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Graduate Division
Michigan State Normal College

in co-operation with
The Horace H. Rackham School
of Graduate Studies
University of Michigan

Announcement

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NOBLE LEE GARRISON, Ph.D., *Professor of Education and Director of Elementary Education*

FRANCIS E. LORD, Ph.D., *Associate Professor of Education*

HARVEY L. TURNER, Ph.D., *Professor of Rural Education and Director of Laboratory Schools*

ENTERED AS SECOND-CLASS MATTER AT THE POST OFFICE AT ANN ARBOR, MICHIGAN. ISSUED SEMI-WEEKLY BY THE UNIVERSITY OF MICHIGAN.

GENERAL STATEMENT

THE Board of Regents of the University of Michigan at their meeting in July, 1938, passed a resolution approving a formal request from the State Board of Education that the University of Michigan co-operate with the four Michigan Teachers Colleges in planning a graduate program of instruction. According to the action, a Graduate Division, organized and administered in co-operation with the University, has been set up at each of the Teachers Colleges. All courses given in a Graduate Division of a Teachers College are offered by staff members of the University of Michigan and by such staff members of the Teachers College as have been given the status of graduate lecturer by the Executive Board of the Graduate School of the University. All courses given in a Graduate Division constitute a part of the regular program of instruction of the University and carry both course and residence credit toward the master's degree. These courses are strictly of a graduate nature and do not give undergraduate credit.

ORGANIZATION

The graduate courses for which credit will be given have been selected through co-operation of the Advisory Council of the Teachers College and the Graduate Adviser to Teachers Colleges from the University, but these courses are under the control of the Executive Board of the Graduate School of the University of Michigan. The work is conducted as a part of the regular program of the Graduate School. All matters relating to the work should be addressed to the Dean of the Horace H. Rackham School of Graduate Studies, University of Michigan, Ann Arbor, Michigan.

ADMISSION

The privileges of admission are open to students who hold the bachelor's degree, or its equivalent, from schools of recognized standing, and who are otherwise qualified to pursue with profit the work offered.

All matters relating to admission should, so far as possible, be taken up by correspondence with the Graduate School of the University of Michigan at least three weeks in advance of the time of registration; otherwise, students desiring admission to graduate study may encounter delay in completing their registration, since the office of admissions is at the University of Michigan and not on the campus of the Teachers College.

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

1. A complete official transcript of scholastic records to date must be sent to the Graduate School Office in advance of registration. The transcript should specify degrees obtained, courses completed, scholarship grades attained, and the basis of grading. These records are kept permanently on file in the Graduate School Office.

2. A student who wishes to become an applicant for an advanced degree must indicate in his request for admission to graduate study a field of specialization; a student who is not an applicant for a degree is held to no special requirement, but he must furnish evidence of graduation from a recognized college.

Students who fail to make previous arrangements for admission may submit their credentials to the Chairman of the Advisory Council in the Teachers College or to the Graduate Adviser to Teachers Colleges from the University and be given tentative admission, pending review by the Dean of the Graduate School.

COURSE REQUIREMENTS

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

The Graduate Division of the Teachers College will follow general regulations governing programs of work and the election of courses such as exist in the Graduate School of the University. In most cases it will be well for the student to ascertain whether or not the courses offered at the Teachers College will fit into his field of specialization. Such information may be sought through the Office of the Graduate School at the University, which Office will refer, if necessary, the inquiries made to the department of specialization concerned.

STUDENTS WITH ADVANCED CREDIT

The courses offered are open, not only to students just entering upon a program of advanced study, but also to those who have already completed some of the work for the master's degree at the University. Such students should ascertain in advance if the particular courses offered may be included as a part of their master's program. Such assurance may be obtained by writing to the Horace H. Rackham School of Graduate Studies, Ann Arbor.

DEGREES

All degrees, i.e., Master of Arts or Master of Science, are awarded by the University of Michigan. Students taking work in a Graduate Division of a Teachers College shall be permitted to complete such requirements for the master's degree as may be satisfied by courses offered in such division. In some cases it may be possible for a student to complete all the work for the degree through courses offered in a Graduate Division of a Teachers College. If a student completes as much as three-fourths of the requirements for the degree through courses offered in a Graduate Division of a Teachers College, this shall be so indicated on the diploma awarded by the University of Michigan.

PROGRAM OF WORK

The normal program of work during a semester for a student devoting full time to graduate work is twelve hours. The program of work done by students devoting only part time to graduate study and paying the part-time fee varies from two to six hours per semester, but the usual program for such students is four hours per semester. A student must complete his master's work within six consecutive years after the first enrollment in the Graduate School.

GRADUATE CREDIT

Students who desire credit must meet all the requirements set by the instructor with reference to attendance, supplementary reading, term reports, examinations, and so forth. A grade lower than B (i.e., B— or C) does not necessarily bar a student from obtaining graduate credit, provided such a grade is balanced by other work of uniformly high character.

REGISTRATION

Registration for the work will be under the direction of the chairman and other members of the Advisory Council of the Teachers College, although the Graduate Adviser from the University will be available for conferences with the students at frequent intervals during a semester. Registration will begin Saturday, September 23, and close Saturday, September 30. The first meeting of the class will be on Saturday, September 30, or some other previous day of the week if scheduled to meet on another day than Saturday. Registration for the second semester will take place Friday, February 9, and Saturday, February 10. All classes scheduled to meet on Saturday will start on Saturday, February 10. Students registering after September 30 in the first semester and February 10 in the second semester must pay in addition to the regular fee a penalty of one dollar for each day of late registration until a maximum penalty of three dollars is incurred.

FEEES

The semester fees must be paid in advance, and no student can enter upon his work until after such payment. These fees are payable at the beginning of the first semester in September and at the beginning of the second semester in February. The fees are as follows:

	Michigan students	Nonresident students
Fee for each semester	\$55	\$75
Partial work fee (each semester)		
Four to six credits	25	25
Three or less credits	15	15

In case of voluntary withdrawals after the beginning of any one semester, refunds are made as follows:

100%—up to two weeks

50%—more than two weeks and less than four weeks

40%—more than four weeks and not later than eight weeks.

OTHER INFORMATION

For details concerning other information, see the *Announcements* of the Graduate School, School of Education, College of Literature, Science, and the Arts; also, the booklet *Graduate Registration and Degrees in Education* prepared by the School of Education.

Questions not answered in these sources should be addressed to the following individuals: concerning admission, transfer of credits, or

completion of requirements for graduation, to C. S. Yoakum, Dean of the Horace H. Rackham School of Graduate Studies, University of Michigan, Ann Arbor; concerning schedules of study and programs of work, to Professor Clifford Woody, Graduate Adviser to Teachers Colleges, University of Michigan, Ann Arbor; concerning local arrangements, such as class meetings, living expenses, possible courses, etc., to Professor Gerald D. Sanders, Chairman of Advisory Council, Michigan State Normal College, Ypsilanti, Michigan.

COURSES OF INSTRUCTION

EDUCATION

B189b-MS. Current Studies Relating to the Instructional Problems of Rural Schools. This course is designed for graduate students and others of maturity and adequate teaching experience who desire to make a study of current problems in the field of rural education. In particular, the course should appeal to county commissioners of schools, principals of consolidated rural schools, and school board members concerned with the administration of rural education. Th at 7-9. Professor TURNER. Two hour credit. First semester.

C107a-MS. Psychology of the Elementary-School Subjects. This is an advanced course in principles of teaching, dealing with current and improved practices in the teaching of *reading and language*. It will involve a study of the basic principles of learning and teaching, survey of experimental studies, and the development of basic principles and procedures to be used in the teaching of these subjects. Textbooks, courses of study, and other curricular materials will be examined in connection with these principles and procedures. Sat. at 10-12. Professor GARRISON. Two hours credit. First semester.

C107b-MS. Psychology of the Elementary-School Subjects. This is an advanced course in principles of teaching, dealing with current and improved practices in the teaching of *spelling and arithmetic*. It will involve a study of the basic principles of learning and teaching, survey of experimental studies, and the development of basic principles and procedures to be used in the teaching of these subjects. Textbooks, courses of study, and other curricular materials will be examined in connection with these principles and procedures. Sat. at 10-12. Professor GARRISON. Two hours credit. Second semester.

C115-MS. Educational Tests and Measurements. Introduction to materials and methods available for classroom use in the analysis of educational achievement and individual prognosis. Includes a review of standardized educational tests, new-type classroom examinations, tests of ability, and necessary techniques in scoring, recording, and interpreting data. Th at 4. Associate Professor LORD. Two hours credit. Second semester.

C234-MS. Advanced Course in Psychology of Special Education. This course, which is designed for teachers and supervisors of special education, will stress the experimental studies dealing with the nature of the mental, social, and emotional responses of handicapped children in various learning situations. Consideration will be given to the effect of handicaps on motor and ideational learning, and on attitudes and emotions. Some attention will be given to the influence of such factors as effects of birth injuries on brain tissue, postencephalitis, schizophrenia, enuresis, bilingualism, and congenital syphilis. *Prerequisites: Courses C1 and C130.* Sat. at 8-10. Professor _____ Two hours credit. First semester.

C240o-MS. Seminar in Special Education. A course designed for the intensive study of a particular phase of special education. Each student is expected to select an individual topic for study. After making a critical analysis of the available literature dealing with this topic, he will select a phase of the problem which needs further investigation and proceed to make such a study. The summarized data when properly organized and written up should constitute a master's thesis. *Prerequisite: Course C130.* TuTh at 3. Professor LORD. Two hours credit. First semester.

C260-MS. Measurement and Diagnosis in Special Education. This course is designed for teachers and supervisors in the field of special education. Emphasis throughout the course will be on the nature and use of tests and instruments of diagnosis employed with children presenting abnormalities in mental capacity, hearing, vision, speech, and emotional and social adjustment. The course will involve lectures, readings, reports, practice in the administration of various instruments of measurement and diagnosis, and visitation of classes and clinics in the immediate vicinity devoted to the study of various types of disability among children. *Prerequisites: Courses C1 and C130 or its equivalent.* TuTh at 1. Associate Professor LORD. Two hours credit. First semester.

C330-MS. Specialized Techniques and Practice in Their Application to the Teaching of Exceptional Children. This course is designed to give prospective teachers and supervisors in the field of special education practice in the teaching of children with various types of handicap. A program of study will be arranged for each student according to his needs for effectively teaching a specific type of handicapped child. Each program may involve special study in physical reconstruction, the anatomy of the eye or ear, juvenile delinquency, psychology, and methods of special education. The program of study will be thoroughly integrated and will culminate in a term report involving the results of reading, teaching, and special investigation. *Prerequisites: Teacher's Certificate, C1 and C130, or other equivalents.* MTuWThF, 2-3, with practice hours arranged. Professor ELLIOTT and staff of special school. Six hours credit. First semester.