Today's Campus

New Unit!

The ROTC shoulder patch, a carrot, has often been referred to as a spear. While it is no such thing, it was adopted by a group of officers, desiring to make the resemblance more striking, as they take some pride in their smart uniforms, when seen by some other cadets, as having a brave fighting spirit. But believing that discretion is the better part of valor, they removed the offending insignia before going to their military class.

Dog Tails

This is the story of a dog, a four-year-old mongrel. The black, wide-eyed dog first appeared in a Monday picture of the Ethen Morning Herald. Floyd, after Floyd Leften's coat, is very much a part of that family. Floyd, however, appeared on the class roll the other day, only to reappear Tuesday. The new member of the family owned the old dog back from one of his classes. The new Floyd noticed two new friends and set off to get a new tongue.

Mayo Dormitory will Hold Term's First Open House

Holding the first dorm party of the term, East and West Mayos will combine to hold an open house and a party at the fraternity Saturday evening, according to Beth Hester, Secretary, and Carolyn Allen, President.

Kipper McDonald, Detroit sophmore, is co-chairman for the event.

Student-Faculty AWS Reception will Be Tonight

Women of Mary Mayo dormitory will be hostesses at the annual winter reception for faculty members and all women students attending summer school, tonight from 7:30 to 8:30 on the Mayo terrace.

The annual affair, which is open to women in all off-campus and security houses, and forms, is sponsored by AWS, Associated Women Students, and is under the supervision of Lyman Adams, Jr., Detroit junior.

Dr. Henry J. Loomis will open the informal get-together will be a program of music. Refreshments will be served, according to arrangements Pat Hargrave, Phi, Flint senior.

Gene Dennison, Vernon senior; Mrs. Mildred Anson and Barbara Bennett, Detroit sophmore, assist with arrangements.

The reception is sponsored annually during the summer session, by the students in an effort to further student-faculty relations.

Harvard Man Appointed to Soc Position

U.S. Department of Agriculture Socialists to Fill Vacancy

Dr. Charles P. Loomis has been appointed professor and head of the department of sociology in the new school of science and arts. Prof. A. Hannah announced recently.

Dr. Loomis, whose appointment is effective Sept. 1, comes to State from the United States Department of Agriculture where he was head of the division of extension and training in the office of foreign relations.

He becomes the first head of the department of sociology since it was reorganized July 1, when Dir. E. B. Webber, head of the department, was named professor and head of the new department of social service in the school of business and sociology.

Edgie Magazines

The Washington, D.C., Dr. Loomis was in charge of sociological research and training in the office of foreign agricultural relations. At present he is editor of "Rural Sociology," associate editor of "Applied Anthropology," and editor of various other journals.

He received his doctor's degree from Harvard University in 1933. Other schools from which he holds degrees are: New York State college, and State college, North Carolina.

Dr. Loomis has also studied at Heidelberg andKonigshoheuniversities in Germany.

Prep scholar

Graduating from college in 1928, Loomis, author of numerous articles, and a writer, has steadily advanced to a position of prominence in the social field of sociology and rural sociology in particular. He is a member of various colleges, including Harvard, Heidelberg, and North Carolina.

Dr. Loomis' research in the rural field for the U.S. Department of Agriculture gives a perspective which is rare among area sociologists, stated President Hannah. "The institution is fortunate to have his services," he said.

Harvard man to attend Technological meeting

The 7th annual reading conference held at the University of Chicago July 10 to 14 attended by Professor Paulsen, of the Biological department, and other members of the committee to develop the courses for reading, and the new core courses for freshmen.

Other committee members include Prof. Bartrum, of English, Prof. Paul Gescheidt, of the speech department, and Jackson Towne, librarian.

to Interrogate Courses

The new course in reading, whether he will complete his junior year at the basic college or go on toward a more specialized study of the various disciplines, will be done in a class of new freshmen.

An Attractive atmosphere conducive to study is provided. Reference works will be on hand, and a self help section of the reading room will be available to students' use.

In addition to reference works on current courses attending fall quarter will come with the integrating of the various courses in the department, which is being encouraged to write in the laboratory.
By DR. PAUL L. DREESCH

Chairman, Examiners

ATTENDANT reaction to the annual examination of grades and credits in the new basic college course is a natural one. The results of comprehensive examinations seems to vary greatly with individuals as to their understanding of the term, "comprehensive." The most common reaction which I have observed is that of self-satisfaction by students already here that their getting in enough to make grades is a frequent and less significant remark made by the students. It shows a rather simple dislike examinations—comprehensive or otherwise.

Always, it is hard for me to share this feeling to some degree, it is perhaps a self-checkup or examination in necessary and a carefully constructed "comprehensive" should arouse less than the usual examination. The reactions for this will be mentioned in the following remarks.

The adjective, "comprehensive," used in connection with examinations, implies that the examination covers a large body of material than is the case in the usual examination. Usually, in general, there is no implication that the questions are based on knowledge of the subject. In brief, the questions are mandatory, the average student knows he must answer them. Usually, again not necessarily, the examination requires that the student integrate his knowledge, for example, he may be asked to state an appropriate course of action in a situation which involves the application of a large number of facts which may have been discussed separately and at wider intervals during the course.

As an examination which possesses these characteristics (and these are not the only ones) does not ignore fact material, but rather it emphasizes that knowledge of facts is of no value except in that it permits the learner to make better decisions and arrive at correct conclusions.

It has been mentioned that a basic college core course will depend entirely on his or her performance on the comprehensive examination. It is expected that individual students of examinations and grades will be communicated in the early and late weeks, but with a purpose more akin to that of midterm reports.

They should be considered the student the extent of his progress and will give the student an opportunity for the examination, the comprehensive examinations will be an important part of each student's life. It is hoped that each student will find the examination not only a trial but also a learning experience.

The questions from old forms of examinations will be available to students to give them ideas of both the form and the content of the examinations. While it is expected that some students will find it easy to test adequately certain course objectives, the major part of all examinations will be objective in nature. The latter type of question is preferable wherever possible, because it is easier to grade in grading and also because more material can be covered in a limited period of time.

The advantage for the student is in preparation in a variety of ways to help understand the uses of comprehensive examinations: as descriptive; to show that the student understands the uses of comprehensive examinations as descriptive, but also that the student is able to apply these concepts in a specific situation. The emphasis under such a program is

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SPORT EQUIPMENT

213 E. Grand River
Back to Start
Summer Grid
Drills July 31

Team to Start Work
To Prepare for Fall
Football Games

Summer football practice will
start Monday, July 31, Head
Coach Charlie Bache-
man announced. Practice
will begin at 4:30 p.m. with
only a short break until the first
game, which will be Saturday,
Oct. 14, with Kansas State at
East Lansing.

Only four games have been
dated to schedule. The team will
go to Columbia, Mo., Nov. 4 to
play the University of Missouri,
and return to East Lansing to
play the University of Maryland
Nov. 11 and to meet Carnegie
Tech here Nov. 12.

Athletic Director Ralph H.
Young said that he was as¬
urred of a fifth game, and had
high hopes of securing two or
two more in the near future.
One probable contestant may be
Wayne University.

Grid aspirants must have a
physical examination from Dr.
Charles Holland, of the college
health service, before any equip-
ment may be drawn. Anyone
may go out for football if he so
wishes.

None of the students now on
roster have ever played any
intercollegiate football. Several
of them have, however, played
in the intramural league last
fall. Some of the outstanding
prospects are: Jack Brum-
lhill; Bob Godfrey; guard;
and Lee Grunet, end.

CHURCHES

(Continued from Page 2)

1:30, 7:45, and 8 a.m. daily.
Sunday conferences will be heard
at 3:30 p.m. and from 7:30 to
9 p.m. Communion will be dis-
tributed to the ASTRA cachets to
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Advantages of Comprehensives Explained by
Chairman

(Continued from Page 2)

right, where it is correct.

If it becomes apparent that
certain assignments or laborato-
ry work is simply to keep the stu-
dent busy and contributes little
or nothing toward the course ob-
jectives, the student may ignore
such assignments without fear of
reprial by the instructor. If the
student decides to cut class for
a few days because he already
knows the material which is be-
ing covered, he can do so with-
out hurting his record.

If, through self-study, reading,
or previous experience, the stu-
dent and his counselor find that
he has attained the objectives
of a course, he may take the com-
prehensive examination without
attending a single session of the
course. In all of these cases, the
student will need to be very sure
of his judgment and, ordinarily,
certainly the good student will be in
position to make such decisions.

Frequently students are heard to
comment somewhat as fol-
 lows, "I had had Professor X
instead of Professor Y. I would
have gotten an A instead of a C."
The extent that this criticism is
based upon different standards
of grading or on the personal
bias of the individual instructors,
it will be eliminated by grading
the students on the same basis
based on comprehensive ex-
amination.

Moreover, the common exam-
ination for all sections of a course
with being about these examina-
tions of the sections taught by
various instructors. No system
can eliminate the fact that the
instructors are better teachers
in some than in others.

Many students have indicated
an interest in improving students-
faculty relationships. The best
place to include such improved
relationships is in the classroom
where most student-faculty con-
tacts take place. Under the sys-
tem of grading by instructors, a
student who sought the instruc-
tor before, after, or outside of
class ran the risk of being label-
led a "browner."

Under the new system, the stu-
dent should regard the in-
struction not as the one who gives
a grade but as one who assists
him in getting the satisfactory grade.
This should bring about a mark-
ed difference in the attitudes of
both students and instructors.

Students who have difficulty
remembering the material covered
in one term long enough to
pass the final examination are
apt to face an examination cov-
ering three terms with real hor-
row. Several comments, some in
the way of comfort and some
otherwise, are pertinent here.

It is certain that the student
who is accustomed to cram for
an examination will fail if he
prepares for a comprehensive
examination in this manner. Any
fair-minded student will admit
that this is as it should be. Term
examinations very commonly
cover only 13 or a dozen ques-
tions and in such a situation
failure to recall the fact may
make the difference between an
A and a B.

In a comprehensive containing
anywhere from 100 to 300 dis-
inct responses, a person might
fail to recall several points with-
out suffering the same misfor-
nance. I fear, it would be a rare
avent for any student to come
close to answering all items cor-
rectly.

Moreover, in the comprehen-
se examination there would be
less emphasis on specific details
so easily forgotten and more em-
phasis on the important generali-
izations which any educated per-
son should have at his disposal.

Another fairly common com-
plaint among students is expres-
sed in some such words as these:
"I know the stuff, but I just
can’t write a good examination."
This complaint is usually elab-
orated to indicate that the stu-
dent did all of the daily work
and thoroughly understood it, but
became so nervous at the thought
of the examination that he (more
frequently she) couldn’t think.

Let’s be frank about this.
In 99 per cent of the cases this is
an excuse and the student knows
it. He may have put in en-
ough time to really understand it.
In nine per cent of the cases,
the difficulty can be overcome
by experience in taking examina-
tions.

To this group the experience
coverage of the comprehensive is
perhaps something. It is the min-
ancing one per cent the nervousness
is probably associated with any
situation involving emotional
strain and requires some extend-
ted treatment. The per cent used
here are purely guesses, but prob-
ably are not far from the true
situation.

In connection with this fear
of examinations which we pass or
fail, a person who cannot de-
velop enough faith in his own
ability (assuming that he has it)
so that he can meet a trial of his
ability with some degree of sa-
urance, is almost certain to fail
no matter what he attempts.

Suppose that the worst hap-
pens and a student fails the
comprehensive. He mercuries an
it on his record, but he does not
have to repeat the course as un-
der the present plan. He may
obtain from the board a state-
ment of the sections of the ex-
amination in which he was par-
ticularly weak. After further
study, he may then take the
comprehensive at the next ses-
sion and (we hope) pass it.

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WILSONS
Servicemen's Institute Aids Veterans in Adjustments

War veterans, whether they be former students or new to college, will find both a hearty welcome and a special agency to help them when they return from service and come to Michigan State College for a fresh start in their education.

A serviceman's institute, whose principal aim and concern is the welfare of former servicemen has been set up on campus this summer, supervised by Prof. S. R. Creeve, dean of students, the institute is under the direction of Dr. Fred T. Mitchell, counselor for Youn.

The institute's program is designed to give returning veteran guidance and attention from the time they arrive on campus to such time as they complete their studies and get jobs.

At the end of World War II more than 70 per cent of the veterans who returned to school failed, or left shortly after, mainly because they went right into the degree-granting program without any preparation or mind-refrshing. Little, if anything, was done to help them adjust themselves to a civilian-student way of life.

But now, at Michigan State college, veterans of the war can get a better chance to start over. Admission to college will be a joint decision, with the registrar and the institute getting together to decide each case on its own merits.

After admission, testing will be given to determine the individual's background and indicate what preparations and refresher courses are needed before he starts in on college-level work.

Past experiences, army training, and courses taken in various army programs and through the armed forces institute will all be evaluated for college credit.

Individual treatment is the keynote of the servicemen's institute.

Each veteran will have Mitchell as his faculty counselor to advise and assist him in straightening out his curricular problems and making special arrangements with members of the various departments of the college for tutoring, if needed. Mitchell will also aid the men in registering and classifying at the beginning of the term of study; will supply them general educational information.

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5.00 and 6.95 straw now 2.00. Also calfskin cloche and felt clippers

M.S.C. Record Mailed To 19,500 Alumni

The June 1944 issue of the Michigan State college Record, alumni publication, is being mailed to former students of M.S.C. at the present time. Lloyd Gil, head of the department of publications, announced yesterday.

Approximately 19,000 copies of the Record have been prepared and are being sent to alumni campuses all over the country as well as overseas.