CALENDAR

SUMMER SESSION 1960

June 20, Monday ........................................ Registration
June 21, Tuesday ........................................ Classes begin
July 4, Monday ........................................ Fourth of July recess
July 25, Monday ........................................ Convocation to honor summer school graduates
July 28, 29, Thursday, Friday ......................... Final examinations, six-week session
July 29, Friday ........................................ Six-week session closes

POST-SUMMER SESSION 1960

August 1, Monday through August 12, Friday ........ Daily 9 to 4

FALL SEMESTER 1960

August 22 - September 7 .............................. Pre-registration conferences
September 7, Wednesday ............................. Mail registrations accepted if postmarked on or before this date
September 13, 14, TW .................................... Campus registration in Bowen Field House for all students who have not registered by mail
September 15, 17, 19, 20, 21 ThSaMTW ............. Classes begin
September 21, Wednesday ............................. Last day for late registration
September 28, Wednesday ............................. Last day a registered student may add a new course
November 23, 24, 25, 26, W (after 5 PM) ThFSa .......... Thanksgiving recess
December 17, Saturday noon ........................... Holiday vacation begins
January 3, Tuesday ...................................... Classes resume
January 14-26 .............................................. Final examinations
January 22, Sunday ...................................... Mid-year Commencement

SPRING SEMESTER 1961

January 16 - February 1 .............................. Pre-registration conferences
February 1, Wednesday ............................... Mail registrations accepted if postmarked on or before this date
February 7, 8, TW ....................................... Campus registration in Bowen Field House for all students who have not registered by mail
February 9, 11, 13, 14, 15, ThSaMTW ............. Classes begin
February 15, Wednesday ............................. Last day for late registration
February 22, Wednesday ............................. Last day a registered student may add a new course
April 1-9, Saturday noon through Sunday .......... Spring vacation
May 23 - June 6 ......................................... Final examinations
May 30, Tuesday ....................................... Memorial Day
June 10, Saturday ...................................... Commencement
GOVERNMENT OF THE UNIVERSITY

The constitution of the State of Michigan places Eastern Michigan University, Central Michigan University, Northern Michigan College, and Western Michigan University 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 university comes from tax monies paid by the people of Michigan.

STATE BOARD OF EDUCATION

Stephen S. Nisbet ...............................................................President
Chris H. Magnusson ...........................................................Vice President
Lynn M. Bartlett .................................................................Secretary
Cornelia A. Robinson ..........................................................Member

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Lynn M. Bartlett

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Vice President for Instruction ...............................................Bruce K. Nelson
Dean of the College of Education .............................................R. Stanley Gex
Vice President for Student Affairs ...........................................William C. Lawrence
Dean of Student Activities .....................................................Ralph F. Gilden
Registrar .................................................................Everett L. Marshall
Dean of Men .................................................................James M. Brown
Dean of Women ...............................................................Susan B. Hill
Vice President and Director of Planning and Development ...................James E. Green
General Controller ..........................................................Benjamin Klager

GRADUATE SCHOOL:

Dean .................................................................James H. Glasgow

FIELD SERVICES:

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

PLACEMENT:

Director .................................................................Richard J. Nisbet
Graduate School

Dean: James H. Glasgow

GRADUATE COUNCIL, 1959-1960


FACULTY

Professors

Robert O. Belcher, Ph.D., Natural Science; Alice R. Bensen, Ph.D., English; Albert W. Brown, D.S.S., Geography; Susan M. Burson, A.M., Home Economics; Kingsley M. Calkins, A.M., Art; Marvin S. Carr, Ph.D., Chemistry; Duane G. Chamberlain, Ph.D., Industrial Education; Kenneth H. Cleeton, Ed.D., Education; Martha E. Curtis, Ph.D., Natural Science; George C. Delong, Ph.D., Geography; Harry DeVries, Ph.D., History; Donald F. Drummond, Ph.D., History; Mary F. Gates, Ph.D., Education; R. Stanley Gex, Ed.D., Education; Richard A. Giles, Ph.D., Natural Science; Ralph A. Haug, Ph.D., English; Kathleen B. Hester, Ph.D., Education; Egbert R. Isbell, Ph.D., History; Hoover H. Jordan, Ph.D., English; Muriel Potter Langman, Ph.D., Education; John F. Lotz, Ed.D., Business Studies; Notley S. Maddox, Ph.D., English; Haydn M. Morgan, A.M., Music; Allen Myers, Ph.D., Special Education; Lloyd W. Olds, D.P.H., Physical Education; J. Henry Owens, Ph.D., Foreign Languages; Robert S. Pate, Ph.D., Mathematics; Haywood J. Pearce, Jr., Ph.D., History; Julius M. Robinson, Ed.D., Business Studies; Earl A. Roth, Ed.D., Business Studies; John W. Sattler, Ph.D., English and Speech; John A. Sellers, Ph.D., Chemistry; Harry L. Smith, Ph.D., Physics and Astronomy; F. Fred Totten, Ph.D., Education; John B. Virtue, Ph.D., English; Elizabeth Warren, Ph.D., History; Edgar W. Waugh, A.M., Political Science; George A. Willoughby, A.M., Industrial Education.

Associate Professors

Robert L. Anderson, Ph.D., Education; James M. Barnes, Ph.D., Physics; William H. Bos, Ph.D., Speech; George Brower, Ph.D., Education; Roger J. Callahan, Ph.D., Special Education; Donald Disbrow, Ph.D., History; Madeline Early, Ph.D., Mathematics; S. Joseph Fauman, Ph.D., Sociology; Gordon W. Fielder, Ed.D., Education; Robert J. Fisher, Ed.D., Education; Milton P. Foster, Ph.D., English; Herbert J. Gauerke, Ph.D., Foreign Languages; Ernest S. Gohn, Ph.D., English; Frances M. Herrick, O.T.R., Occupational Therapy; Dorothy James, M.M., Music; Bert M. Johnson, Ph.D., Natural Science; Raymond A. LaBounty, A.M., Industrial Education; Keith E. Lucas, Ph.D., Business Education; Robert O. McWilliams, Ph.D., Political Science; Frank J. Manley, M.A., Education; Karl A. Parsons, M.S., Physics; Edward E. Potter, Ph.D., English; Charles A. Rice, Ed.D., Education; Maurice W. Riley, Ph.D., Music; Margaret E. Stil, A.M., Geography; Helen F. Swete, Art; Israel Woronoff, Ph.D., Education.

Assistant Professors

Susanna Baltzer, A.M., Special Education; Cornelia L. Beckwith, A.M., Home Economics; Clifford Birleson, A.M., Education; Yung-teh Chow, Ph.D., Sociology; Eileen G. Cowe, A.M., Education; Nollie B. Doisher, M.S., Education; Byron E. Emery, A.M., Geography; Hilton G. Falchek, A.M.,

**Instructors**


**Lecturers**


**Visiting Lecturers**

Helen Caskey, Ph.D., Education; George Chamis, Ph.D., Education; Reginald Edwards, Ph.D., Education; Anita Fielder, M.S., Home Economics; William Forbes, Ph.D., Education; Margaret Fillman, M.A., Education; Don E. Goodson, M.A., Education; Lawrence Hawkins, A.M., Education; Albert C. Johnsen, A.M., Education; Lydia Lear, M.A., Education; William Lyman, M.A., Education; Eleanor Meston, A.M., Education; Lawrence Miller, M.E., Education; Benjamin Moulton, Ph.D., Geography; Robert Olson, Ed.D., Education; Charles Poole, Ph.D., Education; Ruth Sprague, M.E., Physical Therapy; James C. Tyson, Ed.D., Education; Almon V. Vedder, Ph.D., Education; Howard Walker, A.M., Education; Howard Wolowitz, M.A., Education.
General Information

HISTORY

Eastern Michigan University (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 classes.

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 university 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. On June 1, 1959, the college became Eastern Michigan University. A substantial proportion of the students who come to Eastern Michigan University 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.

The university first offered the degree of Master of Arts in Education in 1953. Since September, 1959, the university has offered, in addition, the degrees of Master of Arts in Literature, History and Industrial Arts.

LOCATION

Ypsilanti, in which Eastern Michigan University 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. Frequent bus service is available to the greater Detroit area. The Willow Run and Metropolitan airports, on the outskirts of the city, provide air transportation to all parts of the world. Over three million people, sixty percent of Michigan's total population, live within fifty miles of Ypsilanti.

UNIVERSITY HOUSING

The university offers housing in its residence halls for men and women, and apartments for married students in Pine Grove Terrace Apartments on the campus. At present, there are five residence halls for women, three for men, and 169 apartment units for married students. Ninety additional apartments will be available in September, 1960. In the planning stage are two additional residence halls which will complete a complex of four around a central kitchen-dining room unit. Other residence halls for men and women are in the planning stages. 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 $684.00 for the academic year. Apartment units rent for $67.00 per
month for one-bedroom apartments and $77.00 per month for two-bedroom apartments. The university 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 may be secured from the Vice President for Student Affairs and must be accompanied by a $25.00 deposit fee. Only full-time students are eligible for residence in these apartments.

RECREATION AND SOCIAL LIFE

Detailed information concerning recreational and social life on the university 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 university’s extracurricular life.

STUDENT EMPLOYMENT POSSIBILITIES ON CAMPUS

Employment for students is handled through the offices of the Dean of Men and 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 university unless they have at the time of entering enough money to meet the expenses of the first semester.

TUITION AND FEES

A student who holds a bachelor’s degree will pay graduate tuition and fees regardless of the type of credit received. A senior electing both graduate and undergraduate courses will pay only the undergraduate tuition and fees.

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 inservice teacher. However, such a student must complete registration in advance, either by mail or during the registration period.

Graduate Tuition and Fee Schedule

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<tr>
<th>Semester</th>
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<th>Non-Resident Students</th>
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<td>University</td>
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<td>7 - 8</td>
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<td>9 or more</td>
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SUMMER SESSION

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Late Enrollment Fee

A late fee of $5.00 is charged after the last official day of registration.

Fee for Late Program Changes Initiated by the Student

After registration a fee of $3.00 will be charged for (1) drop and add changes and (2) the addition of a course. Changes initiated by the Graduate Office, such as those resulting from closed or cancelled classes, do not carry the penalty.

Qualifications for Michigan Residence

The residence status of any student should be determined prior to the time the individual enters the registration procedures. Questions regarding residence status will be answered by the University Business Office.

In determining the residence status the designated office 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 starts as a nonresident student and who attends the university continuously from the date of his first enrollment (semester after semester exclusive of summer session) will retain the same residence status with which he started out except as outlined in No. 3 below.
3. Any student over the age of 21 residing in Michigan and who starts out as a non-resident student can be given residence status as soon as he can prove he has been accepted by an election official as a resident elector in the State of Michigan and by filing a written statement with the university declaring his intention to continue his residence status in Michigan after leaving the university.
4. Constitutional Provisions: Residence in Michigan for the purpose of registration shall be determined according to the state constitutional provision governing the residence of electors (See Article III, Sections 1 and 2), that is, no one shall be deemed a resident of Michigan for the purpose of registration at Eastern Michigan University unless he has resided in this state for the 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 at any institution of learning. (This provision has been supplemented by Item 3 above by action of the State Board of Education)

Refund of Tuition and 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 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 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 Office will be used. Steps 1 and 2 in the “Refund of Fees” schedule will apply to reduction in academic load. No refund will be granted for decrease in academic load after the 21st day following the last official registration day. Application for refund must be made in the Business Office not later than the 36th day after the last official registration day.

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 final official 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 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.

No refund will be granted for a decrease in academic load after registration is completed. In all cases the date of reporting withdrawal to the Graduate Office will be used.

Mail Registration

It is possible to complete graduate registration by mail. During a period of approximately three weeks preceding each session, the Graduate Office will send registration materials upon request to qualified students. If returned within the time limit listed in the semester schedule, the student goes to the first meeting of classes without reporting to the official registration in Bowen Field House. A primary advantage to the student is assurance of a place in the classes elected.
Instructional Program

PURPOSE

The graduate program at Eastern Michigan University is designed to provide training for teachers, supervisors, and administrators. Primary emphasis at all times is on a program of work which shall produce a master teacher. The offerings of the Graduate School 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 School of Eastern Michigan University 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 University may carry a combined schedule of graduate and undergraduate courses.

A student enrolling for the first time in graduate work at Eastern Michigan University must complete an Application for Admission form and return it to the Graduate School, together with official transcripts of undergraduate and graduate work taken at other institutions. Transcripts are not required for work taken at this university. 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 School of Eastern Michigan University 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 School a statement that he does not seek the master's degree at the university. 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.

REGULAR ADMISSION

Programs Leading to the Degree of Master of Arts in Education

- Teaching in the Elementary Schools
- Teaching Handicapped Children (Special Education)
- Educational Administration
- Guidance and Counseling
- Teaching Language Arts and Literature in the Junior and Senior High Schools
- Teaching Social Studies in the Junior and Senior High Schools
- Teaching General Science in the Junior and Senior High Schools
- Community School Leadership (Flint)

These programs are designed for students who have had teaching experience or who hold a contract to teach. Applicants for admission to the programs listed above must present evidence that they hold a provisional or permanent certificate which is valid in Michigan schools.
Programs Leading to a Master's Degree in a Specialized Field

- History
- Literature
- Industrial Arts

Admission to a program leading to a graduate major in a specialized field is the joint concern of the Dean of the Graduate School and of the department. Standards of admission are established by the department and the Graduate School administers the policy.

The program of studies is prepared by a graduate adviser or an advisory committee in the applicant's department. A student must be in residence on the campus at Ypsilanti for a minimum of 12 hours.

The department may require a substantial paper of research quality. No more than 6 hours of credit may be granted for the research paper and no more than 2 hours of credit for the research paper may be elected in any one session without permission of the departmental adviser and the Dean of the Graduate School.

The department may require an oral examination or a written examination or both. After a student has completed 12 hours of graduate credit, his adviser or advisory committee shall review his progress and shall send to the Dean of the Graduate School and to the Graduate Council a recommendation concerning admission to candidacy for the master's degree.

Programs Leading to the Degree of Master of Arts in Education and to a Provisional Certificate

- Teaching in the Elementary Schools
- Teaching Handicapped Children (Special Education)
- Teaching Language Arts and Literature in the Junior and Senior High Schools
- Teaching Social Studies in the Junior and Senior High Schools
- Teaching General Science in the Junior and Senior High Schools

These programs leading to a master's degree are designed for students who hold a bachelor's degree from an accredited institution but who lack some or all of the requirements for a provisional certificate valid in Michigan schools. Applicants for admission to the programs listed below, therefore, must take the initiative in completing all requirements, both graduate and undergraduate, for a provisional certificate. The Registrar's Office of the university will supply information concerning certificate requirements.

Undergraduate credit completed in this program will apply on a provisional certificate but not on the master's degree; graduate credit required for the provisional certificate will apply on the master's degree but not on the permanent certificate.

ADDITIONAL GRADUATE PROGRAMS CONTEMPLATED

The Graduate Council is studying additional graduate programs leading to the master's degree. One or more may receive approval for the academic year beginning September, 1960. If you have a special goal for graduate specialization please address a letter of inquiry to the Dean of the Graduate School.

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 a 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: (LE) Individual and Group Learning; (CO)
The School and Community Foundations; (CU) Contemporary Culture and Its Background; (SC) Science and Scientific Method; and (CI) Contemporary Civilization and Its Background.

CREDIT REQUIREMENT

The minimum credit requirement for a master’s degree 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. Grades of B-, C+, C, and C- are not accepted for transfer credit.

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.

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 those students in the 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 a post-summer session.

ELECTION OF GRADUATE COURSES BY SENIORS

A senior in good standing at Eastern Michigan University 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 University 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 several graduate assistantships each year. Two carry stipends of $1600 each per academic year; others carry stipends of $900 and $450 each. In some cases, the course load of a graduate assistant may be restricted to 8 or 10 hours of graduate credit. All assistantships require 10 or more hours of work per week; graduate assistants work 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 Academic Year

The academic year is divided into two semesters 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 catalog.

Credits

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

Grades

The grades used in the Graduate School of the university are listed together with their grade point values.

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
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<tr>
<td>A</td>
<td>8</td>
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<tr>
<td>A−</td>
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<td>C−</td>
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<td>E Unsatisfactory</td>
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<td>I Incomplete</td>
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<td>W Withdrawal</td>
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14
The present system of grades for graduate courses is under study by the Graduate Council; a new system may be effective on September 1, 1961.

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 Office.

A candidate for graduation should check with the Placement Office to make certain that all placement forms have been completed. 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 university has been met. Reports 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 6 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.

For graduate students in programs leading to graduate majors in History, Industrial Arts, and Literature there is a requirement of at least 12 hours on the campus at Ypsilanti.

Withdrawing from Classes

During the first eight weeks of a semester, a student initiates withdrawal from one or more graduate classes in the Graduate Office. During this period a "W" is assigned when justifiable reasons are presented; otherwise, an "E" is assigned.

Beginning with the ninth week of a semester, it is not possible for a student to withdraw from a class with a "W" unless there are extraordinary extenuating circumstances. Such proof should be presented to the Dean of Student Activities for validation.

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

RESEARCH PAPER

Graduate students are encouraged to write a research paper. For many, 594 Research Techniques affords opportunities to acquire basic research skills; for others, 597, 8, 9 Field Study Problems may supply an approach to research.
Course Offerings

Courses are grouped below into six general areas into which the graduate program is divided. Course listings are in numerical order within each group. Note that the designation of a course includes the two-letter code in addition to the number.

Individual and Group Learning (LE)
The School and the Community (CO)
Contemporary Culture (CU)
Science (SC)
Contemporary Civilization (CI)
Special Subjects (SS)

INDIVIDUAL AND GROUP LEARNING

LE 500 Human Development. 2 sem hr.
Heredity, physiological changes, and physical growth of the child. Learning differences, mental abilities, and intelligence testing. The gifted and mentally limited. ANDERSON, JOHNSON, MESTON, WORONOFF

LE 501 Psychology of Adolescence. 2 sem hr
Physical, intellectual, emotional, and social development from puberty to adulthood with emphasis on the significance for teachers and others interested in youth. ANDERSON, WOLOWITZ, WORONOFF

LE 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. ELDER, HESTER, LANGMAN, LOCKWOOD

LE 504 Diagnostic Techniques Related to Hearing Problems. 2 sem hr
Recognition, evaluation, and handling of problems which are often associated with hearing loss such as language disorder, brain injury, and emotional disturbances. FULTON

LE 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 maladjustment; 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. ANDERSON, GATES

LE 506 Education of Exceptional Children. 2 sem hr
Problems and methods involved in the adjustment and training of exceptional children in the school, 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 251 Education of Exceptional Children. ROSE, WALLACE, WAWRZASZEK

LE 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. CALLAHAN, WAWRZASZEK
LE 508 Hearing Problems in the Regular Classroom. 2 sem hr
Recognition of children with hearing problems in the regular classroom and suggestions for meeting the needs of these children in terms of presentation of materials, educational retardation, language training, and speech development. BALZER, SWARTWOOD, LEWIS

LE 509 Problems in Child Psychology. 2 sem hr
Ways in which children may be helped to accept greater responsibility; possible approaches for reducing tensions and increasing motivation of pupils will be explored. The nature of the course content will be determined by the needs of the students and the availability of community resources. Prerequisite: 321 Child Psychology. LANGMAN, WORONOFF

LE 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

LE 512 Methods of Audio-Visual Instruction. 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. OLMANNS, PETERSON

LE 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. CALAHAN

LE 515 Social Psychology of the Handicapped. 2 sem hr
Principles of social psychology which influence handicapped individuals and their environment; society as it affects handicapped individuals and individuals as they affect society. Prerequisite: 506 Education of Exceptional Children. MYERS

LE 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 or equivalent. HESTER, LANGMAN, MESTON

LE 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, LANGMAN

LE 519 Emotionally Disturbed Children. 2 sem hr
Dynamics of individual behavior; theories of emotional behavior in children, illustrated by case materials and excerpts from psychotherapy. Prerequisite: 506 Education of Exceptional Children. CALLAHAN

LE 522 Problems in Audio-Visual Programs. 2 sem hr
An analysis of the function of an audio-visual teaching materials program; the qualifications and duties of staff, the selection and evaluation of materials and equipment, unit costs, school plant requirements; the problems of developing a program and the measures for appraising its adequacy and effectiveness. Prerequisite: 512 Methods of Audio-Visual Instruction or 344 Audio-Visual Methods in Teaching. PETERSON
LE 527 Juvenile Delinquency. 2 sem hr
Nature, meaning, basic causal factors and conditions of delinquency in home, school, and community; 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

LE 528 Adaptive Equipment and Appliances. 2 sem hr
Emphasis is placed on the techniques of creating braces and splints for the upper extremities through the use of materials such as aluminum, royalite, plastic, celsius, plaster of paris, wood and leather. In addition, the student learns the neuro-muscular theory of hand splinting with emphasis placed on necessary precautions. Training is given on how to make, repair, fit, and purchase adaptive equipment and appliances. MOORE

LE 529 Schools and Rehabilitation. 2 sem hr
A broad general approach to the field of rehabilitation showing what and how the schools contribute; the future for those handicapped by TB, cardiac diseases, deafness, blindness, polio, cerebral palsy, epilepsy. Speakers and movies from agencies that work in the field of rehabilitation. Open to all qualified graduate students. HERRICK

LE 530 Psychological and Educational Statistics. 2 sem hr
The tools of descriptive statistics applied to psychological and educational research. CLEETON, WEEKS

LE 531 Measurement and Evaluation. 2 sem hr.
Introduction to materials and methods available for classroom use in the analysis of educational achievement and individual prognosis. Includes a study of the construction and use of standardized and teacher-made educational tests, rating scales, questionnaires and similar devices. Prerequisites: 530 Psychological and Educational Statistics or 340-341 Educational Tests and Measurements. CLEETON, WOLOWITZ

LE 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

LE 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, creating experiences, integration, rural school music problems and other related subjects. Not open to students who hold a teaching certificate in Music. MORGAN

LE 537 Orthopedics I. 2 sem hr
Orthopedic disabilities, cardiac, and other crippling diseases of children; a brief survey of the structure and function of the human body as it relates to these disabilities. Laboratory periods and case studies are required. WRIGHT

LE 538 Orthopedics II. 2 sem hr
A comprehensive view of the medical and surgical aspects of orthopedic conditions of children as well as the various therapies and other services used in their rehabilitation. Opportunity for observation of children is available. WRIGHT

LE 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 is given to the disorders of articulation. FULTON, PALMER, SATTLER
LE 541  Curriculum—Elementary School.  2 sem hr
Fundamentals of curriculum development; selected types, several basic determinants, some ap­proaches to organization, and the concept of change. In curriculum building, emphasis is placed on the role of the teacher and on the problem-census approach to defining problems.  FISHER, MONAHAN

LE 542  Curriculum—Secondary School.  2 sem hr
The development and present status of the secondary curriculum; principles of curriculum revision and some factors involved in curriculum changes. Students are encouraged to concentrate on curriculum problems present in their school system.  G. FIELDER, RICE, SLAY

LE 543  Core Curriculum.  2 sem hr
An insight into the nature and techniques of core teaching.  G. FIELDER, MACDONALD, REISTER, SLAY

LE 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.  BIRLESON, DAISHER, REISTER

LE 545  Counseling Process.  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. Prerequisite: 544 Guidance.  DAISHER, G. FIELDER, REISTER, WEEKS

LE 546  Educational and Occupational Information.  2 sem hr
Actual experiences in getting information of cultural, social, educational, and occupational opportunities within the community. Visits to industry, community service agencies, and educational institutions supplement the experiences of the members of the class. Oral and written reports on the latest research in the area of information services. Prerequisite: 544 Guidance.  DAISHER

LE 547  Standardized Group Testing.  2 sem hr
The principles of measurement and their applications in the use of standardized group tests in guidance and evaluation. Prerequisite: LE 530 Psychological and Educational Statistics.  WEEKS

LE 551  Psychological Assessment of Cerebral-Palsied Children.  2 sem hr
Clinical types and incidence of cerebral palsy; special psychological tests and some problems in assessment of cerebral-palsied children. Prerequisite: 506 Education of Exceptional Children.  CALLAHAN AND STAFF

LE 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.  ROGERS, TREADO

LE 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.  ROGERS, TREADO

LE 561  Education of Gifted Children.  2 sem hr
The identification of gifted students; the use of test results, psychological services, and the use of cumulative records. Curricula stressing enrichment and acceleration and the use of community resources are considered. Of especial value to classroom teachers.  MYERS, WAWRZASZEK

LE 568  Secondary Education of the Mentally Handicapped.  2 sem hr
A program of functional education for mentally handicapped children in the Junior-Senior High School age group: vocational, occupational, and terminal education.  MILLER
LE 571 Teaching of Social Studies. 2 sem hr
An understanding of the nature of the subjects included in social studies; problems related to the presentation of materials, planning of units, and types of class activities. Not open to students who have credit in 281 or 348 Teaching Social Studies. WARREN, SILL.

LE 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

LE 581 Methods in Teaching Biology. 2 sem hr
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. B. JOHNSON

LE 590 Science Curriculum—Elementary School. 2 sem hr
Current courses of study in elementary science are critically examined and evaluated. Procedures 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 or 402 Elementary Science, or 580 Science in the Elementary School. CURTIS

LE 591 Supervision of Student Teachers. 2 sem hr
Preparing the public school teacher to work with student teachers; roles of various people involved, preparation, evaluation of the student teacher, community relationships, as well as general problems in teacher education. Experienced supervising teachers will be used as resource people. RICE, WELLS

LE 594 Research Techniques. 2 sem hr
Kinds of research in a variety of settings; the student will review reports of research as well as develop an interest in participating in research activities. Opportunities are provided students to present a plan for a research problem. BROWER, CLEETON, MICHAEL, WEEKS

LE 595 Workshops in Selected Fields. 2 sem hr

LE 595 Workshop in Curriculum Building. 2 sem hr
An intensive evaluation of curriculum problems in a school system by a group of teachers, administrators, and interested laymen. CLEETON, GESLER, SLAY

LE 596 Seminars in Specialized Fields. 2 sem hr

LE 597, LE 598, LE 599 Field Study Problems. 2 sem hr each
An intensive study of a problem or group of problems which is usually generally related to the school system in which the graduate student is employed. Each problem will be under the direction of a university faculty member with the cooperation, where possible, of the supervisory staff of the school system involved.

THE SCHOOL AND THE COMMUNITY

CO 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, CHAMIS, FRENCH, LEWIS

CO 519 Administration and Supervision of Special Education. 2 sem hr
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. MYERS
CO 524 Contemporary Education. 2 sem hr
Contemporary educational systems of the principal countries of the world with emphasis on the English, French and German programs; conferences with foreign educators and graduate students together with a visit to a Canadian school. Stressed throughout is the relationship of education to the total cultural scene. R. ROBINSON

CO 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. MICHAEL, R. ROBINSON

CO 526 History of American Education. 2 sem hr
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. R. ROBINSON

CO 527 Religion and Public School Education. 2 sem hr
A workshop for the public school teacher and administrator (elementary and secondary). Designed to identify, define, and discuss problems relating to religion in public school education. The general problem is well stated by F. Ernest Johnson as follows: "How can public education, in accord with its function of putting each generation in possession of its full cultural heritage, do justice to the religious phase of that heritage without doing violence to religious liberty as constitutionally safeguarded in the First Amendment to the American Constitution and in similar provisions in the constitutions of the several states?" ISBELL

CO 540 Community Organization. 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

CO 551 Administration—Elementary School. 2 sem hr
Educational leadership in the elementary school as it specifically relates to school-community relations, curriculum, instruction, special services, buildings and equipment, pupil relations, and personnel relationships and development. Emphasizes contemporary problems in these areas with reference to contributions of current theory. MICHAEL

CO 552 Supervision. 2 sem hr
Examines theory and techniques of the improvement of instruction in elementary and high schools. Analyzes the functions and development of supervision, characteristics and behaviors of supervisors, reactions of teachers and the relationship of teachers and supervisors. Views supervision as a specialized activity of the educational leader. MICHAEL, RICE

CO 553 Principles of School Finance. 2 sem hr
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. CLEETON, JOHNSEN

CO 554 Administration—Secondary School. 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. CLEETON, GEX

CO 555 Problems in School Building Planning. 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. JICKLING, LYMAN
CO 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

CO 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

CO 558  School Personnel Administration. 2 sem hr
The basic principles of staff relationships and policies necessary for effective service and high-level morale. JOHNSEN, RICE

CO 561  The Junior High School. 2 sem hr
History and philosophy of the Junior High School: curriculum, providing for individual differences, modern classroom procedures, use of materials and aids of instruction, the activity program and guidance. CLEETON, REISTER, RICE

CO 562  Scientific Bases of Educational Leadership. 2 sem hr
Foundations in educational administration; contributions of contemporary research for an understanding of the process of leadership; current theories and concepts of educational administration. Should be elected concurrently with CO 563. MICHAEL

CO 563  Historical-Philosophical Bases of Educational Leadership. 2 sem hr
Foundations in educational administration; of development and growth of administration in American public education; sources in American culture from which school administration has borrowed its practices; the philosophical basis of assumptions and beliefs which underlie contemporary theories and concepts of educational administration. Should be elected concurrently with CO 562. MICHAEL

CO 577  Principles of Outdoor Education. 2 sem hr
The several methods in utilizing the school camp as an educational laboratory; the administration, organization, and evaluation of camp experiences. The evaluation of camp facilities with one or more class periods scheduled at a camp. GOODSON

CO 593  The School and Community Understanding. 2 sem hr
Interpreting the school to the community; some basic understandings in the use of the community as a laboratory to enrich the education of the child and to serve the needs of the community. A companion course to CO 540 Community Organization. BROWER, MONAHAN

CO 594  Adult Education. 2 sem hr
Organization and administration of adult education programs for communities. INSTRUCTOR

CO 595  Workshops in Selected Fields. 2 sem hr

CO 595 Workshop in Citizenship Education. 2 sem hr
Provides 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 the 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

CO 596  Seminars in Specialized Fields. 2 sem hr

CO 596 Seminar in Intergroup Education. 2 sem hr
Understandings, attitudes, and skills concerning problems of race, religion, nationality, and socioeconomic levels for school personnel. Special emphasis on effective techniques for handling problems of an intergroup nature; intensive work on curricular projects, development of materials and resources, and group activities. FISHER, REISTER, WORONOFF

22
Field Study Problems. 2 sem hr each
An intensive study of a problem or group of problems which is usually generally related to the
school system in which the graduate student is employed. Each problem will be under the direc-
tion of a university faculty member with the cooperation, where possible, of the supervisory staff
of the school system involved.

CONTEMPORARY CULTURE

CU 511 Teaching Modern Languages—Secondary School. 2 sem hr
The history, theories and techniques of modern language teaching at the high school and college
levels. Open to students with a satisfactory competence in French, Spanish or German. Not open
to students who have credit in 411 Methods of Teaching Modern Language. OWENS, WOLFE

CU 512 Teaching Modern Languages—Elementary School. 2 sem hr
An examination of the reasons for teaching foreign language in the elementary grades, the
generally accepted concepts of methods and techniques. Observation, evaluation of teaching
materials, and preparation of experimental lessons. The use of realia, specific games, songs and
other teaching devices, and the sources of such teaching material. Open to students with suffi-
cient background in oral Spanish or French to conduct such classes. Not open to students who
have credit in 412 Methods of Teaching Modern Language in the Elementary Grades. OWENS,
WOLFE

CU 513 The Latin Contribution to English Vocabulary. 2 sem hr
A methodical study of the common Latin roots and endings which have entered English. Word
ability to use them in speech and writing. GIBSON, OWENS

CU 514 The Greek Contribution to English Vocabulary. 2 sem hr
A methodical study of the common Greek roots and endings which have entered English, with
special attention to scientific vocabulary. GAUERKE

CU 515 The French Contribution to English Vocabulary. 2 sem hr
A study of the entrance of French vocabulary items into the English language since the Norman
Conquest. Covers not only the meaning of the items, but the correct pronunciation and the
ability to use them in speech and writing. GIBSON, OWENS

CU 516, 517 Reading French for Graduate Students. 2 sem hr each
The structure, basic vocabulary, the common idioms of French, to serve as a background for the
graduate student who seeks a reading proficiency, open to students whose previous language
experience has been dimmed by time, as well as to the beginner. The course is taught at the
adult level, and covers rather more than the customary first semester undergraduate course.
OWENS

CU 530 Creative Dramatics. 2 sem hr
The theory of creative dramatics. Opportunities are provided for actual practice in the various
techniques and activities involved in introducing creative dramatics to children at various age
levels. WORK

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

CU 532 Masterpieces of Literature. 2 sem hr
A study of various literary forms—drama, poems, and prose works—to provide greater under-
standing 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 such authors as
Homer, Sophocles, Shakespeare, Wordsworth, and Ibsen. DUME, GOHN, JORDAN
CU 533 Basic Studies for Teachers of Language Arts. 2 sem hr
Seeks to increase the student's understanding of the nature and function of language to the end that he may deal more effectively with the communication problems of his pupils. No special knowledge of grammar is assumed. POTTER

CU 539 Moliere. 2 sem hr
Devoted to France's greatest comic playwright. A study of source material, and influence upon later French and English writers is included. OWENS

CU 540 America's Music. 2 sem hr
The diversified styles of music made and continuously used by the people of the United States in terms of our historical and cultural traditions. No prerequisite. JAMES

CU 541 Masterpieces of French Literature. 2 sem hr
A study of the outstanding specimens of French literature in the various genres: the epic, the theatre, the novel and short story, and the lyrics. Selections are generally those which have wide acceptance as monuments of world literature. OWENS

CU 542 Play Production—Junior-Senior High School. 2 sem hr
Principles and techniques of play production with emphasis on problems encountered in secondary schools. Dramatic structure, play selection, directing, screen design and construction, stage lighting, make-up, costuming, properties, and business management; improvement of effectiveness in both curricular and extracurricular theatre. WORK, HULSOPPLE

CU 543 Masterpieces of Art. 2 sem hr
Historical art forms with readings, slides, and discussions of historical works in the Visual Arts; a study by the block and gap method rather than a chronological survey. Design principles involved in the creation of the Visual Arts are applied both to famous works and the work of the student; laboratory experience in media for adults. Not open to students who have a major in Art. LAMMING, TYLER

CU 544 Sculpture. 2 sem hr
Projects structured through conferences to determine the previous experience of the student; techniques and media include stone, plaster, wood, metal, clay, and the ceramic process. KRUEGER

CU 545 Drawing and Painting. 2 sem hr
Assignments based on the background and needs of the student; media and techniques for expression in two dimensional composition. CALKINS, GLOECKER, SWETE

CU 553 The Development of Modern English. 2 sem hr
The history of the English language. The scientific principles involved in linguisitic evolution; the grammatical structure, the sources of the English vocabulary, and the political, social, and cultural influences which have influenced the language. POTTER

CU 560 The Religious Tradition in European Literature. 2 sem hr
Analysis of great European literature concerned with man's search for a religious faith. Works such as The Book of Job; The Confessions of St. Augustine; Everyman; Milton's Paradise Regained; Bunyan's Pilgrim's Progress; selected short stories of Tolstoy; and Shaw's Androcles and the Lion are studied. FOSTER

CU 561 The Making of the Modern Mind. 2 sem hr
The emergence of the moral, social, political, and religious dilemmas that confront thinking men and women of the twentieth century, studied chiefly through works of British and American literature. VIRTUE

CU 562 Problem of Evil in American Literature. 2 sem hr
Analysis of selected essays, poems, short stories and novels in which three great American writers, Emerson, Hawthorne, and Melville, have delineated and speculated upon the nature, loci, causes, and effects of evil in the cosmos, in society, and in the individual soul. MADDOX
CU 563  Modern Problems as Portrayed in Modern Literature.  2 sem hr
The portrayal in modern literature of such problems as the relation between the individual and the State, the Family, and the Crowd; the relation between Western and other civilizations. The effects of the industrial system and the search for values. Writers whose works might provide material include: Huxley, Mann, Shaw, Forster, Joyce, Lawrence, Wells, Faulkner, Eliot, Auden, Miller and Dos Passos.  BENSEN

CU 565  Major English Authors of the Seventeenth Century.  2 sem hr
The principal works of two or three English authors from the period 1600-1660, e.g., John Donne and Sir Thomas Browne.  ACKERMAN

CU 567  Elizabethan Drama.  2 sem hr
The plays of Marlowe, Jonson, and Webster, considered primarily for their intrinsic literary and dramatic merit and secondarily for the light they throw on Shakespeare's milieu. A greater understanding of the term “Elizabethan drama.”  GOHN

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

CU 589  Discussion and Conference.  2 sem hr
The principles and practice of discussion in problem solving and learning groups: conference, committee, panel, symposium, and forum.  BOS, SATTLER

CU 590  Communications for Leaders.  2 sem hr
Principles and techniques in effective communication; the use of communication skills in interviews, discussions, staff meetings, abstracting printed materials, bulletins, written and spoken reports.  BOS

CU 596  Seminars in Specialized Fields.  2 sem hr

CU 596  Seminar in Music Education.  2 or 4 sem hr
Active participation in the observing, auditing and conducting of the high school summer session organizations and the study of arranging music materials, rehearsal and performance techniques, methods in the development of pleasing tone quality, proper balance and expressive phrasing.  RILEY AND STAFF

CU 597, CU 598, CU 599  Field Study Problems.  2 sem hr each
An intensive study of a problem or group of problems which is usually generally related to the school system in which the graduate student is employed. Each problem will be under the direction of a university faculty member with the cooperation, where possible, of the supervisory staff of the school system involved.

SCIENCE

SC 505  Advanced Laboratory Physics.  2 sem hr
Modern laboratory methods applied to various experiments chosen from advanced mechanics, optics, electrical measurements, atomic physics, and others; stress will be on laboratory techniques, laboratory reports, experimental errors, and evaluation of results.  BARNES

SC 507  Resources and Nations.  2 sem hr
A practical concept of the earth's surface with emphasis upon understanding the interrelations of physical and cultural factors which result in modern world patterns.  BROWN

SC 530  Foundations of Mathematics.  3 sem hr
Introduction to logic, set theory, groups, rings, and fields. Designed to improve the student's insight into mathematics as the subject matter of the high school is interpreted in the new setting.  FALAHEE
SC 531 The Development of Geometries. 3 sem hr
Fundamental concepts of Euclidean and non-Euclidean geometries; synthetic and analytic pro­jective geometry; an introduction to topology. EARLY

SC 532 Statistics. 3 sem hr
Elementary finite probability, measures of central tendency and dispersion, sampling, statistical inference, and correlation. Participants who have had a course in statistics should take courses SC 530 Foundations of Mathematics and SC 531 The Development of Geometries. NORTHEY

SC 540 Plant Products in Industry. 2 sem hr
The various ways in which plants and plant products are utilized in modern industry; plants as the source of technical raw materials; the dependence of man upon the plant kingdom. BELCHER

SC 555 Local Field Studies in Southeastern Michigan. 4 sem hr
The local environment, either as a part of classroom activities or as utilized in Outdoor Education programs. On-campus sessions, field trips, and opportunities to relate accomplishments to classroom work. A report is required. STAFF

SC 556 Physical Landscapes. 2 sem hr
An understanding of selected landscapes; the agents and processes at work in the formation of surface features, such as: weathering, wind, water, ice, waves, vulcanism, and diastrophism. Pre­requisite: One course in Geography or Geology. GALLAGHER

SC 562 Weather and Climate. 2 sem hr
Insolation, temperature, pressure, winds, moisture, precipitation, air masses and their activities, fronts, cyclones, hurricanes, tornadoes, and jet streams; observation and application of weather elements. DELONG

SC 575, 576 Modern Chemistry (TV). 2 sem hr each
For teachers and other professional people who desire additional background and a modern ap­proach to Chemistry. Meetings on campus supplement the daily television program entitled Continental Classroom. SPIKE

SC 582 Teaching of Physical Science. 2 sem hr
Scientific attitudes for use with elementary pupils; the scientific method; a selected group of physical principles; and simple experiments which may be used in the elementary school. LEIB

SC 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 can be used in the elementary class­room. Consists 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 is also 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. PARSONS, H. SMITH

SC 584 Problems in Conservation. 2 sem hr
A survey of the natural resources of Michigan; 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

SC 585 Problems in Botany. 2 sem hr
Selected botany problems relating to the training and experience of individual students. GILES

SC 586 Genetics. 2 sem hr
The basic principles of inheritance. GILES
SC 587 Anthropology. 2 sem hr
The origin, development, differentiation and evolution of primates; the concept of culture against the background of man's biological inheritance. An appreciation of cultural differences. B. JOHNSON

SC 588 New Developments in the Field of Physics. 2 sem hr
New developments in the field of physics are 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, H. SMITH

SC 589 Problems in Functional Biology. 2 sem hr
The reduction of complex life functions to a few basic principles; development of an ability to approach physiological problems with confidence; laboratory demonstrations as an effective learning device. BELCHER

SC 591-592 In-Service Institute in Physics. 2 sem hr each
An enrichment of the participant's background in physics. Skills of problem solving are stressed together with demonstrations and the building and handling of laboratory apparatus. LEIB, PARSONS, AND STAFF

SC 593 Basic Concepts of Classical and Modern Physics. 2 sem hr
Designed to increase and enrich the participant's knowledge in classical and modern physics; modern methods, topics in mechanics, kinetic theory, wave motion, electricity, optics, atomic and nuclear energy. WILCOX

SC 594 Fundamentals of College Mathematics for High School Teachers of Physics. 2 sem hr
Topics in mathematics which are essential to the understanding of physical principles and problems, as in the solution of linear and quadratic equations, vector problems, wave motion, recognition of familiar curves arising in graphs of physical problems, and velocities, accelerations, and slopes of curves. GOINGS

SC 595 Laboratory, Demonstration, and Problem-Solving Techniques in Physics. 2 sem hr
Specific laboratory experiments with emphasis on laboratory techniques. Students will be expected to build and/or assemble apparatus for laboratory or demonstration experiments. BARNES

SC 595 Workshops in Selected Fields. 2 sem hr

SC 596 Seminars in Specialized Fields. 2 sem hr

SC 597, SC 598, SC 599 Field Study Problems. 2 sem hr each
An intensive study of a problem or group of problems which is usually generally related to the school system in which the graduate student is employed. Each problem will be under the direction of a university faculty member with the cooperation, where possible, of the supervisory staff of the school system involved.

CONTEMPORARY CIVILIZATION

CI 511 Ancient History I. 2 sem hr
Greek City-State Civilization; the political, economic, social, cultural and religious life of the Greeks in the period between the Persian Wars and the successors of Alexander the Great (479-323 B.C.) with special attention to fifth-century Athens. The legacy of Greece to the modern world. ZICKGRAF

CI 512 Ancient History II. 2 sem hr
Roman Imperial Civilization; the political, economic, social, cultural and religious life of the Romans from the accession of Augustus to the death of Constantine (31 B.C.-337 A.D.). ZICKGRAF
CI 515 Problems in Medieval History. 2 sem hr
The intellectual and institutional history of the Middle Ages; the philosophy of the Middle Ages; the Carolingian Renaissance, the Ottonian Renaissance and the Twelfth Century Renaissance; the History of Education from Antiquity through the Middle Ages; and the Rise of the Universities. WITITKE

CI 520 Man in Society. 2 sem hr
Basic concepts, theory and analysis of social structures, social process and social disorganization. Not open to students who have a minor or major in Sociology. CHOW

CI 521 Contemporary Communities. 2 sem hr
Selected research on the community, including stratification, power structure, the school, the church, social change, methods and theories of community analysis. Prerequisite: CI 520 Man in Society or equivalent. SCHAEFFER

CI 524 The Family. 2 sem hr
Family structures and processes in American society. The functions of the family in socialization, status placement and social mobility. Prerequisite: CI 520 Man in Society or equivalent. FAUMAN

CI 540 Public Opinion. 2 sem hr
The role of public opinion in a democracy. Opinion methodology; the techniques of measuring public opinion. McNWILLIAMS

CI 541 South American Lands. 2 sem hr
A regional geography study of the countries and colonies on the South American continent; resources, people, and national cultures. SINCLAIR

CI 542 Middle America and the Caribbean World. 2 sem hr
A regional study of Mexico, Central America, Colombia, Venezuela and Islands of the Caribbean sea. Conditions leading to the present political upheavals in the area and an effort made to chart future trends. SINCLAIR

CI 548 History Travel-Study Tours.
Representative areas with significant historical background. A. European History Travel Seminar (1960). 6 sem hr WITITKE

CI 557 Geography of East Asia. 2 sem hr
Selected problems of the rimland nations of Asia from India and Pakistan to Japan. Background materials on resources, population, and economic development; an interpretation of contemporary affairs of the nations within this major geographical area. EMERY

CI 558 Geography of the Moslem World. 2 sem hr
A regional study of the areas of Africa and Asia practicing the religion of Islam. An assessment of the resource bases, current issues, and possible future trends in those countries which have grown in importance since 1940. MARTIN

CI 559 Geography of Soviet Lands. 2 sem hr
A comprehensive view of the resource bases of the Soviet Union and their regional differentiations. EMERY, SILL

CI 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. BROWN
CI 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

CI 565 Problems and Trends in Recent American History. 2 sem hr
Significant aspects of our more pressing minority, industrial, agrarian and governmental problems are treated. Contributes to a better understanding of the individual's role and responsibility in the contemporary, national and global scene. WARREN

CI 566 Contemporary World Problems. 2 sem hr
Among the problems 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

CI 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

CI 568 Geography Field Trips.
Representative geographic regions in the area visited; significant geographic and geologic characteristics of each region. Students will have an opportunity to visit typical mining, forestry, agricultural, industrial, and cultural enterprises of the regions. A written report is required.
A. New England. 4 sem hr STAFF
B. Northwestern United States. 4 sem hr STAFF
C. Alaska and Western Canada. 6 sem hr STAFF
D. Mexico. 4 sem hr STAFF
E. World Air Tour (Summer, 1961). 6 sem hr DeLONG

CI 569 The American Midwest. 2 sem hr.
A regional treatment. The natural setting, the distribution of the people, the important occupations, and the present and future problems in each of the several regions. SILL

CI 570 Problems in Contemporary Economics. 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 may make more intelligent choices as consumers, voters, etc. A discussion of current economic problems. ROBINSON

CI 572 Nationalism. 2 sem hr
An examination of ideas, feelings, and attitudes in the several definitions of nationalism; the rise of nations and nationalities in the several historical periods. The increasing functions of the state. DEVRIES

CI 573 America in the Atlantic Community. 2 sem hr
America and Europe since 1492. The impact America has made upon Europe and Europe upon America; the development of social, cultural, and intellectual cross-Atlantic currents. DISBROW

CI 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. CHAMIS, SCHAFFER
CI 576 Intercultural Relations. 2 sem hr
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. FAUMAN

CI 577 Urban Development. 2 sem hr
An analysis of the forms and the development of the urban community. Demographic structure, organization of urban functions, spatial and temporal patterns, rural-urban relationships, and the current metropolitan trend in the United States. Problems of urban planning and of urbanism as a way of life. CHOW

CI 578 Government and Business. 2 sem hr
The political and economic functions of government; business corporations and financial mergers; direct control of business, control versus government ownership of utilities; governmental controls of agriculture and natural resources; and the responsibility of government in maintaining employment. Prerequisite: One course in Economics and one course in Political Science. SIMPSON

CI 580 American Governmental Executives—National. 2 sem hr
A study of the American Presidency: creation of the office; its historical evolution; its national and world significance; problems related to the powers, responsibilities and limits of the office, election to the office and succession to the office. WAUGH

CI 582 Constitutional History of the United States. 2 sem hr
The formulation and development of the Constitution by usage, interpretation, and amendment. Emphasis on the twin basic constitutional objectives: preservation of individual liberty and creation of an adequate national government. Present day constitutional problems associated with the 5th Amendment and 14th Amendment (segregation) will be examined. ISBELL

CI 583 Civil War and Reconstruction. 2 sem hr
The period between the Compromise of 1850 and the restoration of home rule in the South in 1877. PEARCE.

CI 585 Emergence of Canada. 2 sem hr
The Canadian people and their culture; the government (English-Canadian relationship), the resources, the development of industry, United States-Canadian relations, and the emergence of Canada as a contemporary world power. WARREN

CI 586 United States in World Politics. 2 sem hr
American foreign policy in the twentieth century; the nation’s transition to great-power status and its adjustment to the demands of that role. DRUMMOND

CI 589 Social and Cultural Aspects of Personality. 2 sem hr
The imprint on personality from contacts with many groups; personality types in different societies, with particular reference to selected patterns of group membership and the consequences for individual behavior. McQUEEN

CI 687 Historical Method. 2 sem hr
The relationship of history to the humanities and social sciences; the use of the library, standard bibliographical aids, and collected source materials. The skills and experience necessary to evaluate historical writing critically and to conduct historical research in a mature and professional manner. STAFF

CI 595 Workshops in Selected Fields. 2 sem hr
CI 596 Seminars in Specialized Fields. 2 sem hr
CI 597, CI 598, CI 599  Field Study Problems.  2 sem hr each
An intensive study of a problem or group of problems which is usually generally related to the school system in which the graduate student is employed. Each problem will be under the direction of a university faculty member with the cooperation, where possible, of the supervisory staff of the school system involved.

SPECIAL SUBJECTS

SS 520  Selection and Organization of Subject Matter in Industrial Arts.  2 sem hr
Provides 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

SS 521  Graphic Representation.  2 sem hr
Illustrations of ideas, plans, and proposals presented graphically. Production of examples of graphs, charts, and similar representations used by teachers and administrators. WILLOUGHBY

SS 522  General Crafts I.  2 sem hr
The selection and use of industrial materials, devices, and machines in the home, the school, and in business and industry. Opportunities are provided for shop and laboratory experience. WESCOTT

SS 523  General Crafts II.  2 sem hr
The selection and use of industrial materials, devices, and machines in the home, the school, and in business and industry. Opportunities are provided for shop and laboratory experience. WESCOTT

SS 524  Problems in Technical Drawing.  2 sem hr
Selected drawing problems related to the training and experience of individual students. RISK

SS 525  Problems in Practical Electricity.  2 sem hr
Selected problems in practical electricity for teachers; problems are related to the training and experience of individual students. LABOUNTY

SS 526  Techniques in Plastics.  2 sem hr
Application of the different craft phases of plastics is stressed. Opportunity is provided for shop and laboratory experiences. LABOUNTY

SS 531  Real Estate.  2 sem hr
A study of the uses of real property, its capacity to produce income, and the personal, civic, and social responsibilities involved in its ownership. LUCAS

SS 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 in Art. SWETE

SS 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. (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 in Art. CALKINS
SS 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 manipulating techniques of Industrial Arts and the work in subject matter areas. Not open to students who have a major in Industrial Arts. CHAMBERLAIN

SS 545 Costume Design. 2 sem hr
Designing and illustrating present day apparel; an understanding and appreciation of structural designs. BECKWITH

SS 547 Modern Home Furnishings. 2 sem hr
Problems in planning home furnishings for specific family situations. Newer concepts in use of space and materials. BECKWITH

SS 549 Homemaking Education. 2 sem hr
Organized around the problems of homemaking teachers; i.e., the interrelations 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

SS 571 Current Problems in Business Education. 2 sem hr
Current problems confronting business teachers in the secondary schools. Problems encountered in the following areas will be discussed: organization and administration of business education programs; curriculum and courses of study; physical facilities, equipment, and instructional materials; student personnel relationships; school-business relationships; evaluation of business education programs. ROTH

SS 574 Insurance and Investments. 2 sem hr
Types of insurance for the individual as a consumer and as a member of society; studies of other investments, including stocks, bonds, savings institutions, and real estate. LOTZ

SS 580 Project Planning and Design. 2 sem hr
Selecting, planning, and describing projects for individuals and for groups in each of several areas of industrial arts. WILLOUGHBY

SS 581 Problems in Woodwork. 2 sem hr
An opportunity to acquire additional skills and technical knowledge in several areas of woodworking. THORNTON

SS 590 Problems in Community Health. 2 sem hr
Problems of health involving community action. OLDS

SS 595 Workshops in Selected Fields. 2 sem hr

SS 596 Seminars in Specialized Fields. 2 sem hr

SS 597, 598, 599 Field Study Problems. 2 sem hr
An intensive study of a problem or group of problems which is usually generally related to the school system in which the graduate student is employed. Each problem will be under the direction of a university faculty member with the cooperation, where possible, of the supervisory staff of the school system involved.
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