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BULLETIN MADISON COLLEGE

Harrisonburg, Virginia

On Entering College



A Bulletin On Guidance

VOLUME II, No. 4

MAY, 1945

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BULLETIN
MADISON COLLEGE

Hartsgrove, Virginia

On Printing College



of the College

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Foreword

THIS BULLETIN on guidance is an effort to assist high school graduates in the choosing of a vocation or profession and in the selection of a college in which they can secure the necessary educational preparation for the career which they have chosen. Madison College has, for the first time in its history, appointed a Director of Guidance and has inaugurated courses of instruction in guidance for those who may be interested in entering this rapidly growing field of professional employment. This bulletin is an outgrowth of this new venture of the College and of the bulletin, "On Entering College," which Madison has issued for several years past.

The College will appreciate very much the reactions of students and other persons who read this bulletin in order to determine the degree of its effectiveness.

I wish especially to thank Mr. Percy H. Warren, Chairman, and the members of his Committee who prepared this bulletin. The other members of the Committee were Mrs. Dorothy Garber, Miss Hope Vandever, Dr. Paul Houchell, Dr. S. J. Turille, and Dr. J. Emmert Ikenberry. I wish to acknowledge also, with appreciation, the assistance given to the Committee by Mr. Alfred K. Eagle, the newly appointed Director of Guidance for Madison College.

Copies of this bulletin will be sent free of charge to students who may be interested in attending Madison College.

SAMUEL P. DUKE, *President.*

Introduction

The first of the three parts of this book is devoted to a general survey of the history of the subject. It begins with a brief account of the early attempts to explain the phenomena of light, and then proceeds to a more detailed consideration of the various theories which have been advanced from time to time. The second part of the book is devoted to a description of the various experiments which have been performed to test the different theories, and to a discussion of the results which have been obtained. The third part of the book is devoted to a consideration of the various applications of the theory of light, and to a discussion of the various methods which have been devised for measuring the velocity of light.

1848

Why Go to College?

THE FOREGOING question is one which occurs in the thinking of most young people at one time or another. Certainly, the matter is of sufficient importance to merit the careful consideration of all young women. To help those who are attempting to answer this question, some of the reasons for attending college are pointed out below.

A College Education Helps One to Become an Effective Citizen

An educated and well-informed citizenry is necessary if our democratic form of government is to prosper and survive. The citizens of our country need to develop an understanding of the structure of their government and need to become conversant with the manner in which this government operates. They need to be able to distinguish between those things which will contribute to the welfare of our democracy and those things which will not. Our people must, therefore, be able to analyze the issues confronting them and to make intelligent choices concerning these issues. Our citizens must develop a sound sense of values and the ability to make wise decisions. College attendance affords an opportunity to obtain a background of information and experience that will enable young women to become more effective citizens.

A College Education is Necessary for Entrance into Certain Fields of Work

College training is either necessary or highly desirable for workers in such fields as teaching, home economics, business, music, nursing, and medical technology. The business and professional world now offers many splendid opportunities to young women who are college trained. Whatever a woman's vocation may be, it is likely that she will be able to reach a considerably higher level of success if she attends college and is graduated.

A College Education May Increase Substantially the Earning Power of Young Women

Statistics strongly support the claim that college training increases the earning power of women. In every field of work which has been

studied from this standpoint, the median salaries of college graduates have been found to be markedly higher than the median salaries of workers in the same field who have not attended college.

A College Education Helps One to Enjoy a Rich, Constructive Social Life

Participation in the numerous and varied student activities which are a part of most college programs strengthens and increases the resources of students for profitable use of their leisure time. Lyceum courses, dramatic activities, musical performances, assemblies, teas, dances, and the like supplement the program of classroom work and help in developing well-rounded and interesting personalities. While at college, students have many opportunities to develop poise, self-confidence, friendliness, tact and judgment—qualities of great importance to the young woman of today.

A College Education is Good Preparation for Homemaking and Motherhood

The training a young woman receives in college should assist her in giving responsible direction to her own life and to the lives of her children. The modern young woman of intelligence looks to a high ranking college for training which will enable her to build a successful career within her home and a career in the professional, business, or technical world before or after marriage. A college education fits a woman for wholesome and efficient family life and it prepares her to fill a worthy place as a partner in the social, civic, political, and economic world.

What Personal Qualifications Are Important for Success in College?

A NUMBER of personal qualities which are important for success in college are listed below. It is suggested that the prospective college student read this list very carefully and check her own characteristics against the qualities mentioned before making a decision as to whether or not she should attend college.

1. Good health
2. Ability to achieve in academic subjects

3. Ability to get along with others
4. Willingness to do hard work
5. Determination to succeed in reaching a worthy goal
6. Promptness, punctuality
7. Orderliness, system, neatness
8. Respect for the property of others
9. Initiative, resourcefulness
10. Responsibility, trustworthiness.

Why Choose Madison College?

Madison College Offers a Broad Program of Studies

Madison College is a state college for women, which combines liberal education with vocational preparation. The program of the college provides six major divisions or fields of concentration in which a student may work:

- I. EDUCATION FOR TEACHING
- II. LIBERAL ARTS
- III. HOME ECONOMICS
- IV. BUSINESS EDUCATION
- V. EDUCATION IN MUSIC
- VI. EDUCATION FOR NURSING

Each of these divisions will be discussed in some detail later in this bulletin. Madison College confers the A. B. and B. S. degrees in liberal arts and the A. B. and B. S. degrees in education. The college not only furnishes the background and stimulus for intelligent living, but offers preparation for many careers. Among these are: elementary teacher, high school teacher, teacher-librarian, home economist, dietitian, nurse, stenographer, bookkeeper, machine calculator, chemist, physicist, physio-therapist, institutional and cafeteria manager, laboratory and hospital technologists.

Madison College offers an opportunity to women to be educated for all of the positions mentioned above. For laboratory technologists, physio-therapists, and hospital dietitians, an internship of one year in a laboratory or hospital is usually required. For nurses the education is pre-professional. The college gives complete professional preparation for the other positions enumerated above.

Madison College Has a Strong Faculty

The members of the faculty have been selected on the basis of their scholarship, teaching ability, experience, and personality. Each instructor is keenly interested in the progress of his students and wants to assist them in every possible way to adjust to college life. Students who have difficulty with their classes are given individual attention. Students find the faculty at Madison to be friendly and co-operative advisors.

The Student Body of Madison College is Made Up of Young Women of High Ideals and Excellent Character

The college, throughout the years of its existence, has attracted young women of high character and purpose. Women at Madison live as co-operative members of a group. Ideas and opinions are exchanged to mutual gain. Behavior is governed by good taste and intelligence. By living up to the best standards, students are oriented to the traditions and regulations of college life. Lasting friendships are established, health is protected, effective study is promoted, and personality maladjustments are prevented through successful experiences of the students at Madison.

The Setting and Environment of Madison College Have Decided Educational Values

Madison College is located in the city of Harrisonburg, which is situated in the Shenandoah Valley of Virginia, famed throughout America for its scenic beauty and charm. The elevation of the city is approximately 1,300 feet above sea level; it has a population of approximately 10,000. Few colleges in America have a more beautiful and inspiring campus location.

The college grounds comprise sixty-two acres of land with a wide frontage on South Main Street. The site commands a magnificent view of the surrounding valley in every direction, from the Blue Ridge to the Shenandoah Mountains, and adjoins one of the best residential sections of the town. The combination of city and country features makes the situation ideal for the location of a college.

The climate of Harrisonburg, in point of healthfulness, is unsurpassed in Virginia. Competing in value with the climate is the rare beauty of the scenery of the Valley of Virginia. The Shenandoah National Park, the Skyline Drive, the George Washington

National Forest, and the various picturesque caverns surrounding the college attract hundreds of thousands of visitors to this section every year. This environment is an educational asset in itself.

The Health Service of Madison College is Outstanding

The college makes an especial effort to safeguard the health of its students, recognizing that adequate health habits and education are an essential part of a college program; and that good health is necessary if full value is to be obtained from college study.

The college infirmary has a staff consisting of a full-time resident physician and three graduate nurses. A nurse is on duty at the infirmary to provide immediate medical care for any student who may need attention at any hour of the day or night.

The best medical and surgical attention can be had at the Rockingham Memorial Hospital, which is adjacent to the campus of the college. Specialists in the city may be consulted if necessary.

The program for health education is in keeping with the emphasis that is being laid upon the subject by prominent educators everywhere. The college, therefore, has not only made ample provision for this subject in its various curricula but has provided for all the more important sports and pastimes of this nature that appeal to women students, whether they are preparing to teach this subject or not.

Madison College Provides a Well-Rounded Program of Student Activities

The college endeavors, aside from its organized instruction, to develop leadership and intelligent followers among its students through a comprehensive program of activities in which many students are encouraged to participate.

The college endeavors to train students in democratic self-government through actual experience in the management of their own affairs. Practically all problems of discipline are therefore handled through a student council which is elected by the student body and works under a constitution drawn up by students and approved by the faculty of the college. This organization concerns itself with all phases of social life on the campus, with discipline problems, with the administration of the honor system, and with the promotion of a spirit of cooperation that makes for congenial and happy student life.

Whether it be a part in the Glee Club, a role in a play by the Stratford Dramatic Club, writing an article for the *Breeze*, or participating as a member of a club or sorority—every student will have an opportunity to take part in the extra-curricular activities which she enjoys. The following list of organizations will illustrate the scope of this work:

I. ASSOCIATIONS

Student Government Association
Athletic Association
Young Women's Christian Association

II. PUBLICATIONS

The Breeze (student weekly newspaper)
The Schoolma'am (student annual)

III. GENERAL CLUBS

The Blue-Stone Cotillion Club
The German Club
The Dolly Madison Garden Club
The Granddaughters' Club
International Relations Club
Scribblers
Sesame Club
Sigma Phi Lambda (scholastic honor society)
Stratford Dramatic Club

IV. MUSIC CLUBS

Aeolian Club
Choral Club
College Orchestra
Freshman Chorus
Glee Club

V. DEPARTMENT CLUBS

Art Club
Association for Childhood Education
Kappa Delta Pi (scholastic honor society)
Le Cercle Francais
Frances Sale Club
4-H Alumnae Club
Alpha Rho Delta
Clara Barton Club
Mercury Club
Modern Dance
Porpoise Club
The Curie Science Club
El Club Espanol
Pi Omega Pi (business society)

VI. SORORITIES

Alpha Sigma Alpha
Alpha Sigma Tau
Pi Kappa Sigma
Sigma Sigma Sigma
Theta Sigma Upsilon

The Buildings and Equipment of Madison College are Modern and Adequate

The twenty buildings are constructed of native blue-limestone and are modern and comfortable. They are heated throughout by steam and are lighted by electricity. All dormitory rooms are outside rooms with an abundance of window space, providing excellent light and ventilation.

The academic buildings contain excellent classrooms and laboratories which are fully equipped to carry on the process of instruction. Models, charts, apparatus, sound motion picture and still projectors are included in the instructional equipment.

Madison Memorial Library, a beautiful modern building, has an excellent selection of 40,000 volumes.

Dormitory Life at Madison College Is an Integral Part of the Program of Education

Dormitory life is planned to assist in attaining the educational aims of the college. The Madison way of living and working assumes intelligence, a good college spirit, and refined taste, which make the college a wholesome place for intellectual growth and personal development.

Every effort is made to maintain high standards of care and management in dormitories in order to protect health, make efficient study possible, encourage good friendships, and create a desirable atmosphere for self-respecting members of a group.

Madison College is Recognized by National, Regional, and State Accrediting Organizations

While the college is chiefly a professional school, it also conforms in general to the standards of the accepted rating agencies of liberal arts colleges, so far as its faculty, equipment, admission requirements, and the character of the work done are concerned. The work of the college is fully recognized and accredited at other

universities and colleges which the graduates of this college might enter for advanced work. Madison College holds membership in the following organizations:

American Association of Teachers' Colleges
 American Association of Colleges
 Southern Association of Colleges and Secondary Schools
 Association of Virginia Colleges

The Cost of Attendance at Madison College is Comparatively Small

<i>Virginia Students</i>		<i>Non-Virginia Students</i>	
Room, board, laundry.....	\$252.00	Room, board, laundry.....	\$252.00
Fees	108.00	Fees	168.00
Laboratory fees, books and supplies (approximate)	40.00	Laboratory fees, books and supplies (approximate)	40.00
	<hr/> \$400.00		<hr/> \$460.00

Madison College Assists Students in Financing Their Education

The college endeavors in every possible way to assist students who are not able to meet all their college expenses. The following represent the chief means of student assistance:

STUDENT EMPLOYMENT SCHOLARSHIPS

Students are employed as waitresses in the dining halls at a compensation of \$302.40. Approximately thirty-five students are thus enabled to earn more than half of their college expenses.

The college provides annually also about fifty employment scholarships for other students. These students serve as assistants in the library, in the supply room, in administrative offices, and in laboratories. The annual compensation for each of these positions is \$120. Students receiving these appointments are selected on the basis of merit and need.

LOAN FUNDS

The college has a number of loan funds provided by appropriation by the State of Virginia and by private donations from friends of the college. Worthy students who are able to furnish satisfactory security or endorsement for their loans may borrow sums not exceeding \$200.00 per year to assist them in meeting their college expenses. Students wishing to borrow from the college loan funds should apply directly to the President of the college.

Madison College Provides a Guidance Service for Its Students

The college is committed to the policy of providing an opportunity for each student to obtain the education best adapted to her needs. In order to carry out this policy a Department of Guidance has been established. This department, under the leadership of the director of guidance, helps students to discover their aptitudes and personal qualifications for various occupations and to make satisfactory adjustments to the college curricula designed to meet their needs.

The deans, registrar, and curriculum advisors have important responsibilities in the program of guidance. They have had years of experience in helping students with their questions and problems. They know the requirements and procedures of the college and are always happy to help students in arranging their programs of studies. The Dean of Women and the Dean of Freshmen counsel students concerning their personal problems.

The services of the department of guidance are available to all students without cost.

The College Provides a Placement Service for Graduates

A placement service has been organized in order that the college may bring the qualifications of its graduates to the attention of prospective employers. Naturally, those students making the best scholarship and citizenship records, offering the best experience record, or having the most adequate education, are in greatest demand. A careful record including credentials and faculty testimonials is kept on file for each graduate so that prospective employers can be furnished adequate data. The dean of the college is director of this service, which is available without cost to all graduates.

Madison College Graduates Are Employed in a Variety of Responsible Positions

More than 2,000 of the elementary and secondary teachers of Virginia have been educated at Madison College. In addition, a considerable number of Madison graduates are teaching in adjacent states. In recent years graduates who are prepared to teach have been in great demand. Because progress has been made year after year in teachers' salaries the profession of teaching is much more

attractive financially than it was five or ten years ago. A teacher who prepares for elementary or secondary work will have little trouble in securing a position, and can justifiably look forward to supervisory and administrative positions of greater responsibility.

I. Some excellent teaching positions obtained by elementary graduates of 1943-44 are:

ELIZABETH ABBITT, *First Grade*, Arlington, Va.
 OLIVE BUTLER, *Third Grade*, Suffolk, Va.
 MARY HAMNER, *Fourth Grade*, Front Royal, Va.
 VIRGINIA HEYBURN, *Fifth Grade*, Sykesville, Md.
 MARIE SUTTLE, *Fourth Grade*, Newport News, Va.
 AVIS SHIFFLET, *Second Grade*, Clifton Forge, Va.
 DUNREATH THORNTON, *First Grade*, Ivor, Va.
 PAULINE WOOD, *Third Grade*, Arlington, Va.

II. Some graduates of 1943-44 who went into high school teaching are:

GENEVIEVE BRISTOW, *Business Education*, Front Royal, Va.
 ALMA F. CARDWELL, *Home Economics*, Altavista, Va.
 BETTY CARNEY, *English, Social Science*, Whaleyville High School, Whaleyville, Va.
 LOIS NICHOLSON, *Music*, Sparks High School, Towson, Md.
 HELEN PECK, *Music*, Waverly High School, Waverly, Va.
 ANNE GEMMELL, *Music*, Alexander Park High School, Portsmouth, Va.
 EVA DOMINITZ MEYERSON, *Junior High School*, Washington, D. C.
 ORA LEE HOTINGER, *Home Economics*, Strasburg, Va.
 SALLY JOHNSON, *Librarian*, Fluvanna County High School, Fork Union, Va.
 JEAN JONES, *English*, Westminster High School, Westminster, Md.
 ANNA KOONTZ, *Biology and General Science*, Suffolk High School, Suffolk, Va.
 MARTHA LIGGETT, *Biology*, Fairfax High School, Fairfax, Va.
 VIVIAN STAINBECK, *Home Economics*, Boydton, Va.
 SYBIL SUMMERS, *Music*, Staunton, Va.
 MARY TOCCO, *Physical Education*, Towson, Md.
 KATHRYN VALENTI, *Business Education*, E. Moriches, N. Y.
 SARAH WALTON, *Junior High School*, Roanoke, Va.
 MARGARET E. WILSON, *Business Education*, Eatonsville, Md.
 BESSIE WRIGHT, *Physical Education*, Churchland, Va.

III. Some graduates of 1943-44 who went into fields of work other than teaching are:

PHYLLIS FREED, *Chemist*, DuPont, Richmond, Va.
 CECILIA GRYMULSKI, *Chemist*, Merck and Company, Elkton, Va.

- DORIS HAYES, *Stenographer*, Newport News Shipbuilding and Drydock Company, Newport News, Va.
 MARY HOLLAND, *Assistant Chemist*, Celanese Corporation, Narrows, Va.
 MARY JOHNSTON, *Mathematics Computer*, Langley Field, Newport News, Va.
 STELLA KIDD, *Secretary*, Langley Field, Newport News, Va.
 DOROTHY KIRCHMIER, *Scientific Aide*, Langley Field, Newport News, Va.
 ELEANOR LEATHERMAN, *Assistant Research Chemist*, National Fruit Products Co., Winchester, Va.
 EDITH MANSON, *Stenographer*, Eastman Kodak Company, Knoxville, Tenn.
 GLENLYNN WALTON, *Laboratory Technician*, Radford Ordnance Works, Cambria, Va.
 MARY ANN WILSON, *Mathematics Computer*, Langley Field, Newport News, Va.

IV. Vocations of Madison Graduates of Former Years

Some of the students named below, of course, have taken additional professional or graduate work after leaving Madison.

COLLEGE TEACHERS

- MARY BROWN ALLGOOD, *Director of Home Management Residence, Instructor in Foods and Equipment*, Penn State College, Penn State, Pa.
 MARY T. ARMENTROUT, *Associate Professor of History and Social Science*, Madison College, Harrisonburg, Va.
 CATHERINE BAUSERMAN, *Critic Teacher in Home Economics*, Winthrop College, Rock Hill, S. C.
 MARTHA BOAZ, *Assistant Librarian*, Madison College, Harrisonburg, Va.
 GEORGIA SHRUM BROWN, *Supervisor of Home Economics and Director of Lunch Room*, Harrisonburg High School, Harrisonburg, Va.
 JULIA DUKE, *Acting Head of Department of Physical Education for Women*, Louisiana Polytechnic Institute, Ruston, La.
 DOROTHY S. GARBER, *Dean of Freshmen*, Madison College, Harrisonburg, Va.
 FRIEDA JOHNSON, *Assistant Professor of English*, George Peabody College for Teachers, Nashville, Tenn.
 BETH JORDAN, *Supervising Teacher*, State Teachers College, Radford, Va.
 M'LEDGE MOFFETT, *Dean of Women*, State Teachers College, Radford, Va.
 FARAH RUST, *Supervisor in Home Economics*, State Teachers College, Radford, Va.

SALLIE BLOSSER, JANE ELIASON, GLADYS GOODMAN CRAIG, and VIOLETTA DAVIS RYAN are members of the Training School Staff of Madison College, Harrisonburg, Va.

ELEMENTARY SUPERVISORS

SUE AYERS, Prince William County, Va.
 GLADYS CHARLTON, *Assistant Supervisor in Elementary Grades*, Norfolk, Va.
 ELIZABETH ELLMORE, Dinwiddie County, Va.
 JOSEPHINE FAGG, Roanoke County, Va.
 CATHERINE HOWELL, Alleghany County, Va.
 LOUISE LUXFORD, Princess Anne County, Va.
 PRESTON STARLING, Frederick County, Va.
 MARGARET FOX WINDER, Mathews and Middlesex Counties, Va.

TEACHERS AND DIRECTORS IN HOME ECONOMICS

More than one hundred and fifty graduates are now teaching home economics in Virginia high schools.

V. *Variety of Employment*

The work of the following graduates will illustrate the variety of preparation for educational work offered at Madison College.

DOROTHY ALLEN, *Teacher of Home Economics*, Mathews, Va.
 THELMA BARHAM, *Graduate work*, Pennsylvania State College, State College, Pa.
 RUBY NORFORD BEAZLEY, *Junior High School Counselor*, Richmond, Va.
 HELEN BELL BRAUNS, *Technician*, King's Daughters' Hospital, Staunton, Va.
 HARRIET BROWN, *Scientist Aid*, Bureau of Standards, Washington, D. C.
 FRANCES WADDELL CAMDEN, *Salesperson*, Thalhimer's, Richmond, Va.
 NANCY CROCKETT, *Secretary to Hon. J. W. Flanagan*, House of Representatives, Washington, D. C.
 HAZEL DAVIS, *American Council of Education*, Washington, D. C.
 JANE DINGLELINE, *Secretary to the Dean of Women*, Madison College, Harrisonburg, Va.
 ELIZABETH ELLETT, *Fellowship*, Woman's College, University of North Carolina, Greensboro, N. C.
 FRANCES ELLIS, *Technician Training*, Watts Hospital, Durham, N. C.
 DOROTHY FINLEY, *Secretary*, Clinton Engineering Works, Knoxville, Tenn.
 ANNA HASLUP, *Secretary*, Group Hospitalization Insurance Company, Washington, D. C.

- HELEN HOUNCHELL, *Teacher of Home Economics*, Williamsburg, Va.
- FRANCES HUGHES, *Teacher of Science*, Matthew Whaley High School, Williamsburg, Va.
- ELAINE JOHNSTON, *Scientist Aid*, Bureau of Standards, Washington, D. C.
- DAISY GIFFORD JONES, *Organist*, Park Place Methodist Church, Norfolk, Va.
- HELEN RECTOR JONES, *Scientist Aid*, Bureau of Standards, Washington, D. C.
- RUTH KISER, *Fellowship*, University of Tennessee, Knoxville, Tenn.
- ROSA H. LOVING, *Assistant Supervisor of Home Economics Education*, State Department of Education, Richmond, Va.
- MARY CATHERINE LYNE, *Ensign in the Coast Guard*.
- MARTHA MCGAVOCK, *Scientist Aid*, Bureau of Standards, Washington, D. C.
- ALICE MARSHALL, *Supervisor of Home Economics*, Roanoke City Schools, Roanoke, Va.
- CLEADA MILLER, *Teacher of Home Economics*, Herndon, Va.
- RUTH ELIZABETH MILLER, *Librarian*, Harrisonburg High School, Harrisonburg, Va.
- ELLEN MINER, *Ensign in the Navy*
- ANITA MONGER, *Chemist*, E. I. du Pont de Nemours & Company, Richmond, Va.
- HELEN NORMAN, *Teacher of Home Economics*, Front Royal, Va.
- PHYLLIS PARTRIDGE, *Ensign in the Navy*, New York, N. Y.
- EVELYN PEARMAN, *Primary Teacher*, Winchester, Va.
- CELESTE POOLE, *Stewardess*, American Airways.
- HARRIET C. PUSEY, *Teacher of Social Studies*, Manzanar, Calif., War Relocation Authority.
- VARINA RHODES, *Junior Mathematician*, Langley Field, Newport News, Va.
- HANNAH SESSLER, *Business Education Teacher*, Richmond, Va.
- JANIE SHAVER, *School Librarian*, Washington and Lee High School, Arlington, Va.
- JENNIE LYNN SHIRLEY, *Supervisor of Music*, Harrisonburg Public Schools, Harrisonburg, Va.
- SARAH MILNES SIPE, *Manager, College Tea Room*, Madison College, Harrisonburg, Va.
- SHELLEY STAYMAN, *Assistant Health Education Director*, Y. W. C. A., Indianapolis, Ind.
- IRMA TWYMAN, *Naval Proving Grounds*, Dahlgren, Va.
- MARY J. WRIGHT THRASHER, *Nutritionist*, State Department of Health of North Carolina.
- ANNA MARIE VANCE, *General Office Work*, Pond-Creek Pocahontas Company, Bartley, W. Va.
- LOUISE VAUGHN, *Teacher of Vocational Home Economics*, Laurel, Del.

- HELEN WALL, *Junior Mathematician*, Langley Field, Newport News, Va.
 MARION LOIS WATKINS, *Associate Editor*, Herald Progress Printing & Publishing Company, Ashland, Va.
 DOROTHY WHITE, *Signal Corps*, Arlington Farms, Va.
 EMMA PROUT WHITE, *Secretary American Association of University Women*, Washington, D. C.
 LENA WOLFE, *Principal*, Claude A. Swanson Junior High School, Arlington, Va.

HOME DEMONSTRATION FIELD

- ALICE ANKERS, *Home Demonstration Agent*, Essex County, Tappahannock, Va.
 KARLE BUNDY, Patrick County.
 RUTH CURRENT, *State Leader in Home Demonstration Work in North Carolina*.
 RUTH EARLY RAMSBURG, Fauquier County.
 EDITH MAE MINIX, Stafford County.
 MARGARET RUSHER, Nanssemond County.
 RUTH TYREE, Caroline County.

FARM SECURITY ADMINISTRATION

- GERTRUDE DRINKER, *Regional Chief of Home Management*, Raleigh, N. C.
 INA GLICK, Albemarle County.
 ELLA LUCK, Halifax County.
 DOROTHEA MILLER, Gloucester, Va.

COMMERCIAL PROMOTION AND DEMONSTRATION

- SELMA MADRIN ANDREWS, *Home Service Supervisor*, Appalachian Electric Power Company, Bluefield, W. Va.
 HELEN WARD, *Supervisor of School Lunch Program*, State Department of Education, Richmond, Va.

DIETITIANS

- MARY BURNETT, University of Virginia Hospital, University, Va.
 VENNIE BELLE CALDWELL, Leigh Memorial Hospital, Norfolk, Va.
 MARY JANE DINGLEDINE, North Carolina Baptist Hospital, Winston-Salem, N. C.
 AGNES FLIPPO, *Assistant to Director of Cafeterias*, Richmond City Schools, Richmond, Va.
 MAUDE FORBES, Gallinger Municipal Hospital, Washington, D. C.
 ETHEL HARMON, Industrial Farm for Women, Goochland, Va.
 MIRIAM CASON HUDSON, Government Cafeterias, Washington, D. C.
 MARGUERITE MUSE, *Assistant to Food Director*, Washington Air Port, Washington, D. C.
 VIRGINIA NEWMAN, Presbyterian Hospital, Charlotte, N. C.

CHARLOTTE OLD, St. Elizabeth's Hospital, Richmond, Va.
 FLORENCE POND, Flushing Hospital, Flushing, N. Y.
 KATHLEEN RHEA, Waynesboro Community Hospital, Waynesboro, Va.
 FRANCES SHOWALTER, Children's Home, Neffsville, Pa.
 MILDRED SMITH, Masonic Home for Children, Richmond, Va.
 AGNES THOMPSON, St. Luke's Hospital, Chicago, Ill.
 JULIA VAN HORN, University of Virginia Hospital, University, Va.
 MARGUERITE WATKINS, Memorial Hospital, Williamson, W. Va.
 EVELYN WOLFE, Rockingham Memorial Hospital, Harrisonburg, Va.
 ELIZABETH YOUNGER, University of Richmond, Richmond, Va.

DIETITIANS IN UNITED STATES ARMY HOSPITALS

LT. MARY JANE BLISS, Foreign Service.
 LT. ANN AMELIA CLARK, Foreign Service.
 LT. ANNA LAURA CRANCE, Foreign Service, Pacific Area.
 LT. VIRGINIA DALEY, Foreign Service.
 LT. NANCY EVANS, Walter Reed Hospital, Washington, D. C.
 LT. AMELIA CLARK FORRER, Foreign Service.
 LT. IDA HALBERT, Foreign Service, European Area.
 LT. MARGARET HAWLEY, Foreign Service.
 LT. OLGA HEARD, Fort Eustis, Va.
 LT. LOTTIE HIGGINS, Foreign Service.
 LT. ROBERTA JONES, Camp Blanding, Fla.
 LT. LAVINIA SLOCUM LAFORGE, Foreign Service.
 LT. ANNA MARGARET LONG, Nashville, Tenn.
 LT. ELEANOR MCKNIGHT, Foreign Service.
 LT. MARJORIE MCKNIGHT, Walter Reed Hospital, Washington, D. C.
 LT. CATHERINE MARSH, Foreign Service.
 LT. HELEN MARSTON, Foreign Service.
 LT. FAYE MITCHELL, Bruns General Hospital, Santa Fe, N. M.
 LT. BERYL OBENCHAIN, Foreign Service.
 LT. FLO STEPHENS, New Orleans, La.
 LT. CECELIA SWECKER, Army Air Base, Richmond, Va.
 LT. VIRGINIA TURNER, Foreign Service.
 LT. NELLIE WILLIAMS, Fort Myer, Arlington, Va.
 LT. MARJORIE WOOD, Foreign Service, North Africa.
 LT. MARY LOUISE YANCEY, Foreign Service.

DIETITIAN INTERNS IN APPROVED TRAINING COURSES OF THE
AMERICAN DIETETICS ASSOCIATION 1944-45

SARAH AMIS, Medical College, Richmond, Va.
 DOROTHY BLACKBURN, Watts Hospital, Durham, N. C.
 SUE REASTON BOGGS, Western Penn., Pittsburgh, Pa.
 GEORGETTE MABEL CAREW, Eastman Kodak Company,
 Rochester, N. Y.
 MARY BETTY DENT, Cincinnati General Hospital, Cincinnati,
 Ohio.

JANE TURNBULL ELLMORE, Medical College, Richmond, Va.
FANNIE LOUISE HUTCHESON, Charlotte Memorial Hospital,
Charlotte, N. C.

BETTY ANN McGRATH, Shadyside, Pittsburgh, Pa.
DOROTHY FRANCES PERKINSON, Duke University Hospital,
Durham, N. C.

RUTH F. POLAKOFF, New Jersey Hospital, Newark, N. J.

What Are the Admission Requirements and Procedures of Madison College?

GRADUATION FROM an accredited high school and the recommendation of the principal of the school concerning the character, personality, and scholastic ability of the student are required for admission to Madison College. Mature women who have not graduated from high school are permitted to register and pursue such studies as they seem qualified to undertake. All students entering the college for the first time are asked to bring physicians' certificates stating that they are in sound health—free from communicable disease, and that they are physically capable of performing the usual duties required by the college program.

No college entrance examinations and no deposit fees are required for registration.

Each applicant is asked to see that a transcript of her record and other information requested by the college are sent to the Office of the President as early as possible. In carrying on correspondence with the college, it is highly important that applicants answer all communications promptly and furnish the exact information requested.

When May I Enter Madison?

AT THE BEGINNING of a quarter (in September, January, March, or June). Registration for Fall Quarter begins September 24, 1945.

Many students take advantage of the accelerated program which has been offered at Madison for many years. By going to school the

year round, with the exception of a month's holiday after the second summer school term, a student is able to finish Madison in three years' time. First term, Summer Quarter, begins Monday, June 18.

Living at Madison College

DORMITORY LIFE is an integral part of a college education. College may be a girl's first experience in being on her own. She is responsible for her personal grooming, for the care of her clothes and other property, for the arrangement and aesthetic decoration of her room, for using study-hours in her dormitory to the best advantage, for being on time to meals and classes, for learning to live happily with roommates and sharing study tables, clothes-closets, and bath-room facilities, for participating in dormitory social affairs, house-meetings, and student government, and for conducting herself in a refined manner at all times.

In each freshman dormitory there is a full-time resident hostess. The Dean of Freshmen makes the room assignments for all freshmen and the Dean of Women works out room or suite arrangements with the upperclass students. There are full-time hostesses or college chaperons in all upperclass dormitories. Distribution of linens, care of college equipment in the rooms, and housekeeping standards are supervised by the Director of Dormitories.

The dormitories furnish a suitable setting for comfortable living and the accomplishment of good academic work. All of this offers a contribution to the development of a well-rounded personality.

The college government, which is conducted jointly by students and faculty, will enable students to become acquainted quickly with the policies and regulations of the college. The Student Government Association, House Councils, and Honor System are a practical development of democracy.

Recreational opportunities include the use of the college library, newspapers, magazines, browsing rooms, the city library, movies on campus and downtown, trips, swimming daily in the college pool, tennis, teas, dances, lectures and special entertainments at assembly, special dinners, church activities, social organizations on campus.

Students may consult these persons about their problems.

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|--|--|
| (a) <i>Choosing courses:</i> | Dean of the College
Director of Guidance
Curriculum Advisors |
| (b) <i>Choosing campus activities:</i> | Dean of Freshmen
Dean of Women
Advisor of activity
Student president of activity |
| (c) <i>Choosing a vocation:</i> | Dean of the College
Director of Guidance
Curriculum Advisors |
| (d) <i>Health:</i> | Physician at college
infirmary |
| (e) <i>Financial Assistance:</i> | President of the College |
| (f) <i>Failure in subject:</i> | Dean of the College
Instructor in the subject
Curriculum Advisors |
| (g) <i>Personal problems:</i> | Dean of Freshmen
Dean of Women |
| (h) <i>Advice on graduate work:</i> | Dean of the College
Director of Guidance
Head of Major Department
Curriculum Advisors |

Choosing a Vocation

THE CHOICE of a vocation is a matter of the highest importance. The decision which a young woman makes concerning this matter will play a major part in determining whether or not her life will be a happy and successful one.

Vocations are too often selected without giving adequate thought to all the factors which should be considered. Not infrequently a young person decides to enter upon a certain career because some relative or friend has suggested that it would be fruitful. In other instances a vocation is selected on the basis of a temporary interest—an interest which may have little or no relationship to the aptitudes of the individual. These are unreliable ways to select a vocation.

Before choosing a vocation a young woman should seek the answers to the following questions:

1. What are my personal characteristics? What are my interests, aptitudes, abilities, temperament, and physical condition?
2. What are the requirements for the vocations in which I am interested? What education and training are necessary? What qualifications are necessary to succeed in these vocations? What are the present opportunities in these fields and what is the outlook for the future? What are the actual duties involved? What are the working conditions and what earnings are available in these occupations?
3. How do my characteristics compare with the demands of the occupations studied?

Only after the personal qualifications of the individual have been weighed in the light of the demands of the work being considered should a vocation be selected.

Helpful in analyzing an occupation is the following outline prepared by the Occupational Research Section of the National Vocational Guidance Association. It is not presented as the final and complete word, but is suggestive of the type of information that a student should gather and consider before choosing a vocation.

A. *Nature of the occupation or the field of work*

1. Into what principal divisions can it be divided?
2. What different kinds of work are done by people in this occupation?
3. What does a typical worker do during a typical day's work?
4. What kind of work does a beginner do?
5. Is the work overcrowded?
6. Is the occupation expanding or waning?

B. *Relationship of this occupation to the community at large*

1. What service is rendered by this occupation to the community?
2. Is the occupation necessary?
3. Is it concerned with the production of necessities or luxuries?

C. *Relationship to other occupations*

1. To what other related occupations could one transfer as a promotion or as a replacement if the need of this occupation should cease?

D. *Characteristics necessary for success*

1. To what extent are the following required for success?
 - a. Academic ability
 - b. Mechanical ability
 - c. Social ability
 - d. Clerical ability
 - e. Musical ability
 - f. Artistic ability
2. What physical characteristics are required?
 - a. Age range
 - b. Height, weight, strength, and physical stamina
 - c. Personal appearance for the effect on others
 - d. Pleasing voice and manner in speaking
 - e. Good eyesight
3. What are the other characteristics which are essential for success in this vocation?

E. *Education and training necessary for entrance into the occupation*

1. How much education is absolutely necessary?
2. How much education is desirable?
3. Is it likely that the educational requirements will become higher in the future?
4. What schools give the best courses?
 - a. How long do they take?
 - b. How much do they cost?
 - c. What are their entrance requirements?

F. *Promotion*

1. What are the lines of promotion in the occupation?
2. How long does it take for advancement?
3. What are requisites for advancement?
4. How does one go about fitting himself for promotion?

G. *Legal requirements*

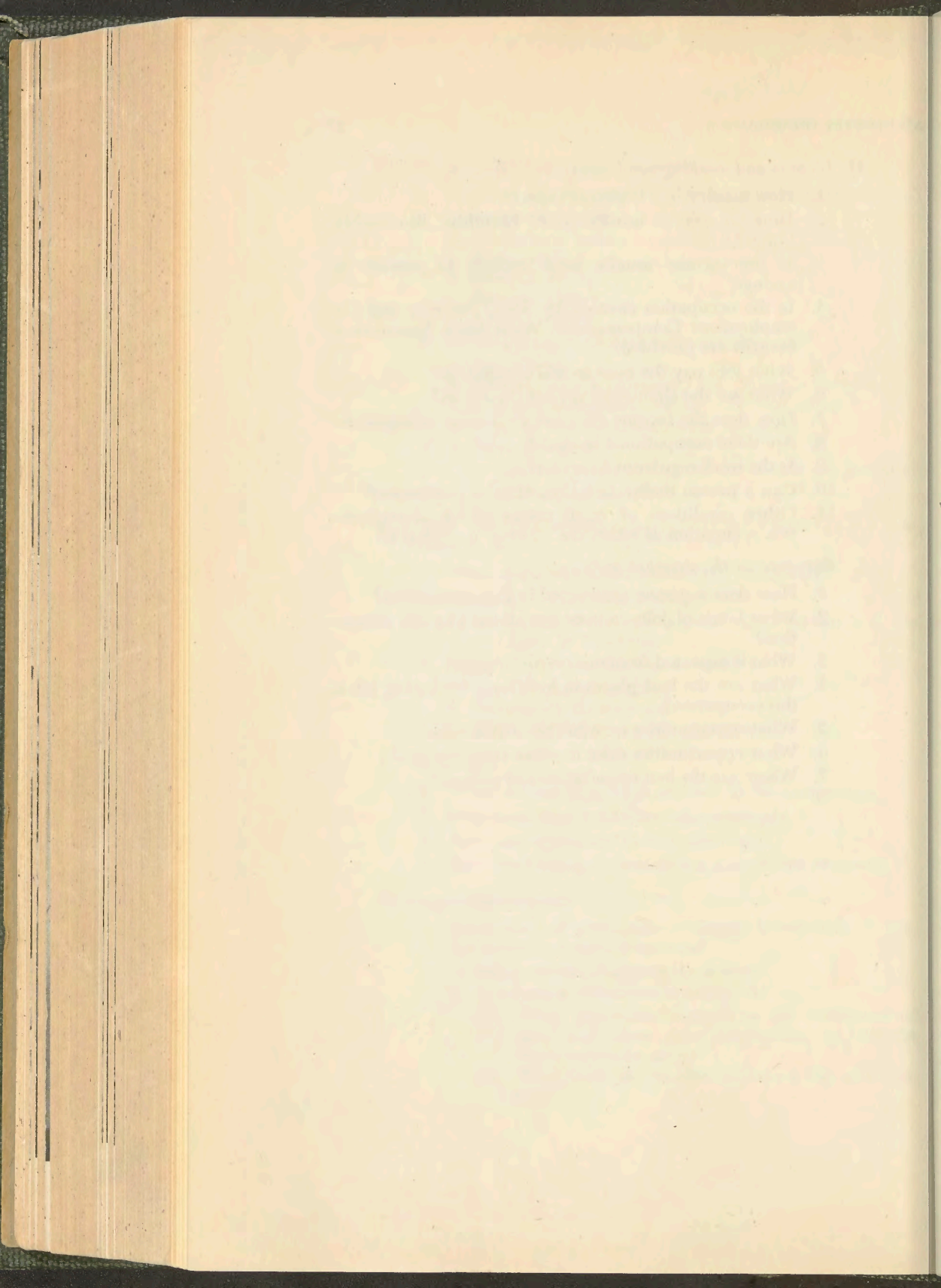
1. What kind of certificate or license is required, if any, for practice of the occupation?
 - a. What are requirements for license?
 - b. Is a formal examination required?
 - (1) What organization conducts the examination?
 - (2) How and when must application to take the examination be made?
 - (3) What costs are entailed in taking the examination?

H. *Income and working conditions*

1. How much can a beginner expect?
2. How are people usually paid? Monthly? Bi-monthly? Other?
3. Is the income usually large enough to provide for savings?
4. Is the occupation covered by Social Security and Unemployment Compensation? What other insurance or benefits are provided?
5. What jobs pay the most in this occupation?
6. What are the chances of getting these jobs?
7. How does the income compare with other occupations?
8. Are there occupational hazards?
9. Is the work regular or irregular?
10. Can a person maintain a home in this occupation?
11. Other conditions of employment which characterize this occupation as either desirable or undesirable?

I. *Entrance to the occupation*

1. How does a person get started in this occupation?
2. What kinds of jobs can one get starting in this occupation?
3. What is expected from one on his first job?
4. What are the best places to look for a beginning job in this occupation?
5. What opportunities exist in this community?
6. What opportunities exist in other communities?
7. Where are the best opportunities at present?



The Divisions of Madison College

and

Vocations for Which They Prepare

I LOVE TO TEACH

I do not know that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle; it is a passion. I love to teach.

I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or woman can spend a long life at it without realizing much more than his limitations and mistakes, and his distance from the ideal.

But the main aim of my happy days has been to become a good teacher, just as every architect wishes to be a good architect and every professional poet strives toward perfection.

—WILLIAM LYON PHELPS

I. EDUCATION FOR TEACHING

AS A KIND of work which young women may prepare to do and then expect to do well, teaching always takes high rank. Because of this fact, and because Madison College has always put major emphasis upon the education of teachers, a rather full statement is in order.

The Need for Teachers

The schools have become a way of life in America. The nation needs teachers for its children. One out of every four people in this country is a school child. Education is the biggest business of all. Under war conditions there is an actual shortage of teachers. With the present increased birth rate it is certain that teachers will be in great demand for many years to come. Teachers in greater numbers must come from present graduating classes from high schools.

Not only in Virginia but in all parts of the country the need for teachers is great. This is especially true for elementary schools. The Virginia Education Association and the Denny Study Commission which reported recently both urge that many young people prepare for teaching. It is certain that those who prepare themselves well for this work now will find employment in good positions for an indefinite period ahead. It also seems certain that much improved salaries and other conditions for teachers will prevail in the future.

The Work of Teachers

The schools depend upon the work of teachers, and cannot be efficient without good teachers. The main work of classroom teachers is to stimulate and direct the learning of future citizens. Teachers work with and produce better people. Theirs is the responsibility of passing on the culture and heritage of civilization to a new generation. The teacher's work is somewhat exacting, but it is vastly important. The democratic process is directly dependent upon educated citizens, which is possible only through full operation of public schools. Nearly every one approves of education and will increasingly appreciate the work of teachers.

Who Should Teach?

The old saying about teachers being "born" is only part of the truth. They must also be developed through careful training for their work. People who are to lead and help others should be of good character and have natural ability. Starting with good common sense, willing-

ness to work and learn, and reasonably good health, any one who wants to do so may expect to succeed in teaching after a standard preparation. Those who get along well with people and have an interest in children of any age are most apt to develop the personal qualities needed by teachers, such as enthusiasm, good humor, patience, understanding, and a sense of fair play. Persons who are unhappy, high-strung, or ill-tempered, and who find it difficult to get along with people should not attempt to teach at all.

What Does Teaching Offer?

Teachers occupy positions of honor and trust where they work. Their work is interesting and may offer real challenge to better living. There are many opportunities for study and self-improvement which bring more rapid promotion and choice of whatever line one may feel most fitted to do. There is great satisfaction for teachers in feeling their service makes other people better. Some other advantages in teaching are these:

- Comparatively good beginning salary
- Reasonable assurance of steady employment
- Increased salary by a regular schedule
- Longer-than-usual vacations
- Some arrangement of leave for sickness
- Provision for retirement fund through state aid
- Security in one's position after a trial period
- Recognition of additional training by salary increase
- Prospects of better salaries for all teachers

Madison College: A Training Center

Thousands of teachers have been educated at Madison. The college prepares teachers for all kinds of positions in the public schools—elementary grades, all high school subjects, home economics, business subjects, physical education, and music. In the last years of the teacher's courses a large amount of time is given to directed observation and teaching through joint arrangement with the public school systems of Harrisonburg and Rockingham County. The different training plans for teachers are described in the first six curricula in the table at the end of this bulletin.

Notes about Teacher Education

In each of the Madison plans for training teachers there are three main features: a year or more of required work in several subjects, designed to give breadth of information and general culture; some concentration upon particular subjects which will be taught; con-

siderable free choices of subjects which students taking a course may want for personal reasons.

The person who plans to teach thus faces a four-year period of personal development which is both a vocational opportunity and a challenging experience in getting a fundamental education.

The education of a teacher by the plans here presented is of high quality, and worth all the effort and cost required. Even those who may never teach will have good basic training for any other undertaking, especially for the important work of home-making.

Campus life during the period of one's education as a teacher offers varied experiences in student groups as well as democratic living in the organized student body.

It should also be borne in mind that graduates of the liberal arts courses may become teachers temporarily in Virginia upon completion of degrees in these fields and finish professional requirements for teaching later.

Upon the completion of any one of the courses for teachers, the State of Virginia grants a teacher's professional certificate allowing the holder to teach in specified levels or fields of subject matter for ten years.

The very serious shortage of teachers for the elementary grades in Virginia is good reason for any prospective teacher to give serious consideration to choosing Curriculum I. The single salary schedule for all types of teachers now in prospect will make the elementary field as well paid as any. Certainly employment opportunities are best at the level of greatest need.

II. EDUCATION IN LIBERAL ARTS

THE STUDENT who prefers a liberal arts course may enroll in Curriculum VII, which leads to the degree of Bachelor of Arts, or Curriculum VIII, which leads to the degree of Bachelor of Science.

While Curriculum VII lays stress on the languages and Curriculum VIII emphasizes the sciences, both are essentially liberal arts courses and allow considerable freedom in the choice of electives, thus enabling the student to specialize to a limited extent in the junior and senior years. These liberal arts curricula are designed to give the opportunity of studying and learning to appreciate the best that is going on in our immediate environment. The broad general culture of these curricula offers excellent training in preparation for intelligent and responsible citizenship in the home and community. By choosing electives in a given field of interest a student may secure an excellent background

and training as preparation for graduate work leading to a career in such fields as medicine, law, teaching, medical technology, research, social work, and librarianship.

The majors offered in Curricula VII and VIII and their relations to careers are discussed below.

Art

After the first world war occupational therapy was used with wounded and disabled service men and its great value to mental and nervous cases in hospitals gained worldwide recognition. The art work given these patients was in the form of crafts strictly—such as weaving, bead work, simple wood construction, wood carving, leather construction, leather tooling, and clay modeling. Some patients earned a livelihood by producing such crafts when discharged from hospitals.

During this world war the value of crafts in hospitals is stressed to a greater extent and occupational and recreational therapy have gone a step further by recognizing and promoting drawing and painting in water color and oil among the patients of psychiatric wards and convalescent wards. The physician and psychiatrist are able to make findings and diagnoses based on the degree of mentality and development expressed in paintings and revealed by observations of patients during these activities. Government hospitals now have large therapy departments which offer opportunity to those trained in crafts, drawing, and painting. Some civilian hospitals also employ those trained in these lines.

Students interested in choosing commercial design, costume design, costume illustration, and interior decoration as a profession may obtain a foundation in these subjects by taking the single quarter courses offered.

For a number of years art students at Madison College have secured positions in summer camps as directors of crafts, design, drawing, and painting. During summer vacations boys and girls find in such hobbies as these an emotional outlet and a wholesome means of self-expression; therefore, summer camp art work is very much in demand.

Biology

Madison College offers students an opportunity to major in biology and to obtain the basic preparation necessary to further work in this field. The Department of Biology offers the following courses: general biology, anatomy, bacteriology, botany, heredity, history of biological sciences, physiology, problems in biology and zoology.

There are many vocational opportunities for women in the field of

biology. A considerable number of women trained in biology work in government service and in public health laboratories; as technicians in hospitals, industrial plants, or commercial testing laboratories; as assistants in science museums and on the staffs of biological journals and supply houses. A background in biology is necessary for training in medicine, dentistry, graduate nursing, occupational therapy, physical therapy, and for work in science libraries and in scientific journalism.

Madison College gives preliminary training to many young women who are preparing to become medical technologists. There are splendid opportunities in this field today and the field is expanding rapidly. All of the larger hospitals maintain laboratories requiring the services of medical technologists. Other opportunities are found in health departments, in industry, in pharmaceutical laboratories, in research laboratories, and as workers in the offices and laboratories of physicians.

Chemistry

The rapidly expanding field of chemistry offers many vocational opportunities to women who possess a basic knowledge of the subject and can demonstrate their ability to use the scientific method. Their inherent traits of neatness, accuracy, persistence, patience, and attention to detail peculiarly fit them for work in industrial chemistry. With superior training and ability women can successfully compete with men in almost any type of chemical endeavor.

Some of the chemical positions in which women particularly excel are in food laboratories, nutrition, dietetics, textiles, cosmetics, pharmaceutical laboratories, merchandise control, and advertising. There are also many opportunities in government service in the Bureau of Home Economics.

A woman chemist in industry need not confine herself to the laboratory. There are excellent opportunities in such positions as chemical secretaries, assistant or associate editors of chemical journals or trade journals, technical librarians, research bibliographers, and patent experts.

It should be stressed that to insure success, a woman chemist needs superior education and training. She should do some graduate work beyond the Bachelor's degree if she expects rapid advancement.

The chemistry department of Madison College offers four years of chemistry in Curriculum VIII leading to the degree of Bachelor of Science with a major in chemistry. Any student interested in chemistry and its various vocational opportunities is invited to consult with the head of the department.

English

Students who wish to major in English but do not expect to teach will find large opportunities ahead. Madison College has prepared women for positions in a variety of journalistic activities; among its graduates are a woman's page editor, a book page editor, feature writers, book reviewers, and reporters.

A number of graduates specializing in home economics have been active in editing house organs and publications sponsored by professional associations, in utilizing their training in public speaking by becoming commercial demonstrators, for instance. Other English majors have gone on with graduate work, later holding fellowships and instructorships which gave them teaching experience and which, in some cases, eventually turned into college teaching.

Advanced courses in English provide Madison College students with an opportunity to study the history of the English language, perhaps as essential to those who will not teach as to those who will. A variety of literary interests have been fostered through courses in Shelley and the Romantic poets, in Shakespeare and other Elizabethans, in modern drama, in the vastly underrated field of children's literature. Technical training is available also in phonetics, in school dramatics, and in public speaking techniques—including the radio.

Foreign Languages

Madison College offers young women an opportunity to major in Latin, French, or Spanish. In addition to these subjects in which major work may be done, two years of work is offered in German.

There are many lines of work open to young women who are skilled in the use of foreign languages. Present world conditions suggest that a large number of women will be employed in foreign countries during the post-war period. The importance of languages in building international understanding and cooperation will bring about many vocational opportunities.

Apart from teaching, young women with foreign language facility may find employment in the following fields: foreign banking, foreign trade, communications, transportation, foreign diplomatic service, professional translation, foreign correspondence for newspapers, and interpreting.

Young women who wish to prepare for business vocations in foreign countries will need skills other than the command of languages. The student will need to be well trained for the particular duties of the

occupation. The following types of American companies have large interests in foreign countries: petroleum, power, mining, transportation, communication, textiles, shoes, drugs, and rubber.

History and Social Science

The history and social science department offers courses covering the whole field of history, with special stress on recent times, as well as general courses in sociology, economics, and government. Except for preparing elementary and high school teachers of these subjects, the main function of the department is not so much to give training for particular vocations, as it is to provide a broad background of social knowledge that is of value in almost any field. The work given furnishes a basis for graduate study to prepare the student for college or university teaching, research and historical writing, and employment by government agencies, historical societies, and museums.

*Library Science**

The war has brought about a shortage of librarians which promises to continue. The increased demand for trained librarians makes the library profession a promising field. It has long been recognized as an interesting type of work. The fact that it is also one of the most varied occupations is not so well known. In recent years more and more business firms, industrial laboratories, and hospitals have set up libraries of their own. In these libraries the essentials of library work remain the same as in public school libraries—bringing people and books together—but otherwise there is little resemblance between them. A librarian may now be called upon to serve a moving picture studio, a radio station, or a bank, and to work in this country or abroad.

The best preparation for a library career is a year at a library school accredited by the American Library Association. The graduates of these schools are equipped to work in all kinds of libraries. There are several library schools in this part of the country. Some accept students in their senior year; others require the A.B. or B.S. degree. Many offer scholarships to promising students. Any member of the College Library staff will gladly advise prospective librarians about the choice of a library school.

The Library Science Department of Madison College prepares teachers to become part-time librarians. For details about course requirements, etc., see the college catalog. Students who intend to become

*Madison College does not offer a major in library science, but does offer important courses in this field.

full-time librarians are not advised to take the Library Science courses here, since they will have to repeat these courses later in library school. They are, however, advised to take one course to help them make up their minds whether or not they want to become librarians.

The Library Science courses also help teachers acquaint themselves with teaching materials. Modern educational trends stress the use of the library more and more. As a result, teachers need more and more to become familiar with the ways in which the school library can help them find the most suitable teaching aids and the ways in which the library can help their pupils learn how to learn.

Mathematics

Mathematics has for centuries been a favorite subject for serious thought, reflection, and amusement, and is yet today one of the most active fields of human endeavor. The periodicals devoted exclusively to mathematics number more than fifty, while more than three hundred periodicals devote part of their space to the recent research and developments in mathematics.

The largest single group of mathematicians is employed in the teaching profession. The demand is large because mathematics is basic to most sciences and highly desirable as a background for many other fields. In the past men have dominated the field of mathematics teaching, but there have been many highly successful women teachers of mathematics, and the number will increase rapidly in the future. At the present time there is a great demand for mathematics teachers at all levels. For further information about teaching opportunities in mathematics see Division I.

Industry employs mathematicians of ability and specialized training for research work. This is an ever-increasing field. Life insurance companies use many mathematicians in their actuarial departments. In fact, they probably employ more non-teaching mathematicians than any other one commercial enterprise.

At present there is a great demand for woman mathematicians by industry and the government, as attested by the following statement from one of the recent mathematics journals, "A woman with a college major in mathematics supplemented by some work in statistics is now considered a pearl of great price in industry and in various government bureaus." At Langley Field there are several Madison graduates, most of whom are employed as mathematics computers.

To qualify for a position as a mathematician, one should be a college graduate with a major in mathematics, including calculus. Any student

interested in this field is invited to consult with the head of the department as well as her curriculum adviser.

Physics

Technical advances made during this war period have opened new fields of employment to trained women, and the anticipated adaptation of new products of science to peacetime uses promises increasing opportunities for women with a thorough preparation in the basic physical sciences.

The armed forces and our war industries have found women college graduates particularly valuable as inspectors of scientific products. Many thousands of women with training in basic electricity are working on the home front today inspecting, testing, adjusting, and repairing radar, radio, and electrical equipment for the Army and Navy. Industries in the electronic and radiotronic fields are hiring women for post-war production and providing them with additional specialized training on a salary status while waiting for civilian production to start.

Women who contemplate entering the teaching field at any level will find an increasing emphasis on the sciences as a result of the more and more common use of electronic devices. Student interest in new home appliances, radically different radios, aviation, rocket propulsion, electronic heating, and numerous other present and anticipated applications of the sciences, will make unprecedented demands on the teacher's technical knowledge. In addition, the present use of visual and audio-visual aids in teaching in the armed forces and the war industries is already causing demands on our schools and teachers for more effective and extended use of these aids in the classroom. Citizens of tomorrow will have little respect for the teacher who does not have sufficient technical knowledge to use teaching devices effectively.

Even the women who contemplate staying in the home will find our new houses equipped with refrigeration, heating, air-conditioning, radio, and cooking equipment involving electronic and scientific devices radically different from those of today. An understanding of the principles involved and methods of operation and maintenance will be necessary to enable one to live comfortably as well as intelligently. Students majoring in home economics will find an understanding of such equipment and skill in its manipulation pre-requisite to many of the better positions.

In an effort to meet these anticipated needs of the immediate future Madison College offers a variety of courses, each planned to fit the

student for a career in her particular field. Sound basic courses and advanced work in the scientific fields are provided for the student preparing for a career in technical work. Science courses including basic understandings and emphasizing practical applications of the sciences are shaped to prepare non-technical students to live intelligently in this scientific age. Students needing some knowledge of science but majoring in business or some other non-science field, will find these science courses helpful. Curricula for future teachers provide graduates with the technical knowledge and skills needed in the classrooms of tomorrow's schools. Specialized science courses for home economics majors will meet the science needs of all who plan a career in the home.

Psychology

In addition to the psychology offered in the six teaching curricula, there is offered in Curricula VII and VIII a major in philosophy and psychology. This consists of three years of psychology and one year of philosophy.

A major in this field gives students an excellent undergraduate foundation in psychology as preparation for such professions as social welfare, school psychologists, occupational therapy, psychiatry and psychiatric aides, and personnel management. Additional graduate training is usually required for some of these professions.

Students from Madison have been or now are employed in welfare organizations in cities and counties, personnel departments in large industrial organizations, in psychiatric retreats and mental hospitals, and in occupational-therapy departments in large hospitals.

SOCIAL WELFARE

Social welfare workers are usually employed by the state, county, or city, and work in various areas. Family social work aids families in difficulties because of economic distress, broken homes, or personality maladjustments; child welfare work aids children who lack healthful home environment and economic security, who are neglected, delinquent, or mentally defective. They work with agencies whose purpose is to find homes for homeless children. They also work with child guidance clinics and juvenile courts.

OCCUPATIONAL THERAPY

Occupational therapists work in all types of hospitals—general, mental, tuberculosis, and soldier hospitals, as well as hospitals for crippled children. Occupational therapy is the treatment of patients by means of physical and mental activity for the purpose of providing interesting occupations during convalescence and thereby improving

the emotional attitudes which are so important in aiding recovery. Activities include crafts such as leather work, weaving, ceramics, and metal work. Music and games are frequently used. Undergraduate preparation should include crafts, physiology, anatomy, bacteriology, and two years of psychology.

SCHOOL PSYCHOLOGISTS

The school psychologist, working with the teachers, studies the children who are having difficulty in social adjustment, educational achievement, and personality development. She also gives standardized tests of intelligence, achievement, aptitudes, and personality. She is a consultant in all problems of child development.

Probably the best preparation for the prospective school psychologist is the completion of one of the teaching curricula with a good background in psychology and philosophy, several years of practical experience in the teaching field, and then a master's degree in psychology.

PERSONNEL MANAGEMENT

Personnel workers are employed by large industrial firms and department stores to aid in interviewing and selecting employees and to determine their proper assignment in the organization. Personnel management includes also maintaining a high morale among the workers, hearing and adjusting complaints, and recognizing commendable service.

Psychology, sociology, economics, and some business courses, particularly one in personnel management, if offered, are the important courses in preparation for this type of work.

Never before has there been such a demand for people trained for these professions and the demand should increase with the coming years.

III. HOME ECONOMICS

MADISON COLLEGE has had a strong home economics department since the founding of the college. For many years Madison College and William and Mary were the only Virginia state colleges which were qualified to prepare home economics teachers approved by the Smith-Hughes and George-Deen programs as outlined by the Vocational Board in Washington, D. C. During this time the department grew in strength and power in Virginia.

Madison College offers three fields of emphasis in home economics: teaching, institution management, and general home economics.

Curriculum IV is planned primarily for those who will teach home-

making in the high schools. The department works closely with home economics supervisors of the State Department of Education in planning the work of this curriculum.

Curriculum IX is planned primarily for the position of a dietitian, institution manager, hostess in a dormitory, tea room manager, or food manager for any type of group feeding. It is recommended that students studying to be administrative dietitians apply for an internship in a course approved by the American Dietetics Association. At the end of this course they become active members of the American Dietetics Association and are eligible for excellent positions in the outstanding hospitals and colleges in the United States as qualified dietitians.

Curriculum X is known as General Home Economics. Students have a larger choice of elective subjects in this curriculum.

As home economics curricula are practically the same in required work for the first two years, there is ample time to make a definite decision as to the vocation desired.

Each of the home economics curricula is broad in its field, including besides the home economic courses government, sociology, economics, English, art, education, and health education. The home economics courses include food and nutrition, textiles and clothing, food preservation, table service, housing and equipment, social and family relationships, home management, child development, and advanced nutrition.

Students planning to be home economics teachers have additional courses in education, and participate and teach two quarters in one of the three training centers under supervision. Students majoring in institution management and in dietetics have eight weeks of practical experience as student dietitian in an approved hospital, camp, or college during the summer between junior and senior years. They also have additional work which meets the requirement of the American Dietetics Association, including human physiology, bacteriology, experimental cookery, institution management, and diet therapy. They have one quarter's work under supervision of the college dietitian in the college tea room, kitchens, and high school cafeteria. They have charge of many social functions which give them excellent experience. Students who enter the general course in home economics choose such elective courses as advanced clothing and food classes, and generally elect additional courses in art.

Each home economics major spends one quarter in the beautiful home management house, carrying on the work of a well-organized home under supervision. Her work here includes observation and care of a baby or pre-school child in a Harrisonburg home.

The present large demand for home economics graduates will be even greater in the postwar period. There are many fields of work where home economists are needed. Madison College graduates are now teachers, dietitians, school lunch-room managers, directors of government cafeterias, managers of industrial plant cafeterias, government food research workers, consumer consultants on house furnishings and in ready-to-wear departments of large city stores, home demonstration agents, home economists in public utilities, and nutritionists in state health departments. Twenty-six of our graduates are lieutenant dietitians in the United States Army.

Recently a study was made of college graduates who have majored in home economics, and results showed that the majority of the graduates married within three years after leaving college and established successful homes.

Many Madison College graduates in home economics have received fellowships for graduate study in Teachers College of Columbia University, University of Tennessee, Woman's College of University of North Carolina, Cornell, and Purdue.

The home economics staff is made up of eleven well-trained and experienced teachers who are interested in each student in the department. They are always eager to guide and advise each student who seeks their help.

In Maury Hall, where home economics classes meet, there are three food and nutritional laboratories, home kitchen and dining room, a laboratory for experimental work with white rats and guinea pigs, two textile and clothing laboratories, two large offices, and a large lecture room.

IV. BUSINESS EDUCATION

The Department of Business Education at Madison College offers three vocational programs of study for those students interested in business training. Curriculum V is a four-year course for business teachers leading to the B.S. degree. Curriculum XI is a four-year degree course for secretarial and office workers. It also leads to the B.S. degree. Curriculum B is an intensive two-year secretarial course leading to the secretarial diploma upon its successful completion.

New students entering Madison College are undoubtedly interested in learning more of the vocational opportunities open to them in business. Such students will also desire to know what qualifications and requirements one must meet in order to qualify herself for vocational competency on the job.

Business needs more and better trained office workers and supervisors. The demand will continue into the post-war period. Positions are available in business, in industry, and in government agencies. Earnings vary according to the locality and the employer. Our expanded domestic and world trade will call for women with a broad, practical, and thorough training in business. The college graduates trained in business today will be the business leaders of tomorrow.

Let us examine each of the several business courses available. Curriculum V, which has as its objective the training of business teachers for the high schools of Virginia and surrounding states, is discussed with the teaching group elsewhere in this bulletin. An alarming shortage of business teachers makes this field of vocational endeavor a fine professional opportunity for those interested in becoming teachers and in contributing to social progress through education.

General Requirements

The vocationally trained business office employee must possess certain general qualifications if she is to be successful in her chosen field. She must have a good high school education and as much advanced training as possible. A college degree in business education is highly desirable. She must have manual dexterity; a neat, well-groomed appearance; a pleasant manner; pleasant voice; and a familiarity with office procedures and practices. In addition, she must have mental alertness, a good knowledge of such English fundamentals as spelling, composition, and grammar. She must be occupationally intelligent and be able to carry on such routine office duties as filing, duplicating, and handling mail. Finally, she must have the desire and ability to get along and work with other people.

Curriculum XI specifically is designed to prepare women for any or several of the following secretarial and office positions: typist, stenographer, secretary, bookkeeper or junior accountant, office machine operator, and general office clerk.

The trainee may, by careful selection of courses, emphasize certain vocational aspects of secretarial and office training. For example, she may wish to specialize in stenographic training or prepare to be a junior accountant. The Department of Business Education at Madison College has one of the finest and most complete office machines training programs in the state of Virginia. The seven instructors in the department have master's or doctor's degrees with much practical business and teaching experience behind them. They are ever ready to serve and counsel each student as to her vocational business interests.

It is possible to transfer from Curriculum B, the two-year course, to Curriculum XI, with little or no loss of time toward graduation. A two-year student can also conveniently change to the four-year business teaching curriculum (Curriculum V) and fully complete requirements for the baccalaureate degree in business education.

BUSINESS VOCATIONS AND THEIR SPECIFIC
REQUIREMENTS AND OPPORTUNITIES

A brief description of the specific vocational opportunities and special requirements in the various vocational business areas are enumerated and explained below.

1. *Typist.* The good typist is much more than a speed artist. She must know letterwriting, envelope addressing, cardwriting, carbon work, manuscript typing, form letters, legal forms, tabulation, proof-reading, statement and invoice preparation, in addition to being accurate and speedy in her work.

2. *Stenographer.* The stenographer who is fully prepared can take dictation at 100 words per minute or more and transcribe her notes into mailable copy in good production time. To be successful as a stenographer she must have a good background in spelling, English fundamentals, and typing skill. In addition, one must be neat and a good planner and budgeter of time. The stenographic training program at Madison seeks to prepare the student to meet actual office requirements.

3. *Secretary.* The secretary is the personal representative of her employer. Her position is one of trust and confidence. A good secretary is a good typist as well as a good stenographer. She will also need to know the telephone technique, the principles of filing and the use of filing equipment, the duties connected with attending to correspondence. The secretary meets callers, plans itineraries, makes appointments, and orders supplies. The competent secretary must have some administrative ability and possess poise and confidence which are the result of a broad background of business and academic study. It is highly desirable that those interested in becoming secretaries plan to take the four-year college course.

4. *Bookkeeper and Junior Accountant.* The profession of accounting is now open to women. Statistics show that more and more women are entering this field. There are numerous vocational opportunities for accountants in civil service and in private industry. This is especially true with the great increase in record-keeping and interpretation of records due to income-tax reporting. Some fine employment opportunities are available in the field of accounting. Students can climb the

ladder of accounting success by later branching into auditing, cost accounting, income tax accounting, and industrial and public accounting. High salaries are paid for well-trained accountants. One must possess more than the principles of bookkeeping, the bookkeeping cycle, and the preparation of financial reports. Essential traits called for in the bookkeeper-accountant include accuracy, neatness, legible handwriting, ability to locate and correct errors, and patience to do indoor work.

5. *Office Machine Operator.* The office is becoming a complex, mechanized unit today. The office of tomorrow will depend largely on improved office machines for its operation. Skilled machine operators are in demand. A completely furnished office-machines training laboratory has been organized at Madison College. One interested in office machine training can learn to operate voice-writing machines like the ediphone or dictaphone; calculating machines; multigraphs, multiliths; ditto machines; adding machines; mimeoscopes; and bookkeeping-posting machines. The office machine operator must be alert, accurate, detailed, quick with figures, have a mastery of and a liking for arithmetic. The machine operator works on such records as inventories, payrolls, financial statements, discounts, sales, purchase entries, and statistical reports.

6. *Other Vocational Opportunities.* There are also openings in the typical business office for general clerical workers. This calls for typing and filing ability as well as the performance of routine office duties, using arithmetic fundamentals in finding averages, figuring taxes, preparing invoices, handling mail, and doing duplication work.

The field of retail selling is another fast-growing area in business education. Professional buyers, advertisers, merchandisers, and retail saleswomen are urgently needed by the retail merchants of this country. Merchandising, business organization, psychology, and other related courses give the business student a fine background for this type of employment. It is possible for the business student to specialize in several of the areas discussed previously.

For further information and help in making a vocational choice in the business field, see or write the Head, Department of Business Education, Madison College, Harrisonburg, Virginia.

V. EDUCATION IN MUSIC

THE ART OF music possesses universal appeal with its wide and rich variety of experiences. Accepted as one of the fundamental approaches to culture, it offers opportunity for self-expression, emotional outlet,

and development of aesthetic values. Whether the study of music results in a vocation or an avocation, it enriches life to a remarkable degree.

The Madison College department of music, with its excellent equipment of Steinway pianos, concert and Hammond organs, orchestral instruments, commodious studios and rooms for study, provides opportunity for the training of supervisors and teachers of music in both instrumental and vocal fields. It provides the basic training for teachers of applied music, choir directors, church organists, orchestra and band conductors.

Throughout the four years at college the musical aptitude of students is considered. At graduation they are aided in securing positions best suited to their individual needs. Students who show unusual promise are encouraged to further study.

Participation in state and national music events, civic, church and patriotic programs has resulted in many valuable experiences for students of music at Madison College.

At no time since special emphasis has been placed on music has the college been able to provide enough music teachers to meet the demand.

With the continual growth in musical interest in Virginia schools, those who choose music as a vocation will find a wide field of service in Virginia. Madison College offers the preparation needed for this service.

Curricula II, III, VII, and VIII offer opportunities for a major or minor in music. Curriculum VI prepares for teaching or supervising music in the elementary and secondary schools.

VI. EDUCATION FOR NURSING

The Field of Nursing

THE PRIMARY function of a nurse is the care for the sick, but the nurse who has special interests will find that there are many opportunities in nursing for broad experience and specialization. The four major fields of nursing are: Private duty, hospital and institutional nursing, public health, and nursing education.

This classification is not exhaustive, but it accounts for the majority of the nurses in civilian life. Some nurses find employment in doctors' offices, some are employed in laboratories, some are on the professional staff of some professional nursing organization, and others are

in various fields where their nursing knowledge can be put to valuable use.

At present there is a distressing scarcity of registered nurses. The Army and Navy are in desperate need of registered nurses and there are not enough in civilian life to meet the demand. This is not a temporary shortage because nursing is destined to occupy a place of primary importance in world-wide reconstruction after the war. In normal times the nurse who can adapt herself to the individual demands of doctor and patient and who keeps abreast of the developments of clinical medicine and nursing will have no trouble in securing good and satisfying employment.

No young woman interested in nursing should overlook the fact that the training of the professional nurse affords an invaluable preparation for wives and mothers in many important aspects of homemaking. Furthermore, the professional nurse is peculiarly fitted to assume a position of influence and responsible leadership in her community.

Personal Qualifications

Good health, sound nerves, patience, wholesome personality, accuracy, neatness, and a strong sense of responsibility and co-operativeness are some of the desirable qualifications needed for a successful nursing career. The nurse also needs unusual power of physical endurance.

Education and Training

Although some schools of nursing admit high school graduates, many require two years of college training and some require a full four-year college course. The profession of nursing has made great progress in recent years and those who wish to advance to positions of responsibility in the profession will find two years of college work almost a necessity.

Madison College offers in Curriculum A a two-year course in Pre-nursing Education. This curriculum is designed for the specific needs of prospective nurses. In the first year, basic courses are offered in chemistry, biology, English, psychology, and physical education, with one elective. In the second year, physiology and bacteriology and inorganic chemistry are given along with a choice of three electives. These electives make it possible to fit the curriculum to the various requirements of the different hospitals and institutions. The curriculum adviser will be of great assistance in planning this part of the program.

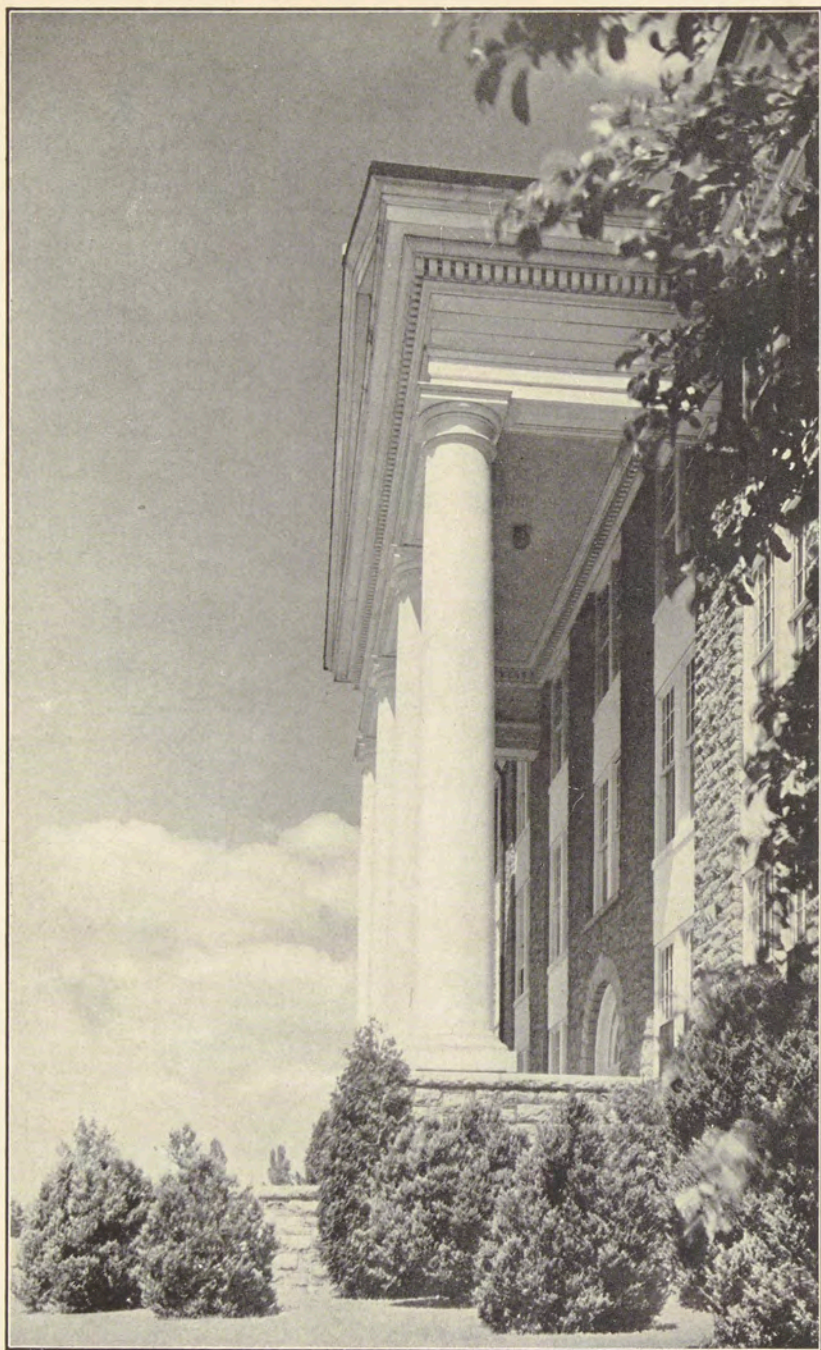
If the student finds it possible to remain in college four years, she may transfer to Curriculum VIII which leads to the B.S. degree.

Field of Work	Curriculum	High School Preparation	*Major Subjects	*Minor or Related Subjects	Personal Qualifications Which Contribute to Success in This Field	Degree Conferred by Madison	Vocational Opportunities in This Field	Post-College Training Necessary to Complete Vocational Preparation
Teaching in elementary schools	I	Graduation from high school.	Education and Psychology	English, Art, Music, Social Science, Mathematics		B.S. in Education	Teacher in nursery school, kindergarten, or elementary grades. Principal of elementary school.	None required. Desirable for professional service and advancement.
Teaching in high schools	II	Graduation from high school. Good background in subjects selected as majors and minors is desired.	A major may be selected from any one of the following subjects: Art, English, French, Latin, Mathematics, Music, Science, Social Science, Spanish	Two minors may be selected from any of the following subjects: Art, Biology, Chemistry, English, French, Latin, Mathematics, Music, Philosophy and Psychology, Physics, Science, Social Science, Spanish	Good health Attractive appearance Interest in children Willingness to work and learn Ability to get along with others High intelligence Cheerfulness Sense of humor Understanding Enthusiasm	A.B. in Education	Teacher in high school. Choices of a major and two minor subjects will determine subjects one may teach. These curricula also qualify one for teaching in grades 6 and 7 of the elementary school.	None required. Desirable for professional service and advancement.
Teaching in high schools	III	Graduation from high school. Good background in subjects selected as majors and minors is desired.	A major may be selected from any one of the following subjects: Art, English, French, Latin, Mathematics, Music, Physical Education, Science, Social Science, Spanish	Two minors may be selected from any of the following subjects: Art, Biology, Chemistry, English, French, Geography, Latin, Mathematics, Music, Philosophy and Psychology, Physical Education, Physics, Science, Social Science, Spanish		B.S. in Education		None required. Desirable for professional service and advancement.
Teaching Home Economics in high schools	IV	Graduation from high school. Two or more high school credits in Science and two or more in Mathematics are desirable but not required.	Home Economics { Foods and Nutrition Clothing and Textiles The Family Home Economics Education Directed Teaching in Home Economics	Biology, Chemistry, English, Physics, Psychology, Social Science		B.S. in Education	Teacher of Home Economics in high school. This curriculum also qualifies one to teach Science and English in the high school and in grades 6 and 7 of the elementary school.	None required. Desirable for professional service and advancement.
Teaching Business Education in high schools	V	Graduation from high school. Some work in Business Education in high school is desirable but not necessary.	Business Education { Shorthand Stenography Typewriting Accounting General Business Subjects	English, Social Science	Good health Ability to work and get along with others Interest in children High intelligence Manual dexterity Cheerfulness and sense of humor Understanding Enthusiasm	B.S. in Education	Teacher of Business Education in high school. This curriculum also qualifies one to teach English and Social Studies in the high school and grades 6 and 7 of the elementary school.	None required. Desirable for professional service and advancement.
Teaching or supervising Music in public schools	VI	Graduation from high school. Previous study in Music is highly desirable.	Music { Music Fundamentals Instrumental Music Harmony History and Appreciation Applied Music Music Materials Conducting	Two minors may be selected from any of the following subjects: Art, Biology, Chemistry, English, French, Geography, Latin, Mathematics, Philosophy and Psychology, Physics, Science, Social Science, Spanish	Good health Ability to work and get along with others Interest in children High intelligence Aptitude for music Cheerfulness and sense of humor Understanding and enthusiasm	B.S. in Education	Teacher or supervisor of Music in elementary and high schools. A student completing this curriculum is also qualified to teach English, Social Studies, and her minor subjects in high schools and the 6th and 7th grades in the elementary school.	None required. Desirable for improving professional service and for advancement in the profession.
Liberal Arts	VII	Graduation from high school. Some high school work in Foreign Languages is highly desirable.	A major may be selected from any one of the following subjects: Art, Biology, Chemistry, English, French, Latin, Mathematics, Music, Philosophy and Psychology, Science, Social Science, Spanish	Two minors may be selected from any of the following subjects: Art, Biology, Chemistry, English, French, Latin, Music, Philosophy and Psychology, Physics, Science, Social Science, Spanish	Good health High intelligence Aptitude for foreign languages Industry Ability to do creative work	A.B.	Actress Book Seller Lecturer Librarianship Publisher's Assistant Story Teller Translator Writer	The Liberal Arts program does not aim to give vocational preparation, but it does provide prerequisite courses for a wide variety of positions which are available to students after further training. To qualify for many of the vocations listed in the column headed Vocational Opportunities one or more years of specialized or graduate training is required.
Liberal Arts	VIII	Graduation from high school. Students entering this curriculum should have a good background in Science and Mathematics.	A major may be selected from any one of the following subjects: Art, Biology, Chemistry, English, French, Latin, Mathematics, Music, Philosophy and Psychology, Science, Social Science, Spanish	Two minors may be selected from any of the following subjects: Art, Biology, Chemistry, English, French, Geography, Latin, Mathematics, Music, Philosophy and Psychology, Physics, Science, Social Science, Spanish	Good health High intelligence Aptitude for science and mathematics Spirit of inquiry Industry Emotional stability Honesty of purpose Integrity in regard to confidential information	B.S.	Biologist Chemist Mathematician Medical Technologist Physicist Physio-therapist Psychologist	

<i>Field of Work</i>	<i>Curriculum</i>	<i>High School Preparation</i>	<i>*Major Subjects</i>	<i>*Minor or Related Subjects</i>	<i>Personal Qualifications Which Contribute to Success in This Field</i>	<i>Degree Conferred by Madison</i>	<i>Vocational Opportunities in This Field</i>	<i>Post-College Training Necessary to Complete Vocational Preparation</i>
Institution Management	IX	Graduation from high school. A good high school background in Science is helpful.	Home Economics { Foods and Nutrition Institution Management The Family Clothing and Textiles	English, Chemistry, Biology, Physics, Psychology	Good health Attractive appearance Ability to manage Ability to get along with others Initiative and resourcefulness Capacity for hard work	B.S. in Institution Management	Dietitian Food Manager Nutritionist Research Dietitian Steward (Hotel and Restaurant) Teaching Dietitian (Hospital)	Nine to twelve months' internship necessary for accreditation by American Dietetics Association.
General Home Economics	X	Graduation from high school.	Home Economics { Foods and Nutrition Clothing and Textiles The Family	Chemistry, Biology, Physics, Psychology	Good health Attractive appearance Friendly manner Capacity for hard work Initiative Resourcefulness Good judgment Industry	B.S. in General Home Economics	Buyer Comparison Shopper Copywriter Designer Educational Director Home Economist { Laundry and Dry Cleaning Manufacturing Public Utilities	None required.
Secretarial Work	XI	Graduation from high school. Study in Business subjects in high school is desirable but not required.	Business Education { Accounting Business Mathematics General Business Subjects Shorthand Stenography Typewriting	English, Psychology, Social Science	Good health Attractive appearance Alertness Manual dexterity Ability to get along with people Ability to plan and budget time Poise and confidence Punctuality and promptness	B.S. in Secretarial Education	Assistant to an Executive Bookkeeper and Junior Accountant Official Secretary Private Secretary Public Stenographer Stenographer Supervisor of Clerks	None required.
Nursing	A	Graduation from high school. A good high school background in Science is helpful.	Biology and Chemistry are studied during both years of attendance.	Other subjects studied in this curriculum include English, Psychology, and Physical Education.	Good health Friendly and pleasing personality Alertness Dependability Neatness Cleanliness Industry Capacity for hard work High ideals for service and usefulness Ability to handle people Ability to keep information confidential		Hospital and Institutional Nursing Nursing Education Private Duty Public Health Service	Hospital training is required.
Secretarial Work	B	Graduation from high school.	Typewriting, Shorthand, Business Foundations, Accounting, Secretarial Practice, Filing, Machine Calculations, and Merchandising are the business subjects studied in this curriculum.	English, American Government, Psychology and Physical Education are the other subjects studied.	Good health and attractive appearance Alertness Manual dexterity Ability to get along with people Orderliness, system, neatness Poise and confidence Punctuality, promptness	Secretarial Diploma	Secretarial positions in all types of private business. Positions with local, state or Federal government.	None required in many occupations, but students are advised to take four years of work leading to a degree. Students who enroll in Curriculum B may shift to either Curriculum XI or V without loss of credit.

*The major-minor plan at Madison applies only to Curricula II, III, VII, and VIII. In connection with the other curricula, an effort is made in the columns which are headed Major Subjects and Minor or Related Subjects—to point out the subject fields in which the majority of the student's work will be

done. A major is the equivalent of four years of work in a particular subject; that is, one course at a time through the college period, from the catalog list of subjects belonging to a particular curriculum. A minor is the equivalent of three years' work in a particular subject.



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