### CALENDAR 1961

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CALENDAR

SUMMER SESSION 1961
June 19, Monday ................................................................. Registration
June 20, Tuesday ................................................................. Classes begin
July 4, Tuesday ................................................................. Fourth of July recess
July 24, Monday ................................................................. Convocation to honor summer school graduates
July 27, 28, Thursday, Friday ............................................ Final examinations, six-week session
July 28, Friday ................................................................. Six-week session closes

POST-SUMMER SESSION 1961
July 31, Monday through August 11, Friday ......................... Daily 9 to 4

FALL SEMESTER 1961
August 21 - September 6 ..................................................... Pre-registration conferences
September 6, Wednesday ..................................................... Mail registrations accepted if postmarked
October 1, Wednesday ...................................................... Classes begin
September 11, 12, 13, MTW .................................................. Campus registration in Bowen Field House for
all students who have not registered by mail
September 16, 18, 19, 20, 21, SaMTWTh ................................ Classes begin
September 21, Thursday ..................................................... Last day for late registration
September 28, Thursday ..................................................... Last day a registered student may add a new course
November 22, 23, 24, 25, W (after 5 PM) ThFSa ..................... Thanksgiving recess
December 16, Saturday noon ................................................ Holiday vacation begins
January 2, Tuesday ............................................................ Classes resume
January 13-25 ....................................................................... Final examinations
January 21, Sunday ............................................................. Mid-year Commencement

SPRING SEMESTER 1962
January 15-31 ....................................................................... Pre-registration conferences
January 31, Wednesday ....................................................... Mail registrations accepted if postmarked
February 6, 7, TW ............................................................... Classes begin
February 14, Wednesday ..................................................... Last day for late registration
February 21, Wednesday ..................................................... Last day a registered student may add a new course
April 20, Friday noon .......................................................... Spring vacation
April 30, Monday .............................................................. Classes resume
May 19-June 6 ...................................................................... Final examinations
May 30, Wednesday .......................................................... Memorial Day
June 9, Saturday .................................................................. Commencement
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

Administrative Offices

President ................................................................. Eugene B. Elliott
Vice President for Instruction ........................................... Bruce K. Nelson
Dean of the College of Education ..................................... R. Stanley Gex
Dean of the College of Arts and Sciences ............................ Albert W. Brown
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
Controller ............................................................... Lewis E. Profit

GRADUATE SCHOOL:

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

FIELD SERVICES:

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

PLACEMENT:

Director ............................................................... Richard J. Nisbet
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.

In 1953, the university first offered the degree of Master of Arts. The degree of Master of Science was approved in 1959.

Accreditation

Eastern Michigan University is an accredited member of the North Central Association of Colleges and Secondary Schools; and is accredited by the National Council for Accreditation of Teacher Education for the preparation of elementary teachers, secondary teachers, and service school personnel. The Master's degree is the highest degree approved.

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 residence halls and in apartments. At present, there are five residence halls for women, three for men, and 259 apartments. 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 $702.00 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 housing are made to the Director of Housing and Union Services.

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 Placement office. 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

The university reserves the right to revise the following rates when necessary.

**REGULAR SEMESTER**

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<th>Non-Resident Students</th>
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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 the university

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.

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 any state-supported institution.

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

- Biology
- French (includes two semesters at a university in France)
- Geography
- History
- Industrial Arts
- Literature
- Physical Education (tentative—September, 1961)

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 or departments concerned. 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 15 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 Mich-
igan 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, 1961. 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

Graduate Advisory Committees are 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.

**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.

**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; however, it may not be applied on a permanent certificate.

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>
<th>Grade points per semester hour</th>
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<tr>
<td>A+</td>
<td>9</td>
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<tr>
<td>A</td>
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<td>C−</td>
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<td>E Unsatisfactory (denotes failure)</td>
<td>0</td>
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<tr>
<td>I Incomplete</td>
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<tr>
<td>W Withdrawal</td>
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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 obligation 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 15 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.

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 entumating circumstances. Such proof should be presented to the Dean of the Graduate School 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, 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 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. BALTZER, ROser, 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 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. WORONOIFF

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. OLTMANNS, 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. CALLAHAN

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. ELDER, HESTER, LANGMAN, LOCKWOOD, B. RISK

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. ELDER, 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, and Abnormal Psychology. CALLAHAN

LE 520 Problems in Teaching Emotionally Disturbed Children. 2 sem hr
To acquaint students with modifications in content, method, classroom procedures and organization and teacher attitudes necessary in working with children whose behavior is seriously deviant. Prerequisite: LE 519 Emotionally Disturbed Children. LANGMAN

LE 523 TV Techniques for Classroom Teachers. 2 sem hr
Skills and techniques needed by classroom teachers for the effective presentation of educational materials through the medium of television. Theory and practice. Laboratory hours to be arranged. WORK

LE 524 TV in Education. 2 sem hr
Extent and nature of experimentation in instruction by television; current philosophy and attitudes toward teaching by television. Each student will do some demonstration teaching by closed-circuit television. BROWER
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, celastic, 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. INSTRUCTOR

LE 530 Psychological and Educational Statistics. 2 sem hr
The tools of descriptive statistics applied to psychological and educational research. 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. Not open to students who have credit in 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. FENWICK, MORGAN

LE 536 Methods of Teaching Physically Handicapped Children. 2 sem hr
Education and psychological needs of crippled children; teaching techniques to meet these needs, and problems that arise in group adjustment. Observation and laboratory are required. GREGERSON, SCHINDLER, WALLACE

LE 537 Pathology of the Physically Handicapped. 2 sem hr
Orthopedic disabilities, cardiac and other handicapping conditions of children; a brief survey of the structure and function of the human body as it relates to these disabilities. Laboratory period and case studies are required. Prerequisite: LE 506 Education of Exceptional Children. WRIGHT

LE 538 Therapeutic Care of the Physically Handicapped Child. 2 sem hr
Medical and surgical aspects of orthopedic and other handicapping conditions of children; therapies and services used in their rehabilitation. Opportunity for observation of children is available. Prerequisite: LE 506 Education of Exceptional Children. WRIGHT AND STAFF

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. BALTZER, FULTON, PALMER, SATTLER

LE 540 Curriculum Foundations. 2 sem hr
Curriculum content and patterns of schools in the United States. Historical and theoretical authority for the curriculum; criteria for the choice of content. Not open to students who hold credit in 326 School and Society, 315 Curriculum, or equivalent. FISHER

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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. Prerequisite: LE 540 Curriculum Foundations or equivalent. 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. Prerequisite: LE 540 Curriculum Foundations or equivalent. G. FIELDER, RICE, SLAY

LE 543 Core Curriculum. 2 sem hr
An insight into the nature and techniques of core teaching. Prerequisite: LE 540, Curriculum Foundations or equivalent. 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, WEEKS

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, 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 548 Group Guidance. 2 sem hr
Understandings, skills, techniques, and materials for group methods in the guidance program; applications to representative groups together with examples of programs and resources. Organization, administration, and research in group guidance programs. Prerequisites: LE 530, LE 531, LE 544, and LE 545. DAISHER

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 553 Organization and Development of Physical Education Curriculum for Elementary Schools. 2 sem hr
A course for the physical educator and the elementary classroom teacher. Underlying principles and purposes of organization and development of the elementary physical education program; philosophy of curriculum development, curriculum content trends, teaching methods, program planning, and evaluation. BORUSCH

LE 557 Mental Deficiency. 2 sem hr
The nature and causes of mental deficiency; characteristics and social control of mental defectives. Opportunities are provided for observation and clinical studies. Not open to students who have credit in 330 Mental Deficiency. TREADO
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. Prerequisite: 506 Education of Exceptional Children. 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. Prerequisite: 506 Education of Exceptional Children. 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 563 Teaching Language Arts—Elementary School. 2 sem hr
Desirable pupil habits and attitudes in using language, handwriting, and spelling; techniques, procedures, and materials for effective teaching of these subjects. Not open to students who have credit in 463 Teaching the Language Arts in the Elementary School. INSTRUCTOR

LE 565 Dynamics of Human Behavior. 2 sem hr
An integrated approach to the determinants of behavior and personality with emphasis on the physiological, psychological, and cultural bases. Prerequisite: one course in Psychology. R. ANDERSON

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. Prerequisite: 506 Education of Exceptional Children. L. MILLER

LE 569 Occupational Information in Special Education. 2 sem hr
Experiences in securing information of cultural, social, educational, and occupational opportunities in the community for exceptional children. Visits to industry, community service agencies, and educational institutions. L. 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. WARNREN, SILL

LE 575 Psychology of Individual Differences. 2 sem hr
The objective and quantitative investigation of human variability in behavior phenomena and the factors influencing these differences. R. ANDERSON

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, 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.

LE 640 Individual Appraisal in Guidance. 2 sem hr
Methods of appraising the intellectual, academic, social and emotional status of pupils for the purpose of assisting them with their present and future adjustment. Emphasis is placed on the study of actual cases. Prerequisites: LE 545 Counseling Process and LE 547 Standardized Group Testing. WEEKS

LE 643 Practicum in Guidance. 2 sem hr
Supervised experience in all aspects of a school guidance program. Special emphasis is placed on counseling and other direct contact with students. The student will work in a guidance program under the direct supervision of the local cooperating counselor and will meet on campus in a weekly seminar. The equivalent of one school day per week is required for two credits. Prerequisite or corequisite: LE 546 Educational and Occupational Information and LE 640 Individual Appraisal in Guidance. WEEKS

LE 645 Organization and Administration of Guidance Services. 2 sem hr
A study of the means by which the philosophy and principles of guidance are implemented in practice. Deals with the roles and the administration of the various special guidance services in the total educational program. Guidance functions of various school staff members will be considered. Prerequisite: Practicum in Guidance or equivalent experience, or permission of the instructor. WEEKS

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, FRENCH, A. FIELDER

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 plus 6 hrs in Special Education. 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. 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 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. 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 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. CLEETON

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. CLEETON

CO 564 The Principalship. 2 sem hr
Study of organizational administrative theories and practices as they apply specifically in the work of elementary, junior and senior high school principals. Prerequisites: CO 562 and CO 563 Educational Leadership. LE 540 Curriculum Foundations. CLEETON

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 socio-economic 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

CO 651 Public Relations. 2 sem hr
The following topics will be explored: need for an organized public relations program; the role of the classroom teacher; role of the administrator: media and means used; and the roles of pupils, parents, patrons, and community groups, such as civic clubs, professional organizations. Prerequisite: a teacher's certificate. CLEETON

CO 653 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. INSTRUCTOR
CO 654 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, KOCH

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 sufficient 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
Evaluation of various syntactical patterns of high frequency and thorough drill upon them; practice in question formation and techniques for eliciting student responses; preparation and evaluation of lesson material; and remedial training in pronunciation difficulties. For the teacher of French in the elementary grades or the teacher who expects to take over such courses. GIBSON, OWENS

CU 518 French for Teachers of Elementary Grades. 2 sem hr
Evaluation of various syntactical patterns of high frequency and thorough drill upon them; practice in question formation and techniques for eliciting student responses; preparation and evaluation of lesson material; and remedial training in pronunciation difficulties. For the teacher of French in the elementary grades or the teacher who expects to take over such courses. GIBSON, 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 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 such authors as Homer, Sophocles, Shakespeare, Wordsworth, and Ibsen. DUME, COHN, JORDAN

24
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, set and costume design, 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. BARRETT

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

CU 546 Drawing and Painting (Watercolor). 2 sem hr
Watercolor painting. Discussion and experiment with problems and techniques unique in watercolor; individual studio instruction with group and individual evaluation. Prerequisite: 15 undergraduate hours in art or consent of instructor. Qualified senior students may enroll. CALKINS

CU 550 Children's Theatre. 2 sem hr
Methods of selecting, designing, and directing plays for children; problems encountered in elementary school productions. HALL

CU 553 The Development of Modern English. 2 sem hr
The history of the English language. The scientific principles involved in linguistic 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 564  Studies in Shakespeare.  2 sem hr
Studies in the historical, biographical, textual, and critical scholarship relevant to two or three of Shakespeare's plays. Investigations, reports, papers. Prerequisite: one course in Shakespeare.  VIRTUE

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 566  British Authors of the Sixteenth Century; Elyot, Sidney, Spenser.  2 sem hr
To examine in depth the artistic aim, techniques, and achievements of three British authors.  GOHN

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 568  American Authors: Dickinson, Robinson, Frost.  2 sem hr
To examine in depth the distinctive genius of three major American authors and to view three periods in America's literary history through the literature these writers have produced.  FOSTER

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 570  Milton.  2 sem hr
Because one of the most interesting aspects of the study of Milton is his intellectual development, the material will be read in chronological order as far as is practicable. Poems and selected items from the 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.

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CU 666 Literary Criticism. 2 sem hr
A study of various approaches to literary criticism with application to specific works. Prerequisite: 15 hours of Literature. EMLEY

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 the interrelations of physical and cultural factors which result in modern world patterns. Not open to students who hold 4 hours of credit in Geography. BROWN

SC 520 Introductory Chemistry. 2 sem hr
The relationship of chemistry to the earth sciences, physical sciences, and biological sciences; terms and definitions common to the several fields. Topics covered: the Periodic Table, modern theories of atomic structure, chemical processes and reactions in relation to physical surroundings and in relation to life processes. Students will develop and present experiments which can be used in the teaching of General Science. SPIKE, LAMKIN

SC 521 Biology of Man. 2 sem hr
Man as a living organism in the world of living organisms, emphasizing his place among, and relationships with, the other organisms of the world; the morphological, physiological, taxonomic, and ecological relationships of Man. Lectures, laboratory experiences, and field trips. LOESSELL

SC 522 Processes of Landform Development. 2 sem hr
An introduction to the varieties of landforms; the processes by which the landforms develop. The relation to landform development of rock and minerals, tectonic forces, gradational forces, and the association of landforms to climate, soil, natural vegetation, and man's activities. Lectures, demonstrations, laboratory work, and field trips. KNEILER

SC 528 Biogeography. 2 sem hr
Descriptive and historical plant and animal distribution and the basic principles governing the natural distribution in both space and time. D. BROWN

SC 533 Selected Topics in Mathematics. 2 sem hr
Topics in mathematics which are important to the teaching of General Science; scientific notation; the coordinate systems of astronomy and earth science together with their transformations to maps in the plane; ration, proportion, and the trigonometric relations; the probability and statistics of genetics. GOINGS

SC 536 Recent Trends in School Mathematics. 2 sem hr
To bring the inservice junior and senior high school teacher abreast with recent changes and proposals in school mathematics: special emphasis on the work of the School Mathematics Study Group. FITZGERALD

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 561 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 571 Chemical Demonstrations I. (The Chemical Elements) 2 sem hr
For elementary and junior high school teachers who have had no previous training in chemistry. Demonstrations will center around several common elements: hydrogen, oxygen, carbon, sulfur, chlorine, sodium, and magnesium; the identifying characteristics of each. The structure of atoms, the structural relationship of one kind of atom to another, and the artificial production of certain atoms. INSTRUCTOR

SC 552 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. Nod-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 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 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 509  UNESCO and Other International Agencies. 2 sem hr
Consideration of the nature and functions of UNESCO, FAO, UNICEF, The Colombo Plan and foreign aid programs of various countries. TABELLINI

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 I. 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. WITTKE

CI 516  Problems in Medieval History II. 2 sem hr
The intellectual and institutional history of the High and Late Middle Ages: education, philosophy, and Medieval institutions in a growing secular society. WITTKE

CI 517  Historical Background of Modern Britain. 2 sem hr
The history of Great Britain from 1815 to the present with primary emphasis on institutional development. Political, economic, social, and imperial problems will be examined, and Great Britain's role in today's world will be assessed. McLARTY

CI 518  Modern Germany. 2 sem hr
Liberalism and Nationalism following the Napoleonic era; the achievement of unity in the imperial structure, the impact of World War I; the problems of the Weimar Republic, the rise of the Nazi Dictatorship, World War II. WITTKE

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. SCHAPPER

CI 522  Social Mobility. 2 sem hr
A study of class, status and caste. The route of social mobility, types of mobility, and the relations between mobility and institutions and personality. Prerequisite: CI 520 or equivalent. CHOW

CI 523  Community Behavior and Social Change. 2 sem hr
The examination, on a sociological framework, of community power structure, voluntary social action groups, and institutional practices; their implications for producing or reducing social change. Prerequisite: CI 520 or equivalent. FAUMAN

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 525 Social Psychology. 2 sem hr
The order and regularity underlying processes of human interaction; motives and attitudes, social norms and roles, the socialization process, personality, and group membership. The effect of group membership upon individual behavior is stressed. Not open to students who hold credit in 250. R. SMITH

CI 527 Religion as a Social Institution. 2 sem hr
The place of the church in neighborhood, community, and society. The influence of religion on personality, social structure, and social change. Prerequisite: 4 courses in Sociology. SCHAEFFER

CI 530 Economics: Principles and Public Issues. 2 sem hr
The basic analytic tools of economic theory and their use in considering policy for current major problems, such as: the allocation of productive resources, distribution of the national income, relationships between government and business, agricultural policy, labor unions, inflation, fiscal policy, economic growth and development, and international economic policy. Not open to students who hold credit in Economics. MCCARTHY

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

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 543 Political Behavior. 2 sem hr
Empirical and theoretical knowledge concerning certain aspects of the actions and interactions of men in the political process; political participation, political affiliation and party identification, political leadership, political communication, political institutions, and voting behavior. Prerequisite: one course in Political Science. APPLEGATE

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

CI 552 Social Studies of Michigan. 2 sem hr
The geographic, economic, political and sociological backgrounds of important historical events in Michigan. The Indians, French, and British in Michigan; the territorial period; early statehood; the rise of mining, lumbering, manufacturing, and commercial agriculture; the utilization of natural resources for recreation. Prerequisites: one Geography course and one American History course. ZOBEL

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). 8 sem hr DelLONG

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

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CI 574 Africa Today. 2 sem hr
The political, economic and cultural problems of Africa against the background of a divided world. Such regional geography as is vital to an understanding of the foregoing will be systematically treated. MARTIN

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 587 State and Local Government. 2 sem hr
Forms and functions of state and local government. Not open to students who hold credit in 202. ENGELSMAN

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, R. SMITH

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.

CI 670 Geographic Thought. 2 sem hr
The nature and scope of geography; geographers and their contributions; bibliography.
The geographic method and its application to issues drawn from the various geogra­
phies. MARTIN

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. Prerequisite: 15 hours graduate credit in History.
STAFF

CI 688 Historiography. 2 sem hr
A critical study of the writings, philosophy and influence of major historians. Pre­
requisite: 15 hours of graduate credit in History. STAFF

CI 696 Seminar in History. 2 sem hr
Research in problems of significance in history; areas of concentration will vary. The
preparation of a paper demonstrating the ability of the student to apply the canons
of historical scholarship will constitute a substantial part of the course. Prerequisite:
15 hours graduate credit in History plus 687 Historical Method. STAFF

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 ex­
amples of graphs, charts, and similar representations used by teachers and admin­
istrators. 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 lab­
oratory 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 lab­
oratory experience. WESCOTT

SS 524 Problems in Technical Drawing. 2 sem hr
Selected drawing problems related to the training and experience of individual stu­
dents. 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. Prerequisite: 4 hours Electricity
LABOUNTY

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

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SS 527 Graphic Arts. 2 sem hr  
General graphic arts including: letterpress, planographic, and silk-screen printing;  
book binding, linoleum-block carving, papermaking, and rubber-stamp making. Emphasis on manipulative skills in the classroom. BENDEN

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. INSTRUCTOR

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 544 Home Equipment. 2 sem hr  
Fundamental principles governing the selection, operation and care of equipment, both large and small, used in the home. Recent developments in equipment, including: new types, automatic features, servicing, versatility and adaptibility. A. FIELDER

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

SS 546 Family Development. 2 sem hr  
Experience in tracing family growth through predictable stages of development. Pre-requisite: one course in Family Life. BURSON

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 548 Modern Housing. 2 sem hr  
The importance to families of the houses in which they live, and the economic, social, health, psychological, functional and artistic problems in this area. Changing concepts and practices in housing American families; size of homes, costs, use of space, structural materials, air conditioning, illumination, plumbing, landscaping, and sanitation. A. FIELDER

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

34
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 art. WILLOUGHBY

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

SS 582 Problems in Metalwork. 2 sem hr
Selected problems in metalwork areas; problems are related to the training and experience of individual students. LABOUNTY

SS 589 Advanced Studies of Athletic Training. 2 sem hr
Administrative policy and responsibilities of athletic injuries will be discussed. Manipulation, diagnosis, treatment and therapy of traumatic injuries will be offered. Individual and special problems will be considered. HERSHEY

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, 589, 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.

SS 625 Advanced Problems in Practical Electricity. 2 sem hr
Advanced problems in practical electricity for teachers; problems are related to the training and experience of individual students. Prerequisite: 525 Problems in Practical Electricity. LABOUNTY

SS 628 Problems in Architectural Drawing. 2 sem hr
Selected problems related to architectural drawing. Prerequisite: 4 hours in Drawing. RISK

SS 629 Modern Concepts of Industrial Education 2 sem hr
An analysis and interpretation of current concepts and trends in industrial education; historical contributions to contemporary practices. Open to majors in Industrial Arts. CHAMBERLAIN
GRADUATE SCHOOL FACULTY

COUNCIL, 1960-1961


FACULTY

Ackerman, Catherine A. (1947) Associate Professor of English
A.B., Eastern Michigan University; A.M., Ph.D., Michigan

Anderson, Robert L. (1957) Associate Professor of Education
A.B., Northern Michigan College; A.M., Columbia University; Ph.D., New York University

Applegate, Albert A. (1957) Instructor in Political Science
A.B., Princeton University; A.M., Michigan

Armstrong, Roger R. (1957) Assistant Professor, Supervising Teacher of Art, Roosevelt School
B.S., Miami University; A.M., University of New Mexico

Baltzer, Susanna (1954) Assistant Professor, Supervising Teacher of Special Education
B.S., Eastern Michigan University; A.M., Illinois

Barnes, James M. (1955) Associate Professor of Physics
B.S., Eastern Michigan University; M.S., Ph.D., Michigan State University

*Barnhart, Tomkins (1956) Assistant Professor, Supervising Teacher of Junior High Mathematics, Lincoln Consolidated School
B.S., Ball State Teachers College; M.S., Indiana

Beckwith, Cornelia L. (1956) Assistant Professor, Home Economics
Ph.B., University of Chicago; A.M., Columbia

Belcher, Robert O. (1946) Head, Department of Natural Science
A.B., Berea College; Purdue; M.S., Ph.D., Michigan; University of London

Benden, Robert A. (1953) Assistant Professor of Industrial Arts
B.S., Eastern Michigan University; Michigan; A.M., Eastern Michigan University

Bensen, Alice R. (1947) Professor of English
A.B., M.A., Washington University; The Sorbonne; Ph.D., University of Chicago

Birleson, Clifford (1951) Assistant Professor of Education
A.B., Western Michigan University; A.M., Michigan; Michigan

Blackenburg, Howard (1938)  Professor of History
A.B., Walla Walla; A.M., Washington; Ph.D., Wisconsin

Blume, Robert (1960)  Assistant Professor of Education
B.S., Ohio State University; M.A., Michigan; Michigan

Bos, William H. (1956)  Associate Professor of Speech
A.B., Wheaton College; A.M., Washington University; Ph.D., Michigan

Brower, George (1954)  Associate Professor of Education
B.S., Western Michigan University; A.M., Michigan; Ph.D., Cornell

Brown, Albert W. (1958)  Dean of the College of Arts and Sciences
A.B., Syracuse University; D.S.S., Syracuse University

Brown, Donald F. M. (1956)  Associate Professor of Natural Science
A.B., M. S., Ph.D., Michigan

Burson, Susan M. (1953)  Head, Department of Home Economics
B.S., Georgia; A.M., Columbia; Florida State

Calkins, Kingsley M. (1950)  Head, Department of Art
B.S., Eastern Michigan University; A.M., Michigan; Michigan; Detroit Society of Arts and Crafts

Callahan, Roger J. (1956)  Associate Professor of Special Education
A.B., University of Michigan; The Merrill-Palmer School; Ph. D., Syracuse University

Caswell, Herbert H., Jr. (1955)  Associate Professor of Natural Science
B.S., Harvard; A.M., UCLA; Ph.D., Cornell

Chamberlain, Duane G. (1931)  Professor of Industrial Arts
B.S., Eastern Michigan University; A.M., Ph.D., Michigan

Chow, Yung-teh (1958)  Assistant Professor of Sociology
A.B., National Tsing Hua University, Peiping, China; A.M., Ph.D., University of Chicago

Cleaton, Kenneth H. (1957)  Head, Department of Education
B.S., A.M., University of Missouri; Ed.D., University of Colorado

Curtis, Martha E. (1936)  Professor of Natural Science
A.B., A.M., Nebraska; Ph.D., Cornell

Daisher, Nollie M. (1957)  Assistant Professor of Education
B.S., Wayne State University; M.S., Syracuse University

Dart, Jane McAllister (1942)  Assistant Professor of Art
Pratt Institute; A.B., A.M., Ohio State; Arkansas; Ohio State; Michigan; Detroit Arts and Crafts

DeLong, George C. (1947)  Professor of Geography
A.B., Illinois; A.M., Columbia; Illinois Normal University; Illinois; Ph.D., Michigan

DeVries, Harry (1946)  Professor of History
A.B., Hope College; A.M., Ph.D., Michigan

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Disbrow, Donald W. (1956)  
Associate Professor of History  
A.B., Haverford College; Ph.D., University of Rochester

Drummond, Donald F. (1958)  
Head, Department of History and Social Sciences  
A.B., Western Michigan University; A.M., Ph.D., Michigan

Dume, Thomas L. (1957)  
Associate Professor of English  
A.B., Michigan; A.M., Columbia; Ph.D., Temple University

Early, Madeline (1956)  
Associate Professor of Mathematics  
A.B., Hunter College; A.M., Ph.D., Bryn Mawr

Elder, Richard D. (1960)  
Lecturer in Education  
B.S., M.A., Temple University; Michigan

Emery, Byron E. (1956)  
Assistant Professor of Geography  
A.B., M.A., University of Hawaii; Institute of Far Eastern Languages, Yale; Michigan

Engelsman, Anthony (1925)  
Associate Professor of Political Science  
A.B., Hope College; A.M., Michigan; Michigan

Falahee, Hilton G. (1947)  
Assistant Professor of Mathematics  
A.B., Eastern Michigan University; A.M., Michigan; Michigan

Fauman, S. Joseph (1958)  
Associate Professor of Sociology  
A.B., A.M., Ph.D., Michigan

Fenwick, Ruth G. (1952)  
Assistant Professor of Music  
B.Sch.Mus., Bluffton College; A.M., Ohio State; Northwestern University; Michigan; University of Southern California

Fielder, Gordon W. (1954)  
Associate Professor of Education  
B.S., Kansas; M.S., M.Ed., Ed.D., Illinois

Fisher, Robert J. (1955)  
Associate Professor of Education  
A.B., A.M., Ed.D., Stanford

Foster, Milton P. (1947)  
Associate Professor of English  
A.B., Waynesburg College; A.M., Pittsburgh; Ph.D., Michigan

Fulton, C. Wayne (1956)  
Assistant Professor, Audiologist, Horace H. Rackham School of Special Education  
A.B., Grinnell College; A.M., Western Reserve University

Gallagher, James W. (1958)  
Assistant Professor of Geography  
B.S., M.S., Illinois State Normal University; Ph.D., University of Illinois

Gates, Mary F. (1942)  
Professor of Education  
A.B., Lawrence College; M.S., Chicago; Ph.D., Wisconsin

Gauerke, Herbert J. (1949)  
Associate Professor of German  
A.B., Capital University; A.M., Illinois; Ph.D., Marquette

Gesler, Ralph A. (1952)  
Assistant Professor of Education; Assistant Director of Field Services  
B.S., Western Michigan University; A.M., Michigan; Michigan
Cex, R. Stanley (1954) Dean, College of Education; Director of Summer Session; Professor of Education
B.S., State Teachers College, Maryville, Missouri; M.A., Ed.D., University of Missouri

Gibson, Eugene M. (1956) Associate Professor of Foreign Languages
A.B., A.M., University of Oklahoma; Ph.D., University of California

Giles, Richard A. (1947) Professor of Natural Science
B.S., Massachusetts State College; M.S., Ph.D., Michigan State University; Cornell University

Gloeckler, Raymond (1958) Associate Professor of Art
B.S., M.S., University of Wisconsin; Wisconsin

Gohn, Ernest Salisbury (1958) Associate Professor of English
A.B., Ph.D., Johns Hopkins University

Goings, Edmond W. (1946) Assistant Professor of Mathematics
A.B., Eastern Michigan University; A.M., Michigan; Michigan

Haug, Ralph A. (1946) Professor of English
A.B., Carleton College; A.M., Minnesota; Ph.D., Ohio State

Herrick, Frances M. (1950) Associate Professor of Occupational Therapy
A.B., A.M., Michigan; B.S., Eastern Michigan University; O.T.R.; Columbia University

*Hester, Kathleen B. (1945) Professor of Education
B.S., Carnegie Institute of Technology; A.M., Ph.D., Pittsburgh

Hulsopple, Bill G. (1959) Assistant Professor of Theatre and Speech
B.S. in Ed., University of Dayton; M.A., University of Denver; Ph.D., Ohio State University

Isbell, Egbert R. (1937) Professor of History
A.B., Michigan; Frankfurt (Germany); A.M., LL.B., Ph.D., Michigan

James, Dorothy (1927) Associate Professor of Music
Graduate, Chicago Musical College; B.M., M.M., American Conservatory of Music; Eastman; Roosevelt University; Michigan

Johnson, Bert M. (1951) Professor of Natural Science
B.S., A.M., Ph.D., Michigan

Jordan, Hoover H. (1939) Professor of English
A.B., Yale; A.M., Ph.D., Cornell

LaBounty, Raymond A. (1945) Associate Professor of Industrial Arts
B.S., Eastern Michigan University; A.M., Michigan; Michigan

Langman, Muriel Potter (1950) Professor of Education
A.B., Barnard College; A.M., Ph.D., Columbia

Leib, Floyd I. (1925) Assistant Professor of Physics
A.B., Eastern Michigan University; A.M., Michigan; Michigan

Lewis, Bertha G. (1958) Assistant Professor, Supervising Teacher, Horace H. Rackham School of Special Education
M.S. in Ed., Michigan; B.S. in Ed., Wayne State University

Lotz, John F. (1949) Professor of Business Studies
B.S., Temple; A.M., New York University; Ed.D., Temple; Rutgers; Columbia

McCarthy, Mary (1960) Instructor in Economics
B.A., Vassar; M.A., Columbia University; University of Chicago; Michigan

MacDonald, Alister (1948) Assistant Professor, Supervising Teacher of Social Studies, Roosevelt School

McLarty, R. Neil (1958) Associate Professor of Business Studies
A.B., Eastern Michigan University; A.M., Ph.D., Michigan; University of London

McWilliams, Robert O. (1956) Associate Professor of Political Science
A.B., Michigan; M.P.A., Wayne; Ph.D., Michigan

Maddox, Notley S. (1947) Professor of English
B.S., A.M., Ph.D., Ohio State

Martin, Geoffrey J. (1959) Assistant Professor of Geography
B.S.C., London School of Economics; P.G.C.E., University of London; A.M., University of Florida; University of London

Miller, Marjorie M. (1946) Assistant Professor of English
A.B., Nebraska State Teachers College (Peru); Nebraska; A.M., Michigan

Monahan, Thomas O. (1953) Assistant Professor of Education
B.S., Willimantic (Connecticut) State Teachers College; A.M., Connecticut; Columbia

Morgan, Haydn M. (1941) Head, Department of Music
B.S.M., A.M., New York University

Morse, Kenneth (1960) Assistant Professor of Education
A.B., Taylor University; B.D., McCormick Theological Seminary; A.M., University of Michigan

Myers, Allen (1958) Head, Department of Special Education and Occupational Therapy; Director, Horace H. Rackham School of Special Education
B.M., M.M., North Texas State College; A.M., Ph.D., University of Iowa

Nanry, Gertrude M. (1952) Assistant Professor of Arts and Crafts
Lincoln Consolidated School
B.S., Eastern Michigan University; A.M., Michigan State University

Northey, James H. (1957) Assistant Professor of Mathematics
B.S., Northern Michigan College; M.S., Michigan

Olds, Lloyd W. (1921) Head, Department of Physical Education, Health, Recreation and Athletics
A.B., Eastern Michigan University; M.S., Dr.P.H., Michigan
Owens, J. Henry (1940) Head, Department of Foreign Languages
A.B., Franklin College; A.M., Ph.D., Minnesota

Palmer, David E. (1952) Assistant Professor of Special Education;
Speech Correctionist
A.B., A.M., Michigan; Michigan

Pate, Robert S. (1946) Head, Department of Mathematics
A.B., Nebraska State Teachers College (Peru); A.M., Nebraska; Ph.D.,
Illinois

Pearce, Haywood J., Jr. (1946) Professor of History
A.B., A.M., Emory University; Ph.D., Chicago; Columbia; Paris, Strass-
burg

Peterson, Ralph G. (1946) Assistant Professor of Education
B.S., Northern Michigan College; Michigan State University; A.M.,
Michigan; Michigan

Porretta, Louis (1960) Assistant Professor of Education
A.B., Eastern Michigan University; M.Ed., Wayne; Wayne

Reister, Floyd N. (1957) Assistant Professor of Education
B.S. in Ed., A.M., Ohio State; Ed.D., Wayne State

*Rice, Charles A. (1956) Associate Professor of Education
A.B., Colorado State College; M.Ed., University of Washington; Ed.D.,
Columbia

Riley, Maurice W. (1947) Associate Professor of Music;
Supervising Teacher of Music, Roosevelt School
A.B., A.M., Colorado State College of Education (Greeley); M.Mus.,
Ph.D., Michigan

Risk, Beverly (1957) Assistant Professor, Supervising Teacher,
Lincoln Consolidated School
A.B., A.M., Michigan; Merrill-Palmer

Risk, Norman W. (1949) Associate Professor of Industrial Education
B.S., Eastern Michigan University; A.M., Michigan; Tri-State Engineer-
ing College

Robinson, Julius M. (1947) Head, Department of Business Studies
B.S., Southwest Missouri State College; A.M., Northwestern; Ed.D.,
New York University

Robinson, Robert S. (1959) Assistant Professor of Education
A.B., M.A., University of Michigan; Wayne State University; University
of Edinburgh; Michigan

Rogell, William (1960) Lecturer in Geography
A.B., M.A., Wayne State University; Michigan

Rogers, Agnes L. (1955) Assistant Professor, Elementary Special
Education Teacher
A.B., Tennessee; New York School of Social Work; A.M., George
Peabody College

Roser, Gertrude (1926)  Assistant Professor, Principal of the Horace H. Rackham School of Special Education  B.S., Wayne State University; A.M., Teachers College, Columbia University  

Roth, Earl A. (1954)  Professor of Business Studies  A.B., A.M., Ohio State; Missouri; Ed.D., Indiana  

Sattler, John W. (1947)  Head, Department of English and Speech  A.B., Yankton College; A.M., Michigan; Columbia; Ph.D., Northwestern  

Schaffer, Albert (1956)  Associate Professor of Sociology  A.B., University of Chicago; A.M., Columbia; Ph.D., University of North Carolina  

Sill, Margaret E. (1921)  Associate Professor of Geography  A.B., Eastern Michigan University; A.M., Columbia; Clark; Michigan  

Sinclair, Joseph T. (1957)  Assistant Professor of Geography  A.B., Michigan; A.M., Columbia University; Ph.D., Michigan  


Smith, Harry L. (1920)  Head, Department of Physics and Astronomy  B.Pd., Eastern Michigan University; B.S., M.S., Ph.D., Michigan  

Smith, Ralph V. (1959)  Assistant Professor of Sociology  A.B., Eastern Michigan University; A.M., Michigan; Michigan  

Snyder, Carl D. (1957)  Assistant Professor of Economics  B.S., Heidelberg College; A.M., Miami University; Syracuse University  

Spike, Clark G. (1958)  Associate Professor of Chemistry  B.S., Eastern Michigan University; Wayne State; M.S., Ph.D., Michigan  

Stillwell, H. Daniel (1960)  Assistant Professor of Geography  B.S., M.A., Duke University; Michigan State University  

Studt, Earl K. (1936)  Assistant Professor of Education; Associate Director of Field Services; Director of Alumni Relations  A.B., Eastern Michigan University; M.S., Michigan; Michigan  

Thomas, Clinton E. (1959)  Assistant Professor of Physics  A.B., M.S., Michigan  

Tothill, Herbert (1960)  Assistant Professor of Education  B.S., University of Rochester; M.A., University of Hawaii; Ph.D., Syracuse University  

Treado, Bernard M. (1953)  Assistant Professor, Supervising Teacher of Special Education  A.B., Northern Michigan College; A.M., Michigan  

Tyler, Quinn (1955)  Assistant Professor of Art  B.A.E., M.A.E., School of the Art Institute of Chicago
Underbrink, Eula M. (1936) —— Associate Professor of Home Economics
B.Ed., Illinois State Normal University; A.M., Columbia; Columbia; Wisconsin

Virtue, John B. (1946) —— Professor of English
A.B., A.M., Nebraska; Chicago; Wisconsin; Ph.D., Yale

Wallace, Merry Maude (1945) —— Assistant Professor, Supervising Teacher of Special Education
B.S., Wisconsin; Eastern Michigan University; A.M., Michigan; Michigan

Warren, Elizabeth (1938) —— Professor of History
A.B., Carleton College; A.M., Ph.D., Northwestern

Waugh, Edgar W. (1927) —— Professor of Political Science
A.B., A.M., Mississippi; Columbia; George Washington University; Michigan

Wawrzaszek, Frank (1957) —— Assistant Professor of Special Education
B.S., University of State of New York, Teachers College (Cortland); Ed.M., Boston University

Weeks, James S. (1957) —— Associate Professor of Education
B.S., University of New Hampshire; M.S., Ed.D., Syracuse University

Wells, Phillip G. (1959) —— Assistant Professor of Education
B.S., Hampton Institute; M.S. in Ed., Ed.D., University of Pennsylvania

Westcott, John T. (1951) —— Assistant Professor of Industrial Arts
B.S., Eastern Michigan University; A.M., Wayne University; Michigan

Willoughby, George A. (1929) —— Head, Department of Industrial Education and Applied Arts
B.S., E.E., Michigan State University; A.M., Michigan

Wittke, Reinhard (1956) —— Associate Professor of History
A.B., A.M., Michigan; University of Munich; Ph.D., Michigan

Wolfe, M. Doyne (1925) —— Associate Professor of Foreign Languages
A.B., Indiana; A.M., Michigan; Student in Curso de Verano Para Extranjeros, Madrid, Spain; University of Grenoble, France; University of Mexico; Michigan

Work, William (1951) —— Professor of Speech and Director of Theatre
A.B., Cornell; A.M., Ph.D., Wisconsin

Woronoff, Israel (1956) —— Associate Professor of Education
A.B., A.M., Ph.D., Michigan

Wolowitz, Howard (1960) —— Lecturer in Education
B.S., City College New York; M.A., Michigan; Michigan

Wright, Sara E. (1945) —— Assistant Professor of Special Education; Physical Therapist
B.S., Syracuse; A.M., New York University; Walter Reed General Hospital; Minnesota
Zickgraf, Palmer L. (1948) Associate Professor of Foreign Languages and History
A.B., A.M., Indiana; Ph.D., Illinois

Zobel, Herbert L. (1957) Assistant Professor of Geography
B.S. in Ed., M.S. in Ed., Illinois State Normal University; University of Chicago; Northwestern University

Visiting Lecturers

Ardis, Evart, M.A., Director, Bureau of Appointments and Occupational Information and Lecturer in Education, University of Michigan, Ann Arbor, Michigan

Baty, Charles, M.A., Guidance Counselor, Birmingham Public Schools, Birmingham, Michigan

Bennie, W. A., Ed.D., Director of Student Teaching and Associate Professor of Education, Miami University, Oxford, Ohio

Chamis, George, Ph.D., Consultant of Pupil Welfare Services, Flint Public Schools, Flint, Michigan

Damann, Kenneth, Ph.D., Professor of Botany, Eastern Illinois University, Charleston, Illinois

Fielder, Anita, M.S., Lecturer in Home Economics, Eastern Michigan University, Ypsilanti, Michigan

Hammond, Carl, Ph.D., Ballenger Chair in History, Flint Junior College, Flint, Michigan

Hawkins, Lawrence, A.M., Principal, Samuel Ach Junior High School, Cincinnati, Ohio

Johnsen, Albert, A.M., Superintendent, Willow Run Public Schools, Ypsilanti, Michigan

Koch, Harlan, Ph.D., Former Associate Dean of Horace H. Rackham School of Graduate Studies, University of Michigan, Ann Arbor, Michigan

Lear, Lydia, M.A., Supervisor, Clarenceville Public Schools, Livonia, Michigan

Lyman, William, M.A., Architect, Smith and Smith Architects, Royal Oak, Michigan

Maeder, John, M.A., Washtenaw County Board of Education, Ann Arbor, Michigan

Manley, Frank, M.A., Assistant Superintendent of Schools and Director of the Mott Foundation, Flint, Michigan

Meston, Eleanor, M.A., Associate Professor Emeritus, Supervising Teacher, Elementary, Eastern Michigan University, Ypsilanti, Michigan
Miller, Lawrence, M.E., Teacher Coordinator, Dearborn Public Schools, Dearborn, Michigan

Moulton, Benjamin, Ph.D., Professor of Geography, Flint Junior College, Flint, Michigan

Salcau, John M., A.M., Principal, Erickson School, Ypsilanti, Michigan

Siders, Bruce R., M.A., Superintendent of the Michigan School for the Deaf, Flint, Michigan

Tabellini, Mariella, Ph.D., Chief of Party for UNESCO in Cambodia

Totten, W. Fred, Ph.D., Director of the Graduate Training Program in Community Education, Flint, Michigan

VanAken, Elbert W., Ed.D., Assistant Director, Bureau of Appointments and Occupational Information, University of Michigan, Ann Arbor, Michigan

Walker, Howard, M.A., Psychologist, Ann Arbor Public Schools, Ann Arbor, Michigan

Williams, Eirian, B.Sc., Teachers Diploma, Lecturer in Education, University of Sheffield, Sheffield, England