GRADUATE CATALOG OF

EASTERN MICHIGAN COLLEGE

ANNOUNCEMENTS FOR 1956-1957

ACCREDITED OR APPROVED BY

The National Council for Accreditation of Teacher Education
The North Central Association of Colleges and Secondary Schools
The American Association of University Women

VOLUME XLVI NUMBER 2

MAY, 1956
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CALENDAR

SUMMER SESSION 1956

June 18, Monday .......................................................... Registration
June 19, Tuesday .......................................................... Classes begin
July 4, Wednesday ........................................................ Fourth of July recess
July 23, Monday .......................................................... Convocation to honor summer school graduates
July 27, Friday ............................................................ Final examinations, six-week session
July 27, Friday ............................................................ Six-week session closes

POST-SUMMER SESSION 1956

July 30, Monday through August 10, Friday ........................................ Daily 9 to 4

FALL SEMESTER 1956

September 15, 17, 18, 19, 20, 21 Sa M T W Th F .................................. Registration
September 22, 24, 25, 26, 27 Sa M T W Th ........................................ Classes begin
September 29, October 1, 2, 3, 4 Sa M T W Th .................................. Second meetings of classes
No registration thereafter

November 21, 22, 23, 24 W (after 5 PM) Th F Sa ................................ Thanksgiving recess
December 15, Saturday noon ............................................... Holiday vacation begins
January 2, Wednesday .................................................. Classes resume
January 14 to 26 .......................................................... Final examinations
January 29, Tuesday .................................................... Fall semester closes

SPRING SEMESTER 1957

January 29, 30, 31, February 1, 2, 4 T W Th F Sa M .................................. Registration
February 5, 6, 7, 9, 11 T W Th Sa M ........................................ Classes begin
February 12, 13, 14, 16, 18 T W Th Sa M .................................. Second meetings of classes
No registration thereafter

April 6, Saturday noon .................................................. Spring vacation begins
April 15, Monday ...................................................... Classes resume
May 15 to 28 .......................................................... Final examinations
June 9, Sunday ........................................................ Baccalaureate
June 15, Saturday ...................................................... Alumni Day
June 15, Saturday ...................................................... Commencement

SUMMER SESSION 1957

June 24, Monday .......................................................... Registration
June 25, Tuesday .......................................................... Classes begin
July 4, Thursday ........................................................ Fourth of July recess
July 29, Monday ........................................................ Convocation to honor summer school graduates
August 2, Friday ........................................................ Final examinations, six-week session
August 2, Friday ........................................................ Six-week session closes

POST-SUMMER SESSION 1957

August 5, Monday through August 16, Friday ........................................ Daily 9 to 4
EASTERN MICHIGAN COLLEGE
YPSILANTI, MICHIGAN

GOVERNMENT OF THE COLLEGE

The constitution of the State of Michigan places the Michigan state colleges, of which Eastern Michigan College is one, under the authority of the State Board of Education, subject to such legislation as may be prescribed by the Legislature. The State Board of Education is elected by the people of the state. The State Superintendent of Public Instruction is an ex officio member of the board. Financial support for the college comes from tax monies paid by the people of Michigan.

STATE BOARD OF EDUCATION

Charles G. Burns..............................................................President
Walter F. Gries.............................................................Vice President
Stephen S. Nisbet............................................................Member
Clair L. Taylor (ex officio, State Superintendent of Public Instruction)..............Secretary

ADMINISTRATIVE OFFICES

President.................................................................Eugene B. Elliott
Dean of Instruction..................................................Bruce K. Nelson
Dean of Student Affairs.............................................William C. Lawrence
Associate Dean of Student Affairs..............................Donald M. Currie
Registrar and Director of Admissions.............................Everett L. Marshall
Dean of Men.............................................................James M. Brown
Dean of Women...........................................................Susan B. Hill
Director of Testing and Irregular Program......................William J. Brownrigg
General Controller....................................................Benjamin Klager
Director of College Planning and Development
and Assistant to the President........................................James E. Green

GRADUATE DIVISION:

Director.................................................................James H. Glasgow

FIELD SERVICES:

Director.................................................................Carl R. Anderson

PLACEMENT:

Director.................................................................Donald M. Currie
Graduate Division

Director: James H. Glasgow

GRADUATE COUNCIL, 1955-1956


COUNSELING COMMITTEE

James H. Glasgow, Chairman; Martha E. Curtis, Bruce K. Nelson.

FACULTY—SUMMER SESSIONS, 1955; FALL SEMESTER, 1955; SPRING SEMESTER, 1956

Professors

Susan M. Burson, A.M., Home Economics; Martha E. Curtis, Ph.D., Natural Science; Eugene B. Elliott, Ph.D., Education; William D. Fitch, Ph.D., Music; August Freundlich, A.M., Art; Mary F. Gates, Ph.D., Psychology; R. Stanley Gex, Ed.D., Education; James H. Glasgow, Ph.D., Geography; Ralph A. Haug, Ph.D., English; Kathleen B. Hester, Ph.D., Education; Carl Hood, A.M., Education; Egbert R. Isbell, Ph.D., History; Hoover H Jordan, Ph.D., English; Marian W. Magoo, Ph.D., English; Everett L. Marshall, Ph.D., Education; Haydn M. Morgan, A.M., Music; Earl E. Mosler, M.S., Education; Bruce K. Nelson, Ph.D., Education; J. Henry Owens, Ph.D., Language; Franklin C. Potter, Ph.D., Geography; Julius M. Robinson, D.Ed., Business Education; John W. Sattler, Ph.D., English; Ronald J. Slay, Ed.D., Education; Harry L. Smith, Ph.D., Physics; Elizabeth Warren, Ph.D., History; George A. Willoughby, A.M., Industrial Arts; Morvin A. Wirtz, Ph.D., Special Education.

Associate Professors

Myrtle Black, Ph.D., Education; Duane G. Chamberlain, Ph.D., Industrial Arts; Harry Hahn, Ph.D., Special Education; Dorothy James, M.M., Music; William C. Lawrence, Ph.D., Special Education; Frank J. Manley, M.A., Education; Muriel C. Langman, Ph.D., Education; W. Fred Totten, Ph.D., Education; Wilbur A. Williams, Ph.D., Education; William Work, Ph.D., Speech.

Assistant Professors

George Brower, Ph.D., Education; Jane McAllister Dort, A.M., Art; Anita Fielder, M.S., Home Economics; Gordon W. Fielder, Ed.D., Education; Bert M. Johnson, Ph.D., Natural Science; Alister MacDonald, A.M., Education; Marjorie M. Miller, A.M., English; Thomas O Manahan, A.M., Education; M. Ethel O'Connor, A.M., Education; Ralph G. Peterson, A.M., Education; Edward E. Potter, Ph.D., English; Agnes L. Rogers, M.A., Special Education; Gertrude Roser, A.M., Special Education; Ralph V. Smith, A.M., Sociology; Sara E. Wright, A.M., Special Education.

Instructors

Albert J. McQueen, M.A., Sociology; Josephine C. Moore, O.T.R., Special Education.

Visiting Instructors

Ray Bodwin, M.S., Education; Neal Bowers, Ph.D., Geography; Wallace J. Finch, A.M., Special Education; Guy Fox, M.S., Education; Barbara Holland, M.S., Education; George Mallinson, Ph.D., Elementary Science; John Pitkin, M.D., Special Education; Edith Roach Snyder, Ph.D., Education; Paul Thams, M.S., Special Education.
General Information

HISTORY

Eastern Michigan College (originally Michigan State Normal School) was founded by an act of the state legislature in the spring of 1849, the sixth such state-supported school to be founded in this country. In the fall of that year it was located in Ypsilanti by the State Board of Education. In the fall of 1852 it opened its doors to its first class.

In the act creating the school, the legislature declared the purpose of the school to be "... the instruction of persons, both male and female, in the art of teaching and in all the various branches that pertain to a good common school education ... to give instruction in the fundamental laws of the United States, and in what regards the rights and duties of citizens." In over 100 years the college has not changed its function; it has expanded it and has added new functions. It has grown with the public school systems of Michigan and the nation. As our concept of public education has grown, so has our concept of teacher education.

In 1897, recognizing that a good institution of teacher education must also be a good college, the legislature authorized the State Board of Education to designate the school as Michigan State Normal College. In 1899 this became its legal name. By act of the state legislature in the session of 1955, the college became Eastern Michigan College. A substantial proportion of the students who come to Eastern Michigan College come to get a good liberal education. It is the basic judgment of those concerned with the operation of the college that teachers are not "trained" but are educated and that the education needed for a good teacher is also the education for a good citizen.

Since 1953 the college has offered the Master of Art degree in education.

LOCATION

Ypsilanti, in which Eastern Michigan College is located, is thirty miles west of Detroit and seven miles southeast of Ann Arbor. It is the center of an area which provides many outlets for cultural and recreational interests. It is on the main Detroit-Chicago line of the New York Central Railroad and is at the center of a network of bus lines providing direct connection with most larger cities. The Willow Run Airport, on the outskirts of the city, provides air transportation to all parts of the world.

COLLEGE HOUSING

The college offers housing in its residence halls for men and women, and apartments for married students in Pine Grove Terrace Apartments on the college campus. At the present time, there are four residence halls for women, two for men, and seventy-two apartment units for married students. Under construction as this is written are additional residence halls for women and ninety-six additional apartment units. Graduate students are eligible to live in any of these units, as they are available.
Students living in the residence halls are required to board there also. Room and board in the residence halls is currently $580.00 for the school year. Apartment units rent for $60.00 per month for one-bedroom apartments and $70.00 per month for two-bedroom apartments. The college reserves the right to revise these rates when necessary. Applications for accommodations in the residence halls should be made to the Dean of Men for the men students, and to the Dean of Women for the women students. Applications for residence in the married student apartments should be made to the manager.

RECREATION AND SOCIAL LIFE

Detailed information concerning recreational and social life on the college campus may be found in the undergraduate catalog. Except for intercollegiate athletics, graduate students are eligible and urged to participate in all phases of the college's extra-curricular life.

STUDENT EMPLOYMENT POSSIBILITIES ON CAMPUS

Employment for students is handled through the offices of the Dean of Men and the Dean of Women. Students interested in earning money with which to pay in part their expenses will be given advice and detailed information upon application. Students are urged not to come to the College unless they have at the time of entering resources sufficient to meet the expenses of the first semester.

TUITION AND FEES

For a student electing both graduate and undergraduate courses in a given session, graduate tuition and fees will be charged if he holds a bachelor's degree, and undergraduate tuition and fees will be charged if he does not hold a bachelor's degree.

Late Enrollments

No enrollments will be accepted after the second meeting of a class. This rule will be set aside only during the Summer Session when campus classes overlap the last week of school of an in-service teacher. However, such a student must complete registration in advance, either by mail or during the registration period.

Graduate Division Fees

| Sem Hrs | Residents of Michigan | | Non-Residents | | | |
|---------|----------------------|:|--------|:|--------|
|         | Tuition | Local Fees | Total | Tuition | Local Fees | Total |
| 1 and 2 | $ 9.00 | $20.00 | $29.00 | $18.00 | $20.00 | $38.00 |
| 3 and 4 | 18.00 | 26.00 | 44.00 | 36.00 | 26.00 | 62.00 |
| 5 and 6 | 27.00 | 32.00 | 59.00 | 54.00 | 32.00 | 86.00 |
| 7 and 8 | 36.00 | 38.00 | 74.00 | 72.00 | 38.00 | 110.00 |
| 9 or more | 54.00 | 42.50 | 96.50 | 108.00 | 42.50 | 150.50 |
SUMMER SESSION

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<thead>
<tr>
<th>Sem Hrs</th>
<th>Residents of Michigan</th>
<th>Non-Residents</th>
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Late Enrollment Fee

A late fee of $5.00 is charged after the first meeting of a class.

DETERMINATION OF RESIDENCE FOR PAYMENT OF TUITION

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

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

In determining the residence status the designated official will apply the following rules:
1. The residence of any student under the age of 21 will be determined by the residence of his parents or guardians.
2. Any student who enrolls as a non-resident and who attends college continuously from the date of his first enrollment (semester after semester exclusive of summer session) will retain the same residence status with which he first enrolled, except as outlined in No. 3 below.
3. Any student over the age of 21 residing in Michigan and enrolling as a non-resident student can be given residence status as soon as he proves that he has been accepted by an election official as a resident elector in the State of Michigan and files a written statement with the college declaring his intention to continue his residence status in Michigan after leaving the college.

Refund of Fees

Fall and Spring Semesters

A. Withdrawal from All Classes

When a graduate student withdraws from all classes the following refund will be made:

1. Before the first meeting of the class which constitutes final registration day—100% of total.
2. Seven calendar days or less after the final official registration day—90% of total.
3. More than seven calendar days and less than 22 days after the final official registration day—60% of total.
4. More than 21 calendar days and less than 36 days after the final official registration day—40% of total.
5. More than 35 calendar days and less than 50 days after the final official registration day—20% of total.

In all cases the date of reporting withdrawal to the Graduate Division Office will be used.
B. Withdrawal from One or More Classes

When a graduate student finds it necessary to withdraw from one or more classes the following refund will be made:

1. Before the first meeting of the class which constitutes final registration day—100% of the difference between fees for the two programs.
2. Seven calendar days or less after the final official registration day—90% of the difference between fees for the two programs.
3. More than seven calendar days and less than 22 days after the final official registration day—60% of the difference between fees for the two programs.
4. No refund will be granted for decrease in academic load after the 21st day.

In all cases the date of reporting withdrawal to the Graduate Division Office will be used.

Summer Session

When a graduate student withdraws from all classes the following refund will be made:

1. On or before the final official registration day—100% of total.
2. Seven calendar days or less after the final official registration day—90% of total.
3. More than seven calendar days after the final official registration day—none.

When a graduate student withdraws from one class after enrolling in two or three classes no refund will be made.

In all cases the date of reporting withdrawal to the Graduate Division Office will be used.
Instructional Program

PURPOSE
The graduate program has as its primary objective the preparation of master teachers for the schools. The offerings of the Graduate Division are sufficiently flexible to permit a program of courses adapted to the individual needs of the student.

ADMISSION TO GRADUATE STUDY
Admission to the Graduate Division of Eastern Michigan College is open to anyone who holds a bachelor's degree from a college or university of recognized standing and who is qualified to pursue with profit a program leading to the master's degree. Seniors in their last session at Eastern Michigan College may carry a combined schedule of graduate and undergraduate courses.

A student enrolling for the first time in graduate work at Eastern Michigan College must complete an Application for Admission form and return it to the Graduate Division, together with official transcripts of undergraduate and graduate work taken at other institutions. Transcripts are not required for work taken at this College. A student who has not completed all admission requirements shall not be given course credit or receive an official transcript for such credit.

SPECIAL ADMISSION
Special Admission to the Graduate Division at Eastern Michigan College is granted to a student who expects to transfer credit to another institution, or who is not working toward a degree, or who is uncertain as to the goal sought. Special Admission is usually granted for 6 semester hours of graduate work, although 15 hours of work in Special Education may be transferred to the School of Education at the University of Michigan.

A student who is not working toward a degree may elect more than 6 hours only after supplying a transcript of undergraduate credits and sending to the Graduate Division Office a statement that he does not seek the master's degree at the College. In case a student exceeds the 6 hours originally granted for Special Admission and then applies for Regular Admission, the application of all credit on a master's degree is not automatic. Only those courses applicable on a Required and Suggested Program of Courses will be applied toward the degree.

MASTER'S DEGREE AWARDED ONLY TO IN-SERVICE TEACHERS
The Graduate Council of the College has ruled that only graduate students who have had teaching experience or who hold a contract to teach will be granted the master's degree. Graduate students, therefore, must take the initiative in completing all requirements, both graduate and undergraduate, for a Provisional Certificate. The Registrar's Office of the College will supply information concerning certificate requirements.
PROGRAM OF WORK

The Graduate Counseling Committee is charged with the task of preparing for each student a required and suggested program of courses leading to the master's degree. This is a "tailor-made" program and is dependent upon the student's undergraduate training and upon his professional goal.

The Counseling Committee will examine the undergraduate record of the student to determine proficiency in the following five areas of competence: (a) Individual and Group Learning, (b) The School and Community Foundations, (c) Contemporary Culture and Its Background, (d) Science and Scientific Method, and (e) Contemporary Civilization and Its Background.

Students are encouraged to elect one or more Field Study Projects, which will be investigations of problems arising in the public school employing the student. Written reports will detail the findings of these investigations.

CREDIT REQUIREMENT

The minimum credit requirement for the degree of Master of Arts in Education is thirty hours. This minimum is sufficient, however, only if the student's undergraduate record is satisfactory as to grade level achieved and exhibits competency in the broad subject areas with which the graduate program is concerned.

A student who has completed twelve hours of graduate work, with at least six hours on the campus at Ypsilanti, and who has met any special restrictions imposed at the time of admission may apply for admission to candidacy. The Graduate Council considers the initial twelve hours of graduate work as probationary and the granting of admission to candidacy as approval of the student for additional graduate courses.

It is possible to transfer six hours of graduate work taken at other institutions, provided the work is included on the required and suggested program of courses for the student. Final approval of transfer credit rests with the Graduate Council.

COURSE LOADS

A student who is engaged in full-time teaching may elect a maximum of four hours of work during a semester. A student employed in a non-teaching position must raise the question of restriction on load of courses to be elected when discussing registration with a member of the Graduate Counseling Committee.

Fall and Spring Semesters

A student enrolled in eight hours or more of graduate work is considered a full-time student. The maximum course load is twelve hours. For some students on a combined program of graduate and undergraduate courses a maximum of thirteen hours may be approved by the Graduate Counseling Committee. A student enrolled in six hours of graduate work is considered to be carrying a three-quarter load. A student enrolled in four hours of graduate work is considered a half-time student.

Six-Week Summer Session

A student enrolled in four hours of graduate work is considered a full-time student. The maximum course load is six hours. A student enrolled in two hours of graduate work is considered a half-time student.
Post-Summer Session

A student may enroll in only one course for the two-week session.

ELECTION OF GRADUATE COURSES BY SENIORS

A senior at Eastern Michigan College may elect graduate courses to be applied on the master's degree. Not more than 10 hours may be earned in such courses, and in general the work will be elected during the session at the close of which the bachelor's degree is to be awarded. Such credit may be applied toward only one degree.

An in-service teacher who is within 15 hours of a bachelor's degree at Eastern Michigan College and who is unable to enroll in courses applicable on that degree may be admitted to graduate courses for graduate credit. The credit may be applied toward the master's degree only after the bachelor's degree is received. The six-year limitation applies from the date of first enrollment in a graduate course.

UNDERGRADUATE COURSES APPROVED FOR GRADUATE CREDIT

For a limited number of students the Graduate Counseling Committee may approve upper class courses for graduate credit. Certificate requirements and recognizable gaps in certain undergraduate subject matter areas usually constitute the reasons for granting such approval. A maximum of three undergraduate courses may be approved for graduate credit. A graduate student admitted to such undergraduate courses should normally expect to do additional work for graduate credit.

Only students with regular admission are given permission to enroll in undergraduate courses and receive graduate credit by completing additional work. A student who expects to transfer graduate credit to another institution may not be admitted to such courses.

GRADUATE ASSISTANTSHIPS

The Graduate Council offers a certain number of graduate assistantships each year. A full assistantship carries a stipend of $900 per academic year of two semesters and requires 20 hours of work per week; the course load is limited to 8 semester hours. A half-time assistantship carries a stipend of $450 per academic year of two semesters and requires 10 hours of work per week. The work required of a Graduate Assistant shall be under the direct supervision of a member of the faculty.

From time to time, graduate assistantships will be available for the Summer Session. The stipend will be $150 for a full assistantship, with the course load limited to 4 semester hours.

Quality of undergraduate and graduate credits, the possession of a teaching certificate or its equivalent, and breadth of training will be among the factors considered by the Graduate Council in the granting of assistantships.

STANDARDS AND POLICIES

The College Year

The college year is divided into two semesters of eighteen weeks each and two summer sessions, one of six weeks and one of two weeks. Students may enroll at the opening of any semester or session. The calendar is printed on one of the first pages of this bulletin.
Credits

The unit of work and of credit is the "semester hour." A semester hour is the credit granted in a course meeting one hour a week for eighteen weeks. Unless otherwise noted, all graduate courses carry two semester hours of credit.

Grades

The grades used in the Graduate Division of the College are listed together with their grade-point values.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points per Semester Hour</th>
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<tbody>
<tr>
<td>A+</td>
<td>9</td>
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<tr>
<td>A</td>
<td>8</td>
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<td>A−</td>
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<td>1</td>
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<tr>
<td>E</td>
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</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
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</tbody>
</table>

Application for Graduation

A candidate for graduation must make application for a diploma at the time of registration for the session at the close of which he expects to receive the master's degree. Application blanks are available in the Graduate Division Office.

A candidate for graduation should check with the Placement Office to make certain that all placement forms have been completed and photographs supplied. Completion of a personnel folder in the Placement Office is one of the requirements for graduation.

Financial Obligations

A student is eligible for registration or for graduation only after his financial obligations with the college have been met. Report of grades, transcript of credits, or other statements of record will be withheld should the student be in arrears at the close of any session.

Campus Credit

For all graduate students there is a requirement of at least 10 semester hours on the campus at Ypsilanti. This requirement may be met by attendance in afternoon and evening classes during the year or in classes of a summer session. Normally, Field Study Problems (597, 598, 599) may not be counted as campus credit.
Removal of Incompletes

An incomplete should be removed by a student within four weeks from the beginning of the next session in which he is enrolled, but not later than one year after the incomplete was received.

TIME LIMITATION

All requirements for the master's degree must be completed within six years from the time of first enrollment in graduate courses at this institution or elsewhere.
Course Offerings

500 Human Developments. 2 sem hr
Hereditary, genetics, physiological changes, and physical growth of the child. Learning differences, mental abilities, and intelligence testing. The gifted and mentally limited. WILLIAMS, JOHNSON.

503 Reading Methods. 2 sem hr
Historical development of the teaching of reading in the United States; emphasizing methods; interpretation of the modern reading program to the community; the pattern of good reading development; selection and use of techniques of teaching appropriate to the developing capacities and interests of elementary school children; use of groups in teaching reading; relationship between reading skills and curriculum materials; and others. Not open to students who have credit in 310 The Teaching of Reading. LANGMAN

505 Mental Hygiene. 2 sem hr
The role and responsibility of the teacher in promoting good mental health. Emphasis on a practical approach to understanding factors and conditions contributing to adjustment, the nature of mental disorders and diseases, school and agency services in prevention and treatment. Provisions are made for consideration of individual classroom problems. Not open to students who have credit in 206 Mental Hygiene. GATES

506 Education of Exceptional Children. 2 sem hr
Problems and methods involved in the adjustment and training of exceptional children in the schools, i.e., the mentally retarded, the gifted, the crippled, the deaf, the blind, the emotionally unstable, and the delinquent. Not open to students who have credit in 351 Education of Exceptional children. WIRTZ, ROGERS

507 Education and Social Control of Mental Deviates. 2 sem hr
Nature and causes of mental deficiency, physical and mental characteristics of mental defectives; different types and the possibility of development; psychology of backward and borderline children in relation to their training and instruction; the social control of these types. Prerequisite: 506 Education of Exceptional Children. LAWRENCE

509 Problems in Child Psychology. 2 sem hr
Ways in which children may be helped to accept greater responsibility; possibilities in the reduction of cheating behaviors in a classroom. The nature of the course content will be determined by the needs of the students and the availability of community resources which may apply. Prerequisite: 321 Child Psychology. WILLIAMS

510 Education and Treatment of Cerebral-Palsied Children. 2 sem hr
Provides an interpretation of the cerebral-palsied child. It is primarily a background course for teachers. Major attention is given to the characteristics of the types of cerebral palsy. The problems of education and treatment are reviewed and opportunity is provided to observe children in the classroom and treatment room. Prerequisite: 506 Education of Exceptional Children. WRIGHT AND STAFF
511 Orthopedics for Teachers of Crippled Children. 2 sem hr
A comprehensive view of the medical and surgical aspects of orthopedic conditions common among children. Includes lectures by specialists in anatomy, physiology, bacteriology, orthopedic and neurological lesions, cardiology, preventive and reconstructive measures. Clinical observation of orthopedic children. Several meetings will be held at the University of Michigan Hospital; transportation to Ann Arbor is provided. Prerequisite: 506 Education of Exceptional Children. BADGLEY, WRIGHT, AND STAFF

512 Visual-Sensory Aids in Education. 2 sem hr
A survey course for teachers and administrators in which the nature and effective use of teaching materials is considered and fully demonstrated. Provisions are made for actual use of materials and equipment. Not open to students who have credit in 344 Audio-Visual Methods in Teaching. PETERSON

513 Measurement and Evaluation of Learning. 2 sem hr
Introduction to materials and methods available for classroom use in the analysis of educational achievement and individual prognosis. The course includes a review of standardized educational tests, new-type classroom examinations, tests of ability, and necessary techniques in scoring, recording, and interpreting data. Not open to students who have credit in 340-341 Educational Tests and Measurements. WILLIAMS

514 Measurement and Diagnosis in Special Education. 2 sem hr
Deals with the theory and practice of psychological evaluation and assessment. The role of tests in this function will be explored. Emphasis is on the use of such techniques and instruments with exceptional children in the assessment of intellectual capacity, educability, emotional adjustment, and visual and auditory limitations. Prerequisite: 506 Education of Exceptional Children. LAWRENCE

515 Parent Education. 2 sem hr
Places major emphasis upon discovering and analyzing the home problems which have educational implications for the child. Gives consideration to methods and techniques for providing parent education. BURSON, PITKIN

516 Classroom Problems in Reading - Elementary School. 2 sem hr
Study of classroom problems in reading. Analysis of various types of difficulties encountered by children; techniques for correcting such difficulties; materials and procedures for developing an improved reading program. Prerequisite: 503 Reading Methods. HESTER

517 Classroom Problems in Reading - Secondary School. 2 sem hr
Designed to give practical assistance in developing an improved reading program in junior and senior high schools. Study of types of problems encountered by students in reading various subject materials. Techniques for overcoming these difficulties and for improving reading in each content area. HESTER

519 Administration and Supervision of Special Education. 2 sem hr
This course is designed to aid school administrative personnel in organizing or improving a program for exceptional children. The philosophical, legal, and practical aspects will be investigated. Prerequisite: 506 Education of Exceptional Children. WIRTZ
520 Selection and Organization of Subject Matter in Industrial Arts. 2 sem hr
To provide an opportunity for graduate students to analyze, organize and prepare for reference
or presentation, areas or units of subject matter in industrial arts at various grade levels.
WILLOUGHBY

525 Philosophy of Education. 2 sem hr
Through a study of the development of educational thought, the student is enabled to find his
way through the maze of conflicting current opinions. The course should help him to find a
tenable and satisfying philosophy to guide his own educational thinking. HOOD

526 History of American Education. 2 sem hr
This course is designed to provide a sound historical foundation upon which to base judgments
about our present educational practice in the United States. It assumes that present practice
and proposals for the future rest upon some interpretation of the past. HOOD

527 Juvenile Delinquency. 2 sem hr
Nature, meaning, basic causal factors and conditions of delinquency in home, school, and com­­unity; problems in personality and behavior; the juvenile court; delinquency prevention and
control programs. Opportunity to study problems of particular individual interest. Not open to
students who have credit in 354 Juvenile Delinquency. GATES

531 Masterpieces of Music. 2 sem hr
A course to promote interest, enjoyment, and understanding of some of the important works of
great composers. The importance of music as a factor in human experience and as a mode of
thought will be emphasized. Not open to students who have a minor or major in Music. JAMES

532 Masterpieces of Literature. 2 sem hr
A study of various literary forms—drama, poems, and prose works—to provide greater under­­standing of the significance of literature to the individual and to society. Chosen for their
excellence in themselves and for their relevance to contemporary life are works of Homer,
Sophocles, Euripides, Shakespeare, Wordsworth, and Ibsen. JORDAN, HAUG

533 Basic Linguistics for Teachers of Language Arts. 2 sem hr
The course aims to increase the student's understanding of the nature and function of language
to the end that he may deal more effectively with the language problems of his pupils. No
special knowledge of grammar is assumed. E. POTTER

534 Teaching of Children's Literature. 2 sem hr
An appreciation of the several types of books available for children with suggested uses which
might be made in the elementary schools. Not open to students who have credit in 207 Chil­­dren's Literature. MILLER, MAGOON

535 Teaching of Music. 2 sem hr
An intensive examination of the Elementary Vocal Music Curriculum giving strict attention to:
care of the child voice, artistic song interpretation, music reading, part singing, creative experi­­ences, integration, rural school music problems and other related subjects. Not open to students
who hold a teaching certificate in Music. MORGAN
536 Problems in Art Education - Elementary School. 2 sem hr
Contemporary art forms—reading, slides; discussion of current works in the visual arts, with reference to the immediate antecedents in the field. Teaching methods—reading, discussion, observation in the philosophy and psychology involved in teaching Art to children. Laboratory experience in the techniques useful for the various age levels. Observation of exhibits in the department gallery and elsewhere. (In the laboratory experience Part I will be of direct occupational usefulness; Part II will develop the student on his own level.) Not open to students who have a major or minor in Art. FREUNDLICH

537 Problems in Art Education - Secondary School. 2 sem hr
A study of historical art forms with readings, slides, and discussions of historical works in the visual arts. Design principles involved in the creation of the visual arts, as applied both to famous works and the work of the student. Teaching methods, reading, discussion, observation in the philosophy and psychology involved in teaching Art to older children and adults. Not open to students who have a major or minor in Art. FREUNDLICH, DART

537 Moliere. 2 sem hr
The work of the semester is devoted to France's greatest comic playwright. A study of source material, and influence upon later French and English writers is included. OWENS

538 Problems in Industrial Arts. 2 sem hr
The skills, understandings, and appreciations which are basic to the teaching of industrial arts. The laboratory approach to problem-solving techniques; the creative utilization of metal, plastics, wood, paper, textiles, clay, and others. Individualized instruction based on the needs of the student together with a correlation of the manipulative techniques of industrial arts and the work in subject-matter areas. Not open to students who have a major in Industrial Arts. WILLOUGHBY, CHAMBERLAIN

539 Speech Correction. 2 sem hr
The more important problems of speech, their causes, and the remedial procedures which the classroom teacher may employ. Special attention will be given to the disorders of articulation. SATTLER

540 Community Relations. 2 sem hr
Designed to develop an understanding of the community as a social group. Emphasis on community analysis, leadership, criteria of a good community, community change and action, and community problems. Should improve the individual's ability to work as a representative of a community agency. Not open to students who have credit in 394 Community Relations. BROWER

541 Curriculum—Elementary School. 2 sem hr
Beginning with a consideration of the fundamentals of curriculum development including such areas as the basic determinants of curriculum, the various approaches to curriculum organization, the types of curriculum, the concept of curriculum change, current day problems and issues, and the role of the teacher in curriculum building, the course moves to a problem census approach to determine the real curriculum problems facing the group. A cooperative approach in the study of these problems is employed in the course. Major course requirements are linked to the daily work of the students enrolled. Not open to students who have credit in 315 Curriculum—Early Elementary. MONAHAN
542 Curriculum—Secondary School. 2 sem hr
Students in this course are encouraged to concentrate on curriculum problems within their own schools. The development and present status of the secondary curriculum, principles of curriculum revision, and factors involved in curriculum change are considered. SLAY, GEX

543 Core Curriculum. 2 sem hr
An insight into the nature and techniques of core teaching. SLAY

544 Guidance. 2 sem hr
Basic principles of guidance in the public schools are emphasized with attention to gathering pupil information, informational services, counseling, group guidance, placement, follow-up, staff organization for guidance purposes, and the relation between guidance and the curriculum. Not open to students who have credit in 405 Guidance Function. GEX, HYRY, FIELDER

545 Counseling Techniques. 2 sem hr
Study of the different approaches to counseling, and techniques of interviewing, using pupil and environmental information, utilizing community resources and working with the school staff in a guidance role. GEX, HYRY

549 Seminar in Homemaking Education. 2 sem hr
This course will be organized around the problems of homemaking teachers; i.e., the inter-relations of homemaking education and the total school and community; effective materials and techniques for use with various groups; evaluation in relation to pupils and programs. BURSON

551 Administration—Elementary School. 2 sem hr
General managerial problems of the public school. Open to students of maturity and experience who wish to fit themselves for positions as superintendents and principals. Not open to students who have credit in 432 Administration and Supervision Elementary School. SNYDER, FOX

552 Supervision. 2 sem hr
General problems of supervision in the public school. Open to students of maturity and experience who wish to fit themselves for supervisory positions. SNYDER

553 Principles of School Finance. 2 sem hr
This course is designed to give the student a comprehensive appreciation of financial resources, budgetary procedures, fiscal controls, and accounting practices of the public schools. Related problems of school law, taxation, community relations, salaries, service of supplies, and school offerings are studied in relationship to school finance. ELLIOTT

554 Administration—Secondary Schools. 2 sem hr
The relation of the secondary school principal to the superintendent and to the teaching staff in the solution of administrative problems such as employing staff, curriculum development and articulation with elementary schools and colleges. GEX

555 Problems in School Building Construction. 2 sem hr
Consideration of the functional layout and location of school buildings in the light of recent trends toward involvement of staff and community. Specific building problems of the student will be considered. INSTRUCTOR
556 Principles of Community School Organization. 2 sem hr
The basic principles in the organization and administration of community school activities. Observations of community schools and their varied programs together with textual and research materials. The Flint Community Schools will receive particular attention. TOTTEN

557 Problems in Community School Administration. 2 sem hr
Selected problems in Community School Administration for students who are directors or instructors in a community school. Prerequisite: 556 Principles of Community School Organization and approval of Graduate Counseling Committee. TOTTEN

558 Education of the Mentally Handicapped I. 2 sem hr
A consideration of problems in the selection and preparation of curriculum materials for mentally handicapped children; the methods and devices used in presenting this material. Opportunities provided for functional experiences. WIRTZ

559 Education of the Mentally Handicapped II. 2 sem hr
A consideration of problems in the selection and preparation of curriculum materials for mentally handicapped children; the methods and devices used in presenting this material. Opportunities provided for functional experiences. WIRTZ

560 Islands of the Pacific. 2 sem hr
A regional treatment. The natural setting, the distribution of the people, the important occupations, and the problems of future development in selected island groups of the Pacific, including Australia. GLASGOW

561 Problems in Geography: Physical Landscapes. 2 sem hr
An appreciation of selected landscapes; the agents and processes at work in the formation surface features, such as: weathering, wind, water, ice, waves, vulcanism, and diastrophism. Prerequisite: one course in Geography or Geology. F. POTTER

563 Geographic Factors in American Public Issues. 2 sem hr
In America, problems and issues seem numerous; many are the result of rapid growth on frontiers, some have risen from the unwise use of resources, and others have come from a disregard or lack of knowledge of the geography of similar regions elsewhere in the world. The development of background material on certain aspects of agriculture, industry, and transportation; the evaluation of factors which have made the United States a world power. GLASGOW

564 Historical Geography of Michigan. 2 sem hr
The geographic background of selected historical events and periods in Michigan. The Indians, French, and British in Michigan; the territorial period; early statehood; the rise of mining, lumbering, manufacturing, and commercial agriculture; and the utilization of natural resources for recreation. GLASGOW

565 Problems and Trends in Recent American History. 2 sem hr
Significant aspects of our more pressing minority, industrial, agrarian and governmental problems. This course should contribute to a better understanding of the individual’s role and responsibility in the contemporary, national and global scene. WARREN
566 Contemporary World Problems. 2 sem hr
Considered are the global problems of colonialism, the exchange of raw and processed materials and their relation to foreign policy, the implications of the present conflict between communism and democracy and the possibility for present and future peaceful coexistence. WARREN

567 American Democratic Thought. 2 sem hr
An intellectual history, tracing the sources, mutations, and evolution of democratic concepts in the United States. Not open to students who have credit in 221 Democracy in the Western World. ISBELL

569 Philosophy Through Literature. 2 sem hr
Readings and discussion of some of the great ideas in philosophy as they have been considered by leading writers in poetry and prose. HAUG

570 Contemporary Economic Problems. 2 sem hr
A study of some of the basic business and economic problems in a free-enterprise system. Specific information is provided regarding the way our economy operates so that individuals might make more intelligent choices as consumers, voters, etc. This course should stimulate an interest in the discussion of current economic problems. ROBINSON

575 Techniques of Social Research. 2 sem hr
A review of the methods currently employed in sociological research, with particular emphasis upon the sample survey technique. Laboratory experience with some phase of an ongoing research project is provided. R. SMITH

576 Intercultural Relations. 2 sem hr
This course has two purposes: to analyze the sources of tension and conflict among the major cultural, religious, and racial groups in American society; and to examine the various methods of bettering human relations. McQUEEN

580 Science in the Elementary School. 2 sem hr
A survey of subject matter and grade placement utilizing current science readers and courses of study; the construction and use of science materials to fit the immediate needs of individual class members, together with a study of supply and equipment needs for elementary science. CURTIS

581 Methods in Teaching Biology. 2 sem hr
The scope of this course incorporates salient techniques and methodology in presenting modern interpretations of biological principles, text analysis, curriculum revision, course content, planning and equipping a modern high school biology laboratory, and the ways in which biology may best serve the individual and the community. Not open to students who have credit in 403 Methods and Materials for Teaching Biology. JOHNSON

582 Problems in Reading and Science for Elementary Grades. 2 sem hr
A course in which teachers may work on their own classroom problems in developing reading through science and science through reading; the construction and use of curricular materials best suited to the individual need of the child in the elementary school. Prerequisite: One course from: Education 310, 311, 312, 503, 516 and one course from: Natural Science 401, 402, 580. HESTER, CURTIS
583 Astronomy. 2 sem hr
A non-mathematical descriptive course in astronomy designed to acquaint the teacher with the
general field of astronomy. Many of the topics considered in the course can be used in the
elementary classroom. The work will consist of a study of the sun and its family of planets as
well as the stars and nebulae in the universe beyond the solar system. Emphasis also will be
placed on getting acquainted with the night sky. Naked-eye observations of the constellations
and telescopic observations of the moon, planets, double stars, and clusters constitutes the
laboratory work of the course. Not open to students who have credit in 203 Introduction to
Astronomy. H. SMITH, PARSONS

584 Problems in Conservation. 2 sem hr
A survey of the natural resources of our State; its land, water, minerals, forests, grasslands,
wildlife, and human powers. Some of the current problems in Conservation peculiar to Michigan
on the basis of its history, its present resource utilization, and its future possibilities. CURTIS

588 New Developments in the Field of Physics. 2 sem hr
New developments in the field of physics will be presented for the purpose of broadening the
background of the physical science teacher. Topics such as recent developments in particle
physics, ultrasonics, transistors, instrument design, and others will be discussed. PARSONS

590 Science Curriculum Construction for the Elementary School. 2 sem hr
Current courses of study in elementary science are critically examined and evaluated. Pro­
cedures and methods used to initiate and implement course of study construction or revision are
analyzed, such appraisal being based in part on actual case histories. Prerequisite: 401, 402
Elementary Science, or 580 Science in the Elementary School. CURTIS

595 Workshop in Citizenship Education. 2 sem hr
The purpose of this workshop is to provide an opportunity for teachers to develop a comprehen­sive,
workable program of citizenship education in the public schools. To these ends, the
class will: (a) explore and analyze these values, techniques and skills, basic to good citizenship;
(b) review research and existing programs of citizenship; and (c) design individual programs in
terms of local school needs. MacDONALD

595 Workshop in Curriculum Building. 2 sem hr
Basic principles of curriculum construction as applied in a study of the curriculum needs of a
given school system and the writing of a new curriculum for it. Prerequisite: one course in
curriculum methods. STAFF

595 Workshop in Home and Family Living. 2 sem hr
The purpose of this workshop is to help those working in family life education ad related fields
to gain insight in understanding the individual in relation to his family. Emphasis will be
placed on planning curriculum methods, resources and learning experiences, for use with youth
and adult groups in the community. There will be discussion of planning by church, school, in­
dustry, government and social organizations in terms of needs at various stages of family
development. N. FIELDER

596 Seminar in Music Education. 2 or 4 sem hr
Auditing and observing the High School Music Session. Conducting, arranging, examining class
materials and performing techniques, rehearsal techniques, developing tone quality, balance,
and phrasing. RILEY, FITCH, AND STAFF

597, 598, 599 Field Study Problems. 2 sem hr each
An intensive study of one or more problems encountered in the school system of the individual
students. To be arranged. STAFF