. 180-270 hours.

183. **Sheet Metal.** 6 semester hours. Mr. Bender.
This advanced course covers the fabrication of light and heavy plate sheet stock, introducing welding, brazing, and torch cutting in the assembly of light machines, containers, and parts.
18 weeks. 180-270 hours.

184. **Sheet Metals.** 6 semester hours. Mr. Bender.
This more advanced course covers the fabrication of cabinet sheet metal products employing the use of the press brake, spot welder, and spray finishing of production units and assemblies.
18 weeks. 180-270 hours.

185. **Sheet Metal Drafting.** 3 semester hours. Mr. Bender.
An introductory course in shop sketching and layout of patterns and templates used in producing duplicate parts in sheet metal.
18 weeks. 90 hours.

186. **Sheet Metal Drafting.** 3 semester hours. Mr. Bender.
An advanced course in shop drafting employing pattern fabrication using parallel line method, radial line method, and triangulation.
18 weeks. 90 hours.

187. **Sheet Metal Drafting.** 3 semester hours. Mr. Bender.
A more advanced course in drafting and design of simple dies used in forming sheet metal products.
18 weeks. 90 hours.

*Note.—Related trade science and trade mathematics are elected with the sheet metal course.

**RADIO***

188. **Radio Service and Maintenance.** 12 semester hours. Mr. Williams.
A first course in radio. At the completion of this first course in radio the student should have a good knowledge of the fundamentals of radio circuits and be able to service and maintain less complicated radio equipment. He should also be able to meet the qualifications of the Federal Communications Commission for the Restricted Radio Telephone Operator permit under the
privileges of which he might be employed as a radio telephone operator in police, broadcast, or stations operating in the emergency services. 18 weeks. 35 hours per week.

**Instruction Units**

1. **Radio Mathematics.**
   Application of algebra and elementary trigonometry to radio problems.
   18 weeks. 90 hours.

2. **Basic Electricity.**
   Fundamentals of electricity and electrical circuits including motors, generators, and batteries.
   First 9 weeks. 125 hours.

3. **Radio Theory.**
   Fundamentals of radio and vacuum tube circuits, circuit analysis, transmitters, and receivers.
   Second 9 weeks. 125 hours.

4. **Basic Radio Laws.**
   Rules and regulations of the Federal Communications Commission that apply to the operation of all transmitting stations.
   First 9 weeks. 25 hours.

5. **Radio and Electrical Laboratory.**
   Laboratory exercises in the use of tools, connecting basic electrical circuits, construction of, and trouble shooting in radio and audio frequency circuits.
   18 weeks. 230 hours.

189. **Advanced Radio Service and Maintenance.** 12 semester hours. Prerequisite: Radio Service and Maintenance 188, or equivalent background at the discretion of the instructor. Mr. Williams.

At the completion of this second course in radio the student should have picked up sufficient knowledge and experience so that he can not only qualify as a repairman and maintainer on all types of radio equipment, but also be able to pass the examinations given by the Federal Communications Commission for radio telephone second or first class license. The holder of this license may be employed as an operator in any broadcast, police, or other radio station using voice, facsimile or television, but not wireless code. Radio Telephone first class is the highest type of Federal License for radio telephone operation and authorizes the holder to make repairs and adjustments on transmitters of all types.
   18 weeks. 35 hours per week.

**Instruction Units**

1. **Radio Mathematics.**
   The application of mathematics to radio and electrical problems.
   18 weeks. 90 hours.

2. **Radio Circuit Analysis.**
   Problems involving inductance, capacitance, and resistance, selectivity, and filters.
   18 weeks. 90 hours.

3. **Advanced Radio Theory.**
   Theory of operation of advanced radio circuits found in amplitude and frequency modulated systems, antennae, and cathode ray tube applications.
   18 weeks. 170 hours.
Rules and regulations of the Federal Communications Commission as required for Radio Operators' Licenses issued by the Commission. 18 weeks. 50 hours.

5. Radio Laboratory.
Work experience in construction, adjustment, and operation of various radio communications equipment; testing and frequency measurements. 18 weeks. 210 hours.

190. Radio-Communications. 12 semester hours. Prerequisite: Radio Service and Maintenance 188 and Advanced Radio Service and Maintenance 189, or equivalent at the discretion of the instructor. Mr. Williams.
A third course in radio for those who wish to qualify for radio operator positions and hold both voice and code licenses under the Federal Communications Commission.
At the completion of this course the student should be able to pass any examination given by the licensing authority and be qualified to operate in any radio station. He should also by this time have developed sufficient interest and practical background to take advanced courses in radio engineering and electronics leading to employment in the fields of research, design, and development of radio and industrial electronic circuits and devices. 18 weeks. 35 hours per week.

Instruction Units

1. International Morse Code and Procedure.
Code practice, and study and experience in the use of standard commercial procedure. Finishing with a speed of 20 words per minute. 18 weeks. 170 hours.

2. Radio Laws.
Review, and advanced study of the rules and regulations of the Federal Communications Commission. 18 weeks. 50 hours.

Lecture and problems. Review, and advanced study in radio circuit analysis with special emphasis on knowledge necessary to meet the requirements of the radio licensing authority for both radio telephone and telegraph. 18 weeks. 170 hours.

4. Radio Laboratory.
Diversified experience to fit the needs of the individual. This may consist of such experience as construction, testing, and operation of radio equipment, monitors, cathode ray circuits, etc., as the need arises. 18 weeks. 210 hours.

191. Industrial Electronics. 12 semester hours. Prerequisite: Radio Service and Maintenance 188 and Advanced Radio Service and Maintenance 189, or equal background in fundamentals. Mr. Williams.
A third semester course in industrial applications of vacuum tubes and circuits.
Upon completion of the course the student should have a basic understanding of the industrial electronic circuits in use today and be skilled enough in their construction and maintenance to enable him to hold a job as elec-
tronics serviceman in a factory having such equipment, or work in the engineering department of a factory producing such equipment. He might also set himself up as a free-lance electronics maintenance and repairman. 18 weeks. 35 hours per week.

Instruction Units

   Solution of problems related to electronic circuits and tubes. 18 weeks. 90 hours.

2. Industrial Vacuum Tubes.
   Special tubes, their characteristics and applications. 18 weeks. 90 hours.

3. Industrial Electronic Circuits.
   Typical industrial electronic circuits and their operating characteristics. 18 weeks. 170 hours.

4. Electronic Laboratory.
   Work experience in the construction of typical circuits and devices, testing and operation of controls, timers, protective equipment, relays, R. F. heaters, etc. 18 weeks. 250 hours.

TRANSPORTATION MAINTENANCE

192. Industrial Maintenance. 12 semester hours. Mr. Plough.
   Practical experience is given in a variety of service operations in plumbing and heating, sheet metal, concrete, carpentry, light and power, wiring, motor and machine repair. 130 class hours, 500 shop hours. 18 weeks. 35 hours per week.
   Note.—Trade Science 177 or Trade Mathematics 178 may be elected and included in this course if desired.

193A. Transportation Maintenance. 12 semester hours. Mr. Weaver.
   Practical experience is given in a variety of service operations in automobile, truck, and bus repair, including lubrication, ignition, carburetion, starters and generators, engine tune-up, engine, clutch, transmission, universals, rear axle, brakes, wheel and chassis alignment, tire inspection, metal finishing and painting. 130 class hours, 500 shop hours. 18 weeks. 630 hours.

193B. Transportation Maintenance. 12 semester hours. Mr. Weaver.
   A continuation of course 193A, with an opportunity for specialization in a selected service area, such as engine rebuilding, brake service, metal finishing, etc. 18 weeks. 630 hours.
   Note.—A cooperative plan, embracing part time employment, is projected to include work experience with local dealers and service station operators.

TRAINING DEPARTMENT

DIRECTED TEACHING

The Campus Training School is open in the summer session from 8:30 A. M. to 12:00 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. Dr. Burge, grade and special supervisors.

This work includes the teaching of classes in the training school, the observation of lessons taught by the supervisors, the study and measurement of children as individuals and in groups, and meetings with the supervisors of directed teaching and with the Director of the Training School.

Students are urged to become as familiar as possible with the spirit and general workings of the training school.

375S. Problems in Elementary Education. 3 semester hours. Prerequisite: teaching experience, observations, and general conferences. Dr. Burge and grade supervisors.

This course is open only to experienced people who wish to observe present-day practices in teaching and to study intensively a problem in elementary education. The work will consist of three hours observation and one hour conference five days per week. The conference period provides for both a discussion of the observations of the previous days and guidance of individuals in problems in which they are interested.
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