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CALENDAR

SUMMER SESSION 1962

June 25, Monday .............................................................. Registration
June 26, Tuesday ............................................................... Classes begin
July 4, Wednesday .............................................................. Fourth of July recess
July 30, Monday ............................................................... Convocation to honor summer school graduates
August 2, 3, Thursday, Friday ........................................ Final examinations, six-week session
August 3, Friday .............................................................. Six-week session closes

POST-SUMMER SESSION 1962

August 6, Monday through August 17, Friday ......................... Daily 9 to 4

FALL SEMESTER 1962

August 20 - September 5 ..................................................... Pre-registration conferences
September 5, Wednesday ............................................. Mail registrations accepted if postmarked on or before this date
September 10, 11, MT ..................................................... Campus registration in Bowen Field House for all students who have not registered by mail
September 15, 17, 18, 19, 20, SaMTWTh ................................ Classes begin
November 21, 22, 23, 24, W (after 5 PM) ThFSa ........................ Thanksgiving recess
December 20, Thursday noon ........................................... Holiday vacation begins
January 3, Thursday ........................................................ Classes resume
January 12-24 ............................................................... Final examinations
January 20, Sunday ............................................................ Mid-year Commencement

SPRING SEMESTER 1963

January 14-30 ............................................................... Pre-registration conferences
January 30, Wednesday ............................................. Mail registrations accepted if postmarked on or before this date
February 4, 5, MT ......................................................... Campus registration in Bowen Field House for all students who have not registered by mail
April 12, Friday noon ....................................................... Spring vacation
April 22, Monday ............................................................ Classes resume
May 16-29 ................................................................. Final examinations
May 30, Thursday ............................................................ Memorial Day
June 8, Saturday .............................................................. Commencement
Eastern Michigan University
YPSILANTI, MICHIGAN

GOVERNMENT OF THE UNIVERSITY

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

STATE BOARD OF EDUCATION

Chris H. Magnusson ......................... President
Cornelia A. Robinson ........................... Vice President
Lynn M. Bartlett ............................ Secretary
Frank Hartman ............................ Member

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Lynn M. Bartlett

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Vice President for Instruction .......................... Bruce K. Nelson
    Dean of the College of Education ............................. R. Stanley Gex
    Dean of the College of Arts and Sciences ................. Albert W. Brown
Vice President for Student Affairs .......................... William C. Lawrence
    Dean of Admissions and Student Activities .................. Ralph F. Gilden
Registrar .............................................. Everett L. Marshall
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    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
General Information

History

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

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

In 1897, recognizing that a good institution of teacher education must also be a good college, the legislature authorized the State Board of Education to designate the school as Michigan State Normal College. In 1899 this became its legal name. By act of the state legislature in the session of 1955, the college became Eastern Michigan College. On June 1, 1959, the college became Eastern Michigan University. A substantial proportion of the students who come to Eastern Michigan University come to get a good liberal education. It is the basic judgment of those concerned with the operation of the college that teachers are not "trained" but are educated and that the education needed for a good teacher is also the education for a good citizen.

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 six residence halls for women, two 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 $738.00 for the aca-
demic year. Apartment units rent for $70.00 per month for one-bedroom
apartments and $80.00 per month for two-bedroom apartments. The uni-
versity reserves the right to revise these rates when necessary. Applica-
tions and additional information may be obtained from the Director of
Housing.

Recreation and Social Life

Detailed information concerning recreational and social life on the uni-
versity campus may be found in the undergraduate catalog. Except for
intercollegiate athletics, graduate students are eligible and urged to par-
ticipate in all phases of the university’s extracurricular life.

Student Employment Possibilities on Campus

Employment for students is handled through the Placement Office. Stu-
dents 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 grad-
uate 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

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Michigan Resident Students</th>
<th>Non-Resident Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Tuition</td>
<td>University Fees</td>
</tr>
<tr>
<td>1 - 2</td>
<td>$12.00</td>
<td>$23.00</td>
</tr>
<tr>
<td>3 - 4</td>
<td>24.00</td>
<td>29.00</td>
</tr>
<tr>
<td>5 - 6</td>
<td>36.00</td>
<td>35.00</td>
</tr>
<tr>
<td>7 - 8</td>
<td>48.00</td>
<td>41.00</td>
</tr>
<tr>
<td>9 or more</td>
<td>66.50</td>
<td>47.50</td>
</tr>
</tbody>
</table>

### SUMMER SESSION

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Michigan Resident Students</th>
<th>Non-Resident Students</th>
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</thead>
<tbody>
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<tr>
<td>5 - 6</td>
<td>36.00</td>
<td>35.00</td>
</tr>
<tr>
<td>7 - 8</td>
<td>48.00</td>
<td>41.00</td>
</tr>
</tbody>
</table>

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

Residence in Michigan for the purpose of registration IN THE INSTITUTIONS OF HIGHER EDUCATION UNDER THE STATE BOARD OF EDUCATION shall be determined according to the state constitutional provision governing the residence of electors (See Article III, Section 1); that is, no one shall be deemed a resident of Michigan for the purpose of registration in the university unless he has resided in this state six months next preceding the date of his proposed enrollment.

A. THE PARENT, GUARDIAN, OR PERSON OVER 21 YEARS OF AGE MUST RESIDE IN THIS STATE FOR SIX MONTHS PRIOR TO THE DATE OF REGISTRATION.

B. The residence of minors shall follow that of their legal guardian.

C. MILITARY PERSONNEL STATIONED IN MICHIGAN, AND UNIVERSITY STAFF SHALL BE CONSIDERED AS MICHIGAN RESIDENTS.

D. Persons of other countries, who have been granted immigrant or permanent residence visas and who otherwise have met these requirements for residence, shall be regarded as eligible for registration as residents of Michigan. (A PERSON FROM ANOTHER COUN-
TRY MUST POSSESS A PERMANENT RESIDENCE OR IMMIGRANT'S VISA AS WELL AS POSSESS OTHER STATED QUALIFICATIONS FOR MICHIGAN RESIDENCE. HOLDERS OF STUDENT VISAS CANNOT QUALIFY.

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

In determining the residence status, the designated official will apply the following rules:

1. The residence of any student under the age of 21 will be determined by residence of his parents or legal guardians.

2. Any student previously registered as a non-resident student, if a minor, may be given residence status as soon as he can prove his parent, parents, or legal guardian has been accepted by an election official as a resident elector in the State of Michigan. If the student is 21 or older, he may be given residence status as soon as he can prove he has been accepted as a resident elector in like manner.

3. Any student previously registered as a resident student and who later fails to qualify as a resident of Michigan in accordance with the above policy, will be considered as a non-resident.

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, and forms requesting refunds will be initiated by the Graduate Office.

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, and forms requesting refunds will be initiated by the Graduate Office.

Summer Session

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 after the final official registration day—none.

In all cases the date of reporting withdrawal to the Graduate Office will be used, and forms requesting refunds will be initiated by the Graduate Office.

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. No refund will be granted for decrease in academic load after the 7th day.

In all cases the date of reporting withdrawal to the Graduate Office will be used, and forms requesting refunds will be initiated by the Graduate Office.

Mail Registration

It is possible to complete graduate registration by mail. During a period preceding each session, the Graduate Office will send registration materials upon request to qualified students. If returned within the time limit listed in the 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 a 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
Geography
History
Industrial Arts
Literature
Physical Education (tentative – September, 1962)
Fine Arts (under study)
Art Education (under study)

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, there­
fore, 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 pro­
visional 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 a master’s degree and to the Ed.S. (Specialist in Education) degree.
One or more may receive approval for the academic year beginning Sep­
tember, 1962. 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 compe­
tence: (LE) Individual and Group Learning; (CO) The School and Com­
munity Foundations; (CU) Contemporary Culture and Its Background;
(SC) Science and Scientific Method; and (CI) Contemporary Civilization
and Its Background; and (SS) Specialized Subjects.

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 in­
stitutions, 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 ac­
cepted 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 and 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>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>A−</td>
<td>7</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
</tr>
<tr>
<td>B−</td>
<td>4</td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>C−</td>
<td>1</td>
</tr>
<tr>
<td>E Unsatisfactory (denotes failure)</td>
<td>0</td>
</tr>
<tr>
<td>I Incomplete</td>
<td></td>
</tr>
<tr>
<td>W Withdrawal</td>
<td></td>
</tr>
</tbody>
</table>

Approval for graduation and for candidacy require a grade-point average of 5.0 or B.

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 re-
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.

A candidate for a certificate should check with the Registrar's Office to make certain that all requirements and application forms have been completed.

Financial Obligations

A student is eligible for registration or for graduation only after financial obligations with the University have been met. Reports of grades, transcripts 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 extenuating 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. R. ANDERSON, HIER, JOHNSON, MORSE, 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. R. ANDERSON, MORSE, 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

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. R. ANDERSON, GATES, HIER, MORSE

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, GREGERSON, KIRCHHOFF, MYERS, TENNY, 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. HEGGE, 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. TOTHILL, WORONOFF

LE 510 Education and Treatment of Cerebral Palsied Children. 2 sem hr
Provides an interpretation of the cerebral palsied child. It is primarily a background course for teachers. Major attention is given to the characteristics of the types of cerebral palsy. The problems of education and treatment are reviewed and opportunity is provided to observe children in the classroom and treatment room. Prerequisite: LE 506 Education of Exceptional Children. WRIGHT, WALLACE AND STAFF

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

LE 513 The Slow-Learner in the Classroom. 2 sem hr
Adjusting the curriculum for slow-learning children; problems of identification, methods and materials, curriculum modifications, and remedial techniques. (This course is not an equivalent or a substitute for LE 558-559.) EATON, KINGSTON

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: LE 506 Education of Exceptional Children. MOTTO

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: LE 506 Education of Exceptional Children. MOTTO

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: LE 506 Reading Methods or equivalent. ELDER, HESTER, LANGMAN, LEAR, O’CONNOR, 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: LE 506 Education of Exceptional Children, and Abnormal Psychology. MOTTO

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. MORRIS, MOTTO

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. 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 525 Resource Materials for the Elementary School. 2 sem hr
Criteria and sources for selection and purchase of books, pamphlets, periodicals, and free materials for nursery school through the sixth grade. M. ROBINSON

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, WORONOFF

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. CZAP

LE 530 Psychological and Educational Statistics. 2 sem hr
The tools of descriptive statistics applied to psychological and educational research. R. ANDERSON, MORSE, WOLOWITZ

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. CLEFTON, VANEGMOND, 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. M. 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 the 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. ALBRITTON, BALZER, FULTON, PALMER, SATTLER

18
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, REISTER

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. BLUME, FISHER, MONAHAN, OVERTON

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. FIELDER, RICE, SLAY

LE 543 Core Curriculum. 2 sem hr
An insight into the nature and techniques of core teaching. FIELDER, 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 or LE 549 Guidance in Elementary Schools. BATY, BIRLESON, DAISHER, REISTER, STANLEY

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: LE 544 Guidance or LE 549 Guidance in Elementary Schools. BATY, DAISHER, STANLEY

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: LE 544 Guidance or LE 549 Guidance in Elementary Schools. 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. HIER, STANLEY

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 544 Guidance or LE 549 Guidance in Elementary Schools. DAISHER

LE 549 Guidance in Elementary Schools. 2 sem hr
Fundamental principles, basic materials, cooperating personnel, and techniques of classroom guidance in elementary schools. Not open to students who have credit in 405 Guidance Function or LE 544 Guidance. BIRLESON

LE 552 Methods of Teaching the Acoustically Handicapped I. 2 sem hr
Curriculum development and classroom management of the acoustically handicapped. Methods of teaching pre-school, primary, intermediate, and secondary levels; language development, reading, composition, arithmetic, and other school subjects; and special devices for language presentation. Must be taken concurrently with LE 553 Methods of Teaching Acoustically Handicapped II. BALTZER, FRENCH, SWARTWOOD
LE 553  Methods of Teaching the Acoustically Handicapped II.  2 sem hr
Continuation of LE 552 Methods of Teaching the Acoustically Handicapped I.
BALTZER, FRENCH, SWARTWOOD

LE 554  Auditory Training and Speech Reading for the Acoustically Handicapped.  2 sem hr
A study of the avenues of the receptive language available to the acoustically handi-
capped child; the training of residual hearing and the development of speech reading.
Includes the use and care of group and individual hearing aids. Must be taken con-
currently with LE 552 and LE 553 Methods of Teaching the Acoustically Handicapped I and II.
BALTZER, FRENCH, SWARTWOOD

LE 555  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 350 Mental Deficiency. HEGGE, TREADO, WAWRZASZEK

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: LE 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: LE 506 Edu-
cation 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 special 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 564  Teaching of Arithmetic.  2 sem hr
Current problems in teaching arithmetic. Evaluating pupil achievement; new topics.
Prerequisite: 349 or 351 Teaching of Arithmetic or teaching experience. GOTTs,
KILPATRICK

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 567  Education of the Brain-Injured Child.  2 sem hr
A study of the educational and psychological problems of brain-injured children. Prepa-
ration and evaluation of materials. Prerequisite: LE 558 Education of the Mentally
Handicapped I. ROGERS and STAFF
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. Prereq-
quisite: LE 506 Education of Exceptional Children. ELDREDGE, 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. ELDREDGE, 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 346 Teaching Social Studies. SILL,
MACDONALD, WARREN

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. Prerequisite: one course in Psychology.
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. BEHM, CURTIS, STUDT

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 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. Prerequisite: a permanent certificate. 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. R. ANDERSON, BROWER,
CLEETON

LE 595 Workshops in Selected Fields. 2 sem hr

LE 595 Workshop in Curriculum Building. 2 sem hr
An intensive evaluation of curriculum problems. Prerequisite: 10 hours of credit in
administration. CLEETON, SLAY

LE 595 Workshop in Airborne Television. 2 sem hr
Information and procedures for use of airborne television in the classroom. WORK and
STAFF

LE 595 Workshop in Scientific Approach to Problem Solving. 2 sem hr
The scientific approach to the solving of problems. The application of psychological
principles. Prerequisite: one course in Psychology. R. ANDERSON

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 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 636 Administration and Supervision of the School Music Education Program. 2 sem hr
Trends and practices in the teaching of vocal and instrumental music in elementary and secondary schools. Individual research in an area pertinent to the responsibility of the student. Open to majors or minors in Music. MORGAN and STAFF

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. Prerequisite: LE 545 Counseling Process and LE 547 Standardized Group Testing. BATY, STANLEY

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. STANLEY

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: LE 643 Practicum in Guidance or equivalent experience. BATY, STANLEY

LE 695 Workshops in Selected Fields. 2 sem hr
LE 695 Workshop in Elementary School Curriculum. 2 sem hr
An intensive evaluation of curriculum materials and problems in elementary schools. Prerequisite: LE 541 Curriculum—Elementary School and 20 hours of graduate credit. FISHER

LE 696 Seminars in Specialized Fields. 2 sem hr
LE 697, LE 698, LE 699 Field Study Problems. 2 sem hr each
An intensive study of a problem or group of problems 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. Open only to students with a master's degree.

THE SCHOOL AND THE COMMUNITY

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

CO 519 Administration and Supervision of Special Education. 2 sem hr
Designed to aid school administrative personnel in organizing or improving a program for exceptional children. The philosophical, legal, and practical aspects will be investigated. Prerequisite: LE 506 Education of Exceptional Children plus 6 hrs in Special Education. MYERS

CO 523 Education in Africa. 2 sem hr
A study of education in selected countries of Africa. Aspects of United States, English, and French educational systems will be considered with their possible relevance to the African scene. R. ROBINSON

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, SLAY
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CO 525</td>
<td>Philosophy of Education</td>
<td>2 sem hr</td>
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<td>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. BLUME, HUMBERT, R. ROBINSON, SLAY</td>
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<td>CO 526</td>
<td>History of American Education</td>
<td>2 sem hr</td>
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<td>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</td>
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<td>CO 527</td>
<td>Religion and Public School Education</td>
<td>2 sem hr</td>
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<td>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: &quot;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?&quot; ISBELL</td>
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<td>CO 540</td>
<td>Community Organization</td>
<td>2 sem hr</td>
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<td>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</td>
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<tr>
<td>CO 553</td>
<td>Principles of School Finance</td>
<td>2 sem hr</td>
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<td>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. ARDIS, CLEETON, JOHNSON</td>
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<tr>
<td>CO 555</td>
<td>Problems in School Building Planning</td>
<td>2 sem hr</td>
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<td>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, VANAKEN</td>
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<tr>
<td>CO 556</td>
<td>Principles of Community School Organization</td>
<td>2 sem hr</td>
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<td>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</td>
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<tr>
<td>CO 557</td>
<td>Problems in Community School Administration</td>
<td>2 sem hr</td>
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<td>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</td>
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<tr>
<td>CO 558</td>
<td>School Personnel Administration</td>
<td>2 sem hr</td>
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<td>The basic principles of staff relationships and policies necessary for effective service and high-level morale. ARDIS, HUMBERT, MICHAEL, RICE</td>
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<td>CO 561</td>
<td>The Junior High School</td>
<td>2 sem hr</td>
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<td>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, PORRETTA, RICE</td>
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<tr>
<td>CO 562</td>
<td>Educational Leadership I</td>
<td>2 sem hr</td>
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<td>Foundations in educational administration; contributions of contemporary research for an understanding of the process of leadership; current theories and concepts of educational administration. BROWER, CLEETON, MICHAEL</td>
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CO 563  Educational Leadership II.  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. BROWER, CLEETON, MICHAEL

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. BROWER, GEX, HUMBERT, MICHAEL, VANAKEN

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. BLUME, BROWER, MICHAEL, MONAHAN

CO 594  Adult Education.  2 sem hr
Organization and administration of adult education programs for communities. MATHERNE, REISTER, ZELLERS

CO 595  Workshops in Selected Fields.  2 sem hr

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, WORONOFF

CO 596  Seminar in Educational Administration.  2 sem hr
An intensive study of selected problems in administration. Prerequisite: 10 hrs of credit in administration. CLEETON, GALBRAITH, GEX, SLAY

CO 597, CO 598, CO 599  Field Study Problems.  2 sem hr each
An intensive study of a problem or group of problems 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.

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

CO 658  Administration and Supervision of School Personnel.  2 sem hr
Principles underlying personnel relationships. Selection and retention of staff, development of salary policies, and assignment of responsibilities. Prerequisite: 10 hrs of credit in administration. STREET

CO 659  Pupil Personnel Administration.  2 sem hr
Principles underlying school-pupil relationships. Prerequisite: 10 hrs of credit in administration. MICHAEL

CO 695  Workshops in Selected Fields.  2 sem hr
CO 696  Seminars in Specialized Fields.  2 sem hr

CO 697, CO 698, CO 699  Field Study Problems.  2 sem hr each
An intensive study of a problem or group of problems 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. Open only to students with a master's degree.

CONTEMPORARY CULTURE

CU 512  Teaching Modern Languages—Elementary School.  2 sem hr
An examination of the reasons for teaching foreign languages 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. 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. 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. OWENS

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

CU 526, CU 527  Reading German for Graduate Students.  2 sem hr
The structure and basic vocabulary required by a graduate student who seeks a reading proficiency; open to students whose previous language experience has been dimmed by time, as well as to the beginner. GAUERKE

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. HALL, 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, JORDAN
CU 533 Basic Studies for Teachers of Language Arts. 2 sem hr
Seeks to increase the student's understanding of the nature and function of language to the end that he may deal more effectively with the communication problems of his pupils. No special knowledge of grammar is assumed. POTTER

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

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

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

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

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. Prerequisite: 15 hours of credit in Art. Open to qualified seniors. CALKINS, GLOECKLER

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 hours of credit in Art. Open to qualified seniors. 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. Prerequisite: 15 hours of credit in 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 and 15 hours of credit in Literature. 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. Prerequisite: 15 hours of credit in Literature. ACKERMAN

CU 566 British Authors of the Sixteenth Century: Elyot, Sidney, Spenser. 2 sem hr
To examine in depth the artistic aims, techniques, and achievements of three British authors. Prerequisite: 15 hours of credit in Literature. COHN

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." Prerequisite: 15 hours of credit in Literature. COHN

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. Prerequisite: 15 hours of credit in Literature. 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 practicable. Poems and selected items from the prose. HAUG

CU 571 Whitman and Contrasting American Poets. 2 sem hr
Form and content in Whitman's poetry as related to the literary, social, and political backgrounds of his time. Comparisons with the theory and practice of Bryant, Poe, Whittier, and Longfellow. Prerequisite: 15 hours of credit in Literature. MADOX.

CU 572 Wordsworth. 2 sem hr
An intensive study of the poetry and critical essays of Wordsworth. Prerequisite: 15 hours of credit in Literature. JORDAN

CU 580 Discussion and Conference. 2 sem hr
The principles and practice of discussion in problem solving and learning groups: conference, committee, panel, symposium, and form. Not open to students who have credit in 259 Discussion and Conference. 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 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.

CU 640  Music Composition.  2 sem hr
The creative process in music through analysis of traditional and new music; recent techniques developed by Twentieth Century composers. Original compositions illustrating various techniques and media will be required. Open to music majors only.  JAMES

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 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 credit in an equivalent course.  SILL, ZOBEL

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 are: 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.  LOESELL

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 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.  INSTRUCTOR

SC 537, SC 538  The SMSG High School Program in Mathematics.  2 sem hr each
Evaluation of the work of the School Mathematics Study Group.  FALAHIEE

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 541  Economic Zoology.  2 sem hr
The species, varieties, and breeds of animals that are used as beasts of burden; supply food, clothing, sport, and recreation; serve as pets; or are injurious to man or to his domestic animals and crops. Prerequisite: one course in Zoology.  D. BROWN

SC 542  Survey of the Plant Kingdom.  2 sem hr
A survey of the major types of plants from algae to seed plants; emphasis on development of structure. Not open to graduate majors in Biology nor to students who hold credit in Botany 221.  MOORE
SC 543 Survey of the Animal Kingdom. 2 sem hr
A survey of the major animal groups from protozoans to mammals. Structure and function; the bases for classification and the evolutionary relationships of the several groups. Not open to graduate majors in Biology nor to students who hold credit in Zoology 222. LUTZ

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.
A. Southeastern Michigan. 4 sem hr GALLAGHER, GILES and STAFF
B. Michigan Geography-Botany. 4 sem hr GALLAGHER, GILES and 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. 2 sem hr
Isolation, 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 563 Climate. 2 sem hr
Solar and physical climates. Koppen Classification of Climates; trends, statistics, and timely topics of climate. A laboratory course. Prerequisite: 122 Weather or SC 562 Weather. DeLONG

SC 580 Atomic and Nuclear Physics I. 2 sem hr
A lecture-laboratory course in atomic physics. Electron physics, radiation, atomic structure, x-rays, the quantum properties of waves and particles, relativity, the Bohr atom and atomic spectra, wave mechanics, and the Schroedinger equation. Prerequisite: one year of college Physics. PARSONS

SC 581 Atomic and Nuclear Physics II. 2 sem hr
A lecture-laboratory course in recent nuclear physics. Nuclear structure, radioactive decay, detection and measurement of nuclear radiation, fission, fusion, cosmic rays, production of radioisotopes in neutron howitzer. Prerequisite: one year of college Physics. PARSONS

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

SC 583 Astronomy. 2 sem hr
A non-mathematical descriptive course in astronomy designed to acquaint the teacher with the general field of astronomy. Many of the topics considered can be used in the elementary classroom. Consists of a study of the sun and its family of planets as well as the stars and nebulae in the universe beyond the solar system. Emphasis is also placed on getting acquainted with the night sky. Naked-eye observations of the constellations and telescopic observations of the moon, planets, double stars, and clusters constitute the laboratory work of the course. Not open to students who have credit in 203 Introduction to Astronomy. PARSONS, THOMAS

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. CASWELL

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 heredity. Not open to students who hold credit in 301 Genetics. 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 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 596 Seminar in Biology. 2 sem hr
Presentation of special reports on selected topics. Prerequisite: 20 hours of credit in Biology, including Botany and Zoology. STAFF

SC 597, SC 598, SC 599 Field Study Problems. 2 sem hr each
An intensive study of a problem or group of problems 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.

SC 600 Area Analysis. 2 sem hr
Advanced geography field research. A philosophy of field geography; selected problems concerned with industry, recreation, agriculture, and commerce. Prerequisite: 15 hours of credit in Geography. GALLAGHER

SC 686 Cytogenetics. 4 sem hr
Developments leading to modern concepts of cell structure and behavior. Details of chromosome structure and behavior, physical and chemical bases. Laboratory work covers techniques of chromosome analysis and study of effects of different factors on mitosis and meiosis. Prerequisite: SC 586 Genetics or equivalent. GILES

SC 687 Problems in Botanical Research. 2 sem hr
Individual work on selected problems in Botany. Open only to graduate majors in Biology. STAFF.

SC 688 Problems in Zoological Research. 2 sem hr
Individual work on selected problems in Zoology. Open only to graduate majors in Biology. STAFF.

CONTEMPORARY CIVILIZATION

CI 508 The Historical and Contemporary African Scene. 2 sem hr
Exploration of Africa by non-Africans; indigenous Ethiopic civilization; imperialism; African resurgence; the Independence Movement, 1945-60; the African economy today; changes in the African social structure; and Africa's current world position. MARTIN

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 Ottoman 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. INSTRUCTOR

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. BASHSHUR, SCHAFFER

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. INSTRUCTOR

CI 523 Community Behavior and Social Changes. 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 Social Psychology 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. SCHAFFER
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 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. Prerequisite: one course in Geography. 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. Prerequisite: one course in Geography. 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.

European History Travel Seminar. 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 556 Non-Mediterranean Europe. 2 sem hr
The characteristics and functions of selected European lowland, upland, and highland economies north of the Mediterranean lands. The future of economic integration in Europe. Prerequisite: 10 hours of credit in Geography. MARTIN

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. Prerequisite: one course in Geography. INSTRUCTOR

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. Prerequisite: one course in Geography. 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. 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
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

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

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

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

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 and Central America. 4 sem hr SINCLAIR
E. Central America (Summer, 1962). 4 sem hr SINCLAIR

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. Prerequisite: one course in Geography. BUCKHOLTS, GALLAGHER, SILL, ZOBEL

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. Not open to students who hold credit in Economics. J. ROBINSON

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

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

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. Prerequisite: 10 hours of credit in Geography. MARTIN

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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. INSTRUCTOR.

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 584 The United States: 1877-1917. 2 sem hr
The history of the United States for the four decades preceding 1917. DISBROW

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 State and Local Government 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. FAUMAN, R. SMITH

CI 595 Workshops in Selected Fields. 2 sem hr
CI 595 Workshop in Economics. 2 sem hr
Selected principles of Economics presented by visiting consultants. Class discussions on phases of contemporary Economics. SNYDER and STAFF
CI 596 Seminars in Specialized Fields. 2 sem hr

CI 596 Seminar in African Studies. 2 sem hr
Participants will select problems and issues arising from contemporary education and the African scene and will be encouraged to develop such interests at some depth. Professional guidance will be made available. MARTIN

CI 597, CI 598, CI 599 Field Study Problems. 2 sem hr each
An intensive study of a problem or group of problems 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 geographies. Prerequisite: 10 hours of graduate credit in Geography. 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. Prerequisite: 15 hours of graduate credit in History. STAFF

CI 696 Seminar in History. 3 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

CI 696 Seminars in Specialized Fields. 2 sem hr

CI 697, CI 698, CI 699 Field Study Problems. 2 sem hr each
An intensive study of a problem or group of problems 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. Open only to students with a master's degree.

SPECIAL SUBJECTS

SS 520 Selection and Organization of Subject Matter in Industrial Arts. 2 sem hr
Provides an opportunity for graduate students to analyze, organize and prepare for reference or presentation, areas or units of subject matter in Industrial Arts at various grade levels. WILLOUGHBY

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

SS 522 General Crafts I. 2 sem hr
The selection and use of industrial materials, devices, and machines in the home, the school, and in business and industry. Opportunities are provided for shop and laboratory experience. Not open to majors in Industrial Arts. N. RISK, WESCOTT

SS 523 General Crafts II. 2 sem hr
The selection and use of industrial materials, devices, and machines in the home, the school, and in business and industry. Opportunities are provided for shop and laboratory experience. Not open to majors in Industrial Arts. WESCOTT
SS 524 Problems in Technical Drawing. 2 sem hr
Selected drawing problems related to the training and experience of individual students. RISK

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

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.

SS 537 Problems in Art Education—Secondary School. 2 sem hr
A study of historical art forms with reading, 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.

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.

SS 539 Problems in Industrial Arts for Elementary Schools. 2 sem hr
Individualized instruction based on the needs of the teacher in an elementary school. Not open to majors in Industrial Arts.

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 adaptability. A. FIELDER

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

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

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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. INSTRUCTOR

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

SS 569 Foundations of Business Education. 2 sem hr
Principles and developments in business education for school administrators and business teachers. The objectives and curricular patterns in business for different types of educational institutions; professional leadership and current research in the field. COLLINS

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. INSTRUCTOR

SS 576 Fundamentals of Business Enterprise. 2 sem hr
Intellectual and cultural foundations of business. The ideas and concepts upon which our society is based; the relationship of these concepts to the meaning of today's business. COLLINS

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. DOANE

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, SS 598, SS 599 Field Study Problems. 2 sem hr
An intensive study of a problem or group of problems 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

SS 630 The Development of Industrial Education. 2 sem hr
Origin and development of industrial education; the relationship of history and philosophy to contemporary practice. Prerequisite: 15 hours of graduate credit in Industrial Arts. CHAMBERLAIN

SS 631 Evaluation of Industrial Education. 2 sem hr
Principles and methods of evaluation in Industrial Education. Experience in development and construction of effective evaluative devices. Prerequisite: 15 hours of graduate credit in Industrial Arts. LABOUNTY
GRADUATE SCHOOL FACULTY

COUNCIL, 1961-1962


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) Assistant Professor of Political Science
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Barnes, James M. (1955) Acting Head, Department of Physics
B.S., Eastern Michigan University; M.S., Ph.D., Michigan State University

Barrett, Harry S. (1960) Instructor in Art
B.S. in Des., M.S. in Des., M.F.A., Michigan

Bashshur, Rashid L. (1959) Assistant Professor of Sociology
A.B., A.M., Beirut University; Michigan

Belcher, Robert O. (1946) Head, Department of Natural Science
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Bensen, Alice R. (1947) Professor of English
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Blackenburg, Howard (1938) Professor of History
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B.S., Ohio State University; M.A., Michigan; Michigan
Borusch, Barbara J. (1950) ____________ Associate Professor of Physical Education
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Bos, William H. (1958) ____________ Associate Professor of Speech
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Brown, Albert W. (1958) ____________ Dean of the College of Arts and Sciences, Professor of Geography
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Buckholts, Paul O. (1961) ____________ Associate Professor of Geography
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Cleeton, Kenneth H. (1957) ____________ Head, Department of Education
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Fisher, Robert J. (1955) Professor of Education
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Gauerke, Herbert J. (1949) Associate Professor of German
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Hulsopple, Bill G. (1959) ............................. Assistant Professor of Theatre and Speech
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Langman, Muriel Potter (1950) __________ Professor of Education
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Miller, Marjorie M. (1946) ________________ Assistant Professor of English
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Monahan, Thomas O. (1953) ________________ Assistant Professor of Education
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Owens, J. Henry (1940)  Head, Department of Foreign Languages  
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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 Emeritus of the Horace H. Rackham School of Special Education B.S., Wayne State University; A.M., Teachers College, Columbia University

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

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Simpson, John W. (1948) ______________ Associate Professor of Economics A.B., A.M., Ohio State; Chicago; Ph.D., Ohio State

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

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Snyder, Carl D. (1957) Assistant Professor of Economics
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Stanley, Ken W. (1961) Lecturer in Education
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Street, Scott W. (1961) Principal of Roosevelt School
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Thomas, Clinton E. (1959) Assistant Professor of Physics
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Wallace, Merry Maude (1945) Assistant Professor, Supervising Teacher of Special Education
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Waugh, Edgar W. (1927) Professor of Political Science
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Wawrzaszek, Frank (1957) Assistant Professor of Special Education
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Wells, Phillip G. (1959) Assistant Professor of Education
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Wilcox, William F. (1925) ________________ Assistant Professor of Physics
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Willoughby, George A. (1929) ___________ Professor of Industrial Education
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Wittke, Reinhard (1956) ________________ Associate Professor of History
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Wolfe, M. Doyne (1925) ____________ Associate Professor of Foreign Languages
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Wolowitz, Howard (1960) _______________ Lecturer in Education
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Work, William (1951) ____________ Professor of Speech and Director of Theatre
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Woronoff, Israel (1956) ________________ Associate Professor of Education
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Chamis, George, Ph.D., Consultant of Pupil Welfare Services, Flint Public Schools, Flint, Michigan

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Hall, Betty Lou, M.A., Director of Children's Theatre, Ann Arbor, Michigan

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